

Class 1 Termly Planning Grid
Cycle A Autumn 2 2024/25 - Fire and Dragons

Week	1 w/b 4.11.24	2 w/b 11.11.24	3 w/b 18.11.24	4 w/b 25.11.24	5 w/b 2.12.24 Y1 assessment week	6 w/b 9.12.24 YR assessment week	7 w/b 16.12.24
Literacy	<p>Poetry: YR- I can share my ideas about with an adult. I can orally blend and segment words. I can write the initial letter sounds in words. I can reread what I have written. I can share my ideas to write a simple poem. I can talk about my writing and give meaning to the marks I make.</p> <p>Y1- I can use spaces between words. I know how words can combine to make sentences. I can write a set of safety instructions. I can read my work to check for sense. I can write adjectives for things I see, hear, feel. I can use my adjectives to write a firework/fire poem.</p> <p>Writing to entertain.</p>	<p>Fiction: Zog YR- I can match letter sounds to some words I write. I can speak clearly in a sentence. I can retell a familiar story. I can orally blend and segment words. I can hear initial sounds in words and write them. I can describe a character using key words. I can write labels. I can write key words using the letter sounds I know.</p> <p>Y1- I can write about my own learning experiences related a character in a book. I can write a character description. I can say the sentence out loud before I write it. I can use spaces between words. I can write a familiar story. I can read my work to check for sense.</p> <p>Writing to entertain</p>	<p>Fiction: Zog YR- I can match letter sounds to some words I write. I can speak clearly in a sentence. I can retell a familiar story. I can hear and say the initial letter sound in words. I can verbally blend some simple words linked to the story.</p> <p>Y1- I can write instructions. I can write a list. I can use spaces between words. I can use adjectives in my sentences. I can write lowercase letters correctly, starting in the right place. I can compose a sentence orally before writing it.</p>	<p>Fiction: Finding an Egg! YR- I can write for different purposes. I can write some describing words. I can write key words for whom the egg belongs to. I can use some letter sounds I know to write words. I can make marks and talk about the marks I have written.</p> <p>Y1- I can write some technical vocabulary. I can use spaces between words. I can write a simple letter. I can write a missing poster for the egg. I can use a capital letter and full stop when writing sentences. I can write facts about the egg. I can write question marks to demarcate questions.</p> <p>Writing to entertain</p>	<p>Fiction: The Egg YR- I can write labels I can write the initial letter sounds in words. I can make marks to describe characters feelings. I can draw pictures related to a familiar story. I can say the initial sounds in words and match them to the grapheme. I can write a short string of letters to represent a word.</p> <p>Y1- I can write questions. I can use adjectives in my sentences. I can write some technical vocabulary. I can write about characters feelings. I can write an ending to a familiar story. I can sequence sentences to form short narratives. Writing assessment</p> <p>Writing to entertain</p>	<p>Non-fiction: How to Catch a Dragon. Instructions YR- I can write labels I can write the initial letter sounds in words. I can say the initial sounds in words and match them to the grapheme. I can write simple instructions. I can talk and make marks about what I have learnt. I can sequence a set of instructions. I can write strings of letters and attempt to read back what I have written.</p> <p>Y1- I can compose a sentence orally before I write it. I can write a sentence using a capital letter and full stop. I can join words and sentences with 'and' I can write a list. I can sequence short set instructions.</p> <p>Writing to inform.</p>	<p>Christmas writing: Donkeys first Christmas story</p> <p>YR- I can sequence the nativity story. I can hear and say the initial letter sounds in words. I can ascribe meaning to marks I make.</p> <p>Y1- I can write a letter to Santa. I can write a simple poem. I can write a list. (party/decorations) I can write messages and labels. I can sequence the nativity story.</p>

