

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mathematics Year 1	Partitioning into tens and ones.	Tens and ones to support addition.	Compare items by length or height.	Compare volume or capacity.	Compare objects where each group might not have the same amount.	Compare objects and numbers using <, > and =.
Mathematics Year 2	Calculations within 20.	Fluently add and subtract within 10.	Addition and subtraction of two-digit numbers. (Part 1)	Addition and subtraction of two-digit numbers. (Part 1)	Introduction to multiplication.	Introduction to multiplication.
Phonics Year 1	Phase 5 e_e ew ie aw Tricky words: house, mouse, water, want.	Assessment and Grow the Code	Phase 5 /ee/ y /e/ ea /w/ wh Grow the code: /oa/	Phase 5 /igh/ y /oa/ ow /j/ g /f/ ph	Phase 5 (double lessons) /l/ le /l/ al /s/ c /v/ ve Grow the code: /u/ /z/ se /s/ se ce /ee/ ey	Grow the Code and Assessment
Phonics Year 2	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 and Consolidation	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Week 1	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Week 2

Literacy	<p>Handwriting Letter Family: m, n</p> <p>How to be a mighty explorer - instructions.</p> <p>Comprehension reading skills</p>	<p>Handwriting Letter Family: r, b</p> <p>How to be a mighty explorer - instructions.</p> <p>Comprehension reading skills</p>	<p>Handwriting Letter Family: p, h</p> <p>How to be a mighty explorer - instructions.</p> <p>Comprehension reading skills</p>	<p>Handwriting Letter Family: k</p> <p>Marvellous minibeast - nonchronological text.</p> <p>Comprehension reading skills</p>	<p>Handwriting Letter Family: z, v</p> <p>Marvellous minibeast - nonchronological text.</p> <p>Comprehension reading skills</p>	<p>Handwriting Letter Family: w, x</p> <p>Marvellous minibeast - nonchronological text.</p> <p>Comprehension reading skills</p>
PSHE	<p>Emotional coaching</p> <p>Look at and talk through different feeling and strategies we may use to help us self-regulate.</p>	<p>Economic wellbeing</p> <p>Money - Learning about what money is, where it comes from and how people make money.</p>	<p>Economic wellbeing</p> <p>Needs and wants - To begin to understand the difference between wants and needs.</p>	<p>Economic wellbeing</p> <p>Looking after money - To understand how to keep cash safe.</p>	<p>Economic wellbeing</p> <p>Banks and building societies - To understand the benefits of banks and building societies.</p>	<p>Economic wellbeing</p> <p>Jobs - To understand that skills and interests will help someone decide what job to do.</p>
Science	<p>Animals including humans</p> <p>What is this animal?</p>	<p>Animals including humans</p> <p>How are animals different?</p>	<p>Animals including humans</p> <p>Do all animals eat the same food?</p>	<p>Animals including humans</p> <p>What are our body parts called?</p>	<p>Animals including humans</p> <p>What are senses?</p>	<p>Animals including humans</p> <p>Are all humans the same?</p>
Geography	<p>The UK - What kind of place is it?</p> <p>How does a geographer find out about the countries of the United Kingdom?</p>	<p>The UK - What kind of place is it?</p> <p>To locate the countries and capital cities of the UK.</p>	<p>The UK - What kind of place is it?</p> <p>To identify geographical features in Scotland and England.</p>	<p>The UK - What kind of place is it?</p> <p>To identify geographical features in Wales and Northern Ireland.</p>	<p>The UK - What kind of place is it?</p> <p>To identify different types of weather from observations.</p>	<p>The UK - What kind of place is it?</p> <p>To explain Earth's movement and how the Sun gives us night and day and the seasons.</p>



<p>Computing</p>		<p>Skills showcase - Rocket to the moon</p> <p>Rocket materials: to make a list using software and a digital device.</p>	<p>Skills showcase - Rocket to the moon</p> <p>Rocket design: to draw a rocket using a computer.</p>	<p>Skills showcase - Rocket to the moon</p> <p>Rocket building instructions: to sequence a set of instructions.</p>	<p>Skills showcase - Rocket to the moon</p> <p>Making a rocket: to build a rocket using digital instructions.</p>	<p>Skills showcase - Rocket to the moon</p> <p>Rocket launching: to test and edit a rocket design.</p>
<p>Art & Design</p>	<p>Sculpture and 3D paper play</p> <p>Tube towers- to roll paper to make 3D sculptures.</p>	<p>Sculpture and 3D paper play</p> <p>3D drawings - to shape paper to make a 3D drawing.</p>	<p>Sculpture and 3D paper play</p> <p>Tree of life - to apply paper-shaping skills to make an imaginative sculpture.</p>	<p>Sculpture and 3D paper play</p> <p>Giant spider model part 1 - to work collaboratively to plan and create a sculpture.</p>	<p>Sculpture and 3D paper play</p> <p>Giant spider model part 2 - to explore ways of painting 3D surfaces to create different effects.</p>	
<p>Music</p>	<p>Call and response - Animals</p> <p>To create short sounds with varied dynamics that represent an animal.</p>	<p>Call and response - Animals</p> <p>To copy a short sound pattern.</p>	<p>Call and response - Animals</p> <p>To explore call and response using instruments.</p>	<p>Call and response - Animals</p> <p>To create sound patterns based on call and response.</p>	<p>Call and response - Animals</p> <p>To perform different sound patterns with contrasting dynamics.</p>	
<p>Religion and World Views</p>	<p>Worship</p> <p>What is Worship? Why is Music used?</p>	<p>Worship</p> <p>What happens inside a Church for Worship?</p>	<p>Worship</p> <p>Do they worship in a Mosque? What does this look like?</p>	<p>Worship</p> <p>Who leads worship? What do they wear? What do they do? How do they prepare for worship?</p>	<p>Worship</p> <p>What is inside a church?</p>	<p>Worship</p> <p>What is inside a Mosque?</p>
<p>PE</p>	<p>Dance</p> <p>To remember, repeat and link actions to tell the story of my dance.</p> <p>Ball skills</p> <p>To develop dribbling with your hands.</p>	<p>Dance</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>Ball skills</p> <p>To explore accuracy when rolling a ball.</p>	<p>Dance</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p>Ball skills</p> <p>To explore throwing with accuracy towards a target.</p>	<p>Dance</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>Ball skills</p> <p>To explore catching with two hands.</p>	<p>Dance</p> <p>To explore pathways and levels.</p> <p>Ball skills</p> <p>To explore dribbling a ball with your feet.</p>	<p>Dance</p> <p>To remember and rehearse our circus dance showing expression and character.</p> <p>Ball skills</p> <p>To explore tracking a ball that is coming towards me.</p>

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