

Class 1 Termly Planning Grid
Cycle B Spring 1 2025-2026 - Let It Snow

Week	1 w/b 5.1.25	2 w/b 12.1.25	3 w/b 19.1.25	4 w/b 26.1.25	5 w/b 2.2.25	6 w/b 9.2.25 Assessed 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: How to look after a penguin egg. Writing to inform.</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: Recount - A day in the life of a polar bear. Writing to inform</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>

<p>Maths</p> <p>Reception Spring Term Block 1 Alive in 5 & Block 2 Mass and capacity.</p> <p>Year 1 Spring Term Block 1 Place value (within 20) and Block 2 Addition and subtraction (within 20).</p>	<p>YR SB: I can recognise zero. I can find numbers 0 to 5. JN: I can subitise 0 to 5. I can represent numbers 0-5. Y1 SB: I can count within 20. I understand 10. JN: I understand 11,12 and 13. I understand 14,15 and 16.</p>	<p>YR SB: I can find the number one more than. I can find the number one less than. JN: I understand the composition of numbers to 5. Conceptual subitising to 5. I can see sets of objects within sets. Y1: SB: I understand 17,18 and 19. I understand 20. JN: I can find the number 1 more or 1 less. I can explore using a number line 1-20.</p>	<p>YR SB: I can compare mass. I can find a balance. JN: I can explore capacity. I can compare capacity. Y1 SB: I can use a number line 1- 20. I can estimate on a number line 1-20. JN: I can compare groups of objects. I can compare numbers to 20.</p>	<p>YR SB: Number blocks series 2 episode 1 Six. I understand the concept of 'sixness'. I can recognise and count to 6. I can say six when there is six to count. I can find 6 on a number line. I can write the number 6. JN: Number blocks series 2 episode 2 Seven. Same as above for seven. Y1 SB: I can compare groups of objects. I can order numbers to 20. JN: Consolidation and recap on unit of work.</p>	<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 add by counting on within 20. JN: I can add one using number bonds. I can recall number bonds to 10.</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 find and make number bonds to 20. JN: I can recognise doubles and near doubles.</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>	What are the parts of the plants?	What are the parts of a tree?	What are wild plants and garden plants?	What are the plants in the local area?
History				Who was the explorer who reached the South Pole first?	Who is Ernest Shackelton? Found out why he	How did they survive the expedition? What happened during the expedition?

				Introduction to Shackleton. Shackletons Antarctic adventure.	explored and travelled to Antarctica.	Watch clips of the voyage and role-play.
Geography	I can talk about the weather and climate. Look at the comparisons of the climates across the world.	I can name and locate the seven continents of the world.	To name and locate the five oceans of the world.			
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.	Winter themed picture with a moving part e.g. snowball. I can design a picture with a sliding mechanism.	I can make a picture with a sliding mechanism. I can use tools safely.	I can make a picture with a sliding mechanism. I can use tools safely.	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	<u>YR Online Safety</u> Old MacDonald had a Phone. I can talk about agreed rules for usage. <u>Y1 Introduction to data</u> To show data in different ways.	<u>YR Online Safety</u> Online safety story book. <u>Y1 Introduction to data</u> To use technology to represent data.	<u>YR Online Safety</u> Child focus 'E-safety'. <u>Y1 Introduction to data</u> To collect and record data.	<u>YR Online Safety</u> What do we need to do to stay safe online? <u>Y1 Introduction to data</u> To sort data into a branching database.	<u>YR Online Safety</u> Online safety story book. <u>Y1 Introduction to data</u> To design an invention to gather data.	<u>YR Online Safety</u> Online safety story book. <u>Y1 Introduction to data</u> To design an invention to gather data.
RE	Big question - Being special: Where do we belong? What makes us feel special? What makes many Christians believe they are special to God?	Big question - Being special: Where do we belong? Why do many Christians believe that children are special to God?	Big question - Being special: Where do we belong? Where do you belong? How do you know you belong? What groups do religious people belong to?	Big question - Being special: Where do we belong? How do we show people they are welcome? How are babies welcomed into the Christian family?	An encounter with Chinese New Year. 'The Great race'. How did you celebrate the New Year? How is the New Year celebrated in China?	An encounter with Chinese New Year. 'The Great race'. What does our yearly calendar look like? Why do they have a zodiac calendar in China?

PE	Invasion games 1 To understand the role of defenders and attackers.	Invasion games 1 To recognise who to pass to and why.	Invasion games 1 To move towards goal with the ball.	Invasion games 1 To support a teammate when playing in attack.	Invasion games 1 To move into space showing an awareness of defenders.	Invasion games 1 To stay with a player when defending.
PSHE	I can understand that if I persevere I can tackle challenges.	I can understand that if I persevere I can tackle challenges.	I can tell you about a time I didn't give up until I achieved my goal.	I can tell you about a time I didn't give up until I achieved my goal.	I can set a goal and work towards it.	I can set a goal and work towards it.
Music	I can keep a simple rhythm. Tapping out the rhythm to the song. https://www.youtube.com/watch?v=AXIEGj0twYI	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing - I can use my voice expressively and creatively. Learn new song Polar Bear. Singing in Rhythm Singing - I can use my voice expressively and creatively.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Change known songs to learn. Singing - I can use my voice expressively and creatively. Learn new song Polar Bear. Singing in Rhythm	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Change known songs to learn. Children to sing the song at different starting places.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Change known songs to learn. Children to sing the song at different starting places.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Change known songs to learn. Instruments introduced to the song.