

Termly Subject PLANNER – Autumn 2018

Academy: Little Snoring	Class: Rabbit	Year Groups: Yr R/1	Term: Spring 2019
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Subject	Week 1 (2 days)	2	3	4	5	6	7	8	9	10	11	12	13
Key Skills	Reading	Rabbit stories	Individual/ Guided reading in groups Pie Corbett story – Monkey see Monkey do			Individual/ Guided reading in groups Pie Corbett story – Going on a bear hunt			Individual/ Guided reading in groups Pie Corbett story – Billy goats gruff			Individual/ Guided reading in groups Pie Corbett story – Three little pigs	
	Writing	Repeating patterns in texts: RWI/ Letters and sounds phonics Leaving spaces between words, Capital letters, full stops	Shared/ guided and individual writing opportunities Non fiction texts about monkeys What parts of the world do they live in Writing monkey poems Innovate story Labels Speech bubbles			Shared/ guided and individual writing opportunities Poems about bears – brown bear brown bear Factfile about a bear Innovate a story Letter/Invitation to a bear			Shared/ guided and individual writing opportunities Letters Labels Speech bubbles Recount. Re – write the story. Newspaper report			Shared/ guided and individual writing opportunities Write an advert for a house. Speech bubbles Label a house. Write report about a pig.	
	Vocab, Spelling, grammar, punctuation		Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words	Spotting/reading writing known and unknown words
	Handwriting	YR C o a	YR I l t	YR U y j	YR R n m p	YR H k	YR B p	YR D g q	YR E s f	YR V w	YR X z	YR Recap	YR Recap
		Y1 C o a	Y1 I l t	Y1 U y j	Y1 R n m p	Y1 H b k	Y1 D g q	Y1 E s f	Y1 V w	Y1 X z	Y1 Small letters	Y1 Tall letters	Y1 Letters with tails
Maths		YR I can say a number which is one more than a given number. Y1 I can solve one-step problems involving multiplication and division.	YR I can use familiar objects and common shapes to create and recreate patterns and build models. Y1 I can recognise, find and name a half of two equal parts of an object, shape or quantity.	YR I can order two items by weight. Y1 I can compare, describe and solve practical problems for mass and weight. I can measure and begin to record mass and weight.	YR I can find one more or less from a group of up to five objects, then ten objects. I can use the language of 'more' and 'fewer' to compare two sets of objects. Y1 I can investigate general statement about familiar numbers or shapes by finding examples that satisfy it.	YR I can order two items by capacity. Y1 I can measure and begin to record capacity and volume. I can use measuring tools to record standard measures. I can make a reasonable estimate before measuring.	YR I can find the total number in two groups by counting all of them. I can begin to use the vocabulary involved in adding and subtracting. I can record using marks I can interpret and explain. Y1 I can add and subtract one-digit and two digit numbers to 20 including zero. I can read, write and interpret mathematical statements involving + - =.	YR I can use mathematical names for solid '2D' shapes and mathematical terms to describe shapes. Y1 I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	YR I can use mathematical names for solid '3D' shapes and mathematical terms to describe shapes. Y1 I can recognise and name common 2-D and 3-D shapes. I can link pictorial representations to concrete objects.	YR I can describe my relative position such as 'behind' or 'next to'. Y1 I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.	YR I can find the total number in two groups by counting all of them. I can begin to use the vocabulary involved in adding and subtracting. Y1 I can solve one-step problems involving multiplication and division. I can make connections between arrays, number patterns and counting in 2s, 5s and 10s.	YR I can measure short periods of time in simple ways. I can order and sequence familiar events. Y1 I can sequence events in chronological order. I can recognise and use language relating to dates, including days of the week, months and years. I can find totals and change for amounts up to 20p.	YR I can identify own mathematical problems based on own interests and fascinations. I can count an irregular arrangement of up to 10 objects. Y1 I can begin to recognise place value in numbers beyond 20.

	Mental Maths		YR I can say a number which is one more than a given number. Y1 I can count in multiples of 2, 5 and 10.	YR I can say the number which is one less than a given number. Y1 I can use the language equal to, more than, less than (fewer), most & least.	YR I can order numbers to 10/20. Y1 I can describe and extend number sequences including odd and even numbers.	YR I can recall and use number bonds to 5/10. Y1 I can use number bonds to 10/20.	YR I can say a number which is one more or one less than a given number. Y1 I can compare two given numbers and say which is 1/10 more or less	YR I can double numbers to 10 and find corresponding halves. Y1 I can recall doubles of all numbers to 10 and corresponding halves.	YR I can order numbers to 10/20. Y1 I can read and write numerals from 1-20 in numerals in words.	YR I can estimate how many objects I can see and check by counting. Y1 I can give a reasonable estimate of a number of objects and then count them.	YR I can count in multiples of 2 and identify number sequences. Y1 I can count in multiples of 2, 5 and 10.	YR I can recall and use number bonds to 5/10. Y1 I can use number bonds to 10/20.	YR & Y1 I can recite the days of the week and the months of the year.	YR I can double numbers to 10 and find corresponding halves. Y1 I can recall doubles of all numbers to 10 and corresponding halves.
	Computing		Algorithms and debugging.	Algorithms and debugging.	Algorithms and debugging.	Algorithms and debugging.	Algorithms and debugging.	Algorithms and debugging.	E Safety	E Safety	E Safety	E Safety	E Safety	E Safety
Scientific & Technological Understanding	Science		Everyday materials Plan Bee 1/6	Everyday materials Plan Bee 2/6	Everyday materials Plan Bee 3/6	Everyday materials Plan Bee 4/6	Everyday materials Plan Bee 5/6	Everyday materials Plan Bee 6/6	My body Plan Bee 1/6	My body Plan Bee 2/6	My body Plan Bee 3/6	My body Plan Bee 4/6	My body Plan Bee 5/6	My body Plan Bee 6/6
Humanities	History								Florence Nightingale plan bee 1/6	Florence Nightingale plan bee 2/6	Florence Nightingale plan bee 3/6	Florence Nightingale plan bee 4/6	Florence Nightingale plan bee 5/6	Florence Nightingale plan bee 6/6
	Geography		My world and me Plan Bee 1/6	My world and me Plan Bee 2/6	My world and me Plan Bee 3/6	My world and me Plan Bee 4/6	My world and me Plan Bee 5/6	My world and me Plan Bee 6/6						
	RE	Noahs ark	Noahs ark	Noahs ark	Noahs ark	The lost sheep	The lost sheep	The lost sheep	Sikh beliefs	Sikh beliefs	The 5 k's	The 5 k's	Vaishahi	Vaishahi
The Arts	Art and DT		Moving pictures Plan Bee 1/6	Moving pictures Plan Bee 2/6	Moving pictures Plan Bee 3/6	Moving pictures Plan Bee 4/6	Moving pictures Plan Bee 5/6	Moving pictures Plan Bee 6/6	Colour creations Plan bee 1/6	Colour creations Plan bee 2/6	Colour creations Plan bee 3/6	Colour creations Plan bee 4/6	Colour creations Plan bee 5/6	Colour creations Plan bee 6/6
	Music		Music taught by Mrs.Thompson											
	PE		LB coaching – planned and taught by LB											
Social & Emotional Wellbeing	PSHE		Our rules	Our rules	Our rules	Our rules	Kindness	Kindness	Kindness	Kindness	My emotions	My emotions	My emotions	My emotions