

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

	<b>Week 1 5.1.26</b>	<b>Week 2 12.1.26</b>	<b>Week 3 19.1.26</b>	<b>Week 4 26.1.26</b>	<b>Week 5 2.2.26</b>	<b>Week 6 9.2.26</b>
<b>Mathematics Year 1</b>	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 =.
<b>Mathematics Year 2</b>	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.
<b>Phonics Year 1</b>	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
<b>Phonics Year 2</b>	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

<b>Literacy</b>	Handwriting Letter Family: m, n  Snowball  Prediction -s and -es for plurals	Handwriting Letter Family: r, b  Snowball  Plurals - what the snowball rolled up	Handwriting Letter Family: p, h  Snowball  Lists, own version Adjectives	Handwriting Letter Family: k  The Emperor's Egg  Setting Description	Handwriting Letter Family: z, v  The Emperor's Egg  Features of a non- chronological report	Handwriting Letter Family: w, x  The Emperor's Egg  Non-chronological report - Emperor Penguin
<b>PSHE</b>	Emotional coaching  Look at and talk through different feeling and strategies we may use to help us self-regulate.	Economic wellbeing  Money - Learning about what money is, where it comes from and how people make money.	Economic wellbeing  Needs and wants - To begin to understand the difference between wants and needs.	Economic wellbeing  Looking after money - To understand how to keep cash safe.	Economic wellbeing  Banks and building societies - To understand the benefits of banks and building societies.	Economic wellbeing  Jobs - To understand that skills and interests will help someone decide what job to do.
<b>Science</b>	Animals including humans  What is this animal?	Animals including humans  How are animals different?	Animals including humans  Do all animals eat the same food?	Animals including humans  What are our body parts called?	Animals including humans  What are senses?	Animals including humans  Are all humans the same?
<b>Geography</b>	The UK - What kind of place is it?  What is the UK?	The UK - What kind of place is it?  To locate the countries and capital cities of the UK.	The UK - What kind of place is it?  To identify geographical features in Scotland and England.	The UK - What kind of place is it?  To identify geographical features in Wales and Northern Ireland.	The UK - What kind of place is it?  To identify different types of weather from observations.	The UK - What kind of place is it?  To explain Earth's movement and how the Sun gives us night and day and the seasons.
<b>Computing</b>		Skills showcase - Rocket to the moon  Rocket materials: to make a list using software and a digital device.	Skills showcase - Rocket to the moon  Rocket design: to draw a rocket using a computer.	Skills showcase - Rocket to the moon  Rocket building instructions: to sequence a set of instructions.	Skills showcase - Rocket to the moon  Making a rocket: to build a rocket using digital instructions.	Skills showcase - Rocket to the moon  Rocket launching: to test and edit a rocket design.



<p><b>Art &amp; Design</b></p>	<p>Sculpture and 3D paper play Tube towers- to roll paper to make 3D sculptures.</p>	<p>Sculpture and 3D paper play 3D drawings - to shape paper to make a 3D drawing.</p>	<p>Sculpture and 3D paper play Tree of life - to apply paper-shaping skills to make an imaginative sculpture.</p>	<p>Sculpture and 3D paper play Giant spider model part 1 - to work collaboratively to plan and create a sculpture.</p>	<p>Sculpture and 3D paper play Giant spider model part 2 - to explore ways of painting 3D surfaces to create different effects.</p>	
<p><b>Music</b></p>	<p>Call and response - Animals To create short sounds with varied dynamics that represent an animal.</p>	<p>Call and response - Animals To copy a short sound pattern.</p>	<p>Call and response - Animals To explore call and response using instruments.</p>	<p>Call and response - Animals To create sound patterns based on call and response.</p>	<p>Call and response - Animals To perform different sound patterns with contrasting dynamics.</p>	
<p><b>Religion and World Views</b></p>	<p>Worship What is a Place of Worship?</p>	<p>Worship Jewish Synagogue To discuss key parts of a Jewish synagogue.</p>	<p>Worship Hindu Mandir To discuss key parts of a Hindu mandir.</p>	<p>Worship Christian Church To discuss key parts of a Christian church.</p>	<p>Worship Why are Places of Worship important?</p>	<p>Worship A New Place of Worship</p>
<p><b>PE</b></p>	<p>Dance To remember, repeat and link actions to tell the story of my dance.  Fundamentals To explore balance, stability and landing safely.</p>	<p>Dance To develop an understanding of dynamics and how they can show an idea.  Fundamentals To explore how the body moves differently when running at different speeds.</p>	<p>Dance Use counts of 8 to help you stay in time with the music.  Fundamentals To explore changing direction and dodging.</p>	<p>Dance To copy, remember and repeat actions using facial expressions to show different characters.  Fundamentals To explore jumping, hopping and skipping actions.</p>	<p>Dance To explore pathways and levels.  Fundamentals To explore co-ordination and combination jumps.</p>	<p>Dance To remember and rehearse our circus dance showing expression and character.  Fundamentals To explore combination jumping and skipping in an individual rope.</p>