

Termly Planning Grid  
Autumn 1 2024/25

Week	1 w/b 2/9/24	2 w/b 9/9/24	3 w/b 16/9/24	4 w/b 23/9/24	5 w/b 30/9/24	6 w/b 7/10/24	7 w/b 14/10/24	8 w/b 21/10/24
Literacy	Sentence level work – what does a sentence need? How can we stretch and extend a sentence by adding clauses and adjectives? Make sure we are using a capital letter and a full stop.	<b>The Something by Rebecca Cobb</b> To write 'w' sentences. To make inferences from what has been read. To design and label a home for a family of mice. To write sentences adding an adverbial for more detail.	<b>The Something by Rebecca Cobb</b> To use the subordinate conjunction 'because' in a sentence. To write speech and thoughts of characters in a story. To use a range of words to describe a character. To compare characters from two different stories.	<b>The Something by Rebecca Cobb</b> To plan and write a story based on 'The Something'. To edit and redraft our writing.	<b>Seasonal Poetry</b> To describe the seasons. To read a selection of poems.	<b>Seasonal Poetry</b> To collect words. To write an Autumn poem. To edit and re draft writing.	<b>The Deserted House by Mary Coleridge</b> To be able to develop vocabulary and imaginative writing through poetry. To write a letter.	<b>The Deserted House by Mary Coleridge</b> To write a poem using archaic language. To edit and redraft our work.
Maths	<b>Place Value (within 20)</b> Count objects within 10. Represent numbers to 10. Count on and back within 20. Understand 10.	<b>Place Value (within 20)</b> Understand 11 to 15. Understand 16 to 20. 1 more. 1 less.	<b>Place Value (within 20)</b> Number lines. Estimate on a number line. Less than, greater than, equal to. Compare numbers. Order numbers.	<b>Addition and Subtraction (within 20)</b> Parts and wholes. Systematic number bonds within 10. Number bonds to 10. Number bonds to 20.	<b>Addition and Subtraction (within 20)</b> Addition – add together. Addition – add more. Doubles. Near doubles. Add three 1-digit numbers.	<b>Addition and Subtraction (within 20)</b> Find a part. Fact families – the eight facts. Take away (how many left?). Find the difference. Missing number problems.	<b>Place Value (within 100)</b> Count beyond 20. Count tens. Groups of tens and ones.	<b>Place Value (within 100)</b> Partition into tens and ones. Use a place value chart. Flexible partitioning.
Science	What are materials?	What links wood, paper and card?	What is the difference between rocks and bricks? How is glass and plastic used?	Which metals are used and when? Which fabric is most suitable?	Why is this material suitable?	Can I change the shape of a material?	Which material would be most suitable for an umbrella? – planning	Which material would be most suitable for an umbrella? – investigation
History		Why were some Celtic houses built of stone and others of wood?	Where were Saxon villages built?	Why were Tudor houses often wonky?	Did all Victorians live in the same sort of houses?	How are homes today different from homes in the past?		
Geography							Where do people live in our locality?	What are houses like in Blackboys?
DT – to be blocked			How have houses been built?	How can I make brickwork strong?	How can I make a tower stable?	Can I make a strong bed for a doll?	How can I make a house for the 3 little pigs?	How well did my house stay up?
Art	How do I create different types of line?	What lines and marks do I need to draw water?	Can I use one type of drawing tool in lots of different ways?	Can I look closely at an object to identify shape, line and texture?				
Computing		To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership'	To learn how to find saved work in the Online Work area. • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources.	To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work.	To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished.	To understand the terminology associated with the Internet and searching.	To gain a better understanding of searching the Internet.	To create a leaflet to help someone search for information on the Internet.

		of creative work. ● To save work to the My Work area and understand that this is private space.						
RE	What do people think about God?	Where do we think God is?	Why is God so important?	What are the many names for God?	What do Muslims think about God?	Why is God important to Muslims?		
PE	To develop underarm throwing and catching.	To develop overarm throwing.	To develop hitting a ball.	To develop collecting a ball.	To learn how to get a batter out.	To play games and understand how to score points.	To play games and understand how to score points.	To play games and understand how to score points.
PSHE		1. Special and Safe How can I feel special and safe in my class?	2. My Class What are my rights and responsibilities as a member of my class?	3. Rights and Responsibilities How can I make my class a safe place for everybody to learn?	4. Rewards and Feeling Proud How does it feel to be proud of an achievement?	5. Consequences Can I recognise the range of feelings I have when I face certain consequences?	6. Owning our Learning Charter What are my choices in following the Learning Charter?	
Music	What is home?	How do we listen?	What can we hear on a soundwalk?	What would a musical soundscape of our sounds look like?	Can we make a hometown ostinato?	What does our soundscape sound like?		
MFL								