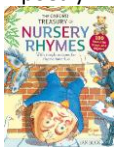
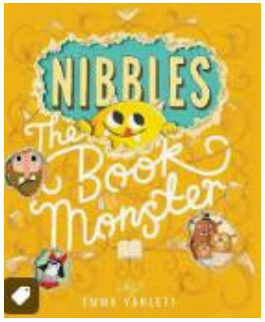
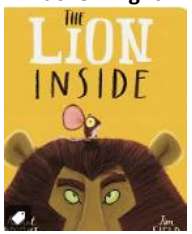
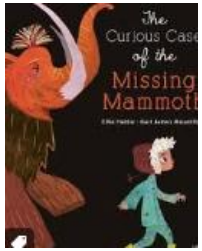
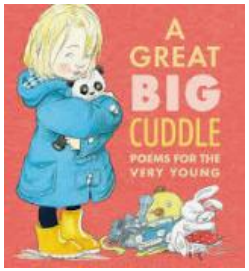
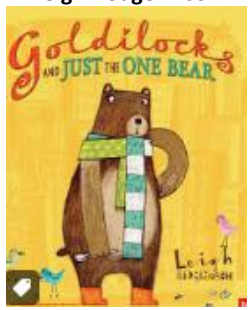
Turtle Class - Unit Plan

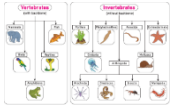
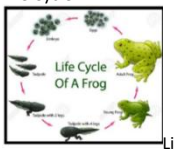
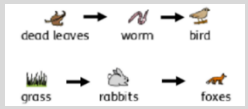
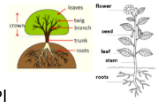
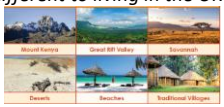
Leigh Primary School – 2025-2026

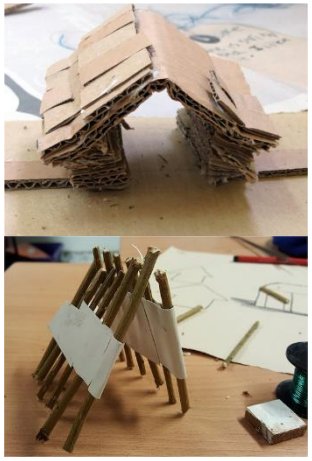
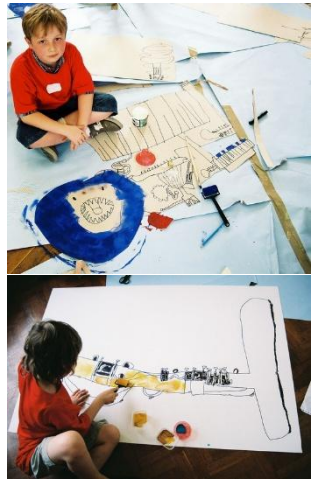
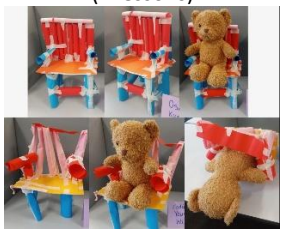
s	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value (within 20) Addition & Subtraction (within 20) Place Value (within 100) shape		Addition and subtraction (within 100) Multiplication and division Length and Height Statistics		Money Fractions Time Mass, capacity and temperature Geometry (position and direction)	
Quality Text (Year ½ class) and writing	**Core text:** **Lost and found by Oliver Jeffer** **Writing outcome:** Write an adventure story based on the structure of the text. Setting descriptions **POETRY:** Appreciating and reciting poetry. 	**Core text:** Nibbles:The book monster Emma Yarlett  **Writing outcome:** Write a diary entry Character descriptions	**Core text:** **The lion inside** **Rachel Bright**  **Write outcome:** write a story based on the structure of the text Character descriptions **POETRY:** Class poem – Kennings Non-Chronological report	**Core Text:** **The curious case of the missing mammoth** **Ellie Hattie**  A great big cuddle Micheal Rosen  **Writing outcomes:** Thoughts and speech bubbles Simple narratives Write a story based on the structure of the text with change of character	**Core Text:** **Toys in space** **Mini Grey** **Writing outcome:** Write a story based on the structure of the text Writing in role Simple narrative Lists and invitations	**Core Text:** **Goldilocks and just one bear** **Leigh Hodgekinson**  **Writing outcome:** **FICTION** Write a report about bears Character descriptions Setting descriptions

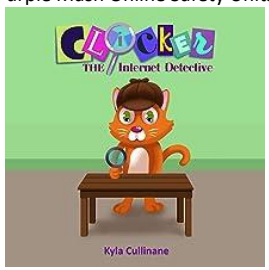
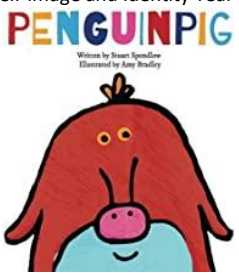
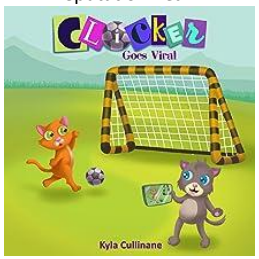
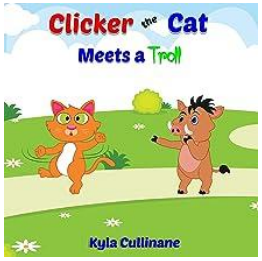
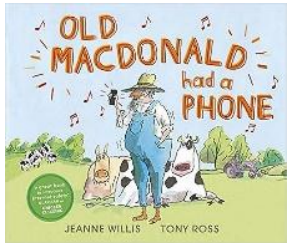
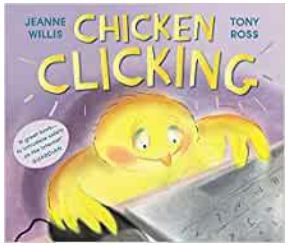
CC	**Geography (Y1)/English –** Links to maps and symbols in 'My Local Area' **Art/Geography/Science** – Explore and draw using natural objects from local environment as we as materials in science	**Art/English –** Illustrations and narrative could inspire artwork in monoprint unit **DT/Science –** Baby bears chair is being taught after materials and their properties to support material choices for construction.	**Science (Y1/2)/Geography Year 2** – animals and their habitats in science links with biomes about the 7 continents and around the world topic. **RE Topic of caring about the world for 1/2/Y2 Geo and Sciences for 1/2** – Learning about creatures and habitats around the world links with the RE topic of why we should care about it. **Art Unit –** Being and architect and looking at homes around the world and wh they are different linked to location.	**DT/English –** Moving story book can be adapted or extended to make a moving pictures of class text. **Geography/Art –** watercolour work could link to learning about the world and habitats for Y2.	Art and Whole Class texts for reading for pleasure could enrich art inspired by traditional stories. Whole class reading for pleasure books are read before whole class writing text which is an adapted traditional tale to support writing.	
