

Class 1 Termly Planning Grid  
Cycle B Spring 2 2023-2024 - Let It Grow

| Week     | 1<br>w/b<br>19.2.24  | 2<br>w/b<br>26.2.24  | 3<br>w/b<br>4.3.24<br>Assessed writing  | 4<br>w/b<br>11.3.24<br>Assessment week   | 5<br>w/b<br>18.3.24<br>20 <sup>th</sup> WoodsMill Trip   | 6<br>w/b<br>25.3.24   |
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| Literacy | <p><b>Fiction: Jack and the Beanstalk</b><br/> <b>Y1:</b> 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.<br/> <b>YR:</b><br/> 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><b>Fiction: Jack and the Beanstalk</b><br/> <b>Y1:</b> I can write phonetically plausible words when writing an instruction. 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 read my work back and talk about it.<br/> <b>YR:</b> 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><b>Fiction: Jack and Beanstalk</b><br/> <b>Y1:</b> 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 use a capital letter at the beginning of an idea. I can use a full stop at the end of an idea. I can write alternative endings for a familiar story.<br/> <b>YR:</b> 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><b>Non- Fiction: Seedy Story Poem</b><br/> <b>Y1:</b><br/> I can retell a simple poem. I can use an adjective in my sentence. I can write a poem. I can sequence a poem. I can edit my work with support from a teacher.<br/> <b>YR:</b> 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 retell a poem. I can sequence a poem. I can spell words by identifying the sounds and then writing the sounds as letters.</p> | <p><b>Fiction: Eddie's Garden</b><br/> <b>Y1:</b> 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.<br/> <b>YR:</b> 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><b>Fiction: The Enormous Turnip</b><br/> <b>Y1:</b> 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.<br/> <b>YR:</b> 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> |
| Maths    | <p><b>YR</b><br/> <b>SB:</b><br/> I can use everyday language related to money. I can recognise and know the value of 1p, 2p, 5p, 10p,</p>   | <p><b>YR</b><br/> <b>SB:</b><br/> I can use the language related to capacity e.g. full, empty, half full, nearly full, nearly empty.</p>   | <p><b>YR</b><br/> <b>SB:</b><br/> I can use the language related to height e.g. tall, short, taller than, shorter than.</p>   | <p><b>YR</b><br/> <b>SB:</b><br/> I can use everyday language related to time. I can order and</p>   | <p><b>YR</b><br/> <b>SB:</b><br/> Numberblocks series 2 episode 15. I can add more than 1 to make 5 to 10.</p>   | <p><b>YR</b><br/> <b>SB:</b><br/> Numberblocks series 3 episode 8 Building blocks - exploring space and pattern.</p>  |

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|         | <p>20p, 50p and £1 coins.</p> <p><b>JN:</b><br/>I can use 1p coins to add small amounts.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can solve a subtraction calculation by finding the difference.</p> <p>I can find and recognise related facts.</p> <p><b>JN:</b><br/>I can solve a calculation by finding the missing number.</p> <p>I can count from 20 to 50.</p> | <p>I can compare and order objects by capacity.</p> <p><b>JN:</b><br/>I can use balances correctly.</p> <p>I can compare order objects by weight.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can count in multiples of 10.</p> <p>I can count an amount by making groups of 10.</p> <p><b>JN:</b><br/>I can make groups of 10 and ones.</p> <p>I can partition a number into tens and ones.</p> | <p>I can compare and order objects by height.</p> <p><b>JN:</b><br/>I can use the language related to length e.g. long, short, longer than, shorter than.</p> <p>I can compare and order objects by length.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can use a number line to 50.</p> <p>I can estimate where a number will be on a number line to 50.</p> <p><b>JN:</b><br/>I can find the number one more and one less (within 50).</p> <p>I can compare lengths and heights.</p> | <p>sequence familiar events.</p> <p>I can measure short periods of time.</p> <p><b>JN:</b><br/>I can talk about the features of a clock face.</p> <p>I can identify the hour and minute hand.</p> <p>I can recognise O'clock.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can measure length using objects.</p> <p>I can measure length in centimetres.</p> <p><b>JN:</b><br/>I can compare objects and talk about heavier and lighter.</p> <p>I can measure mass.</p> | <p><b>JN:</b> Numberblocks series 3 episode 5. I can recognise and understand the concept of zero.</p> <p>I can count in 2s.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can compare mass.</p> <p><b>JN:</b><br/>I can use the language full and empty to talk about capacity.</p> <p>I can compare volume using the language 'more than' and 'less than'.</p>   | <p><b>JN:</b> Numberblocks series 3 episode 9. I can compare numbers to 10 using the language 'bigger than' and 'smaller than'.</p> <p><b>Y1</b><br/><b>SB:</b><br/>I can measure capacity</p> <p>I can compare capacity.</p> <p><b>JN:</b><br/>Easter Maths activities.</p>   |
| Science | <p>I can label a plant.</p> <p>Looking at a plant and look at the different parts, roots, stem, seed, leaf, trunk, branches.</p> <p>Y1: Draw and label parts of a plant and a tree.</p> <p>YR: children to look at a plant together and looking after the ones in the outdoor area.</p>   | <p>I can label a tree.</p> <p>Y1: Draw and label parts of a tree.</p> <p>YR: children to look at a tree together and use vocabulary to describe the plant. Tree rubbings of the bark.</p>  | <p>I can identify and name wild and garden plants. (flowers in pots).</p> <p>Show children pictures of wild plants. (plants on the field). Compare &amp; contrast some of the plants - what colour is the flower, what shape are the leaves, how many petals does each flower have, how tall do they grow, where are they found.</p> <p>Go on a walk and take photos of the flowers found can we classify them?</p>  | <p>I can identify and name deciduous trees.</p> <p><a href="https://www.youtube.com/watch?v=7h5TiPevd-Q">https://www.youtube.com/watch?v=7h5TiPevd-Q</a></p> <p>Evergreen and deciduous trees.</p> <p>Watch the clip and explore the school grounds looking for deciduous and evergreen trees. Take photos and classify the leaves using the book 'Trees and Leaves'</p> <p>Y1: classify and write about the difference.</p>                                     | <p>I can identify and name evergreen trees.</p> <p><a href="https://www.youtube.com/watch?v=7h5TiPevd-Q">https://www.youtube.com/watch?v=7h5TiPevd-Q</a></p> <p>Evergreen and deciduous trees.</p> <p>Watch the clip and explore the school grounds looking for deciduous and evergreen trees. Take photos and classify the leaves using the book 'Trees and Leaves'</p> <p>Y1: classify and write about the difference.</p> | <p>I can plant a bean.</p> <p>I can write about how I planted the bean.</p> <p>Look at beans fully grown and as a seed.</p> <p>Plant a Broad Bean with the children.</p> <p>Y1: Broad bean recount - can we talk about what has happened and the different parts that might grow first. First, then, next, finally...</p> <p>YR: plant their broad bean.</p> <p>Session 2: Science</p> |

