



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y1/2

Strand B

Term: Spring

Theme: Poles Apart

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

Art	Geography	History	D&T
<p>Year 1 and 2 Hot and Cold colours Know the primary colours and developing awareness of how other colours are made. (secondary colours) Uses a range of colours when creating own art work. Create own primary and secondary colours (shades & tones). Uses colour to create 'true' representations and develop own ideas.</p> <p>Science Year 1/2 Animals, including humans Pupils should be taught to: * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish,</p>	<p>Locational Knowledge Know the names of and locate the seven continents of the world. Know the names and locate the five oceans of the world</p> <p>Human and Physical Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify continents and oceans. Use simple compass directions. Use aerial photos, construct simple maps and use simple symbols in a key.</p>	<p>Year 1 / 2 To name a famous person from the past and explain why they are famous (Captain Scott) To name a famous person from close to where they live and explain why they are famous (Frank Wild)</p>	<p>Animal Puppets (link to Science) Igloos (marshmallows)</p> <ul style="list-style-type: none"> • identify a target group for what they intend to design and make. • use own ideas to design something and describe how their own idea works • explain to someone else how they want to make their product and make a simple plan before making <p>Year 2</p> <ul style="list-style-type: none"> • generate ideas by drawing on their own and other people's experiences • identify a purpose for what they intend to design and make • think of an idea and plan what to do next • develop their idea through discussion and observation • explain why they have chosen specific textiles • make simple drawings and label parts Make/Evaluate Year 1 • use own ideas to make something • choose appropriate resources and tools • with help, measure, mark out, cut and shape a range of materials. • use tools safely • assemble, join and combine

<p>amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * notice that animals, including humans, have offspring which grow into adults * find out and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>R.E Why Moses is important to Jews Why is the Bible special for Christians Salvation/Easter story</p> <p>PSHE/RSE Curriculum4Life Feeling Safe and Unsafe Families Importance of Sleep</p> <p>MUSIC TVMS Year 1 In the Groove Round and Round</p> <p>Year 2 I wanna play in a band Zoo time</p>	<p>Computing Purple mash Y1&2 Cycle B</p> <p>Unit 2.2 Online safety (Various programs)</p> <p>Unit 1.6 Animated Story Books (2Create A Story)</p> <p>Unit 2.7 Making Music(2Sequence)</p>	<p>materials using a variety of methods • describe how something works • explain what works well and not so well in the model they have made • evaluate their product by discussing how well it works in relation to the purpose</p> <p>Year 2</p> <ul style="list-style-type: none"> • choose tools and materials and explain why they have chosen them • join materials and components in different ways • use hand tools safely and appropriately • measure materials to use in a model or structure • explain what went well with their work • talk about their ideas saying what they like and dislike about them Technical Knowledge • begin to select tools and materials; use vocab to name and describe them
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