

**Class 2 Rawcliffe School Year 1 and 2
Unit Organiser**

Summer 2

	Week 1 – 03/06/2024	Week 2 – 10/06/2024	Week 3 – 17/06/2024	Week 4– 24/06/2024	Week 5– 01/07/2024	Week 6– 08/07/2024	Week 7– 15/07/2024
Maths– Year 1	<p align="center">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 align="center">Statistics</p> <p>Make Tally charts, tables and block Diagrams</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Time</p> <p>To be able to show and understand before, after, days of the week and months of the year.</p> <p>Fluency: Composition</p> <p>Focus on the composition of 20.</p>	<p align="center">Time</p> <p>To identify hours, minutes and seconds. To tell the time to the hour and half past.</p> <p>Fluency: Composition</p> <p>Focus on the composition of 20.</p>	<p align="center">Consolidation</p> <p>Identify gaps in learning and recover during this week.</p> <p>Fluency: Composition</p> <p>Focus on the composition of 20.</p>	<p align="center">Assessments</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Consolidation</p> <p>Identify gaps in learning and recover during this week.</p>
Maths– Year 2	<p align="center">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 align="center">Statistics</p> <p>Make Tally charts, tables and block diagrams</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Statistics</p> <p>Draw and interpret different pictograms.</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Position and Direction</p> <p>Use language of position to describe movement.</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Position and Direction</p> <p>Describe turns, movement and shape and patterns.</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Assessments</p> <p>Fluency: Composition</p> <p>Practice recalling the composition of the numbers 6, 7, 8 and 9</p>	<p align="center">Consolidation</p> <p>Identify gaps in learning and recover during this week.</p>
Spelling/ Phonics	<p>Red Group – Review Phase 5 GPCs for phonics screening</p> <p>ea head ir bird ou cloud oy toy</p>	<p>Red Group – Review Phase 5 GPCs for phonics screening</p> <p>i tiger a paper ow snow u unicorn</p>	<p>Red Group– Review Phase 5 GPCs for phonics screening</p> <p>ph phone wh wheel ie shield g giant</p>	<p align="center">Red Group–</p> <p>Assessment Week</p>	<p align="center">Red Group–</p> <p>Consolidation and revision.</p>	<p align="center">Red Group–</p> <p>Consolidation and revision.</p>	<p align="center">Red Group–</p> <p>Consolidation and revision.</p>