WCT	**RHYMING BOOKS** **Oi dog –** Kes Gray **Revolting Rhymes –** Roald Dahl **Dirty Beasts –** Roald Dahl **The Rhyming Rabbit –** Julia Donaldson **Rhyme Crime –** Jon Burgerman **The Owl and the Pussy Cat –** Edward Lear	**TOY THEMED BOOKS** **Paper dolls- Julia Doladson** **The Toymaker- Martin Waddell** **Traction Man- Mini Grey** **Kipper's Toy Box- Mick Inkpen** **Toys in space- Mini Grey** **I love you Blue Kangaroo- Emma Chicester Clark** **Lost Toy Museum- David Lucas** **The Teddy Robber- Ian beck** **Stanley's Stick- John Hedley**	**ADVENTURE BOOKS** **The Gruffalo/Room on a broom –** Julia Donaldson **The Great Escape** Katherine Rundell **Mousetronaut –** Mark Kelly **The Bears Sea Escape –** Benjamin Chaud **Explorors of the Wild –** Cale Atkinson **My Dinosaur** – Mark Alan Eatherby **The Secret Box –** Barbara Lehman **NON FICTION – ENVIRONMENTAL FRIENDLY TEXT** **A planet full of plastic –** Neal Layton **Harry saves the ocean-** Sylva Fae **The whale who wanted more** – Rachel Bright **Clean up** – Nathan Bryon **Somebody swallowed Stanley** – Sarah Roberts **Little turtle and the Sea** – Becky Davies **King of the swamp** – Catherine Emmett	**TRANSPORT AND TRAVEL BOOKS** **Round the world in 80 ways-** Drane, Henrietta, Halford, Katy Lost and found- Oliver Jeffers Astro Girl- Ken Wilson Mrs Armitage on Wheels- Quentin Blake Runaway train- Benedict Blathwayt Hundred Decker Bus- Mike smith Amelia earhart (little people big dreams) Mr Grumpy's motor car- John Burningham	**TRADITIONAL TALES AND TWISTED VERSIONS** **Hansel and Gretel** – Anthony Browne/Neil Gaiman **Hansel and Greta –** Jeanette Winterson **Little Red Riding Hood –** Beatrix Potter **Honestly Red Riding Hood was Rotten! –** Trisha Shaskan **The Wolf's Story – Toby Forward** **Goldilocks and the three bears –** Axel Scheffler **Goldilocks and just the one bear –** Leigh Hodgkinson **Goldilocks and the three crocodiles –** Michael Rosen **Jack and the beanstalk –** Richard Walker **Jim and the Beanstalk –** Raymond Briggs **Trust me, Jack's Beanstalk stinks** – Eric Braun **Jack and the Jelly Bean Beanstalk** – Rachel Mortimer **The Three Little Pigs –** Axel Scheffler **The three little wolves and the big bad pig –** Eugene Trivizas **Blow your nose Big Bad Wolf -** **The True Story of the three little pigs –** Jon Scieszka	**CHAPETR BOOKS** **The BFG –** Roald Dahl **Flat Stanley –** Jeff Brown

Reading Y1	**Vocabulary:** Join in with predictable phrases **Inference:** Discuss the significance of the title and events **Prediction:** Predict what might happen on the basis of what has been read so far in terms of story, character and plot Begin to explain these ideas verbally or though pictures **Explanation:** Express views about events or characters **Retrieval:** Answer a question about what has just happened in a story **Summarise/Sequence:** Re-tell familiar stories orally e.g. fairy stories and traditional tales	**Vocabulary:** Discuss word meanings, linking new meanings to those already known **Inference:** Infer basic points with direct reference to the pictures and words in the text **Prediction**: Predict what might happen on the basis of what has been read so far in terms of story, character and plot Begin to explain these ideas verbally or though pictures **Explanation:** Express views about events or characters **Retrieval:** Contribute ideas and thoughts in whole class discussion **Summarise/Sequence:** Re-tell familiar stories orally e.g. fairy stories and traditional tales	**Vocabulary:** Discuss word meanings, linking new meanings to those already known **Inference:** Discuss the significance of the title and events **Prediction:** Make simple predictions based on the story and on their own life experience Begin to explain these ideas verbally or though pictures **Explanation:** Give opinions including likes and dislikes **Retrieval:** Recognise differences between fiction and non fiction texts **Summarise/Sequence:** Begin to discuss how events are linked	**Vocabulary**: Discuss favourite words and phrases **Inference:** Infer basic points with direct reference to the pictures and words in the text **Prediction:** Make simple predictions based on the story and on their own life experience Begin to explain these ideas verbally or though pictures **Explanation**: Link what is read or heard to their own experiences **Retrieval:** Develop their knowledge of retrieval through images **Summarise/Sequence:** Begin to discuss how events are linked	**Vocabulary:** Discuss word meanings, linking new meanings to those already known **Inference:** Make basic inferences about characters' feelings by using what they say as evidence **Prediction:** Predict what might happen on the