

Bright Lights, Big City
Medium Term Topic Plan – Year 1&2

Term	Autumn 2 (7 weeks).	Curriculum Strands	Rulers & Monarchy and Travel & Exploration.
Classroom Environment	Topic board to celebrate children’s learning from school and home. Age-appropriate historical (key people) and geographical (physical features, key places, directional language) vocabulary. Range of topic books including different genres and text types.	Super Starter & Education Visit/Visitor	A royal afternoon tea party including Queen Elizabeth role play.
Key Texts	Topsy and Tim Visit London – Jean and Gareth Adamson. Dick Whittington - Russell Punter. The Town Mouse and the Country Mouse - Susanna Davidson. Paddington at the Palace - Michael Bond. Katie in London - James Mayhew. We completely must Go to London (Charlie and Lola) - Lauren Child. A Walk in London - Salvatore Rubbin. This is London - Miroslav Sasek. Underneath the Underground - Anthea and Wendy Turner.	End Product	Class assembly.
English	Narrative - lost in London - writing to entertain.		
Science	<u>Everyday Materials (Year 1)</u> N.C. Obj. Distinguish between an object and the material from which it is made. N.C. Obj. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. N.C. Obj. Describe the simple physical properties of a variety of everyday materials. N.C. Obj. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Uses of Everyday Materials (Year 2)</u> N.C. Obj. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. N.C. Obj. Compare how things move on different surfaces. N.C. Obj. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
P.E.	N.C. Obj. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Multi Skills</u> <u>Year 1</u> Throwing and catching skills (inc. 1-hand catching). Travelling with a ball (dribbling, bouncing). Using equipment as obstacles to travel around. <u>Year 2</u> Pupils will begin to adapt/invent their own games that utilize the skills they have learnt during previous PE sessions. <u>Gymnastics - Balance</u> Points and Patches use different body parts (small base, large base). Space – body shape, pathway, height and balance in relationship with partner. <u>Gymnastics - Travelling</u> Flight – bouncing, jumping and landing. Rocking and Rolling. Wide – Narrow – Curled. Flow – sequence from one balance into a second, showing similarity or contrast. Time – use speed to adjust travel / flow into second balance, work with a partner to sequence a balance and a travel over/under that balance.		
Geography	<u>The United Kingdom: locating and describing the position of countries and capital cities.</u> N.C. Obj. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. N.C. Obj. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <u>Identify Physical Features of the U.K.</u> N.C. Obj. Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>What is a city? Name, locate and describe nearest cities.</u>		

	<p>N.C. Obj. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Human Features in the Locality: take a walk and locate human features</u></p> <p>N.C. Obj. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Weather in the U.K: identify seasons and characteristic weather then create a weekly weather chart</u></p> <p>N.C. Obj. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>London: explore size location and different places using Google Earth</u></p> <p>N.C. Obj. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>London Landmarks: identify and describe the purpose of London Landmarks</u></p> <p>N.C. Obj. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Aerial photographs of London: identify and label physical and human features</u></p> <p>N.C. Obj. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><u>Giving Directions: give directions between two London landmarks on a map.</u></p> <p>N.C. Obj. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p><u>Comparing capital cities: list similarities and differences of London and the capital city of class country.</u></p> <p>N.C. Obj. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>
History	<p><u>Intro Knowledge: learn about Queen Elizabeth and the term monarchy (scrap completely?)</u></p> <p>Obj. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><u>Landmark's Story: revisit The Great Fire of London</u></p> <p>N.C. Obj. Learn about events beyond living memory that are significant nationally or globally.</p>
Art	<p><u>Drawing a London Landmark from Memory</u></p> <p>Artist Focus: Stephen Wiltshire</p> <p>Medium: range of drawing materials including hard and soft pencils</p> <p>Skill: use pencil marks to record detail and build shapes</p> <p>N.C. Obj. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>Natural Landscapes</u></p> <p>Provide wet sand and water for children to create hills, valleys and lakes. Use natural materials, such as twigs, moss, pebbles and flowers to create landscapes.</p> <p>N.C. Obj. Use a range of materials creatively to design and make products.</p>
D&T	<p><u>Constructing Landmarks: display images of famous London landmarks for children to make using construction kits.</u></p> <p>N.C. Obj. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><u>Large-scale Landscapes: construct tall buildings to make a city landscape using cardboard boxes, crates and other large-scale materials.</u></p> <p>N.C. Obj. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>
Music	