



**Medium Term Topic Plan  
IAC**

**Year Group: 1 & 2 Term: Autumn 1 Strand B Theme: Ourselves**

**Key texts:**

*Our Body non fiction /senses/feelings/, Gingerbreadman, Goldilocks, Funny Bones, Meg & Mog*

**Framework of Skills, knowledge & Understanding**

Art	D&T	Science	Computing
<p><b><u>Design &amp; Make</u></b></p> <ul style="list-style-type: none"> <li>• Draw &amp;/or paint superhero with super senses.</li> <li>• Create textured tiles, developing their ideas, experiences, and imagination (for class wall - Science link).</li> </ul> <p><b><u>Skills &amp; Techniques</u></b></p> <ul style="list-style-type: none"> <li>• Explore texture, shape and form in hand &amp; foot prints &amp; plaster prints</li> <li>• Explore pattern and line with black &amp; white art patterns</li> <li>• Explore colour mixing sharing their experience.</li> <li>• Learn how to marble.</li> <li>• Create 'window art' for transparent surfaces.</li> </ul> <p><b><u>'ARTISTS' Artists, Architects Designers Craft makers Sculptors</u></b></p>	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Draw, develop &amp; communicate their ideas for a new face/mask</li> <li>• Gingerbread man</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Select images from magazines, cut &amp; stick cuttings of facial features to form a new face on paperplate.</li> <li>• Use hole punch and elastic to make into mask.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Discuss differences of new faces in front of mirrors evaluating their effectiveness against criteria.</li> <li>• Evaluate a range of shop bought gingerbread men - taste/texture/look</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Explore ways to fit masks effectively.</li> </ul> <p><b><u>Cooking &amp; Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Begin to understand the basic ingredients of gingerbread and where they come from - Bake gingerbread men</li> </ul>	<p><b><u>Animals including Humans-</u></b></p> <p><b>LO: Identify, name, draw &amp; label the basic parts of the human body and say which part of the body is associated with each sense. (yr1)</b></p> <p><b>LO:Find out about the basic needs of animals including humans, for survival (water, food, air) anatomy/senses/what is alive?</b></p> <ul style="list-style-type: none"> <li>• Invite children to guess which animal toy I have brought in from home - give clues e.g. two eyes, two legs, hair, not born from an egg a mammal - then bring out a doll.</li> <li>• Draw around each others bodies and label</li> <li>• Make pasta skeletons</li> </ul> <p><b>Seeing</b> - magnifying glasses, binoculars, microscopes, telescopes, periscopes, kaleidoscopes, torches. Explore colour on light box. See Art links.</p> <p><b>Hearing</b> - listening walk, make a sound map, identify sounds in sealed pots - match them. Explore instruments. Sound experiments</p> <p><b>Smelling</b>- smell walk, least favourite smells survey, identify smells, perfume lab.</p> <p><b>Touching</b> - feel &amp; identify items hidden in feely bags/boxes, sort items by their properties, create feely tiles to build a feely wall.</p>	<p><b><u>Algorithms</u></b></p> <ul style="list-style-type: none"> <li>• Design sound paths by following instructions</li> </ul> <p><b><u>Create Programs</u></b></p> <ul style="list-style-type: none"> <li>• Label body parts.</li> <li>• Explore feelings emojis and create own emoji.</li> </ul> <p><b><u>Using Technology</u></b></p> <ul style="list-style-type: none"> <li>• Doctors 2 Simple</li> <li>• Research our body on internet</li> </ul> <p><b><u>IT Use Beyond School</u></b></p> <ul style="list-style-type: none"> <li>• Find out about x-rays used in hospitals.</li> </ul> <p><b><u>Safe Use</u></b></p> <ul style="list-style-type: none"> <li>• E-Safety - Smartie the Penguin</li> </ul>

<ul style="list-style-type: none"><li>• Look at a range of black &amp; white art describing the similarities and differences of different practices.</li></ul>	<ul style="list-style-type: none"><li>• Measure ingredients/following a recipe/baking vocabulary</li></ul>	<p><b>Tasting</b> - try foods, blindfold taste test, conduct favourite foods survey.</p> <p><b><u>Living things &amp; their habitats:</u></b> <b>LO: Explore and compare the differences between things that are living, dead, and things that have never been alive (yr2)</b> Children share ideas about whether an animal would die or stay alive if it did not move, breathe, go to the toilet, eat, drink, use their senses, have babies.</p> <ul style="list-style-type: none"><li>• Create scenario a giant monster has a human as a pet - children need to offer advice of ways to keep the pet human healthy.</li></ul>	
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RE	History	Geography	Music
<p>How &amp; why do Christians care for others? Read Can't you sleep little bear? Create a care tree. Identify how people care for each other and suggest people who care for us. Demonstrate familiarity with key values of love, care &amp; forgiveness which influence how Christians live their lives.</p> <p>To explain the religious meaning of a story. - The Good Samaritan, the Lost sheep, the Lost son</p> <p>To recognise Christians try to follow Jesus' example &amp; how to apply the teachings of Jesus in practical situations. To give examples of ways in which Christians help others. Find out about the work of Christian Aid and see how they follow Jesus' teaching.</p> <p>(See RE planning)</p>	<p><b><u>Within Living Memory</u></b></p> <ul style="list-style-type: none"> <li>• Look at baby pictures of ourselves. Talk about how we've changed and grown.</li> <li>• Use common words and phrases to talk about the passing of time.</li> </ul> <p><b><u>Beyond Living Memory</u></b></p> <p><b><u>Lives of significant People</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Local History</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Human &amp; Physical Geography</u></b></p> <p><b><u>Skills &amp; Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Basic map skills - school grounds link to summer walk. Simple orienteering - string course with summer images to stamp. Know N, E, S, W on compass. (yr2)</li> </ul> <p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Swimming</li> </ul>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Heads shoulders knees &amp; toes</li> <li>• One finger one thumb keep moving - pulse &amp; rhythm</li> <li>• Hokey Cokey</li> <li>• If your happy &amp; you know it.</li> <li>• Stamp &amp; clap - music express</li> <li>• Funny bones</li> </ul> <p><b><u>Listening &amp; Appreciate</u></b></p> <ul style="list-style-type: none"> <li>• A diverse range of genres - how do they make us feel?</li> </ul> <p><b><u>Playing an instrument</u></b></p> <ul style="list-style-type: none"> <li>• Explore instruments - use them to conduct sound experiments - science link.</li> <li>• How can we change sounds using the same instrument? Sound vocabulary.</li> </ul> <p><b><u>Create Own Music</u></b></p> <ul style="list-style-type: none"> <li>• Create quiet and loud sounds.</li> <li>• Create high and low pitch sounds.</li> <li>• Create music to match skeletons dancing.</li> </ul>

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