

UNIT TITLE: Mary Anning- Jurassic Hunter
Unit Organiser

	Week 1 - 19/02/24	Week 2 - 26/02/24	Week 3 - 04/03/24	Week 4- 11/03/24	Week 5- 18/03/24
Maths- Year 1	<p align="center">Length and Height</p> <p>Measure and compare different lengths and heights.</p> <p>Fluency: Composition- Partitioning numbers within 10, starting with the systematic partitioning of 6</p>	<p align="center">Mass and Volume</p> <p>To measure and compare mass and volume. To identify heavier and lighter.</p> <p>Fluency: Number facts and arithmetic- to practise connecting their knowledge of numbers that are '1 more than' or '1 less than' a given number.</p>	<p align="center">Multiplication and Division</p> <p>To count in 2s, 5s and 10s.</p> <p>Fluency: Number facts and arithmetic- To explore the effect of adding or subtracting 2 to or from even and odd numbers using both 10-frames and rekenreks.</p>	<p align="center">Multiplication and Division</p> <p>Recognise and add equal groups. Make arrays and doubles.</p> <p>Fluency: Number facts and arithmetic- This week's activities will focus on subtraction within 10.</p>	<p align="center">Multiplication and Division</p> <p>Make equal groups through grouping and sharing.</p> <p>Fluency: Number facts and arithmetic- This week's activities will build on the previous week's sessions, focusing on subtraction within 10</p>
Maths- Year 2	<p align="center">Multiplication and Division</p> <p>To use 5- and 10-times tables to multiply and divide.</p> <p>Fluency: Number facts and arithmetic - This week's sessions will give the children an opportunity to explore strategies for adding 3 numbers.</p>	<p align="center">Length and Height</p> <p>Measure and compare in centimeters and meters.</p> <p>Fluency: Number facts and arithmetic- To calculate efficiently, with a focus on using a 'making 10' or 'bridging through 10' strategy to add two 1-digit numbers</p>	<p align="center">Length and Height</p> <p>Compare, order and use the four operations with different lengths and heights.</p> <p>Fluency: Number facts and arithmetic This week's activities build on previous learning about adding two 1-digit numbers that 'bridge 10'</p>	<p align="center">Mass, capacity and temperature</p> <p>Measure, compare and use the four operations with mass.</p> <p>Fluency: Number facts and arithmetic - This week's sessions continue to focus on calculating across 10, this time exploring subtraction as reduction, commonly referred to as 'taking away'.</p>	<p align="center">Mass, capacity and temperature</p> <p>Measure, compare and use the four operations with volume and capacity.</p> <p>Fluency: Number facts and arithmetic This week's sessions continue to focus on subtracting across 10 using the reduction structure.</p>

Reading	Red Group- longer words Words with s in the middle /z/ s words ending -s Words with -es at end /z/	Red Group- Short vowels CVCC	Red Group- short vowels CVCC CCVC	Red Group- short vowels CCVCC CCCVC CCCVCC longer words	Red Group- longer words compound words
	Blue Group - /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	Blue Group - /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	Blue Group - /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	Blue Group - /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	Blue Group - /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze
	Green Group- Suffixes -ing, -es CVCC, CCVC (short vowels)	Green Group- CCVCC, CCCVC, CCCVCC (short vowels) CVCC, CCVC (long vowels)	Green Group- CCV, CCVCC, CCCVC (long vowels) Suffixes -ed /t/, -ed /id/, - ed /d/	Green Group- Suffixes -ing, -er, -est Two-syllable words	Green Group- Compound words and multi- syllable words with adjacent consonants.
	Yellow Group- 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?	Yellow Group- 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?	Yellow Group- Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Yellow Group- Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Yellow Group- Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?
Reading	Class book- Jim and the Beanstalk- <i>In this re-telling of the classic children's story by author of The Snowman Raymond Briggs, a little boy called Jim finds a beanstalk outside his window one morning. Like his predecessor Jack, he decides to climb it - and at the top, he finds a huge castle and a rather grumpy giant. But this giant isn't at all what Jim expected . . .</i>				
Writing	Knowing the story- To learn about the story Jim and the Beanstalk and then	Character Description To use adjectives, similes and expanded noun phrases to describe a character.	Narrative- Story writing. To learn how to use fronted adverbials to open sentences. To box the story up and break	Narrative- Story writing. To write my own version of the story adding to it each day.	Non-Fiction -Persuasive To engage in discussion and write a debate about if Jack in Jack and the beanstalk

	respond to differentiated questions about the events.		it into smaller chunks for writing.		should have consequences for his actions.
Science Year 1 and 2	Plants I can identify different plants.	Plants I can identify and describe the basic structure of plants.	Plants I understand that plants can grow.	Plants I can name a variety of common wild plants.	Plants I can sort a variety of plants.
History/ Geography	History- Jurassic Hunter- Mary Anning- To know and be able to retell the life story of Mary Anning	Geography- Jurassic Hunter- Mary Anning- Human and physical features To identify human and physical coastal features	History- Jurassic Hunter- Mary Anning- To understand how women were not allowed to work.	History- Jurassic Hunter- Mary Anning- To highlight key facts of Mary Anning's life.	History- Jurassic Hunter- Mary Anning- - To describe the view of Mary Anning in the past and now.
Computing		Project Evolve - Online Reputation- I can identify ways that I can put information online		Project Evolve - Online Bullying- I can describe what information should not be put online.	
DT			Research- To look at different moving toys and identify how they work. To identify different fairground toys and what makes them exciting.	Design and Make- To explore wheel mechanisms and design a Ferris wheel. To select appropriate materials. To build and test a moving wheel.	Evaluate- To evaluate the Ferris wheel and it's effectiveness.
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.	Hull FC - Ball Skills Sending & Receiving To understand the one-handed grip technique of a ball.	Hull FC - Ball Skills Sending & Receiving To understand the bounce pass control and technique.	Hull FC - Ball Skills Sending & Receiving To understand the underarm throw technique. To understand the scoop, catch technique.	Hull FC - Ball Skills Sending & Receiving To understand the overarm throw technique. To understand and progress from the scoop catch to the W catch.

	Invasion Skills - To understand what being in possession means and support a teammate to do this.	Invasion Skills - To understand that scoring goals is an attacking skill and to explore ways to do this.	Invasion Skills - To understand that stopping goals is a defending skill and explore ways to do this.	Invasion Skills - To explore how to gain possession.	Invasion Skills - To mark an opponent and understand that this is a defending skill.
RE				Christian celebration To understand the Easter story	Christian celebration To understand how Christians celebrate easter in the present
PSHE	Dreams & Goals I can set simple goals. I can tell you about a thing I do well.	Dreams & Goals I can set a goal and work out how to achieve it. I can tell you how I learn best.	Dreams & Goals I understand how to work well with a partner. I can celebrate achievement with my partner.	Dreams & Goals I can tackle a new challenge and understand this might stretch my learning. I can tell you how I feel when I am faced with a new challenge	Dreams & Goals I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. I can explain how I feel when I face obstacles and how I feel when I overcome them.