

Class 1 Termly Planning Grid
Cycle A Autumn 1 2024/25 - Into the Castle

Week	1 w/b 3.9.24	2 w/b 9.9.24	3 w/b 16.9.24 Baseline assessments 1:1 session in pm	4 w/b 23.9.24	5 w/b 30.9.24	6 w/b 7.10.24 – Trip to Lewes Castle	7 w/b 14.10.23	8 w/b 21.10.24
English	<p>Fiction: Colour Monster YR: I can talk in a conversation about my feelings. I can match letter sounds to some words I write. I can speak clearly in a sentence.</p> <p>Y1 I can write sentences about my feelings. I can make a collection of words/adjectives. I can write a sentence with a full stop. I can read and select key words that evoke feelings.</p>	<p>Fiction: Into the Castle YR- I can match letter sounds to some words I write. I can speak clearly in a sentence. I can retell a familiar story. YR - writing baseline I can speak clearly in a sentence.</p> <p>Y1- I can retell simple stories using the story language. I can use spaces between words. I can write a familiar story. I can read my work to check for sense.</p>	<p>Fiction: Cinderella YR- I can match letter sounds to some words I write. I can speak clearly in a sentence. I can retell a familiar story. I can orally blend and segment words.</p> <p>Y1- I can retell simple stories using the story language. I can use the joining word 'and'- grammar focus. I can use spaces between words. I can write a familiar story. I can read my work to check for sense.</p>	<p>Fiction: Cinderella YR- I can match letter sounds to some words I write. I can speak clearly in a sentence. I can retell a familiar story. I can hear and say the initial letter sound in words. I can verbally blend some simple words linked to the story. Writing assessment</p> <p>Y1- I can retell a familiar story. I can write a familiar story. I can write an alternative ending for the Cinderella story. I can use spaces between words. I can write about my favourite part of the story. I can use adjectives in my sentences.</p>	<p>Non-fiction: Parts of a castle booklet YR- I can write for different purposes. I can write labels for models I can use some letter sounds I know to write words. I can make marks and talk about the marks I have written.</p> <p>Y1- I can write some technical vocabulary. I can use spaces between words. I can write a simple recount using time connectives. I can use a capital letter and full stop when writing sentences. I can write facts about castles.</p>	<p>Non-fiction: Knights YR- I can write labels I can write the initial letter sounds in words. I can sort words related to characters in a book. I can say the initial sounds in words and match them to the grapheme.</p> <p>Y1- I can use adjectives in my sentences. I can write some technical vocabulary. I can write lists. I can write instructions for defending a castle. I can use word banks to write simple facts about knights.</p>	<p>Non-fiction: Knights YR- I can write labels I can write the initial letter sounds in words. I can say the initial sounds in words and match them to the grapheme. I can write a list. I can match pictures to create a banquet. I can talk and make marks about what I have learnt.</p> <p>Y1- I can write some technical vocabulary. I can write lists. I can use word banks to write simple facts about knights. I can write a simple menu.</p>	<p>Fiction: Rapunzel YR- I can sequence parts of a story. I can write initial and final sounds in words. I can draw and talk about the marks I have made.</p> <p>Y1- I can write lists. I can talk about how a character is feeling. I can recreate a different character linked to a familiar story. I can talk and write about parts of the story. I can use a capital letter and full stop when writing sentences.</p>
Maths	<p>YR SB & JN: Exploring and using maths activities within the environment.</p>	<p>YR SB & JN Maths baseline Maths songs and counting rhymes. Playing maths games.</p>	<p>YR SB: I can match objects. I can match pictures and objects. JN: I can identify a set.</p>	<p>YR SB: I can explore different sorting techniques. I can create sorting</p>	<p>YR SB: I can compare mass. I can compare capacity. JN: I can explore simple patterns.</p>	<p>YR SB: I can create simple patterns. I can find and recognise 1, 2 and 3. JN:</p>	<p>YR SB: I can represent 1, 2 and 3. I can find one more. JN: I can find one less.</p>	<p>YR SB: I can identify and name circles and triangles. I can compare circles and triangles.</p>

