

UNIT TITLE: What is it like to live in Rawcliffe?
Unit Organiser

	Week 1 – 08/04/24	Week 2 – 15/04/24	Week 3 – 22/04/24	Week 4– 29/04/24	Week 5– 06/05/24	Week 5– 13/05/24	Week 5– 20/05/24
Maths– Year 1	<p>Fractions</p> <p>Find a half of an object, shape or quantity.</p>	<p>Fractions</p> <p>Find a quarter of an object, shape or quantity.</p> <p>Fluency: Composition</p> <p>Focus on the composition of 11 to 15 as '10 and a bit'</p>	<p>Position and Direction</p> <p>Describe and use, turns, left, right, forwards and backwards.</p> <p>Fluency: Counting, ordinality and cardinality-</p> <p>Focus on the position of the numbers 11 to 15 on the number line.</p>	<p>Place Value</p> <p>Count from 50-100, partition into tens and ones and use a number line to 100.</p> <p>Fluency: Number facts and arithmetic</p> <p>Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets.</p>	<p>Place Value</p> <p>Identify one more and one less to 100. Compare any two numbers.</p> <p>Fluency: Number facts and arithmetic-</p> <p>Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set.</p>	<p>Money</p> <p>Recognise coins and notes, count in coins.</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p>Consolidation</p> <p>Identify gaps in learning and recover during this week.</p>
Maths– Year 2	<p>Fractions</p> <p>To be able to recognise and find a half.</p>	<p>Fractions</p> <p>Recognise and find a quarter and a third.</p> <p>Counting, ordinality and cardinality:</p> <p>Connect the order of multiples of 10 to the order of numbers within 10.</p>	<p>Fractions</p> <p>To learn about unit and non-unit fractions.</p> <p>Number facts and arithmetic:</p> <p>Connect missing addend problems to subtraction problems.</p>	<p>Fractions</p> <p>To identify equivalent fractions. To recognise and find three quarters.</p> <p>Fluency: Number facts and arithmetic</p> <p>Subtract across the 10 boundary- by subtracting FROM 10 rather than bridging THROUGH 10.</p>	<p>Time</p> <p>To tell the time to o'clock, half past, quarter past and quarter to.</p> <p>Fluency: Number facts and arithmetic</p> <p>Practice subtracting within 20, selecting from a range of strategies.</p>	<p>Time</p> <p>To be able to tell the time to 5 minutes. To identify how many minutes in an hour and hours in a day.</p> <p>Fluency: Composition</p> <p>Focus on the composition of 20.</p>	<p>Consolidation</p> <p>Identify gaps in learning and recover during this week.</p>

Reading	Red Group- short vowels CCVC CCCVC CCCVCC longer words	Red Group- longer words compound words	Red Group- root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	Red Group- long vowel sounds CVCC CCVC	Red Group- long vowel sounds CCVC CCCVC CCV CCVCC	Red Group- Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	Red Group- root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
	Blue Group - Review Phase 5 GPCs for phonics screening check ay play a-e shake ea each e he	Blue Group - Review Phase 5 GPCs for phonics screening ie pie i-e time o go o-e home	Blue Group - Review Phase 5 GPCs for phonics screening ue blue rescue ew chew new u-e rude cute aw claw	Blue Group - Review Phase 5 GPCs for phonics screening ea head ir bird ou cloud oy toy	Blue Group - Review Phase 5 GPCs for phonics screening i tiger a paper ow snow u unicorn	Blue Group - Review Phase 5 GPCs for phonics screening ph phone wh wheel ie shield g giant	Blue Group - Review Phase 5 GPCs for phonics screening Assessment Week.	
	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?	Yellow Group- Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?		Yellow Group- The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?		
Reading	Class book- The Bog Baby- <i>The Bog Baby is a magical story by Jeanne Willis and Gwen Millward. When two small sisters go fishing to the magic pond, they find something much better than a frog or a newt. They find a bog baby. Small and blue with wings like a dragon, the girls decide to make him their secret. I won't tell if you won't.</i>							
Writing	Poetry- To learn our new class poem and be able to recite it by heart. To begin to change to create our own class poem.	Poetry- To create our own version of the poem "Hurt no living thing" and then write this up.	New Book- To learn our new class book. We will be predicting what we think will happen in the story, sequencing and inferring.	Fiction- To write create my own character and setting related to our class book. To learn about the features of a newspaper.	Fiction- To write our very own newspapers about our amazing discoveries.	Fiction- To edit, improve and publish our newspaper reports.	Non- Fiction- To create a fact file about the life cycle of a frog.	
Science	Plants I can identify, name and describe the basic structure of deciduous and evergreen trees.	Plants I can identify and classify.	Plants I can identify that fruit, vegetables and herbs are a type of plant that we eat.	Plants I can observe and describe how seeds grow into mature plants.	Plants I know what plants need to grow and stay healthy.	Plants I know what plants need to grow and stay healthy.	Plants I can explain the life cycle of plants.	
Geography			What is it like to live in Rawcliffe?	What is it like to live in Rawcliffe? How does a geographer identify physical and	What is it like to live in Rawcliffe? How does a geographer identify where they live?	What is it like to live in Rawcliffe? How does a geographer survey how children get	What is it like to live in Rawcliffe?	

			How does a geographer explore our local area of Rawcliffe?	human features of Rawcliffe?		to Rawcliffe Primary School?	How does a geographer draw a map of my route to school?
Computing		Stop Motion- What is animation?	Stop Motion- My First Animation	Stop Motion- Planning a project.	Stop Motion- Creating a project	Stop Motion- Creating a project.	
Art	Landscapes- To paint a landscape in the style of Monet.	Landscapes- To use pastels to create a cityscape.	Landscapes- To learn who Georges Seurat is.	Landscapes- To explore art in the style of Georges Seurat	Landscapes- To use art styles we have learned about to create our own landscape pictures.	Landscapes- To use art styles we have learned about to create our own landscape pictures.	
PE	Athletics- To move at different speeds over varying distances. Fitness Skills - To learn how to run for a long time.	Athletics- To develop balance. Fitness Skills - To develop jumping in a long rope using timing.	Athletics- To develop changing direction quickly. Fitness Skills - To develop co-ordination in individual skipping.	Athletics- To explore hopping, jumping and leaping for distance. Fitness Skills - To develop stamina and change of direction.	Athletics- To develop throwing for distance. Fitness Skills - To explore exercises to develop strength.	Athletics- To develop throwing for accuracy. Fitness Skills - To develop agility, balance and co-ordination.	
RE			Nature and God- I can recall the Christian Creation Story.	Nature and God- I can explain why the Creation Story can be important to some Christians.	Nature and God- I can explain why harvest can be important to some Christians.	Nature and God- I can explain why Sukkot can be important to some Jews.	
PSHE	Healthy Me I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.	Healthy Me I know how to make healthy lifestyle choices.	Healthy Me I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	Healthy Me I understand that medicines can help me if I feel poorly and I know how to use them safely.	Healthy Me I know how to keep safe when crossing the road, and about people who can help me to stay safe.	Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	