



# Sea Lavender Year 1 & 2

## Summer 2 Medium Term Planning – Habitats at Holkham

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

Subject	Objectives Covered	
English	<p><b><u>Year 1 - Rosie Revere Engineer</u></b>            Grammer: sentence</p> <ul style="list-style-type: none"> <li>• I can combine words the to make sentences</li> <li>• I can join words and clauses using 'and'</li> </ul> <p>Grammar: text</p> <ul style="list-style-type: none"> <li>• I can sequence sentences to form a short narrative</li> </ul> <p>Grammer: Punctuation</p> <ul style="list-style-type: none"> <li>• I can use finger spaces between words</li> <li>• I can use capital letters</li> <li>• I can use full stops</li> <li>• I can use question marks</li> <li>• I can use capital letters for names and the personal pronoun I</li> </ul>	<p><b><u>Year 2 - Rosie Revere Engineer</u></b>            Grammer: sentence</p> <ul style="list-style-type: none"> <li>• I can use expanded noun phrases for description and specification</li> <li>• I can use subordination (using when, if, that, because)</li> <li>• I can use co-ordination (or, and, but, so)</li> <li>• I know how the grammatical patterns in a sentence indicates its function as an exclamation</li> </ul> <p>Grammar: text</p> <ul style="list-style-type: none"> <li>• I can use past and present tense</li> </ul> <p>Grammer: Punctuation</p> <ul style="list-style-type: none"> <li>• I can use capital letters, full stops and question marks</li> <li>• I can use apostrophes to mark singular possession</li> <li>• I can use commas to separate items in a list</li> </ul>
Outcomes	Invention narrative Explanation text	
SPAG	<p><b><u>Year 1</u></b>            I can use capital letters, finger spaces, full stops and question marks.</p> <p>I can begin to read and spell all Year 1 statutory spellings</p>	<p><b><u>Year 2</u></b>            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 spell all of the Year 2 statutory spellings</p>
<p>Maths</p>	<p><u>Year 1 - Time</u></p> <ul style="list-style-type: none"> <li>● I can use before and after correctly.</li> <li>● I can name and order the days of the week.</li> <li>● I can name and order the months of the year.</li> <li>● I can tell the time to the hour.</li> <li>● I can tell the time to the half hour.</li> </ul> <p><u>Year 1 - Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>● I can use a range of methods to add and subtract</li> <li>● I can begin to use number lines</li> <li>● I can use a bar model to tell maths stories</li> <li>● I can understand subtraction</li> <li>● I can use a range of manipulatives to solve addition and subtraction problems</li> </ul> <p><u>Year 1 - multiplication and division</u></p> <ul style="list-style-type: none"> <li>● I understand multiplication as repeated addition</li> <li>● I can create equal groups</li> <li>● I can recognise an array</li> <li>● I can use an array to multiply</li> <li>● I can answer multiplication and division questions using concrete resources</li> <li>● I can begin to count in multiples of 2 and 10</li> </ul>	<p><u>Year 2 - Time</u></p> <ul style="list-style-type: none"> <li>● I can tell the time to o'clock and half past.</li> <li>● I can tell the time to quarter past and quarter to.</li> <li>● I can tell the time past the hour.</li> <li>● I can tell the time to the hour.</li> <li>● I can tell the time to 5 minutes.</li> <li>● I can say how many hours are in a day.</li> </ul> <p><u>Year 2 - Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>● I can select appropriate mental methods when appropriate</li> <li>● I can use number lines to add and subtract</li> <li>● I understand subtraction as find the difference</li> <li>● I can use a bar model to show subtraction and link it with addition</li> <li>● I can understand subtraction and the vocabulary link to it</li> </ul> <p><u>Year 2 - multiplication and division</u></p> <p><u>Multiplication</u></p> <ul style="list-style-type: none"> <li>● I understand multiplication as repeated addition</li> <li>● I can create equal groups</li> <li>● I can recognise and make an array</li> <li>● I can answer multiplication and division questions using concrete and pictorial resources</li> <li>● I can count in multiples of 2, 3, 5, 10</li> <li>● I can solve multiplication and division questions using my times table knowledge</li> </ul>
<p>Science</p>	<p><b>Habitats and Micro habitats - Year 1</b></p>	<p><b>Habitats and Micro habitats -Year 2</b></p>

