

Class 1 Termly Planning Grid  
Cycle A Spring 1 2024/25 - Blackboys Our Village

Week	1 w/b 6.1.25	2 w/b 13.1.25	3 w/b 20.1.25	4 w/b 27.1.25	5 w/b 3.2.25	6 w/b 10.2.25
Literacy	<p><b>Text: Goldilocks and the Three Bears</b> YR: I can match captions to pictures. I can write words using the letters sounds I know. I can talk about what a character is saying. I can role-play using story language.</p> <p>Y1: I can write an introduction. I can write a list. I can write a speech bubble. I can write a wanted poster.</p> <p><b>Writing to entertain.</b></p>	<p><b>Text: Non-fiction Foxes and Badgers</b> YR: I can write a simple sentence. I can talk about what I have found out and read. I can write labels using the letter sounds I know. I can write a simple sentence. I can spell CVC words related to nocturnal animals.</p> <p>Y1: I can write a caption about foxes. I can write a caption about badgers. I can write under a sub heading. I can write a caption about bats. I can write about information that I can found out from reading using full stops and capital letters.</p>	<p><b>Text: Non-fiction Hedgehogs</b> YR: I can label parts of a hedgehog. I can write key words about hedgehog hibernation. I can write a hedgehog menu. I can write words using the letter sounds I know. I can write a simple sentence.</p> <p>Y1: I can write facts about hedgehogs. I can write facts about why hedgehogs hibernate. I can write a list of what a hedgehog eats. I can write hedgehog facts about their enemies. I can write facts about baby hedgehogs.</p>	<p><b>Text: Non-fiction Owls</b> YR: I can write the name of my favourite owl. I can write key words e.g. nest, hill I can write a simple sentence. I can sort objects that owls eat. I can write facts about owls.</p> <p>Y1: I can match the names of owls to their pictures. I can write about the owls nest. I can write facts about the different owl I have learnt about. I can write about the different hunting methods. I can write about what owls eat.</p>	<p><b>Text : Owl Babies</b> YR: I can retell the story. I can write a thought bubble. I can talk about words that would describe the woods. I can write thought bubble. I can write labels for pictures.</p> <p>Y1: I can retell the story. I can write the feelings of characters. I can write a description of the woods. I write a letter. I can write sentences using 'and'. <b>I can write a letter to mummy owl.</b> <b>Writing to entertain.</b></p>	<p><b>Text: Stanley's Stick</b> YR: I can match simple words to describe the character, Sid. I can write about the character 'Bob' I can write thought bubbles. I can sequence the ways Sid travelled to the vets. I can write thought bubbles.</p> <p>Y1: I can write a description of Sid. I can write a description of a character. I can write thought bubbles. I can write about the ways Sid travelled to the vets. I can write thought bubbles. <b>I can write a story.</b> <b>Writing to entertain.</b></p>
Maths	<p><b>YR</b> <b>SB:</b> I can recognise zero. I can find numbers 0-5. <b>JN:</b> I can subitise 0-5. I can represent numbers 0-5.</p>	<p><b>YR</b> <b>SB:</b> I can say the number that is one more than. I can say the number that is one less than. <b>JN:</b> I can talk about the composition of numbers.</p>	<p><b>YR</b> <b>SB:</b> I can explore and compare mass. <b>JN:</b> I can explore and compare capacity. <b>Y1</b> <b>SB:</b> I can use a number line</p>	<p><b>YR</b> <b>SB:</b> I can recognise and represent 6,7 and 8. <b>JN:</b> I can say the number that is one more than. I can say the number that is one less than.</p>	<p><b>YR</b> <b>SB:</b> I can make pairs and explore odd and even numbers. <b>JN:</b> I can find and make doubles to 8. <b>Y1</b></p>	<p><b>YR</b> <b>SB:</b> I can explore and compare length. <b>JN:</b> I can explore and compare height. <b>Y1</b> <b>SB:</b></p>