basis of what has been read so far in terms of story, character and plot Begin to explain these ideas verbally or though pictures **Explanation:** Link what is read or heard to their own experiences **Retrieval:** Retrieve information by finding a few key words **Summarise/Sequence:** Sequence the events of a story they are familiar with	**Vocabulary:** Discuss favourite words and phrases **Inference:** Make basic inferences about characters' feelings by using what they say as evidence **Prediction:** Make simple predictions based on the story and on their own life experience Begin to explain these ideas verbally or though pictures **Explanation:** Give opinions including likes and dislikes **Retrieval:** Contribute ideas and thoughts in whole class discussion **Summarise/Sequence:** Sequence the events of a story they are familiar with
Reading Y2	**Vocabulary:** Recognise some recurring language in stories and poems **Inference:** Make inferences about characters' feelings using what they say and do as evidence **Prediction:** Predict what might happen on the basis of what has been read in terms of plot, character and language so far **Explanation**: Listen to the opinion of others **Retrieval:** Independently read and answer simple questions about what they have just read **Summarise/Sequence:** Retell using a wider variety of story language	**Vocabulary:** Discuss and clarify the meanings of words; link new meanings to known vocabulary **Inference:** Use pictures and words to make inferences **Prediction:** Predict what might happen on the basis of what has been read in terms of plot, character and language so far **Explanation:** Express their own views about a text **Retrieval:** Independently ask and answer retrieval questions **Summarise/Sequence**: Retell using a wider variety of story language	**Vocabulary:** Discuss and clarify the meanings of words; link new meanings to known vocabulary **Inference:** Answer and ask questions and modify answers as the story progresses **Prediction:** Use their own knowledge as well as what has happened so far to make logical predictions and give explanations of them **Explanation:** Express their own views about a text **Retrieval:** Remember significant events and key information about the text that they have read **Summarise/Sequence:** Discuss the sequence of events in books and how items of information are related	**Vocabulary**: Discuss, understand and link their favourite words and phrases **Inference:** Use pictures and words to make inferences **Prediction:** Use their own knowledge as well as what has happened so far to make logical predictions and give explanations of them **Explanation:** Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves **Retrieval:** Independently ask and answer retrieval questions **Summarise/Sequence:** Begin to discuss how events are linked focusing on the main content of the story	**Vocabulary:** Discuss and clarify the meanings of words; link new meanings to known vocabulary **Inference:** Make general inferences on what is being said and done **Prediction:** Predict what might happen on the basis of what has been read in terms of plot, character and language so far **Explanation:** Explain what has happened so far in what has been read **Retrieval:** Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read **Summarise/Sequence:** Order events from the text	**Vocabulary:** Discuss, understand and link their favourite words and phrases **Inference:** Infer basic points and begin, with support, to pick up on subtler references **Prediction:** Use their own knowledge as well as what has happened so far to make logical predictions and give explanations of them **Explanation:** Discuss some similarities between books **Retrieval:** Remember significant events and key information about the text that they have read **Summarise/Sequence:** Order events from the text

Ph	Little Wandle SSP Y1 Autumn 1	Little Wandle SSP Y1 Autumn 2	Little Wandle SSP Y1 Spring 1	Little Wandle SSP Y1 Spring 2	Little Wandle SSP Y1 Summer 1	Little Wandle SSP Y1 Summer 2
Spelli	Little Wandle SSP Y2 Autumn 1	Little Wandle SSP Y2 Autumn 2	Little Wandle SSP Y2 Spring 1	Little Wandle SSP Y2 Spring 2	Little Wandle SSP Y2 Summer 1	Little Wandle SSP Y2 Summer 2