	<p>Blue Group -</p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p>	<p>Blue Group -</p> <p>/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p>	<p>Blue Group -</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p>	<p>Blue Group -</p> <p>/or/ augh our oar ore daughter pour oar more review</p>	<p>Blue Group -</p> <p>Review</p>	<p>Blue Group -</p> <p>Assessments</p>	<p>Blue Group -</p> <p>Consolidation and revision.</p>
	<p>Yellow Group- Why do some words have the spelling ey for the sound /ee/?</p>	<p>Yellow Group- Why do some words end - le, -al, -il or -el?</p>	<p>Yellow Group- Why does 'c' make the sound /s/ in some words?</p>	<p>Yellow Group- How can I spell the sound /zh/?</p>	<p>Yellow Group- How can I spell the sound /zh/?</p>	<p>Yellow Group- What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p>	
Reading	<p>Class Book - The day the Crayons Quit, Oliver Jeffers - Debut author Drew Daywalt and international bestseller Oliver Jeffers team up to create a colourful solution to a crayon-based crisis in this playful, imaginative story that will have children laughing and playing with their crayons in a whole new way.</p>						
Writing	<p>D-Day-Diary</p> <p>To write a diary entry about D-Day landings.</p>	<p>Recount</p> <p>To learn about what a recount is and how to sequence events. To learn about time connectives to link sentences.</p>	<p>Recount</p> <p>To write a recount about our school trip to the woodland adventure company.</p>	<p>The day crayon quit - persuasive letter</p> <p>To introduce a persuasive letter and learn the features of this.</p>	<p>The day crayon quit - persuasive letter</p> <p>To practise writing a persuasive letter in chucks.</p>	<p>The day crayon quit - persuasive letter</p> <p>To write our own persuasive letters.</p>	<p>The day crayon quit - persuasive letter</p> <p>To write our own persuasive letters.</p>
Science	<p>Seasonal Changes</p> <p>I can observe and describe changes across the four seasons. (spring)</p>	<p>Seasonal Changes</p> <p>I can observe and describe changes across the four seasons. (Summer)</p>	<p>Seasonal Changes</p> <p>I can observe and describe changes across the four seasons. (Autumn)</p>	<p>Seasonal Changes</p> <p>I can observe and describe changes across the four seasons. (Winter)</p>	<p>Seasonal Changes</p> <p>I can observe how day length varies.</p>	<p>Seasonal Changes</p> <p>I can describe weather associated with the seasons.</p>	<p>Seasonal Changes</p> <p>Consolidation/ Assessment</p>
History	<p>D-Day- What are the events of D-Day?</p> <p>To sequence these in Chronological order.</p>		<p>Sinking of the Titanic? What happened to the 'unsinkable' ship?</p> <p>To place the events of the titanic in chronological order.</p>	<p>Sinking of the Titanic? What happened to the 'unsinkable' ship?</p> <p>To find out the reasons why the Titanic sank?</p>	<p>Sinking of the Titanic? What happened to the 'unsinkable' ship?</p> <p>To find out about the Titanic from sources of evidence?</p>	<p>Sinking of the Titanic? What happened to the 'unsinkable' ship?</p> <p>To ask questions about life on board the titanic?</p>	<p>Sinking of the Titanic? What happened to the 'unsinkable' ship?</p> <p>How does a historian communicate historically about the Titanic?</p>
Computing		<p>Online Safety- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Online Safety- I can give some simple examples of these rules.</p>	<p>Online Safety- I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Online Safety- I can explain simple guidance for using technology in different environments and settings.</p>	<p>Online Safety- I can say how those rules / guides can help anyone accessing online technologies.</p>	

Music		Exploring Different styles of Music. What is Reggae music?	Exploring Different styles of Music. What sound to African Drums make?	Exploring Different styles of Music. Who are the Spice Girls?	Exploring Different styles of Music. Vivaldi's Four Seasons.	Exploring Different styles of Music. How can emotions be shown through music?	
Art	D-Day Art- Collage To use paints and materials to create a collage representing the events of D-Day.	Colours- To identify and create a seasonal colour palette.	Colours - To use wet on wet' watercolour technique to create an autumnal leaf piece.	Colours- To use different materials to create a print pattern.	Colours - To blend pastels in summer pastel shades.	Colours- To use salt to change the way paint reacts to the paper.	
PE	Net and Wall games To defend space using the ready position.	Net and Wall games To play against an opponent and keep the score.	Net and Wall games To explore hitting with a racket.	Net and Wall games To develop racket and ball skills.	Net and Wall games To develop sending a ball using a racket.	Net and Wall games To develop hitting over a net	Net and Wall games To develop hitting over a net
Religion and World Views		Religious Stories- Good Samaritan. (C)	Religious Stories- The Crying Camel. (I)	Religious Stories- Noah's Ark. (C)	Religious Stories- Siddhartha and the Swan. (B)	Religious Stories- Jonah and the Whale. (C)	Religious Stories- Bilal and the Butterfly. (I)
PSHE Year 1	Life Cycles I am starting to understand the life cycles of animals and humans.	Changing Me I can tell you some things about me that have changed and some things about me that have stayed the same.	My Changing Body I can tell you how my body has changed since I was a baby.	Body parts I can identify the parts of the body that make boys different to girls and can use the correct names for these.	Learning and growing I understand that every time I learn something new, I change a little bit.	Coping with changes I can tell you about changes that have happened in my life.	Transitions
Year 2	Life Cycles in nature I can recognise cycles of life in nature.	Growing from young to old I can tell you about the natural process of growing from young to old and understand that this is not in my control.	The Changing me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	Body parts I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.	Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like.	Looking ahead I can identify what I am looking forward to when I move to my next class.	Transitions