

Class 1 Termly Planning Grid
Cycle A Summer 1 2024/25 - We're going on a bug hunt

Week	1 w/b 2.6.25 YR phonics, reading, maths assessments	2 w/b 9.6.25 Assessment week Writing assessment YR/Y1	3 w/b 16.6.25 School Trip	4 w/b 23.6.25 EYFSP due	5 w/b 30.6.25	6 w/b 7.7.25	7 w/b 14.7.25
English	<p>Text: The Very Hungry Caterpillar Y1: I can add the suffix 'ed' when no change is needed in spelling the root word. I can write a familiar story. I can retell stories I know. I can sequence writing in the correct order.</p> <p>YR: I can retell know stories I can express myself showing awareness of the listener. I can write sentences using fingers spaces and the letter sounds I know. I can write recognisable letters, most of which are correctly formed. Writing assessment</p>	<p>Text: The Very Hungry Caterpillar Y1: I can add the suffix 'ed' when no change is needed in spelling the root word. I can write the days of the week with a capital letter. I can write a familiar story. I can create my own story endings. I can orally rehearse my story. I write a story.</p> <p>YR: I can retell know stories I can express myself showing awareness of the listener. I can write sentences using fingers spaces and the letter sounds I know. I can write an ending for a story. I can write recognisable letters, most of which are correctly formed. Writing assessment</p>	<p>Text: Non- Fiction: Spiders Y1: I can write sentences to match pictures. I can use exclamation sentences. I can write about my favourite facts. I can begin to punctuate my sentences using an exclamation mark or question mark.</p> <p>YR: I can find out information about spiders. I can write sentences to match pictures. I can write simple phrases and sentences that can be read by others. I can write labels and captions.</p>	<p>Text: Non- Fiction: Spiders Y1: I can write sentences to match pictures. I can use exclamation sentences. I can write a simple fact sheet. I can begin to punctuate my sentences using an exclamation mark or question mark.</p> <p>YR: I can find out information about spiders. I can write sentences to match pictures. I can use a full stop at the end of a sentence. I can attempt to write short sentences in meaningful sentences. I can write simple phrases and sentences that can be read by others.</p>	<p>Text: Aaaarrgghh Spider Y1:i can write phonically plausible words. I can listen with enjoyment to stories. I can retell stories. I can identify the characters in the story. I can write a story using a beginning, middle and end. I can use an appropriate range of ambitious and varied vocabulary.</p> <p>YR: I can retell know stories I can express myself showing awareness of the listener. I can write a simple story. I can write simple phrases and sentences that can be read by others.</p>	<p>Text: Non-Fiction Snails Y1: I can write sentences to match pictures. I can begin to punctuate my sentences using an exclamation mark or question mark. I can write a simple fact sheet. I can use letter names and distinguish between the alternative spellings.</p> <p>YR: I can find out information about snails. I can write sentences to match pictures. I can use a full stop at the end of a sentence. I can write labels and captions.</p>	<p>Text: Minibeast poetry/riddles Y1: I can use adjectives in my writing. I can understand a riddle. I can write my own riddle. I can read back my writing and talk about it. I can use letter names and distinguish between the alternative spellings.</p> <p>YR: I can enjoy listening to riddle and poems. I can say rhyming words, I can write rhyming strings.</p>

<p>Maths</p> <p>White Rose Summer Term</p> <p>Geometry: position and direction.</p> <p>Number: place value (within 100).</p> <p>Measurement: money and time.</p>	<p>YR SB: Explore sharing.</p> <p>JN: Sharing.</p> <p>Y1 SB: I can recognise a quarter of a quantity. I can find a quarter of a quantity.</p> <p>JN: I can describe turns. I can describe position - left and right.</p>	<p>YR SB: Explore grouping.</p> <p>JN: Grouping.</p> <p>Y1 SB: Maths assessments.</p> <p>JN: I can describe position - forwards and backwards. I can describe position - above and below.</p>	<p>YR SB: Even and odd sharing.</p> <p>JN: Play with and build doubles.</p> <p>Y1 SB: I can recognise ordinal numbers.</p> <p>JN: I can count from 50 to 100. I can count in tens to 100.</p>	<p>YR SB: Identify units of repeating patterns. Create own pattern rules.</p> <p>JN: Explore own pattern rules. Replicate and build scenes and construction.</p> <p>Y1 SB: I can partition a number into tens and ones.</p> <p>JN: I can use a number line to 100. I can find the number one more or one less within 100.</p>	<p>YR SB: Visualise from different positions. Describe positions.</p> <p>JN: Give instructions to build. Explore mapping.</p> <p>Y1 SB: I can compare numbers with the same number of tens. I can compare any two numbers.</p> <p>JN: Unitising. I can recognise coins.</p>	<p>YR SB: Represent maps with models. Create own maps from familiar places.</p> <p>JN: Create own maps and plans from story situations.</p> <p>Y1 SB: I can recognise notes. I can count in coins.</p> <p>JN: I can use the language related to time. I can say and order the days of the week.</p>	<p>YR SB: Deepen understanding.</p> <p>JN: Patterns and relationships.</p> <p>Y1 SB: I can say the months of the year. I can talk about hours, minutes and seconds.</p> <p>JN: I can tell the time to the hour. I can tell the time to the half hour.</p>
Science	Amphibians Are all animals the same?	Fish How can I identify a fish?	School Trip to Wakehurst Place 16.6.25	Mammals How do I know what a mammal is?	Birds What are the features of a bird?	Reptiles What is different about a reptile?	I can classify animals. Habitat hunt
History	Geography focus						
Geography	<p>Celebrating Our Learning- Kenya.</p> <p>Objective: To reflect on what we have learned and share our knowledge.</p>	<p>What are the signs of summer?</p> <p>Learning Objective: To identify and describe key features of summer.</p>	<p>What should we wear in the summer?</p> <p>Learning Objective: To understand how summer weather affects what we wear and do.</p>	<p>Summer Activities & Holidays</p> <p>Learning Objective: To explore what people do in summer and why.</p>	<p>How Summer Affects Nature</p> <p>Learning Objective: To understand how summer changes nature and animals.</p>	<p>Can we see spring in Blackboys School?</p> <p>Objective: To use simple maps to record seasonal changes in a familiar area.</p>	Performance

