



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: K2AD

Strand A

Term: Autumn 2026/2027

Framework of Skills, knowledge and Understanding

Subjects

D&T	SCIENCE (1 st ½)	HISTORY (2 nd ½)	GEOGRAPHY
Design, make and evaluate an electronic game and a paper circuit (linked with Science) Statutory requirements: Design • prove that a design meets a set criterion, including aimed at individuals or specific groups. • design a product, using ideas from other people and sources, and make sure that it looks attractive • Generate, develop, model, and communicate ideas through discussion, annotated sketches, and prototypes. • evaluate and suggest improvements for design Make • choose a material for both its suitability and its appearance	Light • recognise the need for light to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change • Recognize that light appears to travel in straight lines. • Use the straight-line light model to explain object visibility and identical shadow shapes. • Explain how we see things via light travelling from sources to objects/eyes, or directly from	The Ancient Egyptians -Early civilisation Chronological Understanding • Know about at least one significant figure – Tutankhamun/ Cleopatra / Howard Carter Timeline Work: • Place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Understand more complex terms, e.g. BC/AD. Range and depth of historical enquiry • To recognise how archaeology played a significant role in discovering life in Ancient Egypt. • Find out about everyday lives of people in the time studied. • Understand why people may have wanted to do something, e.g Why	Place Knowledge • To identify and place key physical features. (River Nile, Pyramids, capital, surrounding countries/continents, seas) Geographical Skills • Use maps to locate Egypt and locate the capital of Egypt. (Can they find the same place on globes and an atlas?) • Reinforce learning about Continents (identify them, identify which continent Egypt is in). Human Geography • Explain why the River Nile has certain human features – local farming irrigation, villages.

• follow a plan, choosing the right equipment and materials • work accurately and safely to measure, make cuts and make holes • Choose electrical components based on their functional properties (e.g. if choosing a combination of LED colours), and aesthetic qualities, after investigating them and their effects. <u>Evaluate</u> • explain how to improve a finished model • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present product in an interesting way • persevere and adapt work when original ideas do not work <u>Technical Knowledge</u> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure • Understand and use electrical systems (like series circuits, switches, bulbs, and buzzers).	sources to eyes. <u>Electricity (linked to DT)</u> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	did they build pyramids? • To identify key features and events of time studied (e.g. pyramids, mummification). <u>Interpretations of History</u> • Use evidence to build up a picture of a past event (Archaeology – Howard Carter) • Ask a variety of questions <u>FRENCH</u> Language Angels – ‘Starting Out’. • Recap on Salutations and Introducing yourself. • Seasons of the year. <u>RELIGIOUS EDUCATION:</u> <u>What do Christians learn from the Creation Story (taken from Y3 SoW).</u> • What is my understanding of the term creation? • Can you recall what happened on each day of the Christian creation story? • What does it mean to be a steward of our world? • What do Christians mean by ‘the fall’? • What are the other religious viewpoints about how the world was created? • What are other non-religious viewpoints on creation?	<u>COMPUTING</u> • Coding- Unit 3.1 Catch-up (2Code) For children who have not completed the Y1/2 Coding lessons. Children will explore, modify and create programs that include the use of timers and a variety of objects and actions. They will learn about testing and debugging code to ensure programs work as expected. • Coding – Unit 3.1 (2Code) This unit builds on learning from previous coding units. Children will explore timers, the repeat command and the importance of nesting code. They will build up to using design documentation to code a program. • Online Safety- unit 3.2
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PSHE/ Relationships and Sex

Education

Being Me in my world:

- Getting to know each other.

I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals	I value myself and know how to make someone else feel welcome and valued
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- Our Nightmare school.

I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotion
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- Our Dream school.

I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
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- Rewards and Consequences

I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
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MUSIC

Instruments & musical understanding

Charanga Unit: Let Your Spirit Fly.

- Copy and improvise rhythms & melodic phrases/voice warm-up.
- Listen to the song and identify the main sections. Discuss the musical.
- Identify the instruments (watch additional You-tube clips of instruments playing) and discuss the musical dimensions of the song.
- Encourage use of musical words when talking about music (model this). Listen respectfully to other people's thoughts about the music and talk about how the song makes them feel.
- Learn the song (awareness of pulse, being in tune and articulating the words clearly).
- Play Instruments with the song. Some children will begin to use notation.
- Improvise using voices and instruments.
- Perform – record & listen back (discuss what went well and how they could improve).
- Step 6: Composing own instrumental part using notes D & E and record using their letter names– Gluttonberry Festival. Make own melody in jotters with a partner.

Instruments & Musical understanding (ongoing):

- Consolidate the names of instruments previously learnt and learn new instrument names. Be able to recognise the sound of some of these instruments. Watch video clips of instruments. Learn/consolidate the family names for instruments e.g. brass, woodwind etc.
- Play listening games in Charanga listening centre, e.g. 'Rhythm pizza' and rhythm grid – copy rhythms and be able to learn about notation/sound & symbol connection

• Our learning charter.

I can make responsible choices and take action

I can work cooperatively in a group

• Owning our Learning Charter.

I understand my actions affect others and try to see things from their points of view

I am choosing to follow the Learning Charter