Maths	<p>YR SB: I can use the correct language to describe position. JN: I can find different representations of 4 and 5. Y1 Block 2 step 4 SB: Fact families - the four facts. JN: Block 2 step 13 Fact families - the eight facts.</p>	<p>YR SB: I can subitise 4 and 5. JN: I can represent 4 and 5 in different ways. Y1 Block 2 step 14 SB: Subtraction - take away/cross out (How many are left?) JN: Block 2 step 15 Subtraction - take away (How many are left?)</p>	<p>YR SB: I can find the number that is one more. JN: I can find the number that is one less. Y1 Block 2 step 16 SB: Subtraction on a number line. JN: Block 2 step 17 Add or subtract 1 or 2.</p>	<p>YR SB: I can partition a number into two parts. JN: I can partition a number into two parts. Y1 Block 3 step 1 SB: I can recognise and name 3D shapes. JN: Block 3 step 2 I can sort 3D shapes.</p>	<p>YR SB: I can identify and name shapes with 4 sides. JN: I can combine shapes with 4 sides. Y1 SB: Assessment week JN: Block 3 step 3 I can recognise and name 2D shapes.</p>	<p>YR SB: I can identify 2D shapes in the environment. JN: I can use the correct language to talk about my daily routine. Y1 Block 3 step 4 & 5 SB: I can sort 2D shapes Patterns with 2D and 3D shapes. JN: Place value (within 10) consolidation.</p>	<p>YR SB: Assessments and Christmas maths JN: Same as above. Y1 SB: Addition and subtraction (within 10) consolidation. JN: Christmas maths activities.</p>
Science	<p>Sorting objects.</p> <p>I can identify and name a variety of materials, rock, wood, plastic, metal, glass water.</p> <p>Play odd one out game. Sort objects according to properties e.g. bendy, stretchy, stiff, and floppy. How do we know that the material is wood?</p>	<p>Puddle investigation 1</p> <p>I can understand that water is a material. I can make simple conclusions.</p> <p>Explore puddles outside and make your own!</p> <p>Observe what happens to a puddle over time and record the results. Resources; Wellies, water plastic sheet, measuring ribbon, tape.</p>	<p>Puddle investigation 2</p> <p>I can understand that water is a material. I can make simple conclusions.</p> <p>Continue to explore puddles and observe how they change. Think carefully about what is happening: can you explain why a puddle changes?</p> <p>Use language evaporation, bigger, smaller to describe the puddles.</p>	<p>Floating or sinking-linked to White Rose.</p> <p>Practical- predictions and exploring different objects that float or sink.</p>	<p>Melting and freezing - White Rose.</p> <p>Working with play figures frozen in ice, devise an investigation to release them. How can you melt the ice quickly to free the figure? Can you do it slowly, so it takes a lot longer?</p> <p>Prediction what will we need to do?</p> <p>Record what we will need to do.</p>	<p>Does it absorb water? Linked to White Rose.</p> <p>Practical testing and exploring materials, which ones absorb water?</p>	<p>Christmas/winter science investigation.</p> <p>Creating Christmas shapes and observing what happens,</p> <p>https://littlebinsforlittlehands.com/christmas-science-activities-kids-top-10-christmas-ideas-kids/</p>
History	<p>I can learn about significant historical events.</p> <p>I can understand the changes within living memory.</p> <p>Guy Fawkes</p>						

