



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y1/2

Strand A

Term: Spring 2025

Theme: Great Fire of London

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

Art	Geography	History	D&T
<p>Year 1 and 2 (1st half term) Look at work of Stephen Wiltshire 2-D Sketch London landmarks looking at details and perspective Use watercolours to enhance sketches 3-D Use a range of materials creatively to design and make London buildings</p> <p>Year 1 Use materials to: · record observations · create own art work as a result of: · teacher - directed activities · child-directed activities Explore different materials they could use when creating own work.</p> <p>Year 2 Use material to: · record observations · create own art work · create a 'simple drawing' of what they want to make. Use a 'simple drawing' to create own art work teacher - directed activities. · child directed activities Begin to select own materials for purpose.</p>	<p>Year 1 •Know the names of the four countries that make up the UK and name the three main seas that surround the UK</p> <p>Year 2 •Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>R.E. Why Jesus is important to Christians</p> <p>Salvation –Easter</p> <p>PSHE Dreams and Goals Healthy Me</p>	<p>Year 1 •Name a famous person from the past and explain why they are famous (Samuel Pepys)</p> <p>Year 2 •Know about an event or events that happened long ago, even before their grandparents were born (Great Fire of London) •Know what we use today instead of a number of older given artefacts (fire-fighting equipment) •Know that children's lives today are different to those of children a long time ago</p>	<p>Make a fire engine (2nd half term)</p> <p>Examine modern fire engines. Investigate wheels, axles and chassis. Investigate ways of creating the body of a fire engine. Combine materials Design a fire engine. Make a fire engine. Use tools safely Evaluate the finished product- identify ways to improve the product.</p> <p>Computing 1.2 Grouping and Sorting 1.9 Technology Outside School 2.6 Creating pictures- link to London and Great Fire of London.</p>

Science

Everyday materials

Year 1

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Investigate waterproof, transparent.

Year 2 Uses of Everyday materials

Investigate the properties of different materials strength, absorbency, shock absorbency

Identify different materials that can be changed by squashing, bending, twisting and stretching

Music

Charanga Units (Spr 1 units):

Original Scheme: I wanna play in a band/In the Groove

Model Music Curriculum Unit: Exploring sounds (step 2) Inventing a musical story (steps 1, 2 & 5) - Sing me a song, Rainbows, All around the World.

- Confidently sing some songs from memory with increased vocal control (tempo/dynamics) – I wanna play in a band, Sing me a song, Rainbows, All around the World.

- Listen to music of different genres and know that songs have a musical style. Recognise the sound and name of some of the instruments used in the songs and in the classroom.

- Compose using a graphic score using a non-musical stimulus (Rainbows and Colours). Using technology to compose & record compositions.

- Play a glockenspiel instrumental part for 'In the Groove', using 2 notes.

- Improvise simple question and answer phrases, to be sung and played on untuned percussion 'I wanna play in a band.'

Ongoing: Rhythm pizza game/rhythm grid stick notation (Y2)