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|           |  |  |   | YR: leaf rubbing of leaves collected.   | YR: leaf rubbing of leaves collected.   | assessment Y1 - plants.  |
| History   | No History focus this term.  |  |   |   |   |  |
| Geography | To be able to identify where the UK is in the world.   | To be able to identify the capital cities of the UK.   | To be able to identify the features of the cities.<br>Using geographical language.  | To be able to identify the features of the cities.<br><br>Using geographical language. To be able to identify the features of the cities. | Trip to WoodsMill   |  |
| DT        | Art focus this term  |  |   |   |   |  |
| Art       | I can explore a range of techniques to make a print e.g. rolling, pressing, stamping and rubbing.  | I can talk about the artist Lynn Flavell.<br><br>I can discuss what I like and dislike about the artist's work.                                      | I can use a variety of materials to create a print e.g. fruit and vegetables.   | I can use different shaped potatoes to experiment with making prints.   | <u>Final piece</u><br>I can talk about the shape and colour of simple spring flowers.<br><br>I can use a potato to create a print of a spring flower. | Good Friday - school closed.   |
| Computing | I can talk about how to use the internet safely - PowerPoint.<br>Purple Mash - 2 paint. I can experiment with using the tools in a simple art package. | Purple Mash - paint projects - Nature - 3 flowers. I can use the tools in a simple art package to create a picture of a flower. I can print my work. | I can talk about how to use the internet safely - Interactive game, Purple Mash - 2 paint a picture - Poly mosaic. I can use the tools in a simple art package to create a representation of a flower. I can print my work. | Purple Mash - 2 paint. I can use the tools in a simple art package to create a picture of a flower or plant. I can print my work.         | Purple Mash - paint projects. I can use the tools in a simple art package to design an Easter egg. I can print my work.                               | I can talk about how to use the internet safely<br><br>Assess and review |
| RE        | An encounter with a Jewish story: story of Hanukkah.   | Salvation 1 - Why do Christians put a cross in an Easter garden?   | Salvation 1 - Why do Christians put a cross in an Easter garden?  | Salvation 1 - Why do Christians put a cross in an Easter garden?  | Salvation 1 - Why do Christians put a cross in an Easter garden?  | Salvation 1 - Why do Christians put a cross in an Easter garden?         |

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|       | I know why Hanukkah is a special Jewish story.  | I understand why a palm cross is a special symbol to Christians.  | I understand why crosses are used to celebrate Easter.<br><br>I understand the importance of the cross to Christians.<br>I understand how Christians celebrate Good Friday.                   | I understand how Christians celebrate Easter Saturday.  | I understand how Christians celebrate Easter Sunday.  | I understand why it is important to say sorry and forgive.  |
| PE    | I can move with control and care.<br>I can balance and handle a range of equipment with control.  | I can steer a ball with my hands, my feet and a racket.<br>I can show an awareness of space, of myself and others.  | I can roll a ball.<br>I can aim at a target.  | I can bounce a ball.  | I can throw a ball in different ways.<br>I can aim at a target.   | Good Friday- school closed.   |
| PSHE  | I understand that I need to exercise to keep my body healthy.   | I understand that I need to exercise to keep my body healthy.   | I understand how moving and resting are good for my body.   | I understand how moving and resting are good for my body.   | I know which foods are healthy and not so healthy and can make healthy eating choices.  | I know which foods are healthy and not so healthy and can make healthy eating choices.  |
| Music | I can keep a simple rhythm.<br><br><a href="https://www.youtube.com/watch?v=9bFU_wJgvBI">https://www.youtube.com/watch?v=9bFU_wJgvBI</a><br><br>Plants growing song with actions. | To use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Singing - I can use my voice expressively and creatively. | To use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Change known songs to learn.<br>Singing - I can use my voice expressively and creatively. | To use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Change known songs to learn.<br>Children to sing the song at different starting places. | To use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Change known songs to learn.<br>Children to sing the song at different starting places. | To use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Change known songs to learn.<br>Instruments introduced to the song. |