



**UNIT TITLE: Unit organiser  
Spring 2**

**Rawcliffe Bridge Class 1 KS1- Reception Nursery**

**Knowledge and Skills: The bigger picture**

Week	Week 1 19/2	Week 2 26/2	Week 3 4/3	Week 4 11/3	Week 5 18/3
Maths	<b>Length and Height</b> Explore length Compare length Explore height Compare height	<b>Time</b> Talk about time Order and sequence time What happens at different times in a day	<b>Building 9 and 10</b> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising	<b>Building 9 and 10</b> One more One less Composition to 10 Bonds to 10	<b>Building 9 and 10</b> Make arrangements of 10 Bonds to 10 Find a double Make a double
	<b>Number 6</b> Count to 6 Represent 6 Identify 6	<b>Length and height</b> explore taller and shorter Use mathematical language	<b>Mass</b> To explore heavy and lighter To balance scales	<b>Capacity</b> To explore full and empty Compare more and less	<b>Consolidation</b>
Phonics	<b>review Phase 3:</b> ai ee igh oa oo ar or ur oo ow oi ear	<b>review Phase 3:</b> er air words with double letters longer words	<b>Phase 3</b> words with two or more digraphs	<b>Phase 3</b> longer words words ending in -ing compound words	<b>Phase 3</b> longer words words with s in the middle /z/ s words ending -s words with -es at end /z/
	<b>Foundations to phonics</b> New sound k Rhyme time 1,2,3,4,5	<b>Foundations to phonics</b> New sound e Rhyme time Humpty Dumpty	<b>Foundations to phonics</b> New sound u Rhyme time Baa Baa black sheep	<b>Foundations to phonics</b> New sound r Rhyme time Hickory Dickory Dock	<b>Foundations to phonics</b> New sound h Rhyme time Incy Wincy Spider
Reading	<b>Jack and the jelly beanstalk</b> - Jack and the Beanstalk, with a delicious twist! Illustrated by Liz Pichon, creator of the bestselling Tom Gates series.				
Literacy	<b>To learn and understand a story</b> To listen to a story To recall parts of the story To sequence a story	<b>To use comprehension skills</b> To understand emotions To answer questions about a story.	<b>To collect vocabulary and structure a sentence</b> To understand emotive synonyms To orally rehearse a sentence and begin to write.	<b>To collect vocabulary and structure a sentence</b> To understand emotive synonyms To orally rehearse a sentence and begin to write.	<b>To write a story</b> To use phonics to write a series of sentences.
	To write name	To make marks which represent words	To orally compose sentences	To begin to form some letter correctly	To identify beginning sounds

Communication and Language	listen attentively and respond to what they hear with relevant actions	make comments about what they have heard and ask questions to clarify their understanding participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	listen attentively and respond to what they hear with relevant questions, comments and actions participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	listen attentively and respond to what they hear with relevant questions, comments and actions express their ideas and feelings about their experiences using full sentences	hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Understanding the world	know some similarities and differences between things in the past and now understand the past through settings	know some similarities and differences between things in the past and now explore the natural world around them, making observations and drawing pictures of animals and plants	explore the natural world around them, making observations and drawing pictures of animals and plants know some similarities and differences between the natural world around them and contrasting environments	know some similarities and differences between things in the past and now understand the past through settings, characters and events	explore the natural world around them, making observations and drawing pictures of animals and plants know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
Expressive art and design	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function identify a range of colours and simple art techniques	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function know that painting and drawing are fundamental art techniques	select tools and techniques needed to shape, assemble and join materials they are using know the names of simple construction tools and equipment	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function know what they are designing and making and say what its purpose is
Physical Development	To walk safely and develop running and stopping	To develop throwing and learn how to keep a score	To play games understanding the different roles	To follow instructions and follow rule safely	To work cooperatively and take turns
Personal, Emotional and Social	Jigsaw To know parts of my body	Jigsaw To tell you some of the things that keep my body healthy	Jigsaw To identify healthier food choices	Jigsaw To know why sleep is good for me	Jigsaw To identify my safe adults