

UNIT TITLE: Wolves, Royal Patrons
Unit Organiser

Class 2 - Year 1, 2

Knowledge and Skills: The bigger picture

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Maths- Year 1	Place Value To sort and count objects.	Place Value Recognise numbers as words. To count backwards.	Place Value To identify more, less and equal to. Fluency: Composition- Subitising to 5.	Place Value Compare and Order Numbers. Fluency: Composition- Looking at 5, 6, 7, 8, 9 as '5 and a bit'	Place Value Identify numbers on a number line. Fluency: Composition- Looking at 5, 6, 7, 8, 9 as '5 and a bit'	Addition and Subtraction Identify and use Part Whole Models. Fluency: Comparison- Compare sets of objects.	Addition and Subtraction To explore number bonds to 10. Fluency: Counting, ordinality and cardinality - Order numbers to 10.	Addition and Subtraction Addition sentences and addition problems. Fluency: Composition - numbers can be made with doubles.
Maths- Year 2	Place Value Recognise and use tens and ones.	Place Value Explore numbers within 100 by partitioning.	Place Value Use a number line to identify 10s and 1s. Fluency: Composition- Looking at 5, 6, 7, 8, 9 as '5 and a bit'	Place Value Compare and order numbers. Fluency: Comparison- Compare sets of numbers and objects within 10.	Addition and Subtraction To use fact families and identify related facts. Fluency: Composition- Identify odd and even parts.	Addition and Subtraction Add numbers together using 1s, 10s and three 1 digit numbers. Fluency: Composition- Focus on the composition of 6	Addition and Subtraction Subtract across and from a 10. Fluency: Composition- Focus on the composition of 8.	Addition and Subtraction Add two 2-digit numbers together. Fluency: Composition- Focus on the composition of 10.
Reading	Red Group- Baseline assessments.	Red Group- Phonics Review Phase 3 GPCs ai ee igh	Red Group- Phonics air er /z/ s -es	Red Group- Phonics Phase 4 CVCC CCVC	Red Group- Phonics Phase 5 /ai/ ay play /ow/ ou cloud	Red Group- Phonics Review longer words.	Red Group- Assessments	Red Group- Gap plugging based on assessments.

		oa oo ar or ur oo ow oi ear	words with two or more digraphs	Words with long vowels.	/oi/ oy toy /ee/ ea each			
	Blue Group - Baseline Assessments.	Blue Group - Phonics Phase 5 Rapid Catch up /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue	Blue Group - Phonics Phase 5 Rapid Catch up /yoo/ u unicorn (ue) /igh/ ie pie (igh) /igh/ i tiger (igh ie) /oa/ o go (oa) /ai/ a paper (ai ay) /ee/ e he (ee ea)	Blue Group - Phonics Phase 5 Rapid Catch up /oa/ o-e home /ai/ a-e shake /ee/ e-e these /igh/ i-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new	Blue Group - Phonics Phase 5 Rapid Catch up /or/ aw claw /ee/ ie shield /ee/ y funny /e/ ea head /w/ wh wheel /igh/ y fly	Assessment Week	Blue Group - Phonics Phase 5 Rapid Catch up /oa/ oe toe /oa/ ou shoulder /oa/ ow snow /j/ g giant /f/ ph phone /s/ c ice	Blue Group - Phonics Phase 5 Rapid Catch up /l/ le apple /l/ al metal /v/ ve give /u/ o-e some /u/ o mother /u/ ou young
Reading	Class book- Three Little Pigs- <i>"The Three Little Pigs" is a fable about three pigs who build their houses of different materials. A Big Bad Wolf blows down the first two pigs' houses which are made of straw and sticks respectively but is unable to destroy the third pig's house that is made of bricks.</i>							
Writing	Baseline assessments and recapping basic skills such as using full stops and capital letters.	Fiction- Diary Writing- To learn how to use adjectives to describe feelings and how to join sentences.	Fiction- Wanted Posters- To learn how to use adjectives to describe features and how to put these adjectives into super sentences.	Fiction- Shopping lists- To learn why lists are important, what word choices to use and how to use commas in a list.	Fiction-Story Writing- To retell and re-write the familiar story of the 3 little pigs using the features taught in previous weeks.	Non-Fiction-Fact Files- To learn how to label, sound out tricky spellings and use adjectives to describe.	Non-Fiction-Fact Files- To use pictures, adjectives and simple sentences. To use a . ! or ? to create different sentences. To create a fact file about a wolf.	Non-Fiction-Fact Files- To edit improve and publish our fact files.
Science Year 1 and 2		Materials: To identify and name different materials	Materials: To explain the difference between objects and materials To sort and record my findings	Materials: To describe properties of materials.	Materials: To test properties of materials	Materials: To perform a simple test	Materials: To discuss my findings	Materials: To explain how some materials can change shape.

