

Class 1 Termly Planning Grid
Cycle B Summer 1 2023-2024 - Under the Sea

Week	1 w/b 15.4.24	2 w/b 22.4.24	3 w/b 29.4.24	4 w/b 6.5.24 Bank holiday	5 w/b 13.5.24	6 w/b 20.5.24
Literacy	<p>Fiction: Rainbow Fish Y1: I can write a character description. 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.</p> <p>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. I can use finger spaces between words.</p>	<p>Fiction: Rainbow Fish Y1: I can understand what an adjective is. I can use an adjective in my sentence. I can write phonetically plausible words when writing an instruction. I can use a capital letter at the beginning of an idea. I can write a list.</p> <p>YR: I can attempt to write short sentences with finger spaces. 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>Non-Fiction: Sharks 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.</p> <p>YR: I can write words using recognisable letters for the sounds I can hear in words. I can use finger spaces between words. I can use a full stop at the end of a sentence. I can write simple sentences.</p>	<p>Non-Fiction: Sharks 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.</p> <p>YR: I can write words using recognisable letters for the sounds I can hear in words. I can use finger spaces between words. I can use a full stop at the end of a sentence. I can write simple sentences.</p>	<p>Fiction: A Fish that Could Wish Y1: I can answer questions to show my understanding. I can retell a familiar story. I can plan simple story. I can retell a story. I can write a story using adjectives.</p> <p>YR: I can retell simple stories. 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. I can use finger spaces between words.</p>	<p>Fiction: A Fish that Could Wish Y1: I can plan my own story. I can write a character description using adjectives. I can write my own story about an under the sea creature. I can edit my work with some support.</p> <p>YR: I can retell simple stories. 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. I can use finger spaces between words.</p>
Maths	<p>YR SB: I can compare numbers to 5 using the language of 'greater than' and 'less than' - Number Blocks series 3 episode</p>	<p>YR SB: I can find one more than a number to 10. JN: I can find one less than a number to 10.</p>	<p>YR SB: I can automatically recall number bonds for numbers 0-5. Numberblocks series 3 episode 3 The Numberblocks</p>	<p>YR SB: Comparison of numbers to 10. Finding the difference to make 7. Numberblocks series 3</p>	<p>YR SB: I can find the missing number. Numberblocks series 3 episode 18 The Legend of Big Tum.</p>	<p>YR SB: 2D shape. Numberblocks series 3 episode 16 Flatland. EYFS statement - select,</p>

	<p>2 Blockzilla.</p> <p>JN: I can compare numbers to 10 using the language 'bigger than' and 'smaller than'. Numberblocks series 3 episode 9 Peekaboo.</p> <p>Y1</p> <p>SB: I can compare lengths and heights. I can measure length using objects.</p> <p>JN: I can measure length in centimetres.</p>	<p>Y1</p> <p>SB: I can count in 2s. I can count in 10s.</p> <p>JN: I can count in 5s. I can recognise equal groups.</p>	<p>Express. Partitioning and combing.</p> <p>JN: I can automatically recall number bonds for numbers 0-5. Numberblocks series 3 episode 4 Fruit Salad. Part-part whole. Composition of numbers to 10. Numberblocks series 3 episode 10 Hiccups. Partitioning and combing numbers in different ways.</p> <p>Y1</p> <p>SB: I can add equal groups. I can make arrays.</p> <p>JN: I can make doubles. I can make equal groups - grouping.</p>	<p>episode 11 What's the difference?</p> <p>Numbers 6 to 10 are made from 5 and a 'bit'. Numberblocks series 3 episode 13. Five and friends.</p> <p>JN: I can find pairs of numbers that total 8. Numberblocks series 3 episode 14</p> <p>Y1</p> <p>SB: I can make equal groups - sharing. I can recognise a half of an object or a shape.</p> <p>JN: I can find half of an object or a shape. I can recognise a half of a quantity.</p>	<p>I can add multiples of the same numbers. Numberblocks series 3 episode 19 Mirror, Mirror.</p> <p>JN: Octoblock to the rescue. I can find pairs of numbers that total 10. Numberblocks series 3 episode 15 Ten Again.</p> <p>Y1</p> <p>SB: I can find a half of a quantity. I can recognise a quarter of an object or a shape.</p> <p>JN: I can find a quarter of an object or shape. I can recognise a quarter of a quantity.</p>	<p>rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> <p>JN: Pattern. Numberblocks series 3 episode 17 Pattern Palace. EYFS statement - continue, copy and create repeating patterns.</p> <p>Y1</p> <p>SB: I can find a quarter of a quantity. I can describe turns.</p> <p>JN: I can describe position - left and right. I can describe position - forwards and backwards.</p>
Science	<p>I can identify and name a variety of common animals including amphibians.</p> <p>Are all animals the same?</p> <p>YR: I can make observations and drawings of animals.</p>	<p>I can describe and compare the structure of a variety of reptiles.</p> <p>Are all animals the same?</p> <p>YR: I can make observations and drawings of animals.</p>	<p>I can compare different types of animals.</p> <p>What are the differences between animals?</p> <p>YR: I can make observations and drawings of animals.</p>	<p>I can understand what a carnivore is.</p> <p>What is a carnivore?</p> <p>YR: I can make observations and drawings of animals.</p>	<p>I can understand what an herbivore is.</p> <p>What is an herbivore?</p> <p>YR: I can make observations and drawings of animals.</p>	<p>I can understand what an omnivore is.</p> <p>What is an omnivore?</p> <p>YR: I can make observations and drawings of animals.</p>
History	<p>Geography focus this term.</p>					
Geography	<p>I can name and locate the four countries and</p>	<p>I can name and locate the UK and surrounding</p>	<p>I can name the continents of the world.</p>	<p>I can name the 5 oceans of the world</p>	<p>I can identify the oceans, continents and</p>	<p>I can talk about the seasonal change in</p>

