

UNIT TITLE: Celebrations and Christmas
Unit organiser

Rawcliffe Bridge Class 1 - All Year 2 Year 1 Reception Nursery

Knowledge and Skills: The bigger picture

| Week and theme | Week 1 6/11- Remembrance | Week 2 13/11- Diwali | Week 3 20/11 - Bodhi | Week 4 27/11- Hanukkah | Week 5 4/11- Christmas | Week 6 11/11 - Christmas | Week 7 18/11 - Christmas |
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| Maths | Addition and subtraction Subtract a 1-digit number from a 2-digit number (across a 10) | Addition and subtraction 10 more, 10 less Add and subtract 10s | Addition and subtraction Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) | Addition and subtraction Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) | Addition and subtraction Mixed addition and subtraction • Compare number sentences • Missing number problems | Geometry Features of 2D shapes Lines of symmetry | Geometry Features of 3D shapes Sorting shapes Creating patterns with shapes. |
| | Addition and Subtraction Find a part - addition and subtraction | Addition and Subtraction Fact families | Addition and Subtraction Take away | Addition and Subtraction Subtract on a number line | Geometry- Recognise and name 2-D shapes • Sort 2-D shapes | Geometry- Recognise and name 3-D shapes and Sort 3-D shapes | Geometry- create patterns with 2-d shapes |
| | Number 2 Subitising Formation Explaining why it is a 2. Understanding different representations of 2. | Number 3 Subitising Formation Explaining why it is a 3. Number before number after. Understanding different representations of 3. | Number 4 Subitising Formation Explaining why it is a 4. Number before number after. Understanding different representations of 4. | Number 5 Subitising Formation Explaining why it is a 5. Number before number after. Understanding different representations of 5. | Geometry- Circles and triangles. Identifying. Describing. | Geometry Shapes with 4 sides Squares, rectangles Identifying and describing. | Repeated patterns ABB, ABC, repeat and identify mistake |
| | Number 2 subitising Formation Counting Recognising | Number 3 subitising Formation Counting Recognising | Number 4 subitising Formation Counting Recognising | Number 5 subitising Formation Counting Recognising | Geometry- Naming 2 d shapes Identifying | Repeated patterns AB repeats identify mistake. | Repeated patterns ABC identify, repeat, and fix mistake. |

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| Phonics | Week 5 review week 6 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ | Bridge to spelling Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? | Bridge to spelling Week 2 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 Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? | Bridge to spelling Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? | Bridge to spelling Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? | Bridge to spelling Assessment |
| | Phase 5 Week 1 /ur/ ir , /igh/ ie, /oo//yoo/ ue, /yoo/ u | Phase 5 Week 2 oa/ o /igh/ I /ai/ a /ee/ e | Phase 5 Week 3 /ai/ a-e /igh/ i-e /oa/ o-e /oo/ u-e | Phase 5 Week 4 /ee/ e-e /oo/ ew /ee/ ie /or/ aw | Phase 5 Week 5 Grow the code | Assessment | Review assessment guidance |
| | Phase 2 week 1 Ff, ll, ss ,j | Phase 2 week 2 V, w, x, y | Phase 2 week 3 Z, qu, ending s ch | Phase 2 week 4 Sh, th, ng, nk | Phase 2 week 5 Words ending in s | Assessment | Review assessment guidance. |
| | Foundation phonics s | Foundation phonics a | Foundation phonics t | Foundation phonics p | Foundation phonics i | Foundation phonics n | Assessment |
| Reading | How to catch a star - <i>An inspirational story of a boy who loved the stars so much, he decided to catch one of his very own. The beautifully illustrated, original debut picture book from shining talent Oliver Jeffers.</i> | | | | The Jolly Christmas Postman - <i>The Jolly Postman has a busy day ahead. It's Christmas Eve in Fairy-Tale Land and there's plenty of post for him to deliver!</i> | | |
| English | Poetry -To learn, recite and perform a remembrance poem. | Fiction-Story Writing - To learn the features of a story, including layout, setting and characters. | Fiction-Story Writing - To write my own story based around the text, "How to catch a star" | Non-Fiction-Instructions - To understand the purpose and features of a set of instructions. | Non-Fiction-Instructions - To create our own set of instructions about how to make a star catcher. | Fiction - Letters - To learn the sequence and purpose of a letter. | Fiction - Letters- To write our own letters to Santa. |
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| | Name writing Letter formation | Story retell To retell a lost and found story. | Story Writing To write words using phonic knowledge | Instruction writing To order and understand instructions. | Card writing To copy writing and write name independently. | List writing To write the initial letters or use phonics to write | Letter writing To write words using phonetic knowledge. |
| | Name recognition | Name recognition | Name writing Letter formation | Name writing Letter formation | Name writing Letter formation | Card writing | List writing |