DT	Art focus this term.						
Art	<p>YR: Let's get crafty To develop scissor skills.</p> <p>Y1: Craft and Design: Map it out. To investigate maps as a stimulus for drawing.</p>	<p>YR: Let's get crafty To develop threading skills.</p> <p>Y1: Craft and Design: Map it out. To develop a drawing into 3D artwork.</p>	<p>YR: Let's get crafty To learn about the different ways in which we can join materials together and to practise these techniques.</p> <p>Y1: Craft and Design: Map it out. To develop a drawing into 3D artwork.</p>	<p>YR: Let's get crafty To learn how to fold, curl and cut paper to achieve a desired effect.</p> <p>Y1: Craft and Design: Map it out. To experiment with a craft technique to develop an idea.</p>	<p>YR: Let's get crafty To create a design for a tissue paper flower.</p> <p>Y1: Craft and Design: Map it out. To develop ideas and apply craft skills when printmaking.</p>	<p>YR: Let's get crafty To create a tissue paper flower based upon last lesson's design.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Y1: Craft and Design: Map it out. To develop ideas and apply craft skills when printmaking.</p>	<p>YR: Let's get crafty To create a tissue paper flower based upon last lesson's design.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Y1: Craft and Design: Map it out. To present artwork and evaluate it against a design brief.</p>
Computing	<p>YR: Introduction to data. To understand how to sort and categorise objects. To explain how items have been sorted and categorised.</p> <p>Y1: Word processing. Getting to know the keyboard.</p>	<p>YR: Introduction to data. To understand how to sort and categorise objects. To explain how items have been sorted and categorised.</p> <p>Y1: Word processing. To understand how to use a word processor.</p>	<p>YR: Introduction to data. To understand how to sort and categorise objects. To explain how items have been sorted and categorised.</p> <p>Y1: Word processing. To understand how to use a word processor.</p>	<p>YR: Introduction to data. To explore and understand the concept of branch databases.</p> <p>Y1: Word processing. To understand how to add images to a text document.</p>	<p>YR: Introduction to data. To understand how to represent data in a pictogram. To understand how to read a simple pictogram.</p> <p>Y1: Word processing. To create a poetry book using sources from the photo library.</p>	<p>YR: Introduction to data. To understand how to represent data in a pictogram. To understand how to read a simple pictogram.</p> <p>Y1: Word processing. To create a poetry book using sources from the photo library.</p>	Cup assembly
RE	<p>Which stories are special and why?</p> <p>What is your favourite story? What do you like about it, and why?</p>	<p>Which stories are special and why?</p> <p>Do you know any Bible stories? What stories do you know that are special to many Christians? What do Christians think Jesus was (is) like?</p>	<p>Which stories are special and why?</p> <p>What stories are special to Christians and Jews?</p>	<p>Which stories are special and why?</p> <p>How can a story from the Bible show a Christian how to treat other people? What story shows Jesus being a friend and caring for others?</p>	<p>Which stories are special and why?</p> <p>What stories are special to Muslims? What is the holy book for Muslims?</p>	<p>Which stories are special and why?</p> <p>What are the similarities and differences between different people's special stories?</p>	An encounter with...Tu be Shevat: the Jewish 'birthday of Trees'.

PE	Athletics To develop the sprinting action.	Athletics To develop jumping for distance.	Athletics To develop jumping for height.	Athletics To develop throwing for distance.	Athletics To develop throwing for accuracy.	Athletics To select and apply knowledge and technique in an athletics carousel.	Cup assembly
PSHE	Session 2. I can tell you some things I can do and foods I can eat to be healthy. Can express how they feel when change happens. Respecting our bodies.	Session 2. I can tell you some things I can do and foods I can eat to be healthy. Can express how they feel when change happens. Respecting our bodies.	Session 4. I can express how I feel about moving to Year 1. Understand and respect fears part 1.	Session 4. I can express how I feel about moving to Year 1. Understand and respect fears part 1.	Session 5. I can talk about my worries and or things I am looking forward to about being in Year 1. Fun and fears part 2.	Session 5. I can talk about my worries and or things I am looking forward to about being in Year 1. Fun and fears part 2.	Session 6. I can share my memories of the best bits of this year in Reception. Celebration.
Music	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song.	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song.	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song. They will then have a go at creating their own versions by changing the words for different bugs.	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song. They will then have a go at creating their own versions by changing the words for different bugs.	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song. They will then have a go at creating their own versions by changing the words for different bugs. Perform the song of their own version in small groups.	Listening and composing The Ants go Marching https://www.youtube.com/watch?v=Pjw2A3QU8Qg Children sing and move to the song. They will then have a go at creating their own versions by changing the words for different bugs. Perform the song of their own version in small groups.	Performance - singing songs