

UNIT TITLE: The Weather Around Us.
Class 2RW Spring 1
Unit Organiser

	Week 1 – 08/01/23	Week 2 – 15/01/23	Week 3 – 22/01/23	Week 4- 29/01/23	Week 5- 05/02/23
Maths- Year 1	<p>Addition and Subtraction</p> <p>Add and find number bonds within 20.</p> <p>Fluency: Composition- Focus on the composition of 7</p>	<p>Addition and Subtraction</p> <p>Identify doubles and near doubles.</p> <p>Fluency: Composition- Focus on the composition of 9</p>	<p>Addition and Subtraction</p> <p>Subtract by counting back and finding the difference.</p> <p>Fluency: Composition- Recap odd and even numbers by looking at their 'shape'</p>	<p>Place Value</p> <p>Count in groups of 10s</p> <p>Fluency: Composition- Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts.</p>	<p>Place Value</p> <p>To use and estimate on a number line to 50.</p> <p>Fluency: Continue to explore how numbers can be partitioned.</p>
Maths- Year 2	<p>Money</p> <p>Calculate with money and find change.</p> <p>Fluency: Number facts and arithmetic - Focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9 .</p>	<p>Multiplication and Division</p> <p>Recognise, make, and add equal groups.</p> <p>Fluency: Composition- Focus on the composition of 20 Use known facts within 10 to find missing parts of 20.</p>	<p>Multiplication and Division</p> <p>Understand multiplication sentences by making arrays and sorting equal groups.</p> <p>Fluency: Number facts and arithmetic Apply knowledge of facts within 10 to addition and subtraction within 20.</p>	<p>Multiplication and Division</p> <p>Identify 2 times tables, doubles, and odd/even numbers.</p> <p>Fluency: Number facts and arithmetic - Use knowledge of doubles to calculate near doubles</p>	<p>Multiplication and Division</p> <p>To use 5- and 10-times tables to multiply and divide.</p> <p>Fluency: Number facts and arithmetic Develop understanding of near doubles</p>
Reading	<p>Red Group-</p> <p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p>	<p>Red Group-</p> <p>Review Phase 3: er air Words with double letters Longer words.</p>	<p>Red Group-</p> <p>Words with two or more digraphs</p>	<p>Red Group-</p> <p>Longer words Words ending in -ing Compound words</p>	<p>Red Group-</p> <p>Longer words Words with s in the middle /z/ s words ending -s Words with -es at end /z</p>

	<p>Blue Group –</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p>	<p>Blue Group –</p> <p>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p>	<p>Blue Group –</p> <p>/l/ le al apple metal /s/ c ice /v/ ve give</p>	<p>Blue Group –</p> <p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p>Blue Group –</p> <p>Grow the code: /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>
	<p>Yellow Group-</p> <p>When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p>	<p>Yellow Group-</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>	<p>Yellow Group-</p> <p>Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p>	<p>Yellow Group-</p> <p>Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p>	<p>Yellow Group-</p> <p>Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</p>
Reading	<p>Class book-Snail and the whale- <i>A tiny snail embarks on an incredible journey as he travels to see the world while riding on the tail of a humpback whale.</i></p>				
Writing	<p>Poetry- "Wings" By Pie Corbett</p> <p>To learn the poem and decide what I would do if I had wings.</p>	<p>Poetry- "Wings" By Pie Corbett</p> <p>To write my own poem based on Wings. To publish my own poem.</p>	<p>Setting Description</p> <p>To become familiar with the story Snail and the Whale. To use adjectives to describe a place the whale visits.</p>	<p>Non- Fiction- Letter</p> <p>To learn about the features of a letter and what they are used for. To create a letter plan.</p>	<p>Non-Fiction – Letter</p> <p>To write my own letter to the snails on the rock about the magical adventures the snail has been on with the whale.</p>
Science Year 1 and 2	<p>Animals including Humans</p> <p>To describe the importance for humans eating the right amounts of different types of food.</p>	<p>Animals including Humans</p> <p>To describe the importance for humans to have good hygiene.</p>	<p>Animals including Humans</p> <p>To describe the importance for humans to look after themselves.</p>	<p>Animals including Humans</p> <p>To notice that animals, including humans have offspring which grow into adults.</p>	<p>Animals including Humans</p> <p>To notice that animals, including humans have offspring which grow into adults. I can gather and record data.</p>
Geography	<p>UK and its weather-</p> <p>How does a geographer find out about the countries of the United Kingdom?</p>	<p>UK and its weather-</p> <p>How does a geographer find out about physical features of the countries of the United Kingdom?</p>	<p>UK and its weather</p> <p>How does a geographer find out about human features of the countries of the United Kingdom?</p>	<p>UK and its weather</p> <p>How does a geographer describe the weather in the United Kingdom?</p>	<p>UK and its weather</p> <p>How does a geographer show what the weather is going to be like in the United Kingdom?</p>

Computing	Programming Shapes I can show care and precision to avoid errors.		Programming Shapes I know that users can write their own programs.		Programming Shapes I can create a simple program. I can run, check and change programs.
Art	To research an artist To learn about the style of art Anni Albers created.	To create a weave To create a weave pattern in the style of Anni Albers.			
DT		Textiles- Existing product evaluation- Identify purpose and users.	Textiles- Developing Knowledge and skills- Practicing sewing techniques and material exploration.	Textiles- Design- Design a bag identify design criteria.	Textiles- Make and Evaluate – Make the bag, pin and sew together and decorate with fabric pens. Evaluate the end product.
PE	Hull FC – Ball Skills Sending & Receiving To understand and improve change of direction techniques. To understand the two-handed grip technique of a ball. Gymnastics - To explore travelling movements.	Hull FC – Ball Skills Sending & Receiving To understand the one-handed grip technique of a ball. Gymnastics - To develop and combine travelling movements.	Hull FC – Ball Skills Sending & Receiving To understand the bounce pass control and technique. Gymnastics - To develop quality when performing and linking shapes.	Hull FC – Ball Skills Sending & Receiving To understand the underarm throw technique. To understand the scoop, catch technique. Gymnastics - To develop quality when linking shapes.	Hull FC – Ball Skills Sending & Receiving To understand the overarm throw technique. To understand and progress from the scoop catch to the W catch. Gymnastics - To develop stability and control when performing balances.
RE		Places of Worship - To explore what it is like to visit a mosque.		Places of Worship - To discuss the shape of Buddhist temples.	
PSHE	Celebrating Difference- I accept that everyone is different.	Celebrating Difference- I know how to Include others when working and playing.	Celebrating Difference- I know how to how to help if someone is being bullied.	Celebrating Difference- I try to use kind words.	Celebrating Difference- I know how to give and receive compliments