

UNIT TITLE: Royal Patrons
Unit organiser

Rawcliffe Bridge Class 1 - Year 1 and Year 2

Knowledge and Skills: The bigger picture

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Maths	Place Value To sort and count objects.	Place Value Recognise numbers as words. Count backwards.	Place Value To identify more, less, and equal to.	Place Value Compare and Order Numbers.	Place Value Identify numbers on a number line.	Addition and Subtraction Identify and use Part Whole Models.	Addition and Subtraction To explore number bonds to 10.	Addition and Subtraction Addition sentences and problems.
	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.	Place Value Compare and order numbers.	Addition and Subtraction To use fact families and identify related facts.	Addition and Subtraction Add numbers together using 1s, 10s and three 1-digit numbers.	Addition and Subtraction Subtract across and from a 10.	Addition and Subtraction Add two 2-digit numbers together.
Phonics	Baseline	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phase 3 air er /z/ s -es words with two or more digraphs	Phase 4: CVCC CCVC CCVC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Review longer words	Assessment	Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue
	Baseline	Rapid catch up /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue	Rapid catch up /yoo/ u unicorn(ue) /igh/ ie pie (igh) /igh/ i tiger (igh ie) /oa/ o go (oa) /ai/ (ai ay) /ee/ e he (ee ea)	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	Rapid catch up /or/ aw claw /ee/ ie shield /ee/ y funny /e/ ea head /w/ wh wheel /igh/ y fly	Assessment	Rapid catch up /oa/ oe toe /oa/ ou shoulder /oa/ ow snow /j/ g giant /f/ ph phone /s/ c ice	Rapid catch up /l/ le apple /l/ al metal /v/ ve give /u/ o-e some /u/ o mother /u/ ou young
English	Baseline sentence writing	To explore fairy tales. Focusing on prediction, identifying what a fairy tale is, and parts of a story.	To identify different text types. Focusing on what a list is why it is used and creating our own.	To describe story characters Focusing on what an adjective is and how to describe how a character looks	To retell a story. Focusing on writing in full sentences using adjectives and the parts of a story.	To label a picture. Focusing on phonics to sound out. Writing the correct way and using capital letters.	To understand what a fact is. Focusing on sentence structure and using . ? !	To create a fact file Focusing on creating, editing, and publishing a fact file.



	Baseline assessment	To explore fairy tales - To explore fairy tales. Focusing on prediction, identifying what a fairy tale is, and parts of a story.	To identify different text types. Focusing on what a list is why it is used and creating our own. Using punctuation such as bullet points.	To describe story characters Focusing on expanded noun phrase and how you can describe the characters personality.	To Retell a story Focusing on writing complex sentences with lots of detail Sequencing and telling all the parts of the story.	To label a picture. Focusing on spelling and adding adjectives. Using a ruler and writing correctly.	To understand what a fact is. Focusing on using different punctuation. The layout of a fact file. And complex sentences.	To create a fact file Focusing on creating, editing, and publishing a fact file using the new knowledge from this term.
Science		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.	
Geography								
Art	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.				
Design and Technology					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	Charanga -Hey you To listen and appraise different music. To find the pulse.		Charanga -Hey you To appraise different music. To keep the rhythm.		Charanga -Hey you To listen and appraise different music. To sing in groups.		Charanga -Hey you To play begin instruments using notes	

RE		Belonging- To explore Why symbols and artefacts important to some people.	Belonging- To identify what it means to belong to a religion.		Belonging- To explore what it means to be a Christian and what artefacts are important to them.			Belonging- To identify rules in Christianity (10 Commandments) and what these mean to Christians.
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.
Physical Development	Hull FC: Get set 4 PE: What are PE rules and expectations to keep us safe. Squiggle and dough Disco	Hull FC: To understand and improve running and movement techniques to apply different speed techniques to activities Get set 4 PE: To develop underarm throwing towards a target. Squiggle and dough Disco	Hull FC: To understand the basic principles of warming up. To understand why exercise is good for fitness/health/wellbeing Get set 4 PE: To develop overarm throwing towards a target. Squiggle and dough Disco	Hull FC: To understand and improve running techniques, whilst progressing change of directions. To evaluate their own and others' work and suggest ways to which they can improve it. Get set 4 PE: To develop throwing for accuracy.	Hull FC: To understand a change of directions, using the right foot. To apply an effective change of directions from the right foot and adding speed. Get set 4 PE: To develop underarm and overarm throwing at a target. Squiggle and dough Disco	Hull FC: To understand a change of directions, using the left foot. To apply an effective change of directions from the left foot and adding speed. Get set 4 PE: To develop throwing for accuracy and distance using underarm and overarm.	Hull FC: To understand when to use a change of the direction with the right and left foot, with speed and maintain this. Get set 4 PE: To select the correct throw for the target. Squiggle and dough Disco	Hull FC: To apply an effective change of direction, with added speed and concentration. To evaluate their own and others' work and suggest ways to which they can improve. Get set 4 PE: To develop throwing for accuracy and distance.
PSHE	Jigsaw. To be able to talk about how I am feeling about starting school.	Jigsaw Being me in My world Piece 1 - Special and Safe I feel special and safe in my class	Jigsaw Being me in My world Piece 2 - My Class I understand the rights and responsibilities as a member of my class	Jigsaw Being me in My world Piece 3 - Rights & Responsibilities I understand the rights and responsibilities for being a member of my class	Jigsaw Being me in My world Piece 4 - Rewards and Feeling Proud I know my views are valued and can contribute to the Learning Charter	Jigsaw Being me in My world Piece 5 - Consequences I can recognise the choices I make and understand the consequences	Jigsaw Being me in My world Piece 6 - Owning our Learning Charter I understand my rights and responsibilities within our Learning Charter	Jigsaw Being me in My world: Review week pick up anything extra the children need to go over from the week.

