

Class 1 Termly Planning Grid

Cycle B Spring 2 2025-2026 - Let It Grow

| Week     | 1<br>w/b<br>23.2.26  | 2<br>w/b<br>2.3.26   | 3<br>w/b<br>9.3.26<br>Assessed writing<br>Assessment week  | 4<br>w/b<br>16.3.26  | 5<br>w/b<br>23.3.26<br>Wildness Wood trip  |
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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.<br/>                     I can understand what an adjective is.<br/>                     I can use an adjective in my sentence.<br/>                     I can write simple sentences and use join ideas using 'and'<br/>                     I can edit my work with support from a teacher.<br/> <b>YR:</b><br/>                     I can use some descriptive words.<br/>                     I can segment letter sounds into simple words.<br/>                     I can use some irregular words.<br/>                     I can read my work to check for sense with the support of my teacher.<br/>                     Inspiration for writing: <i>Giant leaves a note for children. Giant footsteps are found in the classroom.</i></p> | <p><b>Fiction: Jack and the Beanstalk</b><br/> <b>Y1:</b> I can write phonetically plausible words when writing an instruction.<br/>                     I can use a capital letter at the beginning of an idea.<br/>                     I can use a full stop at the end of an idea.<br/>                     I can join words using 'and' (apples and pears).<br/> <b>YR:</b> I can attempt to write short sentences.<br/>                     I can give meaning to the marks I make.<br/>                     I can attempt to form lowercase letters correctly.<br/>                     I can form some capital letters correctly.<br/>                     I can spell words by identifying the sounds and then writing the sounds as letters.<br/>                     I can write labels.<br/> <b>Writing to entertain</b></p> | <p><b>Fiction: Jack and Beanstalk</b><br/> <b>Y1:</b> I can use simple sentence structures.<br/>                     I can talk about what I about to write.<br/>                     I know that sentences that express end with an exclamation mark.<br/>                     I can use a capital letter at the beginning of an idea.<br/>                     I can use a full stop at the end of an idea.<br/>                     I can write alternative endings for a familiar story.<br/> <b>YR:</b> I can attempt to write short sentences.<br/>                     I can give meaning to the marks I make.<br/>                     I can attempt to form lowercase letters correctly.<br/>                     I can form some capital letters correctly.<br/>                     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.<br/>                     I can use an adjective in my sentence.<br/>                     I can write a poem.<br/>                     I can sequence a poem.<br/>                     I can edit my work with support from a teacher.<br/> <b>YR:</b> I can attempt to write short sentences.<br/>                     I can give meaning to the marks I make.<br/>                     I can attempt to form lowercase letters correctly.<br/>                     I can retell a poem.<br/>                     I can sequence a poem.<br/>                     I can spell words by identifying the sounds and then writing the sounds as letters.<br/> <b>Writing to inform.</b></p> | <p><b>Fiction: Eddie's Garden</b><br/> <b>Y1:</b> I can talk about the feelings of characters.<br/>                     I can make simple predictions about stories.<br/>                     I can orally rehearse a familiar story.<br/>                     I can use a capital letter at the beginning of an idea.<br/>                     I can use a full stop at the end of an idea.<br/>                     I know that writing should be ordered.<br/> <b>YR:</b> I can use speech influenced by experiences in books.<br/>                     I can retell simple stories.<br/>                     I can segment sounds in to simple words.<br/>                     I can write captions.<br/>                     I can make simple predictions about stories.<br/>                     I plan a simple story.<br/> <b>Writing to inform</b></p> |
| Maths    | <p><b>YR</b><br/> <b>SB:</b><br/>                     I can find the number one less.<br/>                     I can make pairs (odd and even).<br/> <b>JN:</b><br/>                     I can find doubles to 8.<br/>                     I can make doubles to 8.<br/> <b>Y1</b><br/> <b>SB:</b></p>   | <p><b>YR</b><br/> <b>SB:</b><br/>                     I can combine two groups.<br/>                     I can subitise to 10.<br/> <b>JN:</b><br/>                     I can explore length.<br/>                     I can compare length.<br/> <b>Y1</b><br/> <b>SB:</b></p>  | <p><b>YR</b><br/> <b>SB:</b><br/>                     I can explore height.<br/>                     I can compare height.<br/> <b>JN:</b><br/>                     I can talk about time.<br/>                     I can order and sequence time.<br/> <b>Y1</b><br/> <b>SB:</b></p>  | <p><b>YR</b><br/> <b>SB:</b><br/>                     I can compare number to 10.<br/>                     I can subitise to 10.<br/> <b>JN:</b><br/>                     I understand the composition of numbers to 10.<br/>                     I can explore number bonds to 10 (2 parts).</p>  | <p><b>YR</b><br/> <b>SB:</b><br/>                     I can make arrangements of 10.<br/> <b>JN:</b><br/>                     I can explore number bonds to 10 (3 parts).<br/>                     I can find doubles to 10.<br/> <b>Y1</b><br/> <b>SB:</b></p>  |

