



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y1/2

Strand A

Term: Summer

Theme: Captain Cook/Australia

Framework of Skills, knowledge and Understanding of subjects

Science	Geography	History	D&T
<p>Year 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Year 2 Observe and describe how seeds grow and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Computing Purple Mash</p> <p>Pictograms 1.3 Spreadsheets 1.8 Coding 1.7 2.1</p>	<p>Year 1 Compare and contrast human and physical geography of UK and contrasting non-European country (Australia)</p> <p>Year 2 Know the main similarities and differences between a place in England and that of a small place in a non-European country- human and physical aspects Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Links with International School- Redlands School in Australia</p> <p>R.E.</p> <p>How do both Jews and Christians think the world was created? Compare ideas in Creation story in Genesis and the Torah – God as Creator. How do Jews worship at home? Discuss preparing for Shabbat -Setting Shabbat table. Look at artefacts such as a kippah, tallit, and discuss kosher food.</p> <p>Visit to/from Synagogue?</p>	<p>Year 1 To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods Name a famous person from the past and explain why they are famous (Captain Cook)</p> <p>Year 2 Know about a famous person from outside the UK and explain why they are famous Christopher Columbus</p> <p>PSHE/ SRE</p> <p>Different types of bullying Healthy relationships Being a good friend Understanding body language</p> <p>Art Printing/Line drawing Link to Aboriginal art/artists draw a recognizable object or shape using a pencil or crayon use pencil, charcoal and pastel. create texture and pattern in a drawing use a viewfinder to focus of a specific part of and object or scene.</p>	<p>Moving Vehicle Research/Design</p> <p>Year 1</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 • design a product which moves <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 • make simple drawings and label parts <p>Make/Evaluate</p> <p>Year 1</p> <ul style="list-style-type: none"> • use own ideas to make something • make a product which moves • choose appropriate resources and tools • with help, measure, mark out, cut and shape a range of materials. • use tools safely

draw lines of different shapes and thicknesses using 2 different grades of art pencils.

use 3 different grades of drawing pencils in my drawing (e.g. B, 2B & 6B)

Create different tones to create light and dark.

Printing

Use a variety of different printing objects and methods to explore colour, pattern, texture, line, shape form and space.

Artists

examine work of aboriginal artists discuss likes and dislikes

create own piece of work in response to an artist/picture

- assemble, join and combine 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

Year 2

- 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

- make a model stronger & more stable

- use wheels and axles