	<p>capital cities. Y1: label the cities on a map of UK (recap lesson)</p> <p>YR: I can draw information from a simple map.</p>	<p>seas. Y1: label the oceans around the UK on a map.</p> <p>YR: I can use some geographical language such as sea, ocean.</p> <p>Children to locate which ocean the rainbow is located and paint/collage a rainbow fish.</p>	<p>I can record what I remember about the continent of Antarctica.</p> <p>https://www.bbc.co.uk/bitesize/articles/zw7gsk7</p> <p>YR: I can recognise some differences between life in this country and life in other countries.</p> <p>YR: Children to look at a map of the world and talk the name of the continents. Quiz how many can you remember? Can you point to them?</p> <p>Y1: look at a map of the world and talk the name of the continents. Quiz how many can you remember? Can you point to them? Children to record the continents on a world map.</p>	<p>and record them on a world map. YR: I can draw information from a simple map.</p> <p>Children to learn the names of the oceans and then cut and stick the names onto the world map.</p> <p>Y1: repeat YR and then write oceans are around the UK.</p>	<p>seas.</p>	<p>summer.</p> <p>Y1: look at the types of weather change in Summer. Clothing and activities.</p> <p>YR: I can understand the effects of changing seasons. YR: Look at clothing and activities in the summer season.</p>
DT	Art focus this term					
Art	<p>Sculpture I can talk about different types of sculpture. I can talk about what I like and dislike about a piece of art. I can talk about the patterns, textures and colours used.</p>	<p>Sculpture I can understand the texture and movement of clay and can use various techniques to impress and apply the clay.</p>	<p>Sculpture I can use shells to make imprints into the clay and create pattern.</p>	<p>Sculpture I can use clay and clay tools to create a fish sculpture. I can make imprints into the clay.</p>	<p>Sculpture I can select paint colours to enhance and decorate my fish sculpture.</p>	
Computing	<p>Robots - Beebots</p> <p>YR: I can talk about where I am moving a toy vehicle whilst I am</p>	<p>Robots - Beebots</p> <p>YR: I can use the buttons on a Beebot to make it move.</p>	<p>Robots - Beebots</p> <p>YR: I can purposefully use the buttons on a Beebot to make it move one step at a</p>	<p>Robots - Beebots</p> <p>YR: I can input a program of 2 or 3 steps into a Beebot and then run the program to make it move.</p>	<p>Robots - Beebots</p> <p>YR: I can interpret simple instructions to predict the outcome. Y1: I can use logical</p>	<p>Robots - Beebots</p> <p>YR: I can plan and input instructions for a Beebot more than one step at a time.</p>

	<p>moving it.</p> <p>Y1: I can experiment with using a Beebot App on the iPad.</p>	<p>Y1: I understand that a computer follows precise commands and will respond to those commands consistently.</p>	<p>time.</p> <p>Y1: I can plan and predict the behaviour of simple programmes.</p>	<p>Y1: I can use non-standard measures. I can predict the behaviour of simple programmes.</p>	<p>reasoning to predict the behaviour of simple programmes.</p>	<p>Y1: I can work with a friend to plan a route for a Beebot.</p>
RE	<p>Which places are special and why?</p> <p>Where is special to me?</p> <p>Where is a special place for Christians to go?</p>	<p>Which places are special and why?</p> <p>What makes a church special to Christians?</p>	<p>Which places are special and why?</p> <p>Where is a holy place for Muslims to go?</p>	<p>Which places are special and why?</p> <p>What makes a mosque holy for Muslims?</p>	<p>Which places are special and why?</p> <p>What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own?</p>	<p>An encounter with.. A Sikh story. It's all within.</p> <p>Question: What does the Sikh story 'It's All Within' teach us about God?</p>
PE	<p>I can steer and send a ball safely in different directions using a bat.</p>	<p>I can steer and send a ball safely in different directions using a bat. I can work cooperatively with a partner.</p>	<p>I can demonstrate control, movement, and balance with a bat and ball. I can work cooperatively with a partner.</p>	<p>I can aim at a target using a bat and ball.</p>	<p>I can skip with a rope. I can hit a ball over a net using a racket.</p>	<p>I can skip with a rope. I can play a game over a net using a racket.</p>
PSHE	<p>I know how to make friends to stop myself from feeling lonely. Session 2</p>	<p>I know how to make friends to stop myself from feeling lonely. Session 2</p>	<p>I can think of ways to solve problems and stay friends. Session 3</p>	<p>I can think of ways to solve problems and stay friends. Session 3</p>	<p>I am starting to understand the impact of unkind words. Session 4</p>	<p>I am starting to understand the impact of unkind words. Session 4</p>
Music	<p>I can listen and play Under the Sea. https://www.youtube.com/watch?v=NekVJgnDzfk</p> <p>Listen and imagine what you can hear- which sounds will they make.</p>	<p>I can listen and sing the song the big ship sailed on the alley, alley oh.</p>	<p>I can listen and sing the song the big ship sailed on the alley, alley oh.</p>	<p>I can use actions in response to the music. I can listen and sing the song the big ship sailed on the alley, alley oh.</p>	<p>I can use actions in response to the music. I can listen and sing the song the big ship sailed on the alley, alley oh.</p>	<p>I can use instruments to respond to sounds I can hear. I can understand rhythm. I can use actions in response to the music. I can listen and sing the song the big ship sailed on the alley, alley oh.</p>