

Class 1 Termly Planning Grid
Cycle B Summer 2 2023/2024 - Over the Waves

Week	1 w/b 3.6.24	2 w/b 10.6.24	3 w/b 17.6.24 Hastings Trip	4 w/b 24.6.24	5 w/b 1.7.24	6 w/b 8.7.24	7 w/b 15.7.24
Literacy	<p>Non- Fiction Crabs YR: 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. Y1: 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>Fiction: Sharing a shell YR: I can make my sentences more interesting. I can use some HFW in my sentences. I can spell words indentifying 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. Y1: 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>Fiction: Lucy and Tom YR: 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. Y1: 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>Nonfiction: Star fish and sea enema YR: 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. Y1: 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>Fiction: Flotsam YR: 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. Y1: 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>Fiction: Imagine you're a Pirate YR: 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. Y1: 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>Fiction: Imagine you're a Pirate YR: 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. Y1: 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>YR Assessments SB: Comparing numbers. Composition to 10. JN:</p>	<p>YR Assessments SB: Doubling. Investigating more or less. JN:</p>	<p>YR Assessments SB: Subitising. JN: Talk about and explore</p>	<p>YR SB: Numberblocks series 4 The Lair of Shares - The sharing structure of division.</p>	<p>YR SB: Numberblocks series 5 The Team factor - Numbers that can spilt</p>	<p>YR SB: Numberblocks series 4 Twenty - 20 is two tens. Numberblocks series 4</p>	<p>YR SB: Numberblocks series 3 episode 20 The Wrong Number.</p>

	<p>Counting and reciting numbers.</p> <p>Y1</p> <p>SB:</p> <p>I can describe position above and below.</p> <p>I can recognise ordinal numbers.</p> <p>JN:</p> <p>I can count from 50 to 100.</p> <p>I can count in tens to 100.</p>	<p>Linking number names and values.</p> <p>Number bonds (to 5).</p> <p>Y1</p> <p>SB:</p> <p>I can partition a number into tens and ones.</p> <p>I can use a number line to 100.</p> <p>JN:</p> <p>I can say the number that is one more or one less to 100.</p> <p>I can compare numbers with the same number of tens.</p>	<p>shape.</p> <p>Rote counting and ordering numbers to 20.</p> <p>JN:</p> <p>Numberblocks series 4</p> <p>Divide and Drive - Division involving the grouping structure.</p> <p>Y1</p> <p>SB:</p> <p>I can compare any two numbers to 100.</p> <p>I can use pre-money counters to explore the value of coins.</p> <p>JN:</p> <p>I can recognise coins.</p>	<p>Numberblocks series 4</p> <p>Terrible Twosday - The grouping structure of division.</p> <p>JN:</p> <p>Numberblocks series 5</p> <p>Twoland - Even numbers to 20.</p> <p>Numberblocks series 5 Two</p> <p>Times Shoe Shop - Counting in 2s.</p> <p>Y1</p> <p>SB:</p> <p>I can recognise notes.</p> <p>I can count coins.</p> <p>JN:</p> <p>I can use the key vocabulary related to time e.g. before and after.</p> <p>I can recall the days of the week.</p>	<p>into equal parts.</p> <p>JN:</p> <p>Numberblocks series 4</p> <p>On Your head - Place value numbers 1-15.</p> <p>Numberblocks series 4</p> <p>Tall Stories - numbers 16-20.</p> <p>Y1</p> <p>SB:</p> <p>I can recall the months of the year.</p> <p>I can talk about periods of time using the words hours, minutes and seconds.</p> <p>JN:</p> <p>I can tell the time to the hour.</p> <p>I can tell the time to the half hour.</p>	<p>Thirty's Big Top - numbers 30, 40, 50.</p> <p>JN:</p> <p>Numberblocks series 4</p> <p>Land of the Giants - Count and add in multiples of 10.</p> <p>Numberblocks series 4</p> <p>Sixty's High score - numbers 60, 70, 80.</p> <p>Y1 Primary Stars consolidation activities.</p> <p>SB:</p> <p>Time consolidation.</p> <p>Fractions consolidation.</p> <p>JN:</p> <p>Money consolidation.</p> <p>Geometry consolidation.</p>	<p>I can solve number problems.</p> <p>JN:</p> <p>Numberblocks series 5: 100 ways to leave the planet.</p> <p>Recapping on the number system.</p> <p>Y1 Primary Stars consolidation activities.</p> <p>SB:</p> <p>Multiplication and division consolidation.</p> <p>Place value (within 50) consolidation.</p> <p>JN:</p> <p>Place value (within 100) consolidation.</p> <p>Length and height consolidation.</p>
Science	I can explore different materials.	I can explore materials rock focus.	I can distinguish between a material and an object.	I can Identify and name materials, wood, plastic, glass water, rock.	I can compare and group a variety of everyday materials. I can perform simple tests.	I can investigate absorbent materials.	I can investigate and name a variety of materials based on the properties of the materials.
History	<p>Enquiry question: Is a trip to the seaside the same now as it was when your parents were children (or in the past)?</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>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	Keyboard skills Typing quiz - I can match upper and lower case letters.	Keyboard skills Arrow key game - I can use the arrow keys and enter key on my keyboard.	Keyboard skills Introduction to Word I can click on the icon to open Word on the computer. I can use the shift key to type the capital letter of my name. I can find the letters to type the rest of my name.	Keyboard skills Introduction to Word I can click on the icon to open Word on the computer. I can use the backspace key if I make a mistake.	Keyboard skills Introduction to Word I can click on the icon to open Word on the computer. I can use enter key to go onto a new line.	Keyboard skills Introduction to Word I can click on the icon to open Word on the computer. I can change the colour and size of the font.	Keyboard skills Introduction to Word I can click on the icon to open Word on the computer. I can change the font style. I can use the bold, italics and underline keys.
RE	Which stories are special and why? What is your favourite story? What do you like about it, and why?	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 hold a bat correctly and control a ball, both on the spot and while moving.	I can control and use accuracy with the basic actions for rolling.	I understand the concepts of aiming.	To understand the concept of getting in line with a ball to receive it.	To show control and accuracy with the basic actions for striking a ball.	To understand the concepts of aiming and hitting into space.	
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	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 Listen and discuss the song.	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 <i>Discuss high, low and middle pitch in the music and song. Can they hear when the instruments come in during the song?</i>	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 Listen to the lets hear the beat. Children to clap along to the song, keeping time with the hearts.	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 Listen to the let's hear the beat. Children to clap along to the song, keeping time with the hearts.	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 Discuss high, low and middle pitch in the music and song. press the instruments to add the sound to the song. Make some noise	listening BBC Bring the Noise: Take Me Home https://www.bbc.co.uk/teach/bring-the-noise/take-you-home-lyrics/zhqft39 Discuss high, low and middle pitch in the music and song. press the instruments to add the sound to the song. Make some noise	Whole school performance and songs.