



**Medium Term Topic Plan  
K1JT**

**Year Group: 1 & 2 Term: Summer 1 Strand B Theme: Plants & Where our food comes from.**

**Key texts:** The Little Red Hen, Beans on Toast, Jaspers Beanstalk, Jack & the Beanstalk, Grandpa's Garden Growing - Non-Fiction, Window, Climate Change non-fiction Farms around the world

**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>Use a range of media (including paint, pastel &amp; chalk) to create Sunflower pictures</li> <li>Create detailed observational drawing of plants.</li> </ul> <p><b><u>Skills &amp; Techniques</u></b></p> <ul style="list-style-type: none"> <li>Explore colour and blending techniques using paint, chalk and pastels.</li> <li>Create textured pictures using forks/brush/toothbrush</li> </ul> <p><b><u>'ARTISTS' Artists, Architects Designers Craft makers Sculptors</u></b></p> <ul style="list-style-type: none"> <li>Find out about Van Gogh and his 'Sunflowers' making links to their own work.</li> </ul>	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>Design packaging for bread that will keep it fresh.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>Use tools and equipment to make bread buns.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>Evaluate different existing bread packaging against criteria.</li> <li>Evaluate a peer's peers bread packaging against set criteria.</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Kneading dough</li> </ul> <p><b><u>Cooking &amp; Nutrition</u></b></p> <ul style="list-style-type: none"> <li>Bake bread and begin to understand where the ingredients in bread come from.</li> </ul>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> <li><b>Growing experiments - include cactus vs plant without water</b></li> <li>Baking bread</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Observe &amp; describe how seeds &amp; bulbs grow into mature plants.</li> </ul>	<p><b><u>Algorithms</u></b></p> <p>Program Beebot to 'harvest' crops</p> <ul style="list-style-type: none"> <li>Algorithms - instructions planting seeds &amp; bread making</li> </ul> <p><b><u>Create Programs</u></b></p> <ul style="list-style-type: none"> <li>Data handling</li> <li>Use s</li> <li>Create comic strip on 2 Simple of Jasper's week</li> </ul> <p><b><u>Using Technology</u></b></p> <ul style="list-style-type: none"> <li>Use camera to record bean diary (science link)</li> </ul> <p><b><u>IT Use Beyond School</u></b></p> <ul style="list-style-type: none"> <li>Technology in UK farms</li> </ul> <p><b><u>Safe Use</u></b></p> <ul style="list-style-type: none"> <li>E-Safety</li> </ul>

		<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>planting cress &amp; beans.</li> <li>Look after class allotment</li> <li>Parts/structure of a plant</li> <li>Investigate summer trees</li> <li>Forest school activities</li> </ul>	
		<u>Seasonal Change</u>	
<b>RE</b>	<b>History</b>	<b>Geography</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>Identify the main features of a church.</li> <li>Understand the need to show respect for other people &amp; places of worship.</li> <li>Experience &amp; describe the atmosphere of a church.</li> <li>Identify some artefacts in a church. Make connections between the features of a church &amp; artefacts &amp; the way they are used by Christians.</li> <li>To identify the parts of a church they think are</li> </ul>		<u>Locational Knowledge</u> _Revisit Oceans/continents when plotting journey of a baked bean <u>Place Knowledge</u>  <u>Human &amp; Physical Geography</u> • Why do plants grow where they do - link to climate & seasons in relation to the equator N/S (& Fairtrade & food miles.) <ul style="list-style-type: none"> <li>Climate change - Eco-Day</li> </ul> <u>Skills &amp; Fieldwork</u> <ul style="list-style-type: none"> <li>Use world maps and globes to locate sources of food and plot journey of beans &amp; chocolate to UK.</li> </ul>	<u>Singing</u> Assorted songs & rhymes <u>Listening &amp; Appreciate</u> Exploring timbre, tempo, dynamics & sound <u>Playing an instrument</u> <ul style="list-style-type: none"> <li>Explore xylophones</li> </ul> <u>Create Own Music</u>  <ul style="list-style-type: none"> <li>Create music and sound effects to accompany stories - Little Red Hen/ Jack &amp; the Beanstalk</li> </ul>

<p>important &amp; begin to consider why.</p> <ul style="list-style-type: none"> <li>• Give some explanations about why &amp; how the building is special to Christians.</li> <li>• To begin to understand how &amp; why people pray.</li> </ul>			
<p><b><u>PSHE/RSE</u></b>          What is the internet? Risks online &amp; how to avoid them. What not to share online &amp; why.          Playing safe - reporting abuse.          Help &amp; advice.</p>			<p><b>PE</b>           Striking &amp; fielding</p>