SPAG Y2	• Write in first person using the personal pronoun "I" • Expanded noun phrases for description and specification • Write a statement that starts with a capital letter and finishes with a full stop • Ask a question and use a question mark • Begin to write with consistent use of past or present tense • Use time connectives First, Then, Next, After that, Finally • Commas to separate items in a list • Spell some common exception words	• Write in first person using the personal pronoun "I" • Use imperative verbs • Use time connectives First, Then, Next, After that, Finally • Write a sentence that ends with an exclamation mark including a command sentence • Form simple past and present tense by adding "-ed"/ "-ing" • Use coordinating conjunctions and, or, but • Expanded noun phrases for description and specification • Compound words [E.g. whiteboard, football] • Spell some common exception words	• Formation of nouns using suffixes such as –ness, –er • Use –ly in Standard English to turn adjectives into adverbs • Write a statement that starts with a capital letter and finishes with a full stop • Use subordinating conjunctions to create a complex sentence: • *When, if , that, because* • Expanded noun phrases for description and specification • Use the prepositional phrases: • *behind, above, along, before, between, after* • Consistent use of past or present tense • Commas to separate list items • Spell many common exception words • Distinguishing between homophones and near homophones	• Write in first and third person • Use subordinating conjunctions to create a complex sentence: • *When, if, that, because* • Expanded noun phrases for description and specification • Consistent use of past or present tense • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes • to mark singular possession in nouns • Spell many common exception words	• Use of the suffixes –er, –est in adjectives • Formation of adjectives using suffixes such as –ful, –less • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Consistent use of past or present tense • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes to mark where letters are missing • Spell many common exception words	• Subordination and co-ordination • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Consistent use of past or present tense • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Spell most common exception words • Use the prepositional phrases: • *behind, above, along, before, between, after*
SPAG Y1	• Form lower case letters correctly • Form upper case letters correctly • Write letters on the line • Understand that letters belong to handwriting families and practise these • Separate words with spaces • Combine words to make a sentence • Sequence sentences to form short narratives • Write a sentence that includes an adjective • Begin a sentence with a capital letter • Use full stops to demarcate sentences • Use capital letters for proper nouns (people and places) • Use a capital letter for "I" • Spelling some common exception words • Begin to spell words containing each of the 40+ phoneme	• Form upper case letters correctly • Write letters on the line • Understand that letters belong to handwriting families and practise these • Separate words with spaces • Combine words to make a sentence • Sequence sentences to form short narratives • Write a sentence that includes an adjective • Use full stops to demarcate sentences • Use capital letters for proper nouns (people and places) • Use a capital letter for "I" • Introducing question marks and exclamation marks to demarcate sentences • Use time connectives first, second, then, etc • Spelling some common exception words • Spell some words containing each of the 40+ phoneme • Name letters of the alphabet in order	• Combine words to make a sentence • Write a sentence that includes an adjective • Begin a sentence with a capital letter • Use full stops to demarcate sentences • Use capital letters for proper nouns (people and places) • Use a capital letter for "I" • Introducing question marks and exclamation marks to demarcate sentences • Write a compound sentence using the