

**UNIT TITLE: Celebrations**  
**Unit Organiser**

	Week 1 – 6/11	Week 2 – 13/11	Week 3 – 20/11	Week 4– 27/11	Week 5– 4/12	Week 6– 11/12	Week 7– 18/12
<b>Theme</b>	Remembrance	Diwali	Bodhi	Hanukkah	Christmas	Christmas	Christmas
<b>Maths– Year 1</b>	<p><b>Addition and Subtraction</b></p> <p>Subtracting by crossing out, using a number line and using number bonds.</p> <p><b>Fluency:</b> Composition– Focus on odd and even numbers.</p>	<p><b>Shape</b></p> <p>Recognise and sort 3D Shapes.</p> <p><b>Fluency:</b> Composition– Focus on the composition of 6.</p>	<p><b>Shape</b></p> <p>Recognise and sort 2D shapes.</p> <p><b>Fluency:</b> Composition– Focus on the composition of 8.</p>	<p><b>Place Value</b></p> <p>Count within 20 and understand the composition of numbers to 16.</p> <p><b>Fluency:</b> Composition– Focus on the composition of 10.</p>	<p><b>Place Value</b></p> <p>Understand the composition of numbers 17–20 and identify one more and one less.</p> <p><b>Fluency:</b> Counting, cardinality and ordinality –Focus on ordinality Compare number tracks and number lines</p>	<p><b>Place Value</b></p> <p>To know about, use and estimate a number line to 20.</p>	<p><b>Place Value</b></p> <p>To compare and order numbers to 20.</p>
<b>Maths– Year 2</b>	<p><b>Addition and Subtraction</b></p> <p>Add two 2-digit numbers together across a 10.</p> <p><b>Fluency:</b> Composition– Focus on the composition of odd numbers.</p>	<p><b>Addition and Subtraction</b></p> <p>Subtract two 2-digit numbers together across a 10.</p> <p><b>Fluency:</b> Composition– Focus on the composition of 7</p>	<p><b>Shape</b></p> <p>Recognise and label 2D shapes.</p> <p><b>Fluency:</b> Composition– Focus on the composition of 9</p>	<p><b>Shape</b></p> <p>Identify lines of symmetry.</p> <p><b>Fluency:</b> Composition– Focus on the composition of the numbers 11 to 19 as '10 and a bit'</p>	<p><b>Shape</b></p> <p>Count faces, edges and vertices on 3D shapes.</p> <p><b>Fluency:</b> Counting, cardinality and ordinality – Compare numbers within 20</p>	<p><b>Money</b></p> <p>Count money in pence and pounds.</p>	<p><b>Money</b></p> <p>Make and compare different amounts of money including finding change.</p>

Reading	<b>Red Group-</b>  Review of Tricky words and taught sounds	<b>Red Group-</b>  ai - <u>tail</u> ee - <u>jeep</u> igh - <u>light</u> oa - <u>boat</u>	<b>Red Group-</b>  oo - <u>boot</u> <b>oo - look</b> ar - <u>bark</u> or - <u>fork</u>	<b>Red Group-</b>  ur - <u>hurt</u> ow - <u>cow</u> oi - <u>boil</u> ear - <u>fear</u>	<b>Red Group- Phase 5</b> air - <u>chair</u> er - <u>bigger</u> Words with double letters: dd mm tt bb rr gg pp ff	<b>Red Group-</b>  longer words	<b>Red Group- Assessments</b>  Support in filling gaps from teaching.
	<b>Blue Group -</b>  Review of Tricky words and taught sounds	<b>Blue Group -</b>  /ur/ ir <u>bird</u> /igh/ ie <u>pie</u> /oo/ /yoo/ <u>ue</u> <u>blue</u> <u>rescue</u> /yoo/ u <u>unicorn</u>	<b>Blue Group -</b>  /oa/ o <u>go</u> /igh/ i <u>tiger</u> /ai/ a <u>paper</u> /ee/ e <u>he</u>	<b>Blue Group -</b>  /ai/ a-e <u>shake</u> /igh/ i-e <u>time</u> /oa/ o-e <u>home</u> /oo/ /yoo/ u-e <u>rude</u> <u>cute</u>	<b>Blue Group -</b>  /ee/ e-e <u>these</u> /oo/ /yoo/ <u>ew</u> <u>chew</u> <u>new</u> /ee/ ie <u>shield</u> /or/ aw <u>claw</u>	<b>Blue Group -</b>  Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	<b>Blue Group - Assessments</b>
	<b>Green Group-</b>  Review of Tricky words and taught sounds	<b>Green Group-</b>  ay play a-e shake ea each e he	<b>Green Group-</b>  ie pie i-e time o go o-e home	<b>Green Group-</b>  ue blue rescue ew chew new u-e rude cute aw claw	<b>Green Group-</b>  ea head ir bird ou cloud oy toy	<b>Green Group-</b>  i tiger a paper ow snow u unicorn	<b>Green Group- Assessments</b>  ph phone wh wheel ie shield g giant
	<b>Yellow Group-</b>  ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	<b>Yellow Group- Assessments</b>	<b>Yellow Group-</b>  What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	<b>Yellow Group-</b>  Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	<b>Yellow Group-</b>  Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	<b>Yellow Group-</b>  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?	<b>Yellow Group-</b>  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?
Reading	<b>Class book- How to catch a star-</b> <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. There once was a boy who loved stars so much that he wished he had one of his very own.</i>						

