

Class 1 Termly Planning Grid  
Cycle B Summer 2 2025/2026 - Over the Waves

Week	Week 1 1.6.26	Week 2 8.6.26 Hastings trip	Week 3 15.6.26 Assessment week	Week 4 22.6.26 EYFSP	Week 5 29.6.26	Week 6 6.7.26	Week 7 13.7.26
Literacy	<p><b>Non- Fiction Crabs</b> <b>YR:</b> I can attempt to write sentences in a meaningful context. I can give meaning to the marks I make. I can write letters that are correctly formed. I can attempt to write a capital letter. I can link sounds letters when writing. I can make my sentences more interesting. I can use some HFW in my sentences. <b>Y1:</b> I can use an appropriate range of ambitious vocabulary. I can use letter names to distinguish between alternative spellings of the same sound. I can use some plural suffixes such as s, es.</p>	<p><b>Fiction: Sharing a shell</b> <b>YR:</b> I can make my sentences more interesting. I can use some HFW in my sentences. I can spell words identifying the letter sounds in the words. I can use finger spaces in my sentences. I can talk about what I have written. I can describe the plot and characters in my writing. <b>Y1:</b> I can use the prefix un - to change the meaning of an adjective. I can use a capital letter at the beginning of a new idea. I can use a full stop at the end of an idea. I can sequence my writing in the correct order.</p> <p style="color: green;">What would it be like if you didn't have to protect you? (link to hermit crab)</p>	<p><b>Fiction: Lucy and Tom</b> <b>YR:</b> I can segment the sounds into simple words. I can talk about my ideas I want to write. I can write sentences that can read by others. I can use finger spaces in my sentences. I can talk about what I have written. I can make my sentences more interesting. <b>Y1:</b> I can use a capital letter for names. I can use a capital letter at the beginning of a new idea. I can use a full stop at the end of an idea.</p>	<p><b>Nonfiction: Star fish and sea enema</b> <b>YR:</b> I can write a sentence about the habitat of a star fish. I can write a sentence about the diet of a star fish. I can write labels. I can use my letters sound knowledge to write words. I can use some HFW in my sentences. I can attempt to make my sentences more interesting. <b>Y1:</b> I can use an appropriate range of ambitious vocabulary. I can use letter names to distinguish between alternative spellings of the same sound. I can use some plural suffixes such as s, es.</p>	<p><b>Fiction: Flotsam</b> <b>YR:</b> I can make my sentences more interesting. I can use some HFW in my sentences. I can spell words identifying the letter sounds in the words. <b>Y1:</b> I can use a full stop at the end of an idea. I can sequence my writing in the correct order. I can write speech bubbles. I can write thought bubbles.</p>	<p><b>Fiction: Imagine you're a Pirate</b> <b>YR:</b> I can spell words identifying the letter sounds in the words. I can talk about my ideas I want to write. I can use letter sounds to knowledge when writing sentences. I can use finger spaces in my sentences. I can talk about what I have written. I can make my sentences more interesting. I can say the sentence I am going to write. <b>Y1:</b> I can write lists. I can use the prefix un - to change the meaning of an adjective. I can use a capital letter at the beginning of a new idea. I can use a full stop at the end of an idea. I can sequence my writing in the correct order.</p>	<p><b>Fiction: Imagine you're a Pirate</b> <b>YR:</b> I can segment the sounds into simple words. I can talk about my ideas I want to write. I can use letter sounds to knowledge when writing sentences. I can use finger spaces in my sentences. I can talk about what I have written. I can make my sentences more interesting. I can say the sentence I am going to write. <b>Y1:</b> I can punctuate sentences with an exclamation mark. I can join two words in a sentence with 'and'. I can use a full stop at the end of an idea. I can sequence my writing in the correct order.</p>
Maths	<p><b>YR</b> <b>SB:</b> I can explore sharing</p>	<p><b>YR</b> <b>SB:</b> I can explore grouping</p>	<p><b>YR</b> <b>SB:</b> I can play with and</p>	<p><b>YR</b> <b>SB:</b> Numberblocks series 4 The</p>	<p><b>YR</b> <b>SB:</b> Numberblocks series 5</p>	<p><b>YR</b> <b>SB:</b> Numberblocks series 4</p>	<p><b>YR</b> <b>SB:</b> Numberblocks series 3</p>