	<p>I can name local habitats.</p> <p>I can ask and questions about animal habitats.</p> <p>I can sort animals according to their habitats.</p> <p>I can compare two habitats.</p>	<p>I can explain why something is living, non-living and once alive.</p> <p>I know different habitats support different kinds of plants and animals.</p> <p>I can explore habitats, I can find many different living things adapted to their environment.</p> <p>I can describe how plants and animals are suited to their environment.</p>
Outcome	Create a poster about an animal and its habitat. Explain how we can keep the habitat safe.	
Personal Social Emotional	<p><b><u>Health and well-being</u></b></p> <p><b><u>How do we recognise our feelings?</u></b></p> <p>I know everyone has feelings, and all feelings are okay to have.</p> <p>I can tell how we feel by noticing how our body feels and what we think.</p> <p>I know feelings can change and sometimes feel very strong.</p> <p>I know it's good to talk to someone we trust when we have big feelings.</p> <p>I know there are things we can do to help manage feelings, like breathing deeply or asking for help.</p>	
Geography	<p><b><u>Year 1 – Mapping Skills</u></b></p> <p>I can draw a simple map and use symbols to show places or features.</p> <p>I know Holkham Hall is a large country house and estate in North Norfolk, near the coast.</p> <p>I know it includes woodlands, a lake, gardens, farmland, and a historic hall.</p> <p>I know maps and aerial photos can help us find and name features around Holkham Hall.</p> <p>I can use compass directions and simple maps to describe where things are in the estate.</p>	<p><b><u>Year 2 – Mapping Skills</u></b></p> <p>I know Holkham Hall is a large country house and estate in North Norfolk, near the coast.</p> <p>I know it includes woodlands, a lake, gardens, farmland, and a historic hall.</p> <p>I can draw a simple map and use symbols to show important places or features.</p> <p>I know maps and aerial photos can help us find and name features around Holkham Hall.</p> <p>I can use compass directions and simple maps to describe where things are in the estate.</p>

Outcome	Create a map of Holkham
Art	<p><b><u>"How Do You Paint a Feeling?"</u></b></p> <p>I can observe artists like Hilma af Klint and use colour, shape, and line to express emotions.</p> <p>I can use abstract art to show meaning.</p> <p>I can use different colours to make people feel different emotions.</p> <p>I can mix colours and shapes to show how I feel through painting.</p>
Outcome	Create a painting inspired by Hilma af Klint's work
Music	<p><b><u>Reflect, rewind and replay'</u></b></p> <p><b><u>Style - Classical</u></b></p> <p><b><u>Theme: The history of music, look back and consolidate learning, learn the language of music</u></b></p> <p><b><u>Introduction to classical music and key composers (e.g. Mozart, Beethoven).</u></b></p> <p>I know that music has changed over time and comes from different historical periods.</p> <p>I can recall and apply previously learned musical concepts like pulse, rhythm, pitch, dynamics, and tempo.</p> <p>I can explore and use musical symbols and basic notation (e.g. crotchet, rest).</p> <p>I can understand the structure of music (e.g. repetition, contrast, sections like A–B–A).</p>
Outcomes	Reflect on classical music to a partner.
R.E.	<p><b><u>The Universe</u></b></p> <p>I know that some people believe God created the world and the universe.</p> <p>I can talk about how different religions explain how the universe began.</p> <p>I know that many people think the world is special and should be looked after.</p> <p>I can say why the universe is important to people of faith and those with no faith.</p> <p>I can share my own ideas about how the universe was made and why it matters.</p>
Computing	<p><b><u>Programming quizzes</u></b></p> <p>I can describe how a quiz program uses instructions to ask questions and check answers.</p> <p>I can use algorithms to plan what the quiz should do, step by step.</p> <p>I can describe how programs are built using blocks that tell the computer what to do.</p> <p>I can use an input and output.</p> <p>I can explain how debugging helps fix mistakes so the quiz works correctly.</p>
Outcome	Create a quiz
PE	<p><b><u>Athletics</u></b></p> <p>I can run fast using a good sprinting action.</p> <p>I can jump as far as I can using the right technique.</p> <p>I can jump as high as I can using my arms and legs to help me.</p> <p>I can throw an object far using the correct movement.</p>

I can choose the right way to run, jump, or throw during different activities.

**Target games**

I can choose how hard or soft to throw depending on the target.

I know how to use underarm and overarm throws to score points.

I can strike a ball or object to hit a target.

I can hit a moving target by using the right skill and timing.

I can pick the best skill for a game and try to beat my personal best.

**Outcome**

To take part in sportsday as part of a team

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

Little City visit

Hands on Science workshop

Sports day