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|           | <p>I can subtract ones using number bonds.</p> <p>I can subtract by counting back.</p> <p><b>JN:</b></p> <p>I can subtract by counting back.</p> <p>I can subtract by finding the difference.</p>  | <p>I can subtract by finding the difference.</p> <p>I can recognise related facts.</p> <p><b>JN:</b></p> <p>I can recognise related facts.</p> <p>I can find the missing number.</p>  | <p>I can count from 20 to 50.</p> <p>I can recognise the numbers 20, 30, 40 and 50.</p> <p><b>JN:</b></p> <p>I can count by making groups of tens.</p> <p>I can make groups of tens and ones.</p>  | <p><b>Y1</b></p> <p><b>SB:</b></p> <p>I can make groups of tens and ones.</p> <p>I can partition a number into tens and ones.</p> <p><b>JN:</b></p> <p>I can partition a number into tens and ones.</p> <p>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></p> <p>I can find the number one more and one less (within 50).</p>  |
| Science   | I can identify and name deciduous trees.   | I can identify and name evergreen trees.  | I can identify trees in my local environment.  | <p>I can plant seeds and know what they need to grow.</p> <p>Planting outside.</p> <p>Planting B, cucumber, carrots, sunflowers.</p>   | Wildness Wood Trip (25 <sup>th</sup> )  |
| History   | No History focus this term.  |   |  |  |   |
| Geography | I can identify where the UK is in the world.   | I can identify the capital cities of the UK.  | <p>I can identify the features of the cities.</p> <p>Using geographical language.</p> <p>Edinburgh and London.</p>   | I can identify the surrounding seas of the UK.   | I can identify the flags of the United Kingdom.   |
| DT        | Art focus this term  |   |  |  |   |
| Art       | <p>YR Sculpture and 3D: Creation Station.</p> <p>I can explore clay and its properties.</p> <p>Y1 Sculpture and 3D: Clay</p> <p>I can use my hands as a tool to shape clay.</p>  | <p>YR Sculpture and 3D: Creation Station.</p> <p>To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p> <p>Y1 Sculpture and 3D: Clay</p> <p>I can shape a pinch pot and join clay shapes as decoration.</p> | <p>YR Sculpture and 3D: Creation Station.</p> <p>To begin making a 3D clay sculpture using the designs created last lesson.</p> <p>Y1 Sculpture and 3D: Clay</p> <p>I can use impressing and joining techniques to decorate a clay tile (in relief).</p> | <p>YR Sculpture and 3D: Creation Station.</p> <p>To make a 3D clay sculpture using the designs created last lesson.</p> <p>To share their creation, explaining the processes they have used.</p> <p>Y1 Sculpture and 3D: Clay</p> <p>I can use impressing and joining techniques to decorate a clay tile (impressing).</p> | <p>YR Sculpture and 3D: Creation Station.</p> <p>To make a 3D clay sculpture using the designs created last lesson.</p> <p>To share their creation, explaining the processes they have used.</p> <p>Y1 Sculpture and 3D: Clay</p> <p>I can decorate my pinch pot and clay tile.</p> |
| Computing | <p>YR Computing systems and networks 2: Exploring hardware.</p> <p>To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</p> <p>Y1 Programming 2: Introduction to block coding.</p> | <p>YR Computing systems and networks 2: Exploring hardware.</p> <p>To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary</p> <p>To recognise that a range of</p>  | <p>YR Computing systems and networks 2: Exploring hardware.</p> <p>To learn how to operate a camera and/or iPad and use it to take photographs.</p> <p>Y1 Programming 2: Introduction to</p>   | <p>YR Computing systems and networks 2: Exploring hardware.</p> <p>To learn how to operate a camera and/or iPad and use it to take photographs.</p> <p>Y1 Programming 2: Introduction to</p>   | <p>YR Computing systems and networks 2: Exploring hardware.</p> <p>To learn how to operate a camera and/or iPad and use it to take photographs.</p> <p>Y1 Programming 2: Introduction to</p>  |

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|       | I can explore a new application (Scratch Junior).  | technology is used in places such as homes and schools<br>Y1 Programming 2: Introduction to block coding.<br>I can create an animation.                       | block coding.<br>I can use characters as buttons.   | I can follow an algorithm.  | I can plan and use code to create an algorithm.   |
| RE    | An encounter with a Jewish story: story of Hanukkah.<br><br>I know why Hanukkah is a special Jewish story.   | Salvation 1 - Why do Christians put a cross in an Easter garden?<br><br>I understand why a palm cross is a special symbol to Christians.                      | Salvation 1 - Why do Christians put a cross in an Easter garden?<br><br>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. | Salvation 1 - Why do Christians put a cross in an Easter garden?<br><br>I understand how Christians celebrate Easter Saturday.  | Salvation 1 - Why do Christians put a cross in an Easter garden?<br><br>I understand how Christians celebrate Easter Sunday.  |
| PE    | To develop underarm throwing towards a target.   | To develop throwing for accuracy.   | To develop underarm and overarm throwing at a target.   | To develop throwing for accuracy and distance using underarm and overarm.   | Cup assembly  |
| 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.  |
| 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.<br>The Farmer Plants His Seeds:<br><a href="https://www.youtube.com/watch?v=WUkybhWe8Lo">https://www.youtube.com/watch?v=WUkybhWe8Lo</a> | 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. |