



Sea Lavender Year 1 & 2

Spring 2 Medium Term Planning – Fabulous Fifties

Anchored in the community, a place to be, a world to explore

Subject	Objectives Covered	
English	<p><u>Year 1 - Grandad's Island</u></p> <p>Grammar: sentence</p> <ul style="list-style-type: none"> • I can combine words the to make sentences • I can join words and clauses using 'and' <p>Grammar: text</p> <ul style="list-style-type: none"> • I can sequence sentences to form a short narrative <p>Grammar: Punctuation</p> <ul style="list-style-type: none"> • I can use finger spaces between words • I can use capital letters • I can use full stops • I can use question marks • I can use capital letters for names and the personal pronoun I 	<p><u>Year 2 - Grandad's Island</u></p> <p>Grammar: sentence</p> <ul style="list-style-type: none"> • I can use expanded noun phrases for description and specification • I know how the grammatical patterns in a sentence indicates its function as a question and an exclamation • I can use co-ordination (and, or, so, but) <p>Grammar: text</p> <ul style="list-style-type: none"> • I can use past and present tense • I can use the progressive form of verbs in the present and past tense to mark actions in progress <p>Grammar: Punctuation</p> <ul style="list-style-type: none"> • I can use capital letters, full stops and question marks • I can use apostrophes to mark singular possession in nouns
Outcomes	<p>Write a return narrative</p> <p>Write an information text about jungle animals</p>	
Maths	<p><u>Year 1 - Multiplication and division</u></p> <ul style="list-style-type: none"> • I can count in 2s, 5s and 10s • I can recognise equal groups • I can add equal groups • I can make arrays • I can make equal groups - grouping 	<p><u>Year 2 - Multiplication and division</u></p> <ul style="list-style-type: none"> • I can count in 2s, 3s, 5s and 10s • I can recognise and make equal groups • I can add equal groups • I can use arrays

	<ul style="list-style-type: none"> • I can make equal groups - sharing • I can make doubles <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • I can use and apply concepts of how many more and how many fewer/less; • I can use number bonds and the guess-and-check method to solve word problems. • I can write number sentences based on word problems; • I can use number bonds and one-to-one bar model representations to suit the question. • I can use pictorial representations to help solve word problems and choose the correct operation to solve a word problem. • I can use visual representations and patterns to solve word problems • I can develop precision in model drawing to recognise similarities and differences. 	<ul style="list-style-type: none"> • I can make multiplication sentences using the correct symbols • I can make equal groups - sharing and grouping • I can recall 2 times-table facts • I can divide by 2 • I can double and half • I can investigate odd and even numbers <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • I can explore misconceptions • I can solve problems involving in addition and subtraction calculations • I can use number lines to add and subtract • I understand subtract as difference in value between two amounts and can be calculated by counting on or back • I can reason and conjecture about the relationship between addition and subtraction • I can use bar model to show subtraction and link it with addition.
Science	<p><u>Animals and Food Chains- Year 1</u></p> <p>I can name carnivores that eat meat, herbivores that eat plants, and omnivores that eat both.</p> <p>I know animals have different teeth or beaks depending on what they eat.</p> <p>I can group animals by what they eat and what they look like.</p> <p>I know all animals need food to survive and grow.</p> <p>I know animals eat different things – some eat meat, some eat plants, and some eat both.</p>	<p><u>Food chains -Year 2</u></p> <p>I know all animals, including humans, need food, water, and air to survive.</p> <p>I can create a food chain</p> <p>I know a healthy diet, regular exercise, and hygiene help humans stay healthy.</p> <p>I can show how food chains show how animals get energy by eating other living things.</p> <p>I know humans are part of food chains and depend on plants and animals for food.</p>
Outcome	Create and label a food chain.	
SPAG	<u>Year 1</u>	<u>Year 2</u>

