

St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y1/2

Strand B

Term: Summer

Theme: Seaside Holidays

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

Art 1 st half term	Geography	History	D&T 2 nd half term
<p>Year 1 and 2 Collage (Seaside scene) Cut or tear paper for a collage Work out and gather materials to make a collage Talk about a made collage Create an individual collage Work together to make a group collage Mix different materials into a collage and give an explanation. Famous artist-explore the work of Andrew Goldsworthy</p> <p>Printing Print with sponges, vegetables and fruit Print on paper and textiles (beach towel) Create a repeating pattern Design and make a printing block Print using a pressing method Print using a rolling method Print using a rubbing method Create a print like a designer</p>	<p>Year 1 Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Draw picture maps of imaginary places and from stories</p> <p>Year 2 Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Identify seasonal and daily weather patterns in the United Kingdom Draw a map of a real or imaginary place- add detail to a sketch map from aerial photograph</p> <p>Extend vocabulary – beach, cliffs, rocks, resort, tourism, promenade,</p>	<p>Year 1 Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here Know the name of a famous place close to where they live- Whitby Sequence 3 or 4 artefacts from different periods of time Match objects to people of a different age Find answers to simple questions about the past from sources of information e.g artefacts</p> <p>Year 2 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>Kirkleatham Museum loan box</p>	<p>Design a Seaside resort (in groups or a whole class resort)</p> <p>Research/Design</p> <p>Year 1</p> <ul style="list-style-type: none"> research what people like at the seaside (survey) use own ideas to design something and describe how their own idea works explain to someone else how they want to make their resort 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 materials make simple drawings and label parts

<p>Science Plants</p> <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 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>Living things and their habitats</p> <p>Year 2 Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Y1 step 2 In the Sea/Y2 step 5 Down by the Bay (Folk song) <u>2024 Big Sing for Mini Singers: At the Seaside</u> Respond to the pulse in different ways – walk, move, clap and play percussion to a steady beat. Copy high and low/short and long notes. Warm up the voice for singing (our voice is an instrument). finding pulse, copying rhythms & warming up voices. Confidently sing some songs from memory in unison –Down by the Bay & In the Sea Listen to In the Sea (Talk about whether the music is smooth or spiky - articulation). Down by the Bay – talk about high & low voices in the song. Choose a song to perform on St. Peter’s Day. Talk about how they will perform it e.g. actions, instruments etc.</p> <p>2024: Sing and perform with other schools at The Glasshouse Gateshead in the Big Sing for Mini Singers.</p> <p>Ongoing: Rhythm pizza game/rhythm grid stick notation (Y2) Create rhythms from names, favourite foods etc.</p>	<p>Computing Purple Mash Unit 2:3 Spreadsheets 1:3 Pictograms 2:8 Presenting Ideas</p> <p>R.E What can we learn from visiting a church? What can we learn from the story of a Saint?</p> <p>PSHE Jigsaw Units Healthy me Relationships Changing Me</p> <p>Spring Walk Trip to Saltburn</p>	<p>Make/Evaluate Year 1</p> <ul style="list-style-type: none"> • 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 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>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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> • begin to select tools and materials; use vocab to name and describe them
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