

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

	Week 1 13.4.26	Week 2 20.4.26	Week 3 27.4.26	Week 4 4.5.26	Week 5 11.5.26	Week 6 18.5.26
Mathematics Year 1	Numbers 0-10	Numbers 0-10	Numbers 0-10	Additive structures	Additive structures	Additive structures
Mathematics Year 2	Introduction to multiplication	Introduction to division structures	Introduction to division structures	Shape	Shape	Addition and subtraction of two-digit numbers (2)
Phonics Year 1	ay play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant
Phonics Year 2	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?
Literacy	Handwriting - l, i Plants - Instructions Comprehension and fluency	Handwriting - u, t Plants - Instructions Comprehension and fluency	Handwriting - y, j Plants - Instructions Comprehension and fluency	Handwriting - n, m Jack and the Beanstalk Comprehension and fluency	Handwriting - h, k Jack and the Beanstalk Comprehension and fluency	Handwriting - b, p, r Jack and the Beanstalk Comprehension and fluency



PSHE	Safety and the Changing Body To know how to respond to adults politely and safely.	Safety and the Changing Body To understand that there are people in the local community who help to keep us safe.	Safety and the Changing Body To understand ways to keep safe on and near roads.	Safety and the Changing Body To begin to understand what is safe to put into or onto our bodies.	Safety and the Changing Body To know what an emergency is and how to make a phone call if needed.	Safety and the Changing Body To begin to understand the difference between secrets and surprises.
Science	Plants To identify and name some common wild and garden plants.	Plants To name and describe the basic parts of a plant.	Plants To observe how a plant begins to grow and notice simple changes.	Plants To compare and group flowers based on their features.	Plants To describe how a plant changes as it grows.	Plants To identify the features of a tree and say how trees are different from other plants.
Geography	Weather and climate What is the difference between weather and climate?	Weather and climate What is the weather like in my school grounds?	Weather and climate How can we collect weather data?	Weather and climate How can we collect and record weather data?	Weather and climate How can we present weather data?	Weather and climate How can we analyse our weather and evaluate our fieldwork?
Computing	Programming - Algorithms and debugging To decompose a game to predict the algorithms that are used.	Programming - Algorithms and debugging To understand that computers can use algorithms to make predictions (machine learning).	Programming - Algorithms and debugging To plan algorithms that will solve problems.	Programming - Algorithms and debugging To understand what abstraction is.	Programming - Algorithms and debugging To understand what debugging is.	Online safety To recognise when to deny permission online.
Art & Design		Sculpture and 3D: Clay houses To use my hands as a tool to shape clay.	Sculpture and 3D: Clay houses To shape a pinch pot and join clay shapes as decoration.	Sculpture and 3D: Clay houses To use impressing and joining techniques to decorate a clay tile.	Sculpture and 3D: Clay houses To use drawing to plan the features of a 3D model.	Sculpture and 3D: Clay houses To make a 3D clay tile from a drawn design.



<p>Music</p>	<p>Contrasting dynamics</p> <p>To create a simple soundscape using dynamic changes.</p>	<p>Contrasting dynamics</p> <p>To listen to music and respond creatively, considering how dynamics can be represented.</p>	<p>Contrasting dynamics</p> <p>To compare two pieces of music.</p>	<p>Contrasting dynamics</p> <p>To create a short pitch pattern to represent a planet.</p>	<p>Contrasting dynamics</p> <p>To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.</p>	
<p>Religion and World Views</p>	<p>What a Wonderful World! Creations stories</p> <p>To identify things that make our world special.</p>	<p>What a Wonderful World! Creations stories</p> <p>To explore the Jewish, Christian and Islamic creation stories.</p>	<p>What a Wonderful World! Creations stories</p> <p>To explore the Hindu creation story.</p>	<p>What a Wonderful World! Creations stories</p> <p>To explore different accounts of the creation of the sky and Heaven.</p>	<p>What a Wonderful World! Creations stories</p> <p>To explore different accounts of the creation of plants.</p>	<p>What a Wonderful World! Creations stories</p> <p>To explore different religious accounts of how animals and people were created.</p>
<p>PE</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To move at different speeds over different distances.</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To develop balance.</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To develop changing direction quickly.</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To explore hopping, jumping and leaping for distance.</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To develop throwing for distance.</p>	<p>Flex Dance</p> <p>Athletics</p> <p>To develop throwing for accuracy.</p>