

**UNIT TITLE: Unit organiser
Spring 2**

Rawcliffe Bridge Class 1 KS1- Year 2 Year 1

Knowledge and Skills: The bigger picture

Week	Week 1 19/2	Week 2 26/2	Week 3 4/3	Week 4 stem 11/3	Week 5 18/3
Maths	Multiplication Doubling and halving Odd and even numbers The 10 times-table Divide by 10	Multiplication The 5 times-table Divide by 5 The 5 and 10 times-tables	Length and height Measure in centimetres Compare lengths and heights Order lengths and heights Four operations with lengths and heights	Mass capacity and temperature Compare mass Measure in grams Measure in kilograms Four operations with mass	Mass capacity and temperature Compare volume and capacity Measure in millilitres Four operations with volume and capacity Temperature
	Place value to 50 Count within 50 Steps of 10- 20,30,40,50 Count by making groups of 10 Groups of tens and ones	Place value to 50 To partition into tens and ones Using a number line to 50 Estimate on a number line 1 more 1less to 50	Length and Height To compare lengths Measuring objects Using Centimetres	Mass and Capacity Heavier and lighter Measuring mass Comparing mass	Mass and Capacity Identifying full and empty Comparing volume Measuring capacity Comparing capacity
Phonics	Spelling The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Spelling The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Spelling Why do I swap the 'y' for an 'i' when I add the suffix -es?	Spelling Why do some words have the spelling 'ey' for the sound /ee/?	Spelling Why do some words end -le, -al, -il or -el?
	Phase 5 Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	Phase 5 Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	Phase 5 Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	Phase 5 Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	Phase 5 Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze
Reading	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>				
English	Imitate the narrative To predict a story and explain reasoning To answer questions about a story To sequence a story	Character Description To identify and collect adjectives, similes and expanded noun phrase.	Innovate To learn how to use fronted adverbials to open sentences. To understand why a question mark is used. To box the	Invention To plan write and edit my own version of the story, including lots of detail in each section.	Non-Fiction - persuasive discussion To learn persuasive language To listen to others To identify a point To back a point with evidence



	To understand different vocabulary	To identify personality descriptions. To write a description	story up and break it into smaller chunks for writing.		
	Poetry- "Wings' By Pie Corbett To learn the poem and decide what I would do if I had wings.	Poetry- "Wings' By Pie Corbett To write my own poem based on Wings. To publish my own poem.	Setting Description To become familiar with the story Snail and the Whale. To use adjectives to describe a place the whale visits.	Non- Fiction- Letter To learn about the features of a letter and what they are used for. To create a letter plan.	Non-Fiction - persuasive discussion To learn persuasive language To listen to others To identify a point To back a point with evidence
Science	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	Mary Anning To know and be able to retell the life story of Mary Anning		Mary Anning To understand how women were not allowed to work	Mary Anning To highlight key facts of Mary Anning's life	Mary Anning To describe the view of Mary Anning in the past and now
Geography		Human and physical features To identify human and physical coastal features			
RE				Christian celebration To understand the Easter story	Christian celebration To understand how Christian celebrate easter in the present
Computing	Online reputation I can identify ways that I can put information online	Online reputation I can describe what information should not be put online.	Online reputation I recognise that information can stay online and be copied		
Music	Charanga I want to play in a band Find the pulse	Charanga I want to play in a band Play the pulse	Charanga I want to play in a band Play an instrument in time	Charanga I want to play in a band Play an instrument in tune	Charanga I want to play in a band Play and sing to perform
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.
Physical Development	White Rose Gymnastics Athletics - To develop the sprinting action	White Rose Gymnastics Athletics - To develop jumping for distance.	White Rose Gymnastics Athletics - To develop technique when jumping for height.	White Rose Gymnastics Athletics - To develop throwing for distance.	White Rose Gymnastics Athletics - To develop throwing for accuracy.

PSHE	<p>Healthy Me I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p>	<p>Healthy Me I know how to make healthy lifestyle choices</p>	<p>Healthy Me I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p>	<p>Healthy Me I understand that medicines can help me if I feel poorly and I know how to use them safely</p>	<p>Healthy Me I know how to keep safe when crossing the road, and about people who can help me to stay safe</p>