Y1 White Rose (version 3) Spring term Blocks 1 and 2.	<p><b>Y1 SB:</b> I can represent 10 in different ways. I understand that 11,12 and 13 are one ten and some ones. <b>JN:</b> I understand that 14, 15 and 16 are one ten and some ones. I understand that 17, 18 and 19 are one ten and some ones.</p>	<p><b>Y1 SB:</b> I understand that 20 is made up of two tens or twenty ones. I can find the number one more than or one less than. <b>JN:</b> I can use a number line to count forwards and backwards within 20. I can label a number line and talk about more or less.</p>	<p>to estimate. I can compare numbers to 20. <b>JN:</b> I can order numbers to 20. I can add by counting on.</p>	<p><b>Y1 SB:</b> I can add ones using number bonds. I can find and make number bonds to 20. <b>JN:</b> I can talk about doubles and non-doubles. I can find near doubles.</p>	<p><b>SB:</b> I can subtract ones using number bonds. I understand subtraction as counting back. <b>JN:</b> I understand subtraction as finding the difference. I can record addition and subtraction fact families.</p>	<p>I can find the missing number in a number sentence. I can count from 20-50. <b>JN:</b> I can count in tens. I can count by making groups of ten.</p>
Science	<p>Winter season</p> <p>Share seasons book and what happens in winter PowerPoint. Talk about favourite winter activities. White Rose Y1-What happens in Winter? Changes that happen.</p>	<p>White Rose lesson changes in spring.</p> <p>What are the main changes in each season?</p>	<p>White Rose lesson changes in spring.</p> <p>What are the main changes in each season?</p> <p>Data collection session.</p>	<p>White Rose - Planting</p> <p>How do the things I plant change over time?</p>	<p><i>White Rose -Plants</i></p> <p><i>How can we sort plants into different groups?</i></p> <p><i>Plant focus.</i></p>	<p>White Rose- Plants</p> <p>How can we sort plants into different groups?</p> <p>Tree focus and exploring.</p>
History	<p><b>Blackboys Village:</b> I can find out about the history of Blackboys village. How did it get its name?</p> <p>Discuss how Blackboys got its name by charcoal digging and people settling in the village and staying in the pubs. Discuss who lives in Blackboys. What is like to live in Blackboys now? Look at pictures of Blackboys in the past. Do we recognise anything?</p>	<p><b>Blackboys Village:</b> I can understand the meaning of the history of the Blackboys Sign.</p> <p>Look at the Blackboys sign together. Discuss that sign signifies you have arrived in Blackboys. Identify the different parts in the sign and explain each element. Cannon balls, maple leaves, Share that the sign has changed recently.</p> <p>Y1: write facts about the Blackboys sign.</p>			<p><b>Famous people in Blackboys Village</b> I can found out about significant individuals in my local environment.</p> <p>Show a picture of Tickerage Mill and explain that a long time ago a famous actress called Vivien Leigh lived there. Look at a map of location of Tickerage Mill. Show a picture and explain that she was in a very famous film called 'Gone with the Wind' show a short clip.</p>	

	Y1: write sentences about the Blackboys village name. YR: role-play living in Blackboys.	YR: design own Blackboys sign.			Y1: children to write about Vivien Leigh with the picture of Tickerage Mill.	
Geography			<p><b>Blackboys Village Sign.</b> I can use field work to make observations of features in my local environment. I can use language near, far, left and right for directions. I can use aerial photos to look at human feature landmarks.</p> <p>Show a map of where the Blackboys sign is. Has anyone seen it before? Can we follow the map. Take photos of houses and roads on the way to the sign.</p> <p>Y1: draw a map of where we are going to use on our walk. Can we follow the map?</p> <p>Take small groups for a walk to go and visit the sign and take photos for class display.</p>	<p><b>Map skills</b> I can use aerial photos to look at human feature landmarks. I can use language near, far, left and right for directions. I can devise a simple map.</p> <p>Children to look at the maps that show where the sign is in Blackboys.</p> <p>Talk about the children houses in Blackboys being a significant place. Look at photos from the previous lesson of things that we pass on our way.</p> <p>Y1: children to draw a map of the journey to the sign including the cottages and schoolhouse.</p>		<p><b>Comparing locations</b> I can compare locations by similarities and differences, looking at human and physical features.</p> <p>Discuss what we have learnt about Blackboys. It is a village which means it is small. Look at images of Blackboys and Eastbourne Compare Blackboys with Eastbourne e.g. a seaside town.</p> <p>Y1: sort information comparing Blackboys and Eastbourne.</p> <p>E.g. town, village, hotels, cottage, rivers, sea/ocean, shops, schools. Talk about the features in both places.</p> <p>YR: look at images of the two locations.</p>
DT	Art focus this term.					
Art	YR - Sculpture and 3D: Creation station To explore playdough and its properties. To use tools safely and with confidence.	YR - Sculpture and 3D: Creation station To explore clay and its properties. Y1 - Painting and mixed media: KA2 Life in	YR - Sculpture and 3D: Creation station To create natural 3D landscape pictures using found objects. Y1 - Painting and mixed	YR - Sculpture and 3D: Creation station To generate inspiration and conversation about sculpture art and artists.	YR - Sculpture and 3D: Creation station To begin making a 3D clay sculpture using the designs created last lesson.	YR - Sculpture and 3D: Creation station To make a 3D clay sculpture using the designs created last lesson.