	<b>Class book- The Jolly Christmas Postman-</b> <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>						
Writing	<b>Poetry-</b> To learn, recite and perform a remembrance poem.	<b>Fiction-Story Writing-</b> To learn the features of a story, including layout, setting and characters.	<b>Fiction-Story Writing-</b> To write my own story based around the text, "How to catch a star"	<b>Non-Fiction-Instructions-</b> To understand the purpose and features of a set of instructions.	<b>Non-Fiction-Instructions-</b> To create our own set of instructions about how to make a star catcher.	<b>Fiction - Letters -</b> To learn the sequence and purpose of a letter.	<b>Fiction - Letters-</b> To write our own letters to Santa.
Science Year 1 and 2	<b>Living Things &amp; Habitats-</b> To understand Living Dead, never alive.	<b>Living Things &amp; Habitats-</b> To understand Local Habitats	<b>Living Things &amp; Habitats-</b> To find and identify the Microhabitats of woodlouse.	<b>Living Things &amp; Habitats-</b> To identify different climate Habitats	<b>Living Things &amp; Habitats-</b> To understand how some animals work in groups.	<b>Living Things &amp; Habitats-</b> To identify and create food Chains	
History	<b>Remembrance -</b> To understand what remembrance is and why we show respect during a service.			<b>A Victorian Christmas-</b> To understand the origin and history of Victorian Christmas cards.	<b>A Victorian Christmas-</b> To learn about the role of Prince Albert in popularizing Christmas trees.	<b>A Victorian Christmas-</b> To compare Victorian presents, toys and games to modern day presents, toys and games.	<b>A Victorian Christmas-</b> To learn about the origin of Christmas crackers and the role they played during the Victorian era.
Computing	<b>Self- image and Identity-</b> 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.	<b>Self- image and Identity-</b> I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	<b>Self- image and Identity-</b> 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.	<b>Self- image and Identity-</b> I can explain how other people may look and act differently online and offline.	<b>Self- image and Identity-</b> 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.		

Art	<b>Remembrance - Poppy-</b> To use translucent objects to create a piece of art.	<b>Diwali-Diya Lamp-</b> To manipulate clay to create a Diya dish sculpture.	<b>Lanterns- Bodhi-</b> To explore different techniques to create a 3D Lantern.	<b>Hanukkah-</b> To use wax Crayons to carefully create a Menorah picture.			
Music	Start to learn to sing the song Rhythm In The Way We Walk	Continue to learn the song Rhythm In The Way We Walk	Continue to learn the song Rhythm In The Way We Walk	Listen to Nativity songs	Learn Nativity songs Nativity songs	Practice Nativity songs with actions.	Perform Nativity songs.
PE	<b>Dance -Weather-</b> To use counts of 8 to move in time and make my dance look interesting.	<b>Hull FC - Team Skills &amp; Problem Solving</b> To apply teamworking support skills to the activities and use these to work as an effective team.  <b>Dance - Weather-</b> To explore pathways in my dance.	<b>Hull FC - Team Skills &amp; Problem Solving</b> To apply a bounce pass to the skill activity to another team member.  <b>Dance - Weather-</b> To create my own dance using, actions, pathways and counts.	<b>Hull FC - Team Skills &amp; Problem Solving -</b> To apply a good change of direction and evasion technique to allow success throughout activities.  <b>Dance- The Lost Toy-</b> To explore speeds and actions.	<b>Hull FC - Team Skills &amp; Problem Solving-</b> To develop change of direction skills within a smaller area space and defend as part of team.  <b>Dance - The Lost Toy-</b> To use expression and create actions that relate to the story.	<b>Hull FC - Team Skills &amp; Problem Solving-</b> To apply listening skills to activities along with reactions quickly.  <b>Dance - The Lost Toy-</b> To use a pathway when travelling.	
RE		<b>Diwali-</b> To understand the significance of Diwali in Hindu culture and traditions.	<b>Buddhism- Bodhi Day-</b> To understand the significance of Bodhi Day in Buddhism.	<b>Hanukkah- The story of Hanukkah-</b> To explore the customs and traditions associated with Hanukkah.	<b>Christmas-</b> To learn about how Christians celebrate advent.	<b>Christmas-</b> To learn all about Christingles.	<b>Christmas-</b> To know and retell the story of the Nativity.
PSHE	<b>Celebrating Difference-</b> To identify similarities between people in my class.	<b>Celebrating Difference-</b> To identify differences between people in my class.	<b>Celebrating Difference-</b> To tell you what bullying is.	<b>Celebrating Difference-</b> To know some people who I could talk to if I was feeling unhappy or being bullied.	<b>Celebrating Difference-</b> To know how to make new friends.	<b>Celebrating Difference-</b> To be able to tell you some ways I am different from my friends.	