

Unit organiser
Class 2 – KS1
Knowledge and Skills: The bigger picture

	Week 1 3.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 1.12.25	Week 6 8.12.25	Week 7 15.12.25
Mathematics Year 1	Count effectively by making groups of 10.	Number lines to 100.	Number lines to 100.	Comparing two-digit numbers.	Partitioning into tens and ones.	Partitioning into tens and ones.	Tens and ones to support addition.
Mathematics Year 2	Numbers 10-100	Numbers 10-100	Calculations within 20	Calculations within 20	Calculations within 20	Fluently add and subtract within 10	Fluently add and subtract within 10
Phonics Year 1	Review oa, oo, ar ow, oi, ear air, er /z/ s, -s, -es CVCC, CCVC, CCVCC	Review Phase 5 ay ou oy ea	Phase 5 ir ie ue u Tricky words: their, people, oh, your.	Phase 5 o i a e Tricky words: Mr, Mrs, Ms, ask.	Phase 5 a_e i_e o_e u_e Tricky words: could, would, should, our.	Phase 5 e_e ew ie aw Tricky words: house, mouse, water, want.	Assessment and Grow the Code
Phonics Year 2	Phase 5 Review /ai/ /ee/ /oa/ /oo/ /yoo/ /air/	Phase 5 Review /ow/ /or/ /sh/ Alternative spellings for short vowel sounds /e/ /i/ /o/ /u/ /oo/ Review Assessment	Phase 5 Assessment Bridge to Spelling What do I need to know to think about spelling? How do I use the Complete the code chart to help me spell?	Bridge to Spelling Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Bridge to Spelling Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Bridge to Spelling When do I add the suffix -es/-es to words? Why do I double the final letter in some words when I add the suffix -ing?	Bridge to Spelling Why do I swap 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? Assessment

<p>Literacy</p>	<p>Handwriting Long Ladder Family: l, i</p> <p>Remembrance Day</p> <p>Regular and Irregular action verbs</p>	<p>Handwriting Long Ladder Family: t, j</p> <p>Remembrance Day</p> <p>What is a subject? Building single clause sentences</p>	<p>Handwriting Long Ladder Family: u, y</p> <p>The Three Little Pigs - A Twisted Tale</p> <p>Building single clause sentences</p>	<p>Handwriting Bouncy Letter Family: m, n</p> <p>The Three Little Pigs - A Twisted Tale</p> <p>Subject/verb focus</p>	<p>Handwriting Bouncy Letter Family: r, b</p> <p>Toys in Space - Letter</p> <p>Subject/verb focus</p>	<p>Handwriting Bouncy Letter Family: p, h</p> <p>Toys in Space - Letter</p>	<p>Handwriting - review</p> <p>Christmas</p>
<p>PSHE</p>	<p>Emotional Coaching</p> <p>4 lessons KS1</p>	<p>Citizenship</p> <p>Rules</p> <p>To begin to understand the importance of rules.</p>	<p>Citizenship</p> <p>Similar, yet different</p> <p>To begin to recognise ways in which we are the same and different to other people.</p>	<p>Citizenship</p> <p>Belonging</p> <p>To understand the range of groups people, belong to.</p>	<p>Citizenship</p> <p>Job Roles in our Society</p> <p>To begin to understand the roles people have in the community.</p>	<p>Citizenship</p> <p>Our School Environment</p> <p>To understand ways to look after the school environment.</p>	<p>Citizenship</p> <p>Our Local Environment</p> <p>To recognise the role people, play in looking after the environment.</p>
<p>Science</p>	<p>Seasonal Changes</p> <p>Lesson 1- When is Autumn? Weather and events</p>	<p>Seasonal Changes</p> <p>Lesson 2 - When is Winter? Weather and events</p>	<p>Seasonal Changes</p> <p>Lesson 3 - When is Spring? Weather and events</p>	<p>Seasonal Changes</p> <p>Lesson 4 - When is Summer? Weather and events</p>	<p>Seasonal Changes</p> <p>Lesson 5 - What changes occur between Autumn and Winter?</p>	<p>Seasonal Changes</p> <p>Lesson 6 - What changes occur between Spring and Summer?</p>	
<p>History</p>	<p>Toys</p> <p>To describe my favourite toys.</p>	<p>Toy Museum Workshop in school</p> <p>Toy Story</p> <p>Wednesday 12th November</p>	<p>Toys</p> <p>To find out about the toys my parents, carers and grandparents played with.</p>	<p>Toys</p> <p>To know how toys have changed within living memory.</p>	<p>Toys</p> <p>To examine and sort toys by their characteristics.</p>	<p>Toys</p> <p>To compare and contrast toys over time.</p>	
<p>Computing</p>	<p>Online Safety</p> <p>What happens when I post online? To decide which information is safe to share online.</p>	<p>Algorithms Unplugged</p> <p>What is an algorithm? To understand what an algorithm is.</p>	<p>Algorithms Unplugged</p> <p>Algorithms pictures. To follow instructions precisely to carry out an action.</p>	<p>Algorithms Unplugged</p> <p>Virtual assistants. To understand that computers and devices around us use inputs and outputs.</p>	<p>Algorithms Unplugged</p> <p>Step by step. To understand and be able to explain what decomposition is.</p>	<p>Algorithms Unplugged</p> <p>Debugging directions. To know how to debug an algorithm.</p>	

<p>Design & Technology</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Food Groups</p> <p>To recognise food and their food groups.</p> <p>Remembrance - making poppies.</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Balanced meals</p> <p>To identify the balance of food groups in a meal.</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Preparing ingredients</p> <p>To identify an appropriate piece of equipment to prepare a given food.</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Taste testing ingredients</p> <p>To select balanced combinations of ingredients.</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Planning recipes</p> <p>To design based on criteria.</p>	<p>Cooking and Nutrition: Balanced Diet</p> <p>Creating and evaluating wraps</p> <p>To evaluate a dish based on design criteria.</p>	
<p>Music</p>	<p>Sound patterns - Fairy tales</p> <p>Character voices. To explore and change dynamic using the voice.</p>	<p>Sound patterns - Fairy tales</p> <p>Starting with instruments. To experiment with creating different sounds using a single instrument.</p>	<p>Sound patterns - Fairy tales</p> <p>Sound patterns. To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p>	<p>Sound patterns - Fairy tales</p> <p>Responding to music To play sound patterns in time with the pulse using a visual stimulus.</p>	<p>Sound patterns - Fairy tales</p> <p>Fairy tale performance. To show awareness of different roles when performing in a group performance.</p>		
<p>Religion and World Views</p>	<p>Christmas - Nativity Story</p> <p>To retell the main events of the Nativity story.</p>	<p>Christmas - Nativity Story</p> <p>To recognise why Christmas is important to Christians</p>	<p>Christmas - Nativity Story</p> <p>To identify symbols and traditions linked to the nativity. (Stars, angels, gifts) and understand their meaning.</p>	<p>Christmas - Nativity Story</p> <p>What do our senses tell us that Christmas is coming?</p>	<p>Christmas - Nativity Story</p> <p>To explore how Christians prepare for Christmas.</p>	<p>Christmas - Nativity Story</p> <p>How do Christians celebrate Christmas day?</p>	
<p>PE</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To explore travelling movements.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop and combine travelling movements.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop quality when performing and linking shapes.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop quality when linking shapes.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop stability and control when performing balances.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop stability and control when performing balances.</p>	<p>Ball Skills</p> <p>Delivered by Tigers Trust</p> <p>Gymnastics</p> <p>To develop technique and control when performing shape jumps.</p>