

Southminster Medium Term Planning – Foundation Subjects

- Science – weekly
- PSHE – weekly
- PE – weekly
- RE – weekly – see separate planning

Year Group and Class – Year 1 and 2

Half term – Spring 1 2023

I wonder question – Why is Southminster special?

	Week 1	Week 2	Week 3	Week 4	Week 5
Science Biology Plants	<u>Objectives</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Performing simple tests. Using their observations and ideas to suggest answers to questions. <u>Skills</u>	<u>Objectives</u> Observe and describe how seeds and bulbs grow into mature plants. Observing closely, using simple Equipment <u>Skills</u> To use scientific vocabulary, To think independently, to solve challenging problems	<u>Objectives</u> Observe and describe how seeds and bulbs grow into mature plants. <u>Skills</u> To use scientific vocabulary, To think independently, to solve challenging problems L.I. I can describe the life cycle of a plant	<u>Objectives</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions <u>Skills</u> To use scientific vocabulary,	<u>Objectives</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions. <u>Skills</u> To use scientific vocabulary,

	<p>To use scientific vocabulary,</p> <p>To think independently, to solve challenging problems</p> <p>L.I. I can design and set up a test to find out what plants need to stay healthy.</p>	<p>L.I. I can look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</p>		<p>To think independently, to solve challenging problems</p> <p>L.I. I can explain what plants need to grow and stay healthy.</p>	<p>To think independently, to solve challenging problems</p> <p>L.I. I can describe what happens if plants don't get all the things they need.</p>
<p>History</p> <p>Local History Study</p> <p>Invention (Civilisation and economy)</p>					<p><u>Objectives</u></p> <p>To recognise changes in Southminster over time (farming)</p> <p><u>Skills</u></p> <p>Identify changes within living memory</p> <p>L.I I can understand how Southminster has changed over time.</p> <p>L.I I can understand the importance of</p>

					farming in Southminster
Geography Human Geography Geographical skills and fieldwork	<u>Objectives</u> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <u>Skills</u> Geographical skills and fieldwork L.I. I can identify the four countries of the United Kingdom L.I. I can sort human and physical features L.I. I can use compass directions to describe places on a map.	<u>Objectives</u> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <u>Skills</u> Use basic geographical vocab to refer to key physical features, key human features L.I. I can investigate satellite photos of the UK L.I. I can compare the city and the countryside in the UK.			

		L.I I can identify famous features and characteristics of each UK country.			
Art					
DT Food and Nutrition – cooking with food from the farm			<u>Objectives</u> Understand where food comes from in the context of looking at different fruits and vegetables. To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes. Use the basic principles of a healthy and varied diet to prepare dishes in the context of	<u>Objectives</u> To understand where food comes from in the context of the fish we eat. Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing fish salads Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of tools and equipment to perform practical tasks in the context of preparing fruit salads.	

			<p>preparing a salad made from root vegetables.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p>L.I. I can explain where some food grows.</p> <p>L.I. I can name different fruits and vegetables.</p> <p>L.I. I can explore and evaluate existing products.</p> <p>L.I. I can explain why I need to eat fruit and vegetables.</p>	<p>Understand where Food Comes From.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p>L.I. I can explain where fish comes from and why it is important to eat fish.</p> <p>L.I. I can prepare a tasty fish salad.</p> <p>I can explain where different fruits come from.</p> <p>L.I. I can prepare a tasty fruit salad.</p>	
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			L.I. I can prepare and make a healthy salad made from root vegetables.		
Computing Communicating					<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Participate in class social media accounts. • Use a range of applications and devices in order to communicate ideas, work and messages. <p><u>Skills</u></p> <ul style="list-style-type: none"> • To create messages. • To communicate through APPs and devices. <p>L.I I can explore ways of communicating safely online. L.I I can understand how to message whilst online.</p>

Music					
PSHE	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Know what a challenge is. • Know that it is important to keep trying <p><u>Skills</u></p> <ul style="list-style-type: none"> • Understand that challenges can be difficult. • Resilience <p>PSHE learning intention</p> <ul style="list-style-type: none"> • I carry on trying(persevering)even when I find things difficult <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can tell you things I have achieved and say 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Know what a goal is • Know how to set goals and work towards them. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Recognise some of the feelings liked to perseverance. <p>PSHE learning intention</p> <ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can tell you how working with other people helps me learn 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Know which words are kind. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Recognise how kind words can encourage people. <p>PSHE learning intention</p> <ul style="list-style-type: none"> • I can work well in a group • I can recognise who I work well with and who it is more difficult for me to work with' <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can work with others in a group to solve problems 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Know some jobs that they might like to do when they are older. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Be ambitious. • Feel proud <p>PSHE learning intention</p> <ul style="list-style-type: none"> • I can tell you some ways I worked well with my group <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can tell you how I felt about working in my group 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • Know that they must work hard now in order to be able to achieve the job they want when they are older. • Know when they have achieved a goal. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Talk about a time that they kept on trying and achieved a goal • Celebrate successes <p>PSHE learning intention</p> <p>I know how to share success with other people</p> <p>Social and emotional development learning intention</p>

	<p>how that makes me feel</p> <ul style="list-style-type: none">• I can tell you some of my strengths as a learner.	<ul style="list-style-type: none">• I can work with others in a group to solve problems			<p>can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>
RE	See RE LTP				