History			Royal Patrons- To know about the changes in my life and the lives of others.	Royal Patrons- To identify and sort British monarchs on a timeline.	Royal Patrons- To know about the life of Queen Victoria.	Royal Patrons- To know about the life of Queen Elizabeth	Royal Patrons- To compare the lives of Queen Victoria and Queen Elizabeth.	
Computing	Lego Builders- To learn that computers need precise instructions.	Lego Builders- To create simple programs with care and precision.	Lego Builders- To understand the difference between hardware and software.	Lego Builders- To use precise instructions to complete a software game.				
Art/DT	Portraits To understand and identify a portrait	Portrait To use different pressures and lines to improve a feature.	Picasso To identify who Picasso what and what type of art he created.	Portrait To draw a portrait in the style of Picasso.				
DT					DT-Mechanisms- To explore, understand and label vehicles that move.	DT- Mechanisms- To explore wheels and axels. To create a Royal Carriage design.	DT- Mechanisms- To use the materials to join and make a carriage for King Charles.	DT- Mechanisms- To evaluate the effectiveness of our carriage by testing and comparing with our designs.
Music	Hey You! - Listen to and appraise a piece of music. To identify different styles of music.	Hey You! - Listen to and appraise a piece of music. To identify what we can hear in the music. E.g. singers	Hey You! - Listen to and appraise a piece of music. To look at the structure/ form and shape of a song.	Hey You! - Listen to and appraise a piece of music. To recognise the indicators of hip hop music.				
PE	Team Games- To learn how to work together to achieve a common goal.	Hull FC - Fundamentals- To apply skills of running and changing direction.	Hull FC - Fundamentals- To apply progressive change of direction skills.	Hull FC - Fundamentals- To maintain speed and change direction.	Hull FC - Fundamentals- To apply using different feet to change direction.	Hull FC - Fundamentals- To understand and listen to a change of direction.	Hull FC - Fundamentals- Fundamental skills- To explore combination jumping and	Hull FC - Fundamentals- Team Games- To learn how to play games as part of a team.

		Fundamental skills- To explore balance, stability and landing safely.	Fundamental skills- To explore how the body moves when running at different speeds.	Fundamental skills- To explore changing direction and dodging.	Fundamental skills- To explore jumping, hopping and skipping actions.	Fundamental skills- To explore co-ordination and combination jumps.	skipping in an individual rope.	
RE		Belonging- To identify what it means to belong.	Belonging- To explore why symbols important to some people.		Belonging- To understand what it means to belong to the Christian community.		Belonging- To identify rules in Christianity (10 Commandments) and what these mean to Christians.	
PSHE	To learn more about my feelings and what it can feel like when they are all mixed up.	Being me in my world- To learn how to help others to feel welcome.	Being me in my world- To identify ways to make our school community a better place.	Being me in my world- To recognise everyone's right to learn.	Being me in my world- To know my views are valued and care about other peoples feelings.	Being me in my world- To recognise the choices I make and understand the consequences.	Being me in my world- To understand my own rights and responsibilities.	To find out how feelings can be interpreted through art and design.