

Class 1 Termly Planning Grid
Cycle B Spring 1 2023-2024 - Let It Snow

Week	1 w/b 1.1.24	2 w/b 8.1.24	3 w/b 15.1.24	4 w/b 22.1.24	5 w/b 29.1.24	6 w/b 5.1.24 Assessment writing
Literacy	<p>Fiction: Winter Scene picture Y1: I can use descriptive words to describe a picture. I can understand what an adjective is. I can use an adjective in my sentence. I can write simple sentences and use join ideas using 'and' I can edit my work with support from a teacher. YR: I can use some descriptive words. I can segment letter sounds into simple words. I can use some irregular words. I can read my work to check for sense with the support of my teacher.</p> <p>Outcome: Descriptive writing</p>	<p>Non- Fiction: Antarctica Penguins Animals Y1: I can write phonetically plausible words when writing an instruction. I can label the parts of a penguin. I can use a capital letter at the beginning of an idea. I can use a full stop at the end of an idea. I can join words using 'and' (apples and pears). I can write about what I found out about penguins. I can read my work back and talk about it. YR: I can attempt to write short sentences. I can give meaning to the marks I make. I can attempt to form lowercase letters correctly. I can form some capital letters correctly. I can spell words by identifying the sounds and then writing the sounds as letters. I can write labels.</p>	<p>Non- Fiction: Antarctica Penguins Animals Y1: I can use simple sentence structures. I can talk about what I about to write. I know that sentences that express end with an exclamation mark. I can write about the information I have found out. I can use a capital letter at the beginning of an idea. I can use a full stop at the end of an idea YR: I can attempt to write short sentences. I can give meaning to the marks I make. I can attempt to form lowercase letters correctly. I can form some capital letters correctly. I can spell words by identifying the sounds and then writing the sounds as letters.</p> <p>Outcome: Non-fiction Penguin book</p>	<p>Non- Fiction: Arctic Polar Bears Y1: I can use a heading in my writing. I can write about a polar bears habitat. I can label a polar bear. I can read my work to check for sense. I can create an information poster about Polar Bears. YR: I can attempt to write short sentences. I can give meaning to the marks I make. I can attempt to form lowercase letters correctly. I can form some capital letters correctly. I can spell words by identifying the sounds and then writing the sounds as letters.</p> <p>Outcome: Polar Bear Information poster</p>	<p>Fiction: Lost and Found by Oliver Jeffers Y1: I can talk about the feelings of characters. I can make simple predictions about stories. I can orally rehearse a familiar story. I can use a capital letter at the beginning of an idea. I can use a full stop at the end of an idea. I know that writing should be ordered. YR: I can use speech influenced by experiences in books. I can retell simple stories. I can segment sounds in to simple words. I can write captions. I can make simple predictions about stories. I plan a simple story.</p>	<p>Fiction: Lost and Found by Oliver Jeffers Y1: I can write a retell of familiar story. I can plan my own story. I can write a story. I can orally rehearse a familiar story. I can use a capital letter at the beginning of an idea. I can use a full stop at the end of an idea. I know that writing should be ordered. YR: I can write a simple sentence. I can segment letter sounds into words. I can spell words by identifying the sounds and then writing the sounds as letters. I can write a short sentence with words with known letter sounds.</p> <p>Outcome: Own version of the story</p>

Maths	<p>YR SB: Number blocks series 2 episode 3 I understand the concept of 'eightness'. I can recognise and count to 8. I can say eight when there is eight to count. I can find 8 on a number line. I can write the number 8. JN: Number blocks series 2 episode 4 Same as above for 9. Y1 SB: I can record fact families and make the connection between addition and subtraction facts. JN: I understand subtraction as taking away and counting how many are left.</p>	<p>YR SB: Number blocks series 2 episode 5. I understand the concept of 'tenness'. I can recognise and count to 10. I can say ten when there is ten to count. I can find 10 on a number line. I can write the number 10. JN: Number blocks series 2 episode 6. I can add 1. Y1: SB: I can use a number line to solve a subtraction calculation. I can add or subtract 1 or 2. JN: I can recognise and name 3D shapes. I can sort 3D shapes.</p>	<p>YR SB: Number blocks series 2 episode 7. I can subtract 1. JN: I can subtract an amount and find the answer by counting how many are left. I can record a subtraction number sentence. Y1 SB: I can recognise and name 2D shapes. I can sort 2D shapes. JN: I can partition numbers 11-16 into tens and ones.</p>	<p>YR SB: Number blocks series 2 episode 9. I can double and half a number. JN: Number blocks series 2 episode 10. I can partition 9 into 3 equal groups. Y1 SB: I can partition numbers 17-19 into tens and ones. I understand that 20 is made up of two tens. JN: I can find the number that is one more or one less than a given number. I can use a number line to 20.</p>	<p>YR SB: Number blocks series 2 episode 11. I can find odd and even numbers. JN: Number blocks series 2 episode 12. I can find number bonds within 7. Y1 SB: I can order numbers to 20. I can add by counting on within 20. JN: I can add ones using number bonds. I can find and make number bonds to 20.</p>	<p>YR SB: Number blocks series 2 episode 13. I can count back from 10 to 1. I can find number bonds within 10. JN: Number blocks series 2 episode 14. I can subtract 2 from numbers to 10. Y1 SB: I can record doubles. I can use near doubles to solve calculations. JN: I can subtract ones using number bonds. I can subtract by counting back.</p>
Science	<p>I can talk about changes. I can observe the changes in weather and seasons.</p> <p>Seasons work: focus on winter and the weather in this season.</p> <p>Weather chart outside.</p>	<p>I can talk about how the seasons change.</p> <p>Seasonal weather and changes in clothing. Sort the clothes into each season.</p>	<p>I can talk about what happens in the world around me; length of day.</p> <p>Children to find out the length of day in the Arctic and Antarctica and compare to England. How many hours of light? Seasonal change.</p>	<p>I can observations and explain why some things occur.</p> <p>Ice shape investigations. Observing ice shapes over a period time. Why is the change happening?</p>	<p>I can make observations and explain why things occur.</p> <p>Investigate soles of shoes. Link to materials work last term.</p> <p>Make predictions and record.</p>	<p>I can look closely at similarities and differences comparing materials.</p> <p>Fireman's pole investigation which gloves would be most suitable-best grip?</p>

