



Medium Term Topic Plan
IAC
Autumn 1 2026

Year Group: 1 & 2 Term: Autumn 1 Strand A Theme: Homes & Families

Key texts:

Starting school picture books, Nursery Rhymes, Not Now Bernard, The Tiger Who Came to Tea, 10 in a Bed, Dogger, 3 Little Pigs, On the Way Home, Owl Babies, Peace at Last, We're Going On a Bear Hunt, Peepo, Room on a Broom

Framework of Skills, knowledge & Understanding

Art	D&T	Science	Computing
<u>Design & Make</u> - Draw & paint own Family sharing ideas and experiences. - Use a range of junk materials to make model houses. <u>Skills & Techniques</u> - Draw 'caricatures' - exaggerating features to express their ideas and imagination. - Develop skills in joining techniques on 3D models. <u>'ARTISTS' Artists, Architects, Designers Craft makers Sculptors</u> - Look at the designs of famous architects e.g.	<u>Designing</u> - Design a dream house - (research) computing link, communicating their ideas through talking and drawing. As well as through ICT. <u>Making</u> - Select from a range of tools and materials to make a strong 3D model house. (choice: Straw/stick/brick) houses. - Use equipment to cut, shape, join and finish model house. <u>Evaluating</u> - Evaluate designs from story of 3 Little pigs (in book) against criteria: strength/longevity/waterproof/visual appeal. - See science link - which house would be the strongest? <u>Technical Knowledge</u> - Joining techniques - how can we make our joins stronger?	<u>Everyday Materials</u> <u>LO: distinguish between an object & the material from which it is made. (yr1)</u> <u>LO: identify & name a variety of everyday materials including wood, plastic, glass, metal, water & rock (yr)</u> <u>LO: identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses. (yr2)</u> - Materials hunting around school - what can you find that is made of plastic/glass/metal/fabric/paper/cardboard/wood including water-label items. Link to We're Going On a Bear Hunt p76 Nicky Waller - Forest School - what materials are available to build mini-houses in the woods? Why? Deconstruct dens.	Introductions to Purple Mash - Creative Computing Data Explorers Creating & Following Instructions Also: <u>Using Technology</u> - Research dream homes on the internet. <u>IT Use Beyond School</u> - What technology do you have at home? <u>Safe Use</u> - E-Safety where is your technology at home? Who helps to keep you safe?

Gaudi/ Frank Gehry. Describe the similarities and differences and link ideas to their own models.	- Selecting appropriate materials from a wide selection. Talking about the characteristics of materials. - Working safely with large construction materials. - Build dens exploring how they can be made stronger stiffer and more stable. <u>Cooking & Nutrition</u> - Begin to understand where food comes from - Make banana bread discussing where the different ingredients have come from. - Begin to understand the basic principles of a healthy diet sorting the healthy and unhealthy ingredients of the banana bread.	- Collect Materials & sort - make Material munchers p80 - Test which houses blow down the quickest - use Big Bad Wolf hair dryer - Experiment - which materials are waterproof? - use for roof of model houses p 79 NW - Experiment stretchy materials - record on simple chart	
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RE Autumn 1: Theme: Belonging • EYFS: Where do we belong? • KS1: What does it mean to belong to a faith community? • Compose a Harvest prayer (See RE planning) PSHE Jigsaw scheme Being Me in my World Celebrating Difference Relax Kids Sessions Also: • What is a family & why is yours unique. Compare summer holiday experiences. Compare Art pictures of our families and discuss. Discuss differences during Peepo activities. • Feeling safe & unsafe in families & who we can turn to - link to 3 Little Pigs Story. • Understanding similarities & difference in people Also see music/RE/Art link.	History <u>Within Living Memory</u> • How our homes have changed? -Begin to understand why some of these changes took place as part of a national picture. Link to computing (changes in technology at home) - • Read Peepo & discuss similarities and differences between the home depicted in the story (WW2 era) and our own. • Understand ways we can find out more about homes during this time, using books and the internet. • Sort photographs of homes from 1930's and photographs from modern homes explaining their reasoning. <u>Beyond Living Memory</u> • How our homes have changed - discuss similarities and differences in photographs. • Place photographs in chronological order. <u>Local History</u> • Find out how our homes have changed. Compare images of houses and place on a simple timeline. • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings	Geography <u>Locational Knowledge</u> • <u>Place Knowledge</u> • <u>Human & Physical Geography</u> <u>Skills & Fieldwork</u> • Know N, E, S, W on compass. Know own address & postcode. PE Gymnastics - balance, agility, coordination OAA Harvest Dance - simple movement patterns	Music Charanga Units Original Scheme: Hey You! Hands, Feet, Heart Model Music Curriculum Unit: My Musical Heartbeat (steps 1 & 2) /Pulse, rhythm & pitch (step 5) - Find the beat, 1, 2, 3, 4, 5, Hello. Nativity Play songs: Talk about performing for an audience, add own ideas e.g. actions to songs. Perform for parents and other pupils. • Understanding Music & Warm-up games - Respond to the pulse in different ways - walk, move, clap and play percussion to a steady beat. Use body and classroom percussion to copy and play repeated rhythm patterns (focus assessment: Confidently sing some songs from memory in unison - . Hey You (Hip hop), Hands, Feet, Heart (South African), Find the beat, 1, 2, 3, 4, 5, Hello & Nativity songs (focus assessment). • Listen to music of different genres and know that songs have a musical style (e.g. Hip Hop, South African & Y2 step 2 Bolero). • Talk about why they like/don't like a piece of music. • Recognise the sound and name of some of the instruments used in the songs and in the classroom. • Learn how to handle and look after instruments correctly and carefully - learn how to hold the Glockenspiel beater correctly. • Play an instrumental part - percussion/glockenspiel (1 note) - Hey You - Challenge Hands, Feet, Heart - easy/medium part. Whole class composing: Recognise how graphic notation can represent created sounds - Song 1, 2, 3, 4, 5 Also • Harvest songs • 3 Little pigs sound story
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