	<p>Playing maths games.</p> <p>Y1 Block 1</p> <p>SB:</p> <p>I can sort up to 10 objects.</p> <p>JN:</p> <p>I can count objects to 10.</p> <p>I can count objects from a larger group.</p>	<p>Y1 Block 1</p> <p>SB:</p> <p>I can represent up to 10 objects.</p> <p>I can recognise numbers as words.</p> <p>JN:</p> <p>I can count on from any number.</p> <p>I can say the number that is one more than.</p>	<p>I can sort objects to a type.</p> <p>Y1 Block 1</p> <p>SB:</p> <p>I can count backwards within 10.</p> <p>I can say the number that is one less than.</p> <p>JN:</p> <p>I can compare groups by matching.</p> <p>I can use the language 'fewer', 'more' and 'same' to compare quantities.</p>	<p>rules.</p> <p>JN:</p> <p>I can compare amounts.</p> <p>I can compare size.</p> <p>Y1 Block 1</p> <p>SB:</p> <p>I can use the language 'less than', 'greater than' and 'equal to' to compare quantities.</p> <p>I can compare numbers.</p> <p>JN:</p> <p>I can order objects and numbers.</p> <p>I can use a number line.</p>	<p>I can copy and continue simple patterns.</p> <p>Y1 Block 2</p> <p>SB:</p> <p>I can talk about a part and a whole.</p> <p>I can use a part-whole model.</p> <p>JN:</p> <p>I can record a number sentence.</p> <p>I can identify fact families - addition facts.</p>	<p>I can subitise 1, 2 and 3.</p> <p>Y1 Block 2</p> <p>SB:</p> <p>I can find number bonds for numbers within 10.</p> <p>I can use systematic methods for number bonds to 10.</p> <p>JN:</p> <p>I can use my knowledge of number bonds to solve problems.</p>	<p>I understand the composition of 1, 2 and 3.</p> <p>Y1 Block 2</p> <p>SB:</p> <p>I understand the addition symbol.</p> <p>I can add one more.</p> <p>JN:</p> <p>I can solve addition problems.</p> <p>I can find a part-addition.</p>	<p>JN:</p> <p>I can find shapes in the environment.</p> <p>I can describe position.</p> <p>Y1 Block 2</p> <p>SB:</p> <p>I can find a part - Subtraction.</p> <p>Fact families - the eight facts.</p> <p>JN:</p> <p>Subtraction - take away /cross out</p> <p>I can take away and count how many are left.</p>
Science	<p>What materials can we find?</p> <p>I can ask simple questions about materials.</p> <p>I can distinguish between different materials and what they made from.</p> <p>Children to play I Spy game and sort and classify different materials.</p> <p>Material hunt around the school.</p>	<p>Matching materials</p> <p>I can distinguish between different materials and what they made from.</p> <p>I can observe and classify.</p> <p>I can ask simple questions about materials.</p> <p>BBC bitesize video types of materials.</p> <p>Children to sing the material song- You tube clip.</p> <p>Play material swap sorting and classify the materials according to the properties.</p>	<p>Sorting objects.</p> <p>I can identify and name a variety of materials, rock, wood, plastic, metal, glass water.</p> <p>Play odd one out game.</p> <p>Sort objects according to properties e.g. bendy, stretchy, stiff, floppy,</p>	<p>Explore materials - Rocks</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Working scientifically - Observing closely, using simple equipment.</p> <p>Practical ideas activities. White Rose.</p>	<p>Objects and materials- white Rose</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>Working scientifically - Identifying and classifying.</p>	<p>Melt and Freeze- White Rose.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Working scientifically - Performing simple tests.</p> <p>Practical ideas activities.</p>	<p>Investigate materials</p> <p>Talk about which materials would be best for a curtain in a King and queen castle. Y1</p> <p>Link to White Rose Science lesson.</p> <p>Reception- what has changed White rose Science.</p>	<p>Investigate materials 2.</p> <p>Evaluate and write up the practical experiment.</p>

History	<p>I can understand the changes within living memory.</p> <p>What is a castle? Why were they built? Find out about the castle's photographs, videos. Briefly discuss the development of a castle.</p>	<p>I can understand the changes within living memory. I can label the key features of a castle. I can differentiate between past and present.</p> <p>Children to label the parts of the castle. Y1 Children to build and label features- YR</p>	<p>I can understand the changes within living memory. I can find out how castles have changed over time.</p> <p>Children to find out about how castles have changed over time. Timeline of how they have changed over periods of time- Y1 YR</p>	<p>I can understand the changes within living memory. I can find out who lives in a castle.</p> <p>Role-play jobs in a castle and find out who lives in a castle. Websites: virtualtours.com Ancientfortresses.org .</p>	<p>I can understand the changes within living memory.</p> <p>Why was Lewes Castle built? A lord and lady lived there. When was it built?</p>	<p>I can learn about significant historical events. I can find out what happened during a castle battle. What were castle battles?</p> <p>Role-play and draw chosen method for attacking and defending the castle.</p>	<p>I can understand the changes within living memory. Knights and armour</p> <p>Look at real chain mail- what was it like? Have a feel. Could you wear this when you go to battle? Knights armour PowerPoint.</p>	
Geography								<p>I can use maps and atlases to locate places on a map.</p> <p>Children to look at castles around the UK and locate and plot them on a map. Which castles are near us? Why were they built where they were? Are they all built on a hill?</p>
DT	Art focus this term.							
Art	<p>Drawing YR: To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. Y1: I can understand that</p>	<p>Drawing YR: To explore making marks with felt tips. To use a felt tip to make patterns. Y1: I know there are many different ways of drawing lines, that they</p>	<p>Drawing YR: To explore making marks with chalk. To make controlled large and small movements. Y1: I can experiment with different marks and use marks to</p>	<p>Drawing YR: To explore mark making using pencils. To create a simple observational drawing - related to harvest. Y1: To apply an understanding of drawing materials and mark making to draw</p>	<p>Painting and mixed media. YR: To explore paint through finger painting. Y1: To investigate how to mix secondary colours.</p>	<p>Painting and mixed media. YR: To create natural paintbrushes using found objects. Y1: To apply knowledge of colour mixing when painting.</p>	<p>Painting and mixed media. YR: To respond to music through the medium of paint. Y1: To explore colour when printing.</p>	<p>Painting and mixed media. YR: To use a range of mixed media to create a collage. Y1: To experiment with paint mixing to make a range of secondary colours.</p>

