



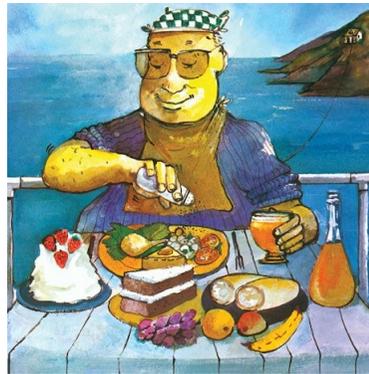
# The Lighthouse Keeper's Lunch

**Year One**  
**Spring Term 2, 2026**

## **Big picture**

**We will work together to design a healthy smoothie for Mr Grinling and understand what makes a healthy meal. But will we be able to keep it safe from the greedy seagulls?**

**We will learn about how explorers have changed our world, finding out about Christopher Columbus, Mary Kingsley, Matthew Henson and Dame Ellen MacArthur.**



As **Readers**, we will explore the text 'The Lighthouse Keeper's Lunch'. We will apply our phonic skills as we learn the key vocabulary in our class text. We will learn about the structure of stories. We will also explore rhythm and rhyme in poetry. We will continue to build our reading skills through daily Phonics.

As **Writers**, we will create our own character and villain to change a story. We will be authors as we write our own story with a problem. We will also learn to describe a setting.

As **Mathematicians**, we will learn to subtract. We will then use our place value skills to understand numbers to 50. We will compare, measure and solve problems involving length and height.

As **Historians**, we will explore how explorers have changed the world.

As **Scientists**, we will learn about how to keep our bodies healthy. We will learn the food groups and explore the Eat-well plate.

In **DT**, we will design and make a fruit smoothie.

As **Artists**, we will be learning to collage. We will create seascape pictures using collage techniques.

As **Musicians**, we will learn about pulse, rhythm and pitch in different styles of music, through the unit 'At the seaside'.

In **PSHE**, we will explore Being my Best.

In **RE**, we will explore the Christianity unit: What do Christians learn from stories of Jesus?

Our **PE** lessons will be focused on Dance indoors and Invasion Games outdoors.

**G**rowing together      **O**pportunities for all      **L**earning for life      **D**aring to dream

Entry and Exit point

SMSC

Thinking skills and personal capabilities

**Entry:** We will immerse ourselves in our story through a drama workshop.  
**Exit:** Year 1 make smoothies!

Throughout our topic we will have the opportunity to explore and develop moral concepts and values on moral dilemmas. Using philosophical questions We will have a sense of empathy and appreciation with others' lives in different geographical settings; having time to reflect on their experiences and compare to our own. We will make responsible and reasoned judgments and sharing our views and opinions.

We will continue to develop our key skills of:

- resilience
- reflectiveness
- collaboration
- creative thinking
- independence

# Handwriting

The Coathanger Family:

c o a d g q e

c c c o o o

c a a d d d

e e e g g g q q q

The Bridge Family:

n h m r b p k

h h h h b b b

r r r n n n m m m

k k k k p p p p

r r r

The Straight Line Family:

i l t j

i i i l l l

t t t j j j

The Smile Family:

u y

u u u u y y y y

The Zig Zag Family:

v w

v v v w w w w

The Misfits:

s f x z

s s s s f f f

x x x z z z

Year 1, Spring 2



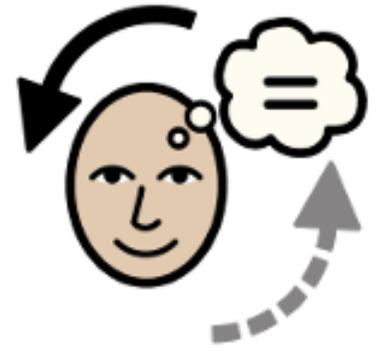
lighthouse



villain



problem



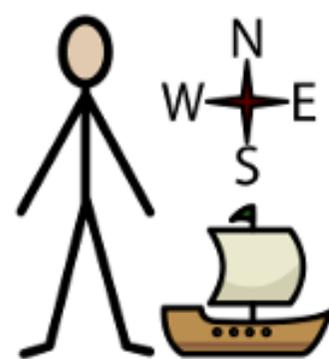
solution



healthy



food  
group



explorer



voyage

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Set 1 digraphs:

sh 	th 	ch 	qu 	ng 
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## Additional sounds:

e-e  Go Pete and Steve.	ue  Come to the rescue.	ie  Terrible tie.
au  Paul the astronaut.	ph  Take a photo.	wh  Whisk, Whisk.
kn  Knock knock who's there?	ck  Tick tock clock.	