

St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y1/2

Strand B

Term: Autumn 2025

Theme: Toys

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

Art	Geography	History	D&T
<p><u>Year 1 and 2</u> <u>Drawing- Famous Artists</u> Draw a recognizable object or shape using a pencil or crayon Use a pencil, charcoal and pastels Create texture and pattern in a drawing Draw lines of different shapes and thicknesses using 2/3 different grades of art pencils Create different tones to create light and dark Show mood in a drawing, use a viewfinder to focus on a specific part of object or scene.</p> <p>Examine the work of artists, designers and architects and state likes/dislikes Examine how an artist has used colour within a picture Ask questions about a piece of artwork Create own piece of artwork in response to an artist</p> <p><u>Artist Focus</u></p> <p>Andy Goldsworthy Georges Seurat</p>	<p><u>Map Skills/ Aerial Views</u> Use world maps, atlases and globes •Use simple compass directions •Use aerial photos, construct simple maps •Undertake simple fieldwork within school locality (autumn walk) Year 1 Know and use the terminology: left and right; below, next to Year 2 Know where the equator, North Pole and South Pole are on a globe •Know which is N, E, S and W on a compass</p> <p><u>Jigsaw</u></p> <p>Being Me in my World</p> <p>Celebrating Difference</p>	<p><u>Toys</u> <u>Year 1</u> •Know that the toys their grandparents played with were different to their own •Organise a number of artefacts by age •Know what a number of older objects were used for •Know the main differences between their school days and that of their grandparents 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><u>Science</u> <u>Year 1</u> <u>Seasonal Changes</u> · observe changes across the four seasons</p>	<p><u>Toy making</u> <u>Marble Maze; Puppets (sewing)</u> Year 1 • identify a target group for what they intend to design and make. • use own ideas to design something and describe how it works • explain to someone else how they want to make their product and make a simple plan before making Year 2 • 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 Year 1 • use own ideas to make something • choose appropriate resources and tools</p>

<p>Computing (Purple Mash)</p> <p>Online Safety (Ongoing through the year)</p> <p><u>Year 1</u> Exploring Purple Mash Creative Computing</p> <p><u>Year 2</u> Exploring Purple Mash Route Explorers The internet</p> <p>Music TVMS Autumn 1 Year 1 Hey You! Rhythm in the way we walk and Banana Rap Year 2 Hands, Feet and Heart Ho Ho Ho Nativity performance</p>	<p><u>Religious Education</u> Harvest</p> <p><u>Year 1</u></p> <p>Belonging What does it mean to Belong to a faith community?</p> <p><u>Incarnation</u> What do Christians believe God is Like?</p> <p><u>Year 2</u> God/Tawhid Who is Muslim and how do they live?</p> <p><u>Incarnation</u> Why does Christmas matter to Christians?</p>	<p>· observe and describe weather associated with the seasons and how day length varies.</p> <p>Everyday Materials (Y1) distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> · 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. <p>Uses of everyday materials (Y2) · identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>· find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • make a model stronger and more stable

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