	there are different types of lines and can experiment with different resources to create them.	feel different to make, and that they look different.	show texture.	from observation – related to harvest. Harvest festival pictures for church.				
Computing	I can use a touchscreen purposefully. I know the rules for using an iPad. I can log into my Purple Mash account.	I can use a touchscreen purposefully. I can drag and drop objects on a screen. I can exit Purple Mash.	I can use a touchscreen purposefully. I can drag and drop objects on a screen. I can use the ok and cancel buttons.	I can use a touchscreen purposefully. I can select colours when painting on the computer.	I can use a touchscreen purposefully. I can use a computer to draw with different widths of pens.	I can use a touchscreen purposefully. I can try the different tools that I can draw with on the computer.	I can use a touchscreen purposefully. I can use the undo and erase button correctly.	I can use a touchscreen purposefully. Assess and review.
RE	Creation 1 Why is the word God so important to Christians? I understand that you can learn about God from the bible, church and at school.	Creation 1 Why is the word God so important to Christians? I understand why we celebrate Harvest.	Harvest art for the Church display. Harvest prayer/poem.	Creation 1 Why is the word God so important to Christians? I know why God's name is precious and holy to Christians.	Creation 1 Why is the word God so important to Christians? To understand that God is the King of the world and that they must use the name 'God' with care. To 'honour' God's name.	An Encounter with ... A Muslim whispering Allah in a baby's ear. What does it mean to belong?	An Encounter with ... A Muslim whispering Allah in a baby's ear. How and why do some Christians baptise their babies?	An Encounter with ... A Muslim whispering Allah in a baby's ear. How do Muslims welcome new babies into the family?
PE	Theme: cars To work safely and develop running and stopping.	Theme: aeroplanes To develop throwing and learn how to keep score. To develop underarm throwing and catching.	Theme: cyclists To play games showing an understanding of the different roles within it. To develop overarm throwing.	Theme: buses To follow instructions and move safely when playing games.	Theme: boats To work co-operatively and learn to take turns. To develop hitting a ball.	Theme: trains To work with others to play team games.	To develop collecting a ball. To learn how to get a batter out.	To play games and understand how to score points.
PSHE	I can get to know children in my class. I can understand what Christian Meditation is and why it is helpful. I can help to write our classroom rules.	I understand how it feels to belong and that we are similar and different.	I can start to recognise and manage my feelings.	I enjoy working with others to make school a good place. I know who my talking partner is and how I should talk to them.	I understand why it is good to be kind and use gentle hands.	I am starting to understand children's rights, and this means we should all be allowed to learn and play – link with school values.	I am learning what being responsible means.	I am learning what being responsible means.
Music	I can sing familiar songs and rhymes. I can begin to sing	I can respond to vocal sounds. I can sing familiar	I can respond to vocal sounds. I can sing familiar	I can create vocal and percussion sounds.	I can create vocal and percussion sounds.	I can explore and control dynamics duration and timbre.	I can identify a sequence of sounds.	I can perform a simple song with instruments.

	<p>in a group. Counting songs, nursery rhymes.</p>	<p>songs and rhymes. Changing voices for pitch and sound. Singing songs loudly quietly.</p>	<p>songs and rhymes. Putting actions to the songs and singing in 2 different groups.</p>	<p>Children to tap a simple beat together. Children to use the instruments to play a simple beat. Red and green ribbons for start and stop playing.</p>	<p>Children to tap a simple beat together. Children to use the instruments to play a simple beat. Red and green ribbons for start and stop playing. Link to our materials song in science.</p>	<p>Children to listen to simple piece of music. Which sounds can you hear?</p>	<p>Children to follow a simple pictorial composition and play their set instrument at the correct time.</p>	
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