


STANDHILL INFANTS MEDIUM TERM PLAN	YEAR GROUP: YEAR 1 & 2	<span style="background-color: yellow;">SPRING 2025</span> 
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TEXT FOCUS: Non-fiction and familiar tales KEY TEXT: The Lighthouse Keepers Lunch	THEME: MY MAGICAL WORLD  KS1 FOCUS: FOOD GLORIOUS FOOD	THE BIG QUESTION: Where does food come from?
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**SUPER STARTER AND WOW MOMENTS:**  
 Cooking event  
 World Book Day, Library Visit, PE Day, Easter- church visit

**Website Challenges:** Create a menu of your favourite food.  
 Make a habitat for any living creature. Can you show a food chain in your habitat?

WEEK/SUBJECT	ENGLISH	SCIENCE	HISTORY/GEOG	ART / D.T.	COMPUTING	MUSIC	R.E.	JIGSAW (Y2 SCHEME)	P.E
1 6-10.1.25	See Inside: Where Food Comes From  Genre: Information text  Non-fiction focus	<b>Living, Dead and Never Alive</b> To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. <u>Assessment Evidence</u> Children can say what is	<b>Use maps and atlases</b> Have a selection of foods. Explore packaging/labels and identify where it comes from. Identify on map or in an atlas where foods come from. Discuss how it might get to the UK			<b>Sing up 'Football'</b> <ul style="list-style-type: none"> <li>• Tap the rhythm of their name on a drum.</li> <li>• Learn the words and rhythms of <i>Football</i>.</li> <li>• Practise counting the number of syllables in words.</li> </ul> Perform the words steadily with clear diction.	Discovery RE scheme: To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	<b>JIGSAW:</b> To choose a realistic goal and think how to achieve it and to identify my successes and achievements and how it makes me feel.	Work in pairs to create symmetry and asymmetry in cross lateral movement. (MC3)

		different about things that are living, dead or have never been alive. They can explain some life processes.							
2 13-17.1.25	See Inside: Where Food Comes From Genre: Information text	<b>Local Habitats</b> Identify some of the plants and animals in familiar habitats around school. Draw a map of a local habitat. <u>Assessment Evidence</u> Can identify and name a variety of plants and animals by mapping school habitats and identifying its inhabitants.	<b>To know how we get from one place to another</b> Children link home with other places in the local community. Where do they go to buy food? How do they get there? I want to buy..., how will I get to the store?  <b>To use simple directional language to describe route on a map</b> Linked with English. Describe route to shop		To understand that a computer follows precise commands.  To be able to predict the behaviour of programs.  Topic: Coding with Beebots  Lesson 1: Playing & Exploring Bee-Bot: Routes  To understand that a computer follows precise commands	<ul style="list-style-type: none"> <li>• Perform the chant with clear words and a strong beat.</li> <li>• Clap a rhythm together in time with the chant.</li> <li>• Play a simple ostinato on untuned percussion. Perform the 'rain' actions to <i>Rain is falling down.</i></li> </ul>	Discovery RE scheme: To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	JIGSAW: To persevere even when I find tasks difficult and to say my strengths as a learner.	To link travelling moves with balances of various levels. (AM5)

					and will respond to those commands consistently				
3 20-24.1.25	The Lighthouse Keeper's Lunch  Genre: Narrative	<b>Microhabitats</b> Identifying mini-beasts in microhabitats. Gather and record data to help in answering questions by investigating the preferred habitat of mini-beasts. Use information to answer a question. Create a mini-beast habitat. Ant hill habitat (purchase) <u>Assessment Evidence</u> Can identify and name a variety of plants and animals in their microhabitats. <b>ART &amp; DT DISPLAY</b>	<b>Describes the differences between then and now</b>  <b>All about lighthouses - linked to art lesson. PPT &amp; Fact file.</b>		To plan, test and debug programs.  To describe and use instructions to program a character.  Beebots  Lesson 2: Playing & Exploring Bee-Bot: How far?  To be able to predict the behaviour of simple programs	<ul style="list-style-type: none"> <li>• Sing <i>Rain is falling</i> down in call-and-response.</li> <li>• Tap the beat of the music as they sing.</li> </ul> Clap the rhythm of the words, understanding there is one beat for each syllable.	Discovery RE scheme: To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	JIGSAW: To recognise who it is easy for me to work with and who it is more difficult for me to work with and to understand how working with other people can help me to learn.	To work with one or more people to develop movement sequences. Include music. (AM6)