	<p>objects. <b>JN:</b> I can share objects equally. <b>Y1</b> <b>SB:</b> I can make equal groups (sharing). <b>JN:</b> I can recognise a half of an object or a shape.</p>	<p>objects. I can group objects. <b>JN:</b> I can explore even and odd sharing. <b>Y1</b> <b>SB:</b> I can find half of an object or shape. I can recognise half of a quantity. <b>JN:</b> I can find half a quantity.</p>	<p>build doubles. <b>Maths assessment</b> <b>JN:</b> <b>Maths assessment</b> Numberblocks series 4 Divide and Drive - Division involving the grouping structure. <b>Y1</b> <b>SB:</b> I can recognise a quarter of an object or a shape. I can find a quarter of an object or shape. <b>JN:</b> I can recognise a quarter of a quantity. I can find a quarter of a quantity.</p>	<p>Lair of Shares - The sharing structure of division. Numberblocks series 4 Terrible Twosday - The grouping structure of division. <b>JN:</b> Numberblocks series 5 Twoland - Even numbers to 20. Numberblocks series 5 Two Times Shoe Shop - Counting in 2s. <b>Y1</b> <b>SB:</b> I can describe turns. I can describe position - left and right. <b>JN:</b> I can describe position - forwards and backwards. I can describe position - above and below.</p>	<p>The Team factor - Numbers that can split into equal parts. <b>JN:</b> Numberblocks series 4 On Your head - Place value numbers 1-15. Numberblocks series 4 Tall Stories - numbers 16-20. <b>Y1</b> <b>SB:</b> I can recognise and use ordinal numbers. I can count from 50-100. <b>JN:</b> I can count in tens to 100. I can partition into tens and ones.</p>	<p>Twenty - 20 is two tens. Numberblocks series 4 Thirty's Big Top - numbers 30, 40, 50. <b>JN:</b> Numberblocks series 4 Land of the Giants - Count and add in multiples of 10. Numberblocks series 4 Sixty's High score - numbers 60, 70, 80. <b>Y1</b> <b>SB:</b> I can use a number line to 100. I can find the number one more or one less than a given number. <b>JN:</b> I can compare numbers with the same number of tens. I can compare any two numbers.</p>	<p>episode 20 The Wrong Number. I can solve number problems. <b>JN:</b> Numberblocks series 5: 100 ways to leave the planet. Recapping on the number system. <b>Y1</b> <b>SB:</b> Unitising - I understand the value of 1p, 2p, 5p and 10p coins. I can recognise coins. <b>JN:</b> I can recognise notes. I can count in coins.</p>
Science	What can different materials do?	What are the changes in summer?	<p>What can find out about summer?</p> <p>What would life be like without summer?</p>	What are the main changes in each season?	Which material would be best for a pirate ship? Recap learning on floating, absorbent materials. Investigate and predict.	Which material would be best for a pirate ship? Test and evaluate.	Which material would be best for a pirate ship? What did you find out?
History	<p>Enquiry question: <b>Is a trip to the seaside the same now as it was when your parents were children (or in the past)?</b></p> <p>I can talk about experiences at the seaside.</p> <p>What do you do at the seaside today? (activities)</p>	<p>What did people do at the seaside long ago?</p> <p>Look at photos of the seaside in the past and talk about the activities they are doing.</p>	<p>What did people wear long ago at the seaside?</p> <p>Look at bathing machines clothing in the past.</p>	<p>What is similar or different about what we wear at the seaside today with long ago?</p> <p>Make comparisons with the clothing now and then.</p>	<p>What are the similarities with the seaside activities now and in the past?</p> <p>Compare photos. How do you know it was long ago? How do you know it now?</p> <p>How would you have felt if you hadn't visited the seaside before?</p>	<p>Can you place the pictures in chronological order?</p> <p>Ordering a timeline of seaside pictures in the past and now</p>	<p>How a trip to the seaside is different today compared with the past?</p>

Geography	History Focus this term	I can use the key vocabulary for seaside location e.g. coast, promenade. I can draw maps from the trip.					
DT	I can investigate and evaluate a range of hand and finger puppets.	YR children to thread and sew laces.  Y1 children to practise making a pattern shape and cutting it out of fabric. To practise different joining techniques.	YR children to thread beads onto a lace. Y1 children to practise threading beads. To learn how to sew a basic running stitch on binca.	YR children To design a sock puppet.  Y1 children To design a hand puppet linked to our seaside topic.	YR children To use a variety of resources to make their sock puppet.  Y1 children To sew the hand puppet together.	YR children To use a variety of resources to make their sock puppet.  Y1 children To use a variety of resources to add detail to their hand puppet.	To evaluate the design and making of the hand/sock puppets.
Art	DT focus this term						
Computing	YR: To understand how to sort and categorise objects. To explain how items have been sorted and categorised.  Y1: To locate features on an interactive map.	Educational visit	YR: To understand how to sort and categorise objects. To explain how items have been sorted and categorised.  Y1: To create a digital drawing.	YR: To understand how to sort and categorise objects. To explain how items have been sorted and categorised.  Y1: To input data in a spreadsheet.	YR: To understand how to sort and categorise objects. To explain how items have been sorted and categorised. To explore and understand the concept of branch databases.  Y1: To create algorithms for healthy plant growth.	YR: To explore and understand the concept of branch databases.  Y1: To retrieve data from a spreadsheet.	
RE	Which stories are special and why? What is your favourite story? What do you like about it, and why?	Educational visit	Which stories are special and why? 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?	Which stories are special and why? What stories are special to Christians and Jews?	Which stories are special and why?  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?	Which stories are special and why?  What stories are special to Muslims? What is the holy book for Muslims?	Which stories are special and why? What are the similarities and differences between different people's special stories?  Encounter with an Islamic story - The Crying Camel
PE	To develop rolling and tracking a ball.	To develop accuracy when throwing to a target.	To develop dribbling with hands.	To develop throwing and catching with a partner.	To develop dribbling a ball with your feet.	To develop kicking a ball to a target.	To develop returning a ball with hands.

PSHE	I can think of ways to solve problems and stay friends.	I understand that we all grow from babies to adults.	I understand that we all grow from babies to adults.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.	I can share my memories of the best bits of this year in Reception.	I can share my memories of the best bits of this year in Reception.
Music	<p><b>listening</b>  BBC Bring the Noise: Take Me Home  <a href="https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39">https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39</a>  Listen and discuss the song.</p>	<p><b>listening</b>  BBC Bring the Noise: Take Me Home  <a href="https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39">https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39</a>  <i>Discuss high, low and middle pitch in the music and song. Can they hear when the instruments come in during the song?</i></p>	<p>listening  BBC Bring the Noise: Take Me Home  <a href="https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39">https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39</a>  Listen to the lets hear the beat. Children to clap along to the song, keeping time with the hearts.</p>	<p>listening  BBC Bring the Noise: Take Me Home  <a href="https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39">https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39</a>  Listen to the let's hear the beat. Children to clap along to the song, keeping time with the hearts.</p>	Whole school performance and songs.	Whole school performance and songs.	Whole school performance and songs.