coordinating conjunctions "and" • Regular plural noun suffixes – s and es • Spelling many common exception words • Spell many words containing each of the 40+ phoneme • Recognise and spell simple compound words • Name letters of the alphabet in order	• Combine words to make a sentence Sequence sentences to form short narratives • Write a sentence that includes an adjective • Begin a sentence with a capital letter • Use full stops to demarcate sentences • Introducing question marks and exclamation marks to demarcate sentences • Write a compound sentence using the coordinating conjunctions "and" • Suffixes for verbs when there's no change to the root word - ing, er, ed • Spelling many common exception words • Spell many words containing each of the 40+ phoneme	• Combine words to make a sentence • Sequence sentences to form short narratives • Write a sentence that includes an adjective • Begin a sentence with a capital letter • Use full stops to demarcate sentences • Use capital letters for days of the week • Use capital letters for proper nouns (people and places) • Introducing question marks and exclamation marks to demarcate sentences • Write a compound sentence using the coordinating conjunctions "and" • Use time connectives first, second, then, etc • Suffixes for verbs when there's no change to the root word - ing, er, ed • Use of the prefix un to change verbs and adjectives • Adding er or est to adjectives • Spelling many common exception words • Spell most words containing each of the 40+ phoneme	• Understand that letters belong to handwriting families and practise these • Separate words with spaces • Combine words to make a sentence • Sequence sentences to form short narratives • Write a sentence that includes an adjective • Begin a sentence with a capital letter • Use full stops to demarcate sentences • Use capital letters for days of the week • Introducing question marks and exclamation marks to demarcate sentences • Write a compound sentence using the coordinating conjunctions "and" • Use time connectives first, second, then, etc • Regular plural noun suffixes – s and es • Suffixes for verbs when there's no change to the root word - ing, er, ed • Spelling many common exception words • Spell the days of the week • Spell most words containing each of the 40+ phoneme

Science Y1	**Everyday Materials** • Materials and their properties • Natural and manmade 	**•Seasonal Change** • Seasons- Autumn and winter • Weather •	• **Amazing animals-** Vertebrates and Invertebrate  • Mammals • Fish • Birds • Amphibians • Reptiles	**•Seasonal Change** • Seasons- Sprng and Summer • Safety in the sun • Weather •	**Plants** • Names of common garden and wild plants • Deciduous and evergreen • Parts of common plants
Science Y2	**•Uses of everyday materials** • Properties of materials • Changing materials •	**Animals Needs for survival** • Life Cycle •  Living things and their needs	**•All living things and their habitats** • Habitats • Microhabitats • Food chains 	**Protecting our environment**	**Plants and growth** • Parts of plants and their functions  • Pl ants we eat
Geography Y1	**My Local Area** *What is it like in my local area?* 			**The United Kingdom** 	
Geography Y2			**Planet Earth** *Can you describe the seven continents and five oceans that make up planet Earth?*		**Life in Kenya** *How is living in Kenya similar and different to living in the UK?* 
History Y1		**Toys in Times** *How have toys changed over time?* 	**Transport and Travel** *How has transport changed over time?* 		**Our Seaside: Now & Then** *Have we always liked to be by the seaside?*

History Y2	**Kings and Queens** 	**The Great Fire of London** *How could the Great Fire of London have been prevented?* 			**They Made a Difference** *How have the human rights heroes you have studied made a difference to our world?* 	
RE Y1/2	What do some people believe God looks like?	How did the World Begin? **Additional Lesson:** Why is Christmas important to many Christians?	Why should we care for the world?	Why do we need to give thanks? **Additional Lesson:** Why is Easter special to many Christians?	How do we know some people feel a special connection with God?	What is a prophet?