4 27-31.1.25	The Lighthouse Keeper's Lunch  Genre: Narrative  Instructions ( new recipe for a sandwich to deter the seagulls)			<b>To make simple drawings and label parts (plan lighthouse).</b>  <b>Explore and use mechanisms (e.g. levers, axels etc.)</b>  Make lighthouses.		<ul style="list-style-type: none"> <li>Recap <i>Rain is falling down with body ladder actions.</i></li> <li>Clap the rhythm of the words of <i>Football.</i> Working with a partner compose melodies using mi-re-do (E-D-C).</li> </ul>	Discovery RE scheme: To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	JIGSAW: To work cooperatively in a group to create an end product and to solve problems.	To transfer weight during throwing action to create more power. Vary throwing technique. (MS3)
5 3-7.2.25 National story telling week	The Lighthouse Keeper's Lunch Innovation  Genre: Innovated narrative		<b>Names, describes and compares places</b> Describe/compare lighthouse location with own locality	Complete lighthouses Evaluate work by discussing how well it works in relation to the purpose.	To program a character to move differently or change appearance.  Lesson 3: Bee-Bot Trail: Challenge  To plan, test and debug simple programs.	<ul style="list-style-type: none"> <li>Invent word patterns as a class and chant them to a steady beat.</li> <li>Working in groups compose their own word patterns. Perform their word patterns as a group over a backing track.</li> </ul>	Discovery RE scheme: To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	JIGSAW: To explain some ways I worked cooperatively in my group to create the end product and to express how it felt to be working as part of a group.	To develop strength when using a push or pull force against a partner. (FM6)
6 10-14.2.25	The Lighthouse Keeper's Lunch  Genre:	<b>World Habitats</b> <u>Ocean Habitat</u> Identify what living things are suited to the ocean and	<b>Look at pictures and ask questions "What were people doing?"</b> <b>Grace Darling</b> Look a picture of Grace/the rescue		To create and store digital content.	<ul style="list-style-type: none"> <li>Compose melodies using mi-re-do (E-D-C) to their own word patterns</li> </ul>	Discovery RE scheme: To identify when it is easy and difficult to show	JIGSAW: To know how to share success with other people and know how contributing	To vary the size of base and weight control during a squat. (FM7)

	Assessed write	describe how this habitat provides for the basic needs of the animals and plants that live there. <u>Assessment Evidence</u> Children can identify plants and animals found in the ocean and knows why this habitat suits them and how they are dependent on each other.	scene. Before you tell them about Grace Darling, children make simple deductions using clues. Reveal more of the picture. What was she doing?			and rhymes. • Perform their melodies for each other. • Consider the difference between an unpitched and pitched pattern. Reflect upon the work they have produced during the unit.	friendship and to explore when Jesus may have found it difficult.	to the success of a group feels and be able to store those feelings in my internal treasure chest.	
HALF TERM									
1 24-28.2.25	The Papaya that spoke	<b>World Habitats</b> <u>Woodland Habitat</u> Identify what living things are suited to woodland and describe how this habitat provides for the basic needs of the animals and plants that live there.	Identify where in the world papayas are grown  Use maps and atlases to name and locate places.	To sketch to make quick records and to name, mix and begin to describe colours.  Tropical fruits	Topic: Digital Literacy  Lesson 1: Introduction to the topic and searching for images  To use a search engine to find image.	<b>Sing Up 'Who stole my chickens and my hens?'</b> • Learn the song <i>Who stole my chickens and my hens?</i> . • Copy 4-beat patterns. • Listen and move to a piece of music with	Discovery RE: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	JIGSAW: To know what I need to keep my body healthy and be motivated to make healthy lifestyle choices.	To side step rhythmically and continuously. (MC4) Yoga

