

**UNIT TITLE: What is it like to live in Rawcliffe Bridge?
Summer 1**

Rawcliffe Bridge Class 1 KS1- Year 2 Year 1

Knowledge and Skills: The bigger picture

Week	Week 1 8/4	Week 2 15/4	Week 3 22/4	Week 4 29/4	Week 5 6/5	Week 6 13/5	Week 7 20/5
Maths	<p>Fractions</p> <p>Introduce whole Equal and unequal parts Recognise half Find a half</p>	<p>Fractions</p> <p>Recognise a quarter Find a quarter Recognise a third Find a third</p>	<p>Fractions</p> <p>Find a whole Unit fractions Non-unit fraction Recognise equivalents</p>	<p>Fractions</p> <p>Recognise $\frac{3}{4}$ Find $\frac{3}{4}$ Count in fractions</p>	<p>Time</p> <p>O'clock and half past Quarter past and quarter to Past the hour</p>	<p>Time</p> <p>To the hour To 5 minutes Minutes in an hour Hours in a day</p>	Consolidation
	<p>Multiplication and division</p> <p>Count in 2 Count in 10 Count in 5</p>	<p>Multiplication and division</p> <p>Recognise equal groups Add equal groups Make arrays</p>	<p>Multiplication and division</p> <p>Make doubles Make equal groups- grouping Make equal groups - sharing</p>	<p>Fractions</p> <p>Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity</p>	<p>Fractions</p> <p>Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity</p>	<p>Position and direction</p> <p>Describe turns Describe position - left and right Describe position - forwards and backwards Describe position - above and below Ordinal numbers</p>	Consolidation
Phonics	<p>Why do some words end -le, -al, -il or -el?</p>	<p>Why does 'c' make the sound /s/ in some words?</p>	<p>How can I spell the sound /zh/?</p>	<p>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p>	<p>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p>	<p>How can I show missing letters in a word?</p>	Assessment
	<p>ay play a-e shake ea each e he</p>	<p>ie pie i-e time o go o-e home</p>	<p>ue blue rescue ew chew new u-e rude cute aw claw</p>	<p>ea head ir bird ou cloud oy toy</p>	<p>i tiger a paper ow snow u unicorn</p>	<p>ph phone wh wheel ie shield g giant</p>	Assessment
Reading	<p>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></p>						
English	<p>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.</p>	<p>Poetry- To create our own version of the poem "Hurt no living thing" and then write this up.</p>	<p>New Book- To learn our new class book. We will be predicting what we think will happen in the story, sequencing and inferring.</p>	<p>Fiction- To write create my own character and setting related to our class book. To learn about the features of a newspaper.</p>	<p>Fiction- To write our very own newspapers about our amazing discoveries.</p>	<p>Fiction- To edit, improve and publish our newspaper reports.</p>	<p>Non- Fiction- To create a fact file about the life cycle of a frog.</p>



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? How does a geographer explore our local area of Rawcliffe?	What is it like to live in Rawcliffe? How does a geographer identify physical and human features of Rawcliffe?	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 to Rawcliffe Primary School?	What is it like to live in Rawcliffe? How does a geographer draw a map of my route to school?
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.			
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.	
Music	To know what a glockenspiel is	To understand different notes	To identify notes	To play a simple tune using known notes	To play a simple tune using known notes	To create own tune and perform	To create own tune and perform
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.
Physical Development	Athletics To develop the sprinting action.	Athletics To develop jumping for distance.	Athletics To develop technique when jumping for height.	Athletics To develop throwing for distance.	Athletics To develop throwing for accuracy.	Athletics To select and apply knowledge and technique in an athletics carousel.	Athletics Consolidation
PSHE	Families I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	Keeping safe I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	Friends and conflict I can identify some of the things that cause conflict with my friends	Secrets I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	Trust and appreciation I recognise and appreciate people who can help me in my family, my school and my community	Special relationships I can express my appreciation for the people in my special relationships	Consolidation
	Families I can identify the members of my family and understand that	Making friends I can identify what being a good friend means to me	Greetings I know appropriate ways of physical contact to	People who help us I know who can help me in my school community	Being my own best friend	Special relationships I can tell you why I appreciate someone who is special to me	Consolidation



there are lots of
different types of
families

greet my friends and
know which ways I prefer

I can recognise my
qualities as a person
and a friend