

Class 1 Termly Planning Grid
Cycle B Summer 1 2025-2026 - Under the Sea

Week	1 w/b 13.4.26	2 w/b 20.4.26	3 w/b 27.4.26	4 w/b 4.5.26 Bank holiday	5 w/b 11.5.26	6 w/b 18.5.26
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. I can use a capital letter at the beginning of an idea. I can write a list.</p> <p>Narrative - character description of Rainbow Fish.</p> <p>Writing to entertain 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>Recount - How to look after a shark in an aquarium.</p> <p>Writing to inform 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>Narrative - write a story linked to The Fish that Could Wish.</p> <p>Writing to entertain 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. To begin to use a capital letter and full stop when writing sentences.</p>

Maths	<p>YR SB: I can find a double to 10. JN: I can make a double to 10. I can explore odd and even numbers. Y1 SB: I can compare lengths and heights. JN: I can measure length using objects.</p>	<p>YR SB: I can recognise and name 3D shapes. I can find 2D shapes within 3D shapes. JN: I can use 3D shapes to make models. I can recognise 3D shapes in the environment. Y1 SB: I can measure length in centimetres. JN: I can use the language heavier and lighter. I can measure mass.</p>	<p>YR SB: I can identify more complex patterns. I can copy and continue patterns. JN: I can explore patterns in the environment. I can numbers beyond 10 (10-13). I can continue patterns beyond 10 (10-13). Y1 SB: I can compare mass. I can use the language full and empty. JN: I can compare volume. I can measure capacity.</p>	<p>YR SB: I can build numbers beyond 10 (14-20). I can continue patterns beyond 10 (10-14). JN: I can count beyond 20. Y1 SB: I can compare capacity. JN: I can count in 2s. I can count in 10s.</p>	<p>YR SB: I can add more. I can count how many have been added. JN: I can take away. I can count how many I took away. Y1 SB: I can count in 5s. I can recognise equal groups. JN: I can add equal groups. I can make arrays.</p>	<p>YR SB: I can name and sort 2D shapes. I can copy a 2D picture. JN: I can find 2D shapes within 3D shapes. Y1 SB: I can make arrays. I can make doubles. JN: I can make equal groups (grouping).</p>
Science	<p>What are different materials?</p> <p>Children to play I Spy game and sort and classify different materials. Material hunt around the school.</p>	<p>What are the different materials like?</p>	<p>What is the material rock like?</p>	<p>What are different objects made from?</p>	<p>What changes happen to some materials?</p>	<p>Do some objects float and some sink?</p>
History	<p>Geography focus this term.</p>					
Geography	<p>To know what a coast is.</p>	<p>To know the features of towns on the coast.</p>	<p>To know how to make a simple map.</p>	<p>To compare 2 different coasts in the UK.</p>	<p>To compare seasonal changes (winter and summer).</p>	

DT	Art focus this term					
Art	<p>EYFS Let's get crafty YR: To develop scissor skills.</p> <p>Craft and design: KA1 Woven Wonders Y1: To know that art can be made in different ways.</p>	<p>EYFS Let's get crafty YR: To develop threading skills.</p> <p>Craft and design: KA1 Woven Wonders Y1: To choose, measure, arrange and fix materials.</p>	<p>EYFS Let's get crafty YR: To learn about the different ways in which we can join materials together and to practise these techniques.</p> <p>Craft and design: KA1 Woven Wonders Y1: To explore plaiting, threading and knotting techniques.</p>	<p>EYFS Let's get crafty YR: To learn how to fold, curl and cut paper to achieve a desired effect.</p> <p>Craft and design: KA1 Woven Wonders Y1: To learn how to weave.</p>	<p>EYFS Let's get crafty YR: To create a design for a tissue paper flower.</p> <p>Craft and design: KA1 Woven Wonders Y1: To combine techniques in a woven artwork (sea theme).</p>	<p>EYFS Let's get crafty YR: To create a tissue paper flower based upon last lesson's design. To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Craft and design: KA1 Woven Wonders Y1: To combine techniques in a woven artwork (sea theme).</p>
Computing	<p>YR Programming Bee-bots To understand the meaning of directional arrows. To follow a simple sequence of instructions.</p> <p>Y1 Stop motion using iPads. To understand what animation is.</p>	<p>YR Programming Bee-bots To experiment with programming a Bee-bot.</p> <p>Y1 Stop motion using iPads. To create a stop motion animation.</p>	<p>YR Programming Bee-bots To experiment with programming a Bee-bot/Blue-bot and to learn how to give simple commands. To learn to debug instructions, with the help of an adult, when things go wrong.</p> <p>Y1 Stop motion using iPads. To plan my stop motion animation.</p>	<p>YR Programming Bee-bots To learn that an algorithm is a set of instructions to carry out a task, in a specific order.</p> <p>Y1 Stop motion using iPads. To create a stop motion animation.</p>	<p>YR Programming Bee-bots To experiment with programming a Bee-Bot and to learn how to give simple commands.</p> <p>Y1 Stop motion using iPads. To create a stop motion animation.</p>	<p>YR Programming Bee-bots To experiment with programming a Bee-Bot and to learn how to give simple commands.</p> <p>Y1 Stop motion using iPads. To create a stop motion animation.</p>
RE	<p>Which places are special and why? Where is special to me? Where is a special place for Christians to go?</p>	<p>Which places are special and why? What makes a church special to Christians?</p>	<p>Which places are special and why? Where is a holy place for Muslims to go?</p>	<p>Which places are special and why? What makes a mosque holy for Muslims?</p>	<p>Which places are special and why? 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. Question: What does the Sikh story 'It's All Within' teach us about God?</p>
PE	To defend space using the ready position.	To play against an opponent and keep the score.	To explore hitting with a racket.	To develop racket and ball skills.	To develop sending a ball using a racket.	To develop hitting over a net.

PSHE	I know how to make friends to stop myself from feeling lonely. Session 2	I know how to make friends to stop myself from feeling lonely. Session 2	I can think of ways to solve problems and stay friends. Session 3	I can think of ways to solve problems and stay friends. Session 3	I am starting to understand the impact of unkind words. Session 4	I am starting to understand the impact of unkind words. Session 4
Music	I can listen and play Under the Sea. https://www.youtube.com/watch?v=NekVJgnDzfk Listen and imagine what you can hear- which sounds will they make.	I can listen and sing the song the big ship sailed on the alley, alley oh.	I can listen and sing the song the big ship sailed on the alley, alley oh.	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.	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.	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.