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| Communication and language | To listen and repeat a poem beginning to add expression Listen attentively and respond to what they hear with relevant questions, comments and actions | To discuss what the shadow puppet shapes could be Offer explanations for why things might happen, making use of recently introduced vocabulary | To talk about parts in the story Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | To follow instructions Listen attentively and respond to what they hear with relevant questions, comments and actions | To discuss their own Christmas traditions Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | To place the missing animal and explain why Offer explanations for why things might happen, making use of recently introduced vocabulary | To discuss how they enjoyed the nativity Express their ideas and feelings about their experiences using full sentences |
| Science | Animals including habitats To understand Living, Dead, Never living | Animals including habitats To understand local habitats. | Animals including habitats To find and identify micro habitats of a woodlouse. | Animals including habitats To identify different climate habitats | Animals including habitats To understand how some animals work in groups | Animals including habitats To identify and create food chains. | |
| History | Remembrance - To understand what remembrance is and why we show our respect during our service. | | | A Victorian Christmas- To understand the origin and history of Victorian Christmas cards. | A Victorian Christmas- To learn about the role of Prince Albert in popularizing Christmas trees. | A Victorian Christmas- To compare Victorian presents, toys and games to modern day presents, toys and games. | A Victorian Christmas- To learn about the origin of Christmas crackers and the role they played during the Victorian era |
| RE | | Diwali- To understand the importance of the Hindu celebration. | Buddhism- Bodhi Day- To learn about Bodhi day and what this means to people of the Buddhism faith. | Hanukkah- The story of Hanukkah- To learn the story of Hanukkah and how it is celebrated. | Christmas- To understand why Christmas is an important time for Christians. | Christmas- To learn about Christingles and what these mean to Christians. | Christmas- To know and retell the story of the Nativity. |
| Computing | Self- image and Identity- I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. | Self- image and Identity- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. | Self- image and Identity- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. | Self- image and Identity- I can explain how other people may look and act differently online and offline. | Self- image and Identity- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. | | |

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| Understanding the world | To learn about Remembrance Day Talk about the lives of the people and how to be respectful | To understand how Diwali is celebrated Know some similarities and differences between different religious and cultural communities in this country. | To find and identify minibeasts Explore the natural world around them, making observations and drawing pictures of animals and plants. | To learn how other cultures celebrate Explain some similarities and differences between life in this country and life in other countries, | To understand why we have traditions Know some similarities and differences between things in the past and now, drawing on their experiences | To understand the Christian celebration, Know some similarities and differences between different religious and cultural communities in this country, | |
| Art | Remembrance - Poppy- To use translucent objects to create a piece of art. | Diwali-Diya Lamp- To manipulate clay to create a Diya dish sculpture. | Lanterns- Bodhi To explore different techniques to create a 3D Lantern. | Hanukkah- To use wax Crayons to carefully create a Menorah picture. | | | |
| Music | | | | Listen to Nativity songs | Learn Nativity songs | Practice Nativity songs with actions. | Perform Nativity songs. |
| Expressive arts and design | Remembrance - Poppy- To use different art media to create pictures of poppies. | Diwali-Diya Lamp- To explore clay and from a sculpture | Lanterns- Bodhi- To make use of props and materials when role playing stories | Christmas nativity Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Christmas nativity Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Christmas nativity Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Christmas nativity Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| Physical Development | Dance -Weather- To use counts of 8 to move in time and make my dance look interesting. | Hull FC - Team Skills & Problem Solving To apply teamworking support skills to the activities and use these to work as an effective team. Dance - Weather- To explore pathways in my dance. | Hull FC - Team Skills & Problem Solving To apply a bounce pass to the skill activity to another team member. Dance - Weather- To create my own dance using, actions, pathways and counts. | Hull FC - Team Skills & Problem Solving - To apply a good change of direction and evasion technique to allow success throughout activities. Dance- The Lost Toy- To explore speeds and actions. | Hull FC - Team Skills & Problem Solving- To develop change of direction skills within a smaller area space and defend as part of team. Dance - The Lost Toy- To use expression and create actions that relate to the story. | Hull FC - Team Skills & Problem Solving- To apply listening skills to activities along with reactions quickly. Dance - The Lost Toy- To use a pathway when travelling. | Dance - Weather- To use counts of 8 to move in time and make my dance look interesting. |

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| Physical Development | Dance -Weather- To use counts of 8 to move in time and make my dance look interesting. | Hull FC - Changing of direction To apply different walking techniques and at different speeds. Dance - Weather To explore pathways in my dance. | Hull FC - Changing of direction To apply different running techniques and at different speed. Dance - Weather- To create my own dance using, actions, pathways and counts. | Hull FC - Changing of direction To apply a change of direction technique to running speeds Dance- The Lost Toy- To explore speeds and actions. | Hull FC - Changing of direction To apply an effective change of directions from the right foot and adding speed. Dance - The Lost Toy- To use expression and create actions that relate to the story. | Hull FC - Changing of direction - To apply an effective change of direction from both feet, with added speed and concentration. Dance - The Lost Toy- To use a pathway when travelling. | Dance - Weather- To use counts of 8 to move in time and make my dance look interesting. |
| PSHE | Celebrating Difference- To identify similarities between people in my class. | Celebrating Difference- To identify differences between people in my class. | Celebrating Difference- To tell you what bullying is. | Celebrating Difference- To know some people who I could talk to if I was feeling unhappy or being bullied. | Celebrating Difference- To know how to make new friends. | Celebrating Difference- To be able to tell you some ways I am different from my friends. | |
| Personal, Social and Emotional | Celebrating Difference- To identify something I am good at and understand everyone is good at different things | Celebrating Difference- To understand that being different makes us all special | Celebrating Difference- To know we are all different but the same in some ways | Celebrating Difference- To say why I think my home is special to me | Celebrating Difference- To explain how to be a kind friend | Celebrating Difference- To know which words to use to stand up for myself when someone says or does something unkind | |