		<u>Assessment Evidence</u> Children can identify plants and animals found in woodlands and knows why this habitat suits them and how they are dependent on each other.				a 'skipty' rhythm.			
2 3-7.3.25  World Book Day Thurs 6th	The papaya that spoke	<b>World Habitats</b> <u>Rainforest Habitat</u> Identify what living things are suited to the rainforest and describe how this habitat provides for the basic needs of the animals and plants that live there. <u>Assessment Evidence</u> Children can identify plants and animals found in the rainforest and	Describe what conditions are like in places where papayas are grown	To choose appropriate resources and use correct vocabulary to name them. To apply colours with a range of tools.		<ul style="list-style-type: none"> <li>• Sing a song that includes the skipty rhythm.</li> <li>• Make up some body percussion sounds for the rests. Play a partner clapping game.</li> </ul>	Discovery RE: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	JIGSAW: To show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed. To tell you when a feeling is weak and when a feeling is strong.	To gallop in a variety of directions. (MC4)

		knows why this habitat suits them and how they are dependent on each other.							
3 10-14.3.25	The Papaya that spoke	<p><b>World Habitats</b> <u>Desert Habitat</u> Identify what living things are suited to the desert and describe how this habitat provides for the basic needs of the animals and plants that live there.</p> <p><u>Assessment Evidence</u> Children can identify plants and animals found in the desert and knows why this habitat suits them and how they are dependent on each other.</p>	<p><b>Area study Jamaica</b> What is it like there? Identify the human and physical features Compare with UK</p>	To cut food safely and know how to prepare simple dishes safely and hygienically, without using a heat source.	<p>To understand how to manipulate and present content.</p> <p>Lesson 2: Create an image gallery</p> <p>To take pictures or save images from the internet</p>	<ul style="list-style-type: none"> <li>• Sing along to a song that includes the skippy rhythm.</li> <li>• Play a partner clapping game in time with a song.</li> <li>• Play percussion instruments in place of rests.</li> </ul>	Discovery RE: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	JIGSAW: To understand how medicines work in my body and how important it is to use them safely. To feel positive about caring for my body and keeping it healthy.	To show continuity of movement in isolation and when linking moves together. (AM7)
4 17-21.3.25	The Papaya that spoke	<p><b>Food Chains</b> Describe how animals obtain their food</p>	<p><b>Mary Seacole</b> <b>Who was she and what did she do?</b></p>	To experiment with overlapping and regular and		<ul style="list-style-type: none"> <li>• Perform a clapping game.</li> </ul>	Discovery RE: To know that Jesus is	JIGSAW: To sort foods into correct food groups	To use a variety of directions

		from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains. • I can describe how animals get their food. <u>Assessment Evidence</u> Name sources of food and draw a simple food chain.		irregular patterning. Mother's day cards		<ul style="list-style-type: none"> <li>• Invent new lyrics for the song. Sing their new lyrics.</li> </ul>	special to Christians and how His welcome on Palm Sunday shows this.	and know which foods my body needs every day to keep me healthy. To have a healthy relationship with food and know which foods I enjoy the most.	within dance. (AM8)
5 24-28.3.25  Mother's day Sunday 30th	Mary Seacole	<b>Winter to Spring</b> Observe and describe how day length varies from winter to spring. Look at how trees and the clothes that we wear change from winter to spring.	<b>Mary Seacole</b> <b>Why do we remember her and why was she significant?</b>	To experiment with overlapping and regular and irregular patterning. Easter cards. Overlapping Easter eggs.	To understand how computers and the internet work.  Lesson 3: Create a presentation of organised images  To present my image gallery	<ul style="list-style-type: none"> <li>• Explore using their bodies to make sounds.</li> <li>• Work in groups to create body percussion patterns.</li> <li>• Sing a song at the same time as performing a body percussion pattern.</li> </ul>	Discovery RE: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	JIGSAW: To describe which foods to eat to give my body energy and to have a healthy relationship with food and know which foods are most nutritious for my body.	To use control when changing direction (AM8)

		<u>Assessment Evidence</u> Can identify changes in the trees and in clothes that we wear from winter to spring.							
6 31-4.4.25 Trip to Old Barn	Mary Seacole	<b>Seasonal Weather (Spring)</b> Spring Walk Observe and describe the weather in spring. Collect and record data about the weather in spring. <u>Assessment Evidence</u> Can describe weather associated with Spring.	<b>Understands how some places are linked to other places e.g. roads, trains</b> Plough to plate farm to fork food miles How food is transported (through trip)			<ul style="list-style-type: none"> <li>Recap and rehearse their work from the past five weeks.</li> <li>Perform their work to an audience, live or recorded.</li> </ul>	Discovery RE: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	JIGSAW: To make some healthy snacks and explain why they are good for my body. To express how it feels to share healthy food with my friends.	To run and kick a ball. To position body to strike a ball to a receiver. (MS4)