

**Unit organiser**

**Class 2 – KS1**

**Knowledge and Skills: The bigger picture**

	<b>Week 1 and 2</b> 3.9.25 8.9.25	<b>Week 3</b> 15.9.25	<b>Week 4</b> 22.9.25	<b>Week 5</b> 29.9.25	<b>Week 6</b> 6.10.25	<b>Week 7</b> 13.10.25	<b>Week 8</b> 20.10.25
<b>Mathematics Year 1</b>	Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words	Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching  <i>Fluency: Composition</i>	Counting to 100 and beyond  <i>Fluency: Composition</i>	Counting to 100 and beyond  <i>Fluency: Composition</i>	Objects can be counted efficiently by making groups of 10  <i>Fluency: Comparison</i>	Objects can be counted efficiently by making groups of 10  <i>Fluency: Counting, ordinality and cardinality</i>	Number lines to 100  <i>Fluency: Composition</i>
<b>Mathematics Year 2</b>	Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100	Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 10s on the number line 10s and 1s on the number line to 100  <i>Fluency: Composition</i>	Know that ten ones equal one ten  <i>Fluency: Comparison</i>	Adding multiples of ten  <i>Fluency: Composition</i>	Counting up to 100 and beyond  <i>Fluency: Composition</i>	Comparing two-digit numbers  <i>Fluency: Composition</i>	Adding three addends  <i>Fluency: Composition</i>
<b>Phonics Year 1</b>	GPCs: ai ee igh oa oo ar or ur oo ow oi ear  Tricky words: no go so my by to into the	GPCs: air er s -s -es Two or more digraphs  Tricky words: what when he she we be me have love	CVCC CCVC and CCVC CCCVC Phase 4 with long vowels  Tricky words: was they some come were there sure pure	GPCs: ay ou oy ea  Tricky words: said says you do like little	Review longer words Review  Tricky words: all are l of one here today	Assessment and Review	Review and Consolidation
<b>Phonics Year 2</b>	GPCs: ai (a_e ai ay a) ee (y ea ee e) igh (igh i_e l y) oa (ow o o_e oa)  Tricky words: people eye although	GPCs: oo (oo u u_e ew) air (air ere) ur (er ur ir) ow (ou ow)  Tricky words: through improve move prove shoe two who beautiful their parents	GPCs: or (or a aw au ore) zh (si su) ch (ch tch) sh (sh ti)  Tricky words: thought sure	GPCs: j (j g ge) s (s ss c ce se) Alternative spellings for short vowel sounds  Tricky words: once again any many friend busy pretty because laugh	GPCs: ie (ee igh) y (ee igh i) ea (ee e) a (a ai)  Tricky words: friend	Assessment and Review	Review and Consolidation

<b>Literacy</b>	Noun focus - Common nouns  Poetry	Noun focus - Proper nouns  Poetry	Noun focus - Common or proper nouns?  Poetry	Nouns review	Verb focus - Being verbs	Ver focus - Being verbs + to have	Verb focus - Regular action verbs
<b>PSHE</b>	Zones of Regulation Linked to Inside Out  Identify zones, feelings and strategies.	Family & Relationships Introduction  To begin to understand what PSHE is and how we can help everyone learn in these lessons.	Family & Relationships Family  Understanding that different people can be in a family and that families look after us.	Family & Relationships Friendships  To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.	Family & Relationships Families are all different  To begin to understand the range of families they may encounter now and in the future.	Family & Relationships Other people's feelings  To recognise how others shoe feelings and how to respond to these.	Family & Relationships Getting along with others / Friendship problems  To begin to understand how courtesy and manners make us feel.
<b>Science</b>	KS1 Materials  What are materials?	KS1 Materials  How are materials different?	KS1 Materials  What are objects made from?	KS1 Materials  How can we sort materials?	KS1 Materials  Which material would be best for an umbrella?	KS1 Materials  Which material would be best for curtains?	
<b>Geography</b>		Local Area - Where do we go to school?  How do geographers find their way around school?	Local Area - Where do we go to school?  How do geographers draw simple maps?	Local Area - Where do we go to school?  How do geographers sort human features and physical features?	Local Area - Where do we go to school?  How does a geographer understand what an aerial view is?	Local Area - Where do we go to school?  How does a geographer recognise features from an aerial photograph?	
<b>Computing</b>				Computing systems and networks: Improving Mouse Skills  Logging in  To log in to a computer and access a website.	Computing systems and networks: Improving Mouse Skills  Click and drag skills  To develop mouse skills.	Computing systems and networks: Improving Mouse Skills  Drawing shapes  To use mouse skills to draw and edit shapes.	Computing systems and networks: Improving Mouse Skills  Drawing a story  To draw a scene from a story using digital tools.