History				<p>Who was the explorer who reached the South Pole first?</p> <p>Introduction to Shackleton. Shackletons Antarctic adventure.</p>	<p>Who is Ernest Shackleton?</p> <p>Found out why he explored and travelled to Antarctica.</p>	<p>How did they survive the expedition?</p> <p>What happened during the expedition?</p> <p>Watch clips of the voyage and role-play.</p>
Geography	<p>I can talk about the weather and climate.</p> <p>Look at the comparisons of the climates across the world.</p>	<p>I can talk about the polar weather and climate.</p> <p>I can locate the Arctic on a map</p> <p>Discuss the polar climate- Arctic</p> <p>Finding The Arctic on google maps, globe and map of the world. Focus on people, places and travel.</p>	<p>I can talk about the polar weather and climate.</p> <p>I can locate the Antarctica on a map</p> <p>Discuss the polar climate- Antarctica</p> <p>Finding The Antarctica on google maps, globe and map of the world. Focus on people, places and travel.</p>			
DT	I can explore and evaluate a collection of books and everyday products that have a moving part.	I understand how lines/marks can be added to a picture to show movement.	<p>Winter themed picture with a moving part e.g. snowball.</p> <p>I can design a picture with a sliding mechanism.</p>	<p>I can make a picture with a sliding mechanism.</p> <p>I can use tools safely.</p>	<p>I can make a picture with a sliding mechanism.</p> <p>I can use tools safely.</p>	I can evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
Art	DT focus					
Computing	<p>IPad</p> <p>I Know how to operate the camera on an IPad.</p> <p>I can take clear photos of given objects.</p>	<p>IPad</p> <p>I can retrieve photographs I have taken.</p> <p>I can delete unwanted photographs.</p> <p>I can crop and edit a photograph.</p>	<p>IPad</p> <p>I can use technology to create digital content.</p>	<p>Mini Mash</p> <p>I can complete a simple computer program.</p> <p>Numbers and Counting - Ladybird doubling and counting quizzes.</p>	<p>Mini Mash</p> <p>I can complete a simple computer program.</p> <p>Reading and Writing - Alphabet pairs 4 or 8 cards.</p>	<p>Mini Mash</p> <p>I can complete a simple computer program.</p> <p>Paint projects - design and colour a template.</p>

RE	<p>Big question - Being special: Where do we belong?</p> <p>What makes us feel special?</p> <p>What makes many Christians believe they are special to God?</p>	<p>Big question - Being special: Where do we belong?</p> <p>Why do many Christians believe that children are special to God?</p>	<p>Big question - Being special: Where do we belong?</p> <p>Where do you belong?</p> <p>How do you know you belong?</p> <p>What groups do religious people belong to?</p>	<p>Big question - Being special: Where do we belong?</p> <p>How do we show people they are welcome?</p> <p>How are babies welcomed into the Christian family?</p>	<p>An encounter with Chinese New Year. 'The Great race'.</p> <p>How did you celebrate the New Year?</p> <p>How is the New Year celebrated in China?</p>	<p>An encounter with Chinese New Year. 'The Great race'.</p> <p>What does our yearly calendar look like?</p> <p>Why do they have a zodiac calendar in China?</p>
PE	<p>To find space.</p> <p>To travel safely.</p> <p>To build confidence with rolling movements.</p>	<p>To gain confidence on apparatus.</p> <p>To use apparatus safely.</p>	<p>To demonstrate good co-operation in pairs.</p> <p>To gain confidence in taking their own weight on their hands.</p> <p>To perform the same skill in another direction.</p>	<p>To develop rolling and weight bearing on hands through breaking down the skills on various apparatus.</p>	<p>To develop balancing, jumping and climbing, through breaking down the skills on various apparatus.</p>	<p>To play parachute games.</p> <p>To develop good throwing skills.</p> <p>To safely travel on and around the parachute.</p> <p>To evade their peers.</p> <p>To develop their gymnastics using hoops.</p>
PSHE	<p>I can understand that if I persevere I can tackle challenges.</p>	<p>I can understand that if I persevere I can tackle challenges.</p>	<p>I can tell you about a time I didn't give up until I achieved my goal.</p>	<p>I can tell you about a time I didn't give up until I achieved my goal.</p>	<p>I can set a goal and work towards it.</p>	<p>I can set a goal and work towards it.</p>
Music	<p>I can keep a simple rhythm.</p> <p>Tapping out the rhythm to the song.</p> <p>https://www.youtube.com/watch?v=AXIEGj0twYI</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Singing - I can use my voice expressively and creatively.</p> <p>Learn new song Polar Bear.</p> <p>Singing in Rhythm</p> <p>Singing - I can use my voice expressively and creatively.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Change known songs to learn.</p> <p>Singing - I can use my voice expressively and creatively.</p> <p>Learn new song Polar Bear.</p> <p>Singing in Rhythm</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Change known songs to learn.</p> <p>Children to sing the song at different starting places.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Change known songs to learn.</p> <p>Children to sing the song at different starting places.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Change known songs to learn.</p> <p>Instruments introduced to the song.</p>