	Y1 - Painting and mixed media: KA2 Life in colour To develop knowledge of colour mixing.	colour To know how texture can be created with paint.	media: KA2 Life in colour To use paint to explore texture and pattern.	To create a design for a 3D animal sculpture. Y1 - Painting and mixed media: KA2 Life in colour To compose a collage, choosing and arranging materials for effect.	Y1 - Painting and mixed media: KA2 Life in colour To evaluate and improve artwork.	To share their creation, explaining the processes they have used.
Computing	YR Online safety story books. Y1 Rocket to the moon To recognise that digital content can be represented in many forms.	YR Online safety story books. Y1 Rocket to the moon To design a rocket using a graphics editing programme.	YR Online safety story books. Y1 Rocket to the moon To sequence a set of instructions.	YR Online safety story books. Y1 Rocket to the moon To build a rocket.	YR Online safety story books. Y1 Rocket to the moon To test a design and record data.	
RE	Big question - Being special: Where do we belong?  What makes us feel special?  What makes many Christians believe they are special to God?	Big question - Being special: Where do we belong?  Why do many Christians believe that children are special to God?	Big question - Being special: Where do we belong?  Where do you belong?  How do you know you belong?  What groups do religious people belong to?	Big question - Being special: Where do we belong?  How do we show people they are welcome?  How are babies welcomed into the Christian family?	An encounter with... A Sikh story: Har Gobind and the 52 princes.  I know why Sikhs celebrate Diwali.	An encounter with... A Sikh story: Har Gobind and the 52 princes.  I know that the story of Guru Har Gobind is retold and remembered every year at the festival of Diwali.
PE	Target games 1 To develop underarm throwing towards a target.	Target games 1 To develop throwing for accuracy.	Target games 1 To develop underarm and overarm throwing at a target.	Target games 1 To develop throwing for accuracy and distance using underarm and overarm.	Target games 1 To select the correct throw for the target.	Target games 1 To develop throwing for accuracy and distance.
PSHE	I understand that if I persevere, I can tackle challenges.	I can tell you about a time I didn't give up until I achieved my goal.	I can set a goal and work towards it.	I can use kind words to encourage people.	I understand the link between what I learn now and the job I might like to do when I'm older.	I can say how I feel when I achieve a goal and know what it means to feel proud.
Music	Children sing a variety of songs and rhymes about spring and plants with actions.	I can respond to vocal sounds. I can sing familiar songs and rhymes. I can begin to change the pitch when singing.	I can respond to vocal sounds. I can sing familiar a song.  Begin to put actions to	I can create vocal and percussion sounds.  Some children to use shakers in rhythm during the chorus part.	I can create vocal and percussion sounds.  Some children to use shakers in rhythm during the chorus part.	I can sing and perform a song.  Children to perform the song with SB conducting

	<p>Spring Chicken: <a href="https://www.youtube.com/watch?v=FN-Qbn_fdu0">https://www.youtube.com/watch?v=FN-Qbn_fdu0</a></p> <p>I can begin to sing in a group.</p>	<p>Changing voices for pitch and sound during the chorus part of the song Spring Chicken.</p>	<p>the song.</p>	<p>Practise and swap children.</p>	<p>Practise and swap children.</p>	<p>to AC.</p>
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