<b>Art &amp; Design</b>	<p>Painting and mixed media: Colour splash</p> <p>Making colours</p> <p>To investigate how to mix secondary colours.</p>	<p>Painting and mixed media: Colour splash</p> <p>Painting with colour</p> <p>To apply knowledge of colour mixing when painting.</p>	<p>Painting and mixed media: Colour splash</p> <p>Printing with paint</p> <p>To explore colour when printing.</p>	<p>Painting and mixed media: Colour splash</p> <p>Explore colour mixing</p> <p>To experiment with paint mixing to make a range of secondary colours.</p>			
<b>Music</b>		<p>Dynamics Theme: Seaside</p> <p>To understand how music can be used to represent an environment.</p>	<p>Dynamics Theme: Seaside</p> <p>To understand how music can represent changes in an environment.</p>	<p>Dynamics Theme: Seaside</p> <p>To explore using instruments, body and voice to create a seaside soundscape.</p>	<p>Dynamics Theme: Seaside</p> <p>To identify how dynamics can reflect environments.</p>	<p>Dynamics Theme: Seaside</p> <p>To create and represent sounds using symbols.</p>	
<b>Religion and World Views</b>	<p>Unit 1.1: Belonging</p> <p>How do we show belonging? How do we know if someone belongs to a club or group?</p>	<p>Unit 1.1: Belonging</p> <p>What does it mean to belong to a religion? How does a child in a faith family show belonging? What do they wear/do to show they belong?</p>	<p>Unit 1.1: Belonging</p> <p>How do Christians become a member of their faith?</p>	<p>Unit 1.1: Belonging</p> <p>What do Christian symbols and artefacts tell us about what people believe?</p>	<p>Unit 1.1: Belonging</p> <p>What special ceremonies are celebrated in the Islam faith?</p>	<p>Unit 1.1: Belonging</p> <p>What special ceremonies are celebrated in the Buddhist faith?</p>	<p>Unit 1.1: Belonging</p> <p>What is a promise? What promises might a faith member make? Is it ever right to break a promise?</p> <p>Do we need rules? Where do faith members find their rules for living?</p>
<b>PE</b>	<p>Sending and Receiving Lesson 1: To develop rolling and throwing a ball towards a target.</p> <p>Team Building Lesson 1: To co-operate with a partner to complete challenges.</p>	<p>Sending and Receiving Lesson 2: To develop receiving a rolling ball and tracking skills.</p> <p>Team Building Lesson 2: To explore and develop working as a team.</p>	<p>Sending and Receiving Lesson 3: To be able to send and receive a ball with your feet.</p> <p>Team Building Lesson 3: To develop talking, listening and sharing skills.</p>	<p>Sending and Receiving Lesson 4: To develop throwing and catching skills over a short distance.</p> <p>Team Building Lesson 4: To use speaking and listening skills to lead a partner.</p>	<p>Sending and Receiving Lesson 5: To develop throwing and catching over a longer distance.</p> <p>Team Building Lesson 5: To plan with a partner and small group to complete challenges.</p>	<p>Sending and Receiving Lesson 6: To apply sending and receiving skills to small games.</p> <p>Team Building Lesson 6: To use talking, listening and sharing skills to complete challenges.</p>	<p>Sending and Receiving Lesson 7: To apply sending and receiving skills to small games.</p> <p>Team Building Lesson 7: To use talking, listening and sharing skills to complete challenges.</p>