	<p>I can use capital letters, finger spaces, full stops and question marks.</p> <p>I can begin to read and spell many Year 1 statutory spellings.</p>	<p>I can use capital letters, full stops, question marks, exclamation marks, commas in lists, apostrophes for possession.</p> <p>I can read all Year 1 statutory spelling words.</p> <p>I can begin to spell all Year 2 statutory spellings.</p>
<p>Personal Social Emotional</p>	<p><u>Health and well-being</u> <u>What helps to keep us safe?</u></p> <p>I know safety rules help protect us from danger at home, school, and in public places. I can ask a trusted adult for help if we feel unsafe or unsure. I know some things, like fire, medicine, or electricity, can be dangerous and should only be used with an adult. I know our bodies are private and belong to us – we can say "no" to unwanted touch. In an emergency, I can call 999 to get help from the police, fire service, or ambulance.</p>	
<p>History</p>	<p><u>Year 1 – Fabulous Fifties</u></p> <p>I can look at photos and objects to find out about the past.</p> <p>I can sort things into 'old' and 'new'.</p> <p>I can ask questions to learn about how life has changed.</p> <p>I can talk to people about what life was like when they were younger.</p> <p>I know that life in the 1950s was different from life today.</p>	<p><u>Year 2 – Fabulous Fifties</u></p> <p>I know that homes in the 1950s are different to my home and I can describe a similarity and difference.</p> <p>I know that there were new inventions in the 1950s and can name some of them.</p> <p>I know that people used letters and landline phones to talk to each other in the past.</p> <p>I can say how people had fun in the 1950s, like playing outside, playing games or listening to the radio.</p> <p>I know that life is very different now compared to 75 years ago and I can listen to people about what life was like when they were younger.</p>
<p>Outcome</p>	<p>Work as a team to make a short film about life in the 1950s to show our parents.</p>	
<p>Art</p>	<p><u>Healthy Snacks</u></p> <p>I know healthy snacks help our bodies grow and give us energy. I know fruits and vegetables are good choices for healthy snacks. I know I must always wash our hands and food before cooking. I can use simple tools to safely prepare food.</p>	

	<p>I know designing, making, and tasting food helps us learn how to eat healthily.</p> <p><u>Pop Up Card</u></p> <p>I know pop-up cards use mechanisms like sliders and levers to create movement. I know folding, cutting, and gluing help build parts that move or stand up. I know designing means planning what your card will look like and who it is for. I can test and improve your design to make it work better. I know a good pop-up card is fun, eye-catching, and made for a special purpose.</p>
Outcome	Make a fruit kebab and a pop-up card
Music	<p><u>Sound and Symbol:</u></p> <p>I can make up my own music using our classroom instruments. I can write and play from dots, sticks and stave notation. I can write and play patterns using the Rhythm Grid tool/printouts. I can follow the music we have written using Music Notepad. I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).</p>
Outcomes	Perform 'Hello'.
R.E.	<p><u>Belonging to the Hindu community</u></p> <p>I know that people who follow Hinduism are called Hindus. I can name special Hindu places, like the mandir (Hindu temple). I know that Hindus have special festivals, like Diwali. I can talk about things that help Hindus feel they belong, like prayer, family, and celebrations. I know that belonging to the Hindu community means sharing beliefs, stories, and ways of living.</p>
Computing	<p><u>Pictograms</u></p> <p>I know a pictogram uses pictures to show information clearly. I can collect data by asking questions or watching what happens. I know data is grouped into categories to help us understand it better. I know each picture or symbol in a pictogram represents one or more items. I can read pictograms to answer questions about the information.</p>
Outcome	Create a pictogram using their own criteria and labels.
PE	<p><u>Striking and fielding</u></p> <p>I can track and collect a rolling ball. I can throw underarm and catch to help field the ball. I can throw overarm to stop the batter from scoring. I can hit the ball to score points for my team. I know the rules of the game and can play fairly with others.</p>



Net/Wall games

I can use the ready position to get ready to play on the court.

I can return a ball using my hands.

I can play a game against a partner.

I can use a racket to hit and return a ball.

I can play a game against an opponent using a racket.

Links to: anchored in the community, a place to be, a world to explore

Visit to Gressenhall: Life in the 1950s

World book day

Careers week

Raise money for 'Red-nose' day charity