	<p>Talk about Bonfire night and the significant person Guy Fawkes. Share PowerPoint about him and Bonfire night. Discuss what happened. Share the rhyme remember, remember.</p> <p>Y1- Sequence the plot of the Gunpowder.</p> <p>YR- rocket making activity,</p>						
Geography		<p>I can use maps and atlases to locate places on a map.</p> <p>Children to look at castles around the UK and locate and plot them on a map. Which castles are near us? Why were they built where they were? Are they all built on a hill?</p>	<p>I can name and locate the four countries in the UK.</p> <p>Look at maps and atlases of the UK and atlases about the four countries and where they are located. Has anyone visited? Would anyone like to visit? How might we get to these countries?</p>	<p>I can name the capital cities in the UK.</p> <p>Look at the maps and locate the cities. Which have you visited? Read and share the information from the tourist boards.</p> <p>Y1- label the UK, plotting the cities on the map.</p>	<p>I can use aerial views to find human and physical features.</p> <p>Take a photo of the school/classroom using an aerial view. Show small world equipment using aerial views and how they look different.</p> <p>Y1- create an aerial view map of the Annex,</p>	<p>Christmas cards making</p> <p>Christmas Decorations</p>	<p>Christmas parties/Nativity</p>
DT			<p>YR - Woodwork activities.</p> <p>Y1 - I can create a cylinder from a piece of paper and fasten using tape. I can make a cylinder e.g. toilet roll stand by cutting the bottom into a fan and gluing to a surface. I can create a cone out of a circular piece of paper and fasten it.</p>	<p>YR - Woodwork activities.</p> <p>Y1 - I understand why castles have tooth shaped walls and I can cut that pattern on paper. I can make a cardboard wall stand freely using fanning.</p>	<p>YR - Woodwork activities.</p> <p>Y1 - I can connect walls using folded flaps.</p>	<p>YR - Woodwork activities.</p> <p>Y1 - I can work with a partner. I can create a wall and attach two towers. I can evaluate my work.</p>	<p>Cup assembly</p>
Art	<p>YR Paint my world - Collage</p> <p>I can use mixed media to create a collage.</p>	<p>YR Paint my world - Group art</p> <p>To create a large piece of group artwork based</p>	<p>DT focus this term.</p>				

	Y1 Painting colour splash To experiment with paint mixing to make a range of secondary colours.	around fireworks. Y1 Painting colour splash To apply their painting skills when working in the style of an artist.					
Computing	Purple mash - Art - 2 paint a picture - Splash. I can use all the tools from an art package.	Purple mash - Art - 2 paint a picture - Simple. I can use an art package to create a firework picture.	Purple mash - Art - 2 paint I can use all the tools from an art package.	Purple mash - Art - 2 paint I can use all the tools from an art package.	Cbeebies games - Peter Rabbit's hop to it game. I can complete a simple computer game.	Cbeebies games - Number Blocks make and play game. I can complete a simple computer game.	Purple mash - Art - 2 paint. Christmas pictures.
RE	An encounter with ... A Muslim story: Muhammad and the Ants. How can we be kind to animals?	Incarnation 1 Why do Christians perform nativity plays at Christmas? What special stories do Tom and Tessa know from the bible about Jesus?	Incarnation 1 Why do Christians perform nativity plays at Christmas? What do Christians do at church at Christmas?	Incarnation 1 Why do Christians perform nativity plays at Christmas? What special things do Christians do at Christmas to share God's love?	Incarnation 1 Why do Christians perform nativity plays at Christmas? Which bible stories tell Christians they are precious to God?	Nativity rehearsals	Christmas celebrations
PE	Unit 1 To move safely and sensibly in a space with consideration of others.	Unit 1 To develop moving safely and stopping with control.	Unit 1 To use equipment safely and responsibly.	Unit 1 To use different travelling actions whilst following a path.	Unit 1 To work with others co-operatively and play as a group.	Unit 1 To follow, copy and lead a partner.	Cup assembly
PSHE	I can identify something I am good at and understand everyone is good at different things.	I understand that being different makes us all special.	I know we are all different but the same in some ways.	I can tell you why I think my home is special to me.	I can tell you how to be a kind friend.	I know which words to use to stand up for myself when someone says or does something unkind.	Circle time games
Music	I can sing familiar songs and rhymes. I can begin to sing in a group. I'm a Little Tea Pot.	I can respond to vocal sounds. The Grand Old Duke of York.	I can respond to vocal sounds. I can sing familiar songs and rhymes. Putting actions to the Grand Old Duke of York Song.	I can create vocal and percussion sounds. Children to tap a simple beat together. Y1 Children to use the instruments to play a simple beat. The Grand Old Duke of York. Red and green ribbons for start and stop playing.	I can create vocal and percussion sounds. Children to tap a simple beat together. Y1 Children to use the instruments to play a simple beat. The Grand Old Duke of York. Red and green ribbons for start and stop playing.	I can identify a sequence of sounds. Children to follow a simple pictorial composition and play their set instrument at the correct time.	I can identify a sequence of sounds. Children to follow a simple pictorial composition and play their set instrument at the correct time. Christmas songs.