PE	Games Gymnastics Orienteering Lesson 1	Games Dance Orienteering Lesson 2	Games Gymnastics Orienteering Lesson 3	Tennis Orienteering Lesson 4	Games Dance Orienteering Lesson 5	Games Gym/Dance Orienteering Lesson 6
ART	**Autumn 1** Explore and draw **Drawing and sketchbooks**	**Autumn 2** Exploring the world through monoprint **Print, colour and collage**	**Spring 1** Be an architect  **Working in 3D**	**Spring 1** Exploring watercolour **Paint, surface and texture**	**Summer 1** Stick transformation project **Working in 3D**	**Summer 2** Music and art  **Collaboration and community**
DT		Baby Bear's Chair (4 lessons)  **Structures**		Moving story book (4 lessons) **Mechanical Systems**	A balanced Diet (4 lessons) **Cooking and Nutrition**	Pouches (4 lessons) **Textiles**

Computing	Unit 1.1 Online Safety & Exploring Purple Mash (4 weeks) Unit 1.9 Technology outside school (2 weeks)	Unit 1.4 Lego Builders (3 weeks) Unit 2.5 Effective Searching (3 weeks) Unit 1.2 Grouping and Sorting (2 weeks)	Unit 2.6 Creating pictures (5 weeks)	Unit 1.1 Coding (6 weeks)	Unit 2.1 Coding (5 weeks)	Unit 1.8 Spreadsheets (3 weeks) Chimp Coding Challenges (3 weeks)
Mus	French greetings with puppets	French adjectives of colour, size and shape Christmas songs	Playground games – number and age	In a French classroom	Bon Appetit!	Shopping for French food
NOS Y1	**Autumn 1** Purple Mash Online Safety Units  This book explores safe ways of searching the internet by using appropriate kids search sites ignoring sponsored links and carefully typing in terms with his parents' permission.	**Autumn 2** Self-image and Identity Year 1  Penguin Pig teaches that sometimes people use the internet to lie or trick other people and strongly emphasises that children should always check content with a trusted adult.	**Spring 1** Online relationships Online Reputation Year 1  This fun educational book helps to support children in thinking before posting online. In this story one of clickers videos goes viral without his permission and Clicker does not like it. The message of the story is what goes online stays online forever.	**Spring 2** Online Bullying Year 2  This book teaches about screen time and how to behave nicely online. Clicker learns how to defeat cyberbullying who post mean comments on his online video.	**Summer 1** Managing Information Online Health, Wellbeing and Lifestyle Year 2  This book is a cautionary tale about using your phone too much. Old MacDonald loves his phone to organise his farm but then all of his animals get one. Before you know it everyone is busy on their phone and no work is getting done!	**Summer 2** Privacy and Security Copyright and Ownership Year 2  Chicken Clicking sneaks in and uses the farmers technology to buy lots of gifts. It can be used to discuss password safety, supervision, posting personal information, taking and sharing photos, meeting online friends and trust/reliability.
Year ½ PSHE	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Family Friendships Other people's feelings Getting along with others Friendship problems Gender Stereotypes Change and Loss	**Autumn 2** **Health and Well-being** Understanding my feelings Steps to success Developing a growth mindset Being Active Relaxation: breathing exercises Healthy Diet Looking after our teeth	**Spring 1** **Safety and the Changing Body** Communicating with adults Road Safety Safety at home Safety with medicines What to do if I get lost	**Spring 2** **Safety and the changing body continued…** The internet Appropriate Contact My private parts are private Personal boundaries	**Summer 1** **Citizenship** Rules Similar, yet different Cring for others: animals The needs of others Democratic decisions School council Giving my opinion	**Summer 2** **Economic Wellbeing** Money Needs and wants Saving and spending Banks and building societies jobs