

**St Peter's Church of England Primary School**

**Medium Term Topic Plan**

**Year Group: Y1/2**

**Strand B**

**Term: Autumn**

**Theme: Toys**

**Framework of Skills, knowledge and Understanding  
Subjects**

Art	Geography	History	D&T
<p><b>Year 1 and 2</b>  <b>Drawing- Famous Artists</b>                      Draw a recognizable object or shape using a pencil or crayon                      Use a pencil, charcoal and pastels                      Create texture and pattern in a drawing                      Draw lines of different shapes and thicknesses using 2/3 different grades of art pencils                      Create different tones to create light and dark                      Show mood in a drawing, use a viewfinder to focus on a specific part of object or scene.                      Examine the work of artists, designers and architects and state likes/dislikes                      Examine how an artist has used colour within a picture                      Ask questions about a piece of artwork                      Create own piece of artwork in response to an artist</p> <p>Georges Seurat</p>	<p><b>Map Skills/ Aerial Views</b>                      Use world maps, atlases and globes                      •Use simple compass directions                      •Use aerial photos, construct simple maps                      •Undertake simple fieldwork within school locality</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know and use the terminologies: left and right; below, next to</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know where the equator, North Pole and South Pole are on a globe</li> <li>• Know which is N, E, S and W on a compass</li> <li>• Know their address, including postcode</li> </ul>	<p>Toys</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>•Know that the toys their grandparents played with were different to their own</li> <li>•Organise a number of artefacts by age</li> <li>•Know what a number of older objects were used for</li> <li>•Know the main differences between their school days and that of their grandparents</li> </ul> <p><b>Year 2</b></p> <p>Differentiate between things that were here 100 years ago and things that were not(including buildings, tools, toys etc)</p> <p>Compare pictures or photographs of people or events in the past                      Use a source- observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p><b>Toy making, Jack in the Box, Puppets</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• identify a target group for what they intend to design and make.</li> <li>• use own ideas to design something and describe how their own idea works</li> <li>• explain to someone else how they want to make their product and make a simple plan before making</li> <li>• design a product which moves</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own and other people's experiences</li> <li>• identify a purpose for what they intend to design and make</li> <li>• think of an idea and plan what to do next</li> <li>• develop their idea through discussion and observation</li> <li>• explain why they have chosen specific textiles</li> <li>• make simple drawings and label parts</li> </ul> <p>Make/Evaluate</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• use own ideas to make something</li> <li>• make a product which moves</li> <li>• choose appropriate resources and tools</li> <li>• with help, measure, mark out, cut and</li> </ul>

<p><b>Science</b> <b>Autumn/Winter</b></p> <p>Year 1 Seasonal Changes</p> <ul style="list-style-type: none"> <li>• Pupils should be taught to: observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Use of everyday materials</b></p> <p>Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some material can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>PSHE/RSE</b> <b>Curriculum4Life units</b> <b>Risks online/What not to share on line</b></p> <p><b>Year 1 and 2</b></p> <p>To develop their existing understanding of the internet</p> <p>To think critically about the dynamic factors that affect our thoughts, feelings and behaviours on line.</p> <p>To understand that personal information needs to be kept safe</p> <p>To know what personal information is</p> <p>To look out for warning signs regarding on line safety</p> <p>To become more aware of how to behave on the internet.</p>	<p><b>Computing</b> <b>Year1/2 Cycle B (Purple Mash)</b></p> <p>1.1 On-line Safety &amp; exploring Purple Mash</p> <p>1.5 Maze Explorers</p> <p>2.4 Questioning</p> <p>2.2 Online safety</p> <p><b>Music</b></p> <p>TVMS Autumn 1</p> <p>Year 1 Hey You</p> <p>Rhythm in the way we walk and Banana Rap</p> <p>Year 2 Hands, Feet and Heart</p> <p>Ho Ho Ho</p>	<p>shape a range of materials.</p> <ul style="list-style-type: none"> <li>• use tools safely</li> <li>• assemble, join and combine materials using a variety of methods</li> <li>• describe how something works</li> <li>• explain what works well and not so well in the model they have made <ul style="list-style-type: none"> <li>• evaluate their product by discussing how well it works in relation to the purpose</li> </ul> </li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them</li> <li>• join materials and components in different ways <ul style="list-style-type: none"> <li>• use hand tools safely and appropriately</li> <li>• measure materials to use in a model or structure</li> </ul> </li> <li>• explain what went well with their work</li> <li>• talk about their ideas saying what they like and dislike about them</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• begin to select tools and materials; use vocab to name and describe them <ul style="list-style-type: none"> <li>• make a model stronger and more stable</li> </ul> </li> </ul>
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