

**Memory Box**  
**Medium Term Topic Plan – Year 1/2**

Term	Spring 1 (7 weeks)	Curriculum Strands	Society and Culture and Our Community.
<b>Classroom Environment</b>	Topic board to celebrate children’s learning from school and home. Age-appropriate historical and geographical vocabulary. Range of topic books including different genres and text types.	<b>Super Starter &amp; Education Visit/Visitor</b>	Children to create and share a memory box. Zoom a family member about their memories from the past.
<b>Key Texts</b>	Jack and the Beanstalk by Vera Southgate. Jack and the Baked Beanstalk by Colin Stimpson. Jim and the Beanstalk by Raymond Briggs. Lost in the Toy Museum by David Lucas.	<b>End Product</b> <i>(Assembly/Exhibition/ Showcase)</i>	Time capsule containing a class photo, a picture of each child’s most precious possession and a written description. Artefacts about the children in the class and any important current affairs that are relatable to the children’s world.
<b>English</b>	Memories inspired by what’s in their box (super starter) – writing to inform – 1 week. Diaries from the perspective of the character of Jack from the story of ‘Jack and the Beanstalk’, ‘Jack and the Baked Beanstalk’ and ‘Jim and the Beanstalk’ – writing to inform – 2 weeks. Descriptions of artefacts from the past (e.g. toys) – writing to entertain – 1 week. Story writing about a toy that came to life based on the book ‘Lost at the Toy Museum’ - Writing to entertain – 2 weeks. Rhymes and Mnemonics to help us remember important information – writing to inform – 2 weeks. Diaries of recent memories e.g. Birthday, Christmas - Writing to inform – 1 week.		
<b>Science</b>	<u>Plants</u> <u>Year 1</u> <b>N.C. Obj.</b> Identify a variety of wild and common garden plants, including deciduous and evergreen trees through leaf, plant and tree hunts. <b>N.C. Obj.</b> Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Year 2</u> <b>N.C. Obj.</b> Observe and describe how seeds and bulbs grow into mature plants by conducting a class experiment, and writing instructions on how to achieve this. <b>N.C. Obj.</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe the changes to our seeds and bulbs over the course of three weeks, and record their changes to make a hypothesis about what will happen.		
<b>P.E.</b>	<u>Sport &amp; Games</u> <b>N.C. Obj.</b> To participate in team games, developing simple tactics for attacking and defending. <b>Obj.</b> Play games from past generations including hoops, hopscotch and hot potato with an invasion element. <u>Gymnastics</u> <b>N.C. Obj.</b> To master basic movements including running and jumping, as well as developing balance, agility and co-ordination to begin to apply these skills in a range of activities. <b>Obj.</b> A variety of rolls and jumps e.g. forward roll, teddy bear roll, tuck jump, straight jump, jumping jack, cat jump, half turn jump using a variety of equipment - mats, benches and spring boards. <b>Obj.</b> Children to develop their balance skills through the apparatus and equipment. <b>Obj.</b> Children to develop basic movements and how to travel around the hall, for example, by hopping, skipping, jumping, jogging, crawling, rolling and walking.		
<b>History</b>	<u>Composing Questions: look at pictures and artefacts of everyday items from the past and compose questions about the artefacts to find out more about them.</u> <b>N.C. Obj.</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <u>Transport Through the Ages: how have cars changed over time?</u> <b>N.C. Obj.</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
<b>Art</b>	<u>Self-Portraits</u> Explore <b>Picasso/Van Gogh/Frida Khalo</b> and allow children to express which artist’s self-portraits they liked and why, the medium each artist has used and their similarities and differences. <b>N.C. Obj.</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>N.C. Obj.</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Medium:</b> Sketching, Watercolour <b>Skills:</b> Composition sketching, experiment with colour mixing to explore different tones, use paintbrushes. <u>Pushke Box</u> Children collage a Pushke Box as part of RE topic on Judaism. <b>N.C. Obj.</b> to use a range of materials creatively to design and make products		
<b>Music</b>	<u>Year 1 – In the Groove (Charanga)</u> Look at how the song has been adapted throughout multiple genres such as pop, reggae, folk, latin, baroque, bhangra and rock, and see what is stylistically different about each piece. Build up listening and appraising skills, performance skills through the voice and glockenspiel and composition skills through riffs and call and response. <b>N.C Obj.</b> To listen with concentration, understanding a range of high-quality live and recorded music, and use their voices expressively and play tuned and untuned instruments musically. <u>Year 2 - I Wanna Play in a Band (Charanga)</u> Look at the genre of rock music, and listen to popular high-quality live and recorded rock songs. Build up listening and appraising skills, performance skills through voice and the glockenspiel and composition skills through improvisation <b>N.C Obj.</b> To listen with concentration, understanding a range of high-quality live and recorded music, and use their voices expressively and play tuned and untuned instruments musically. <b>N.C Obj.</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.		

**R.H.E.**

Islington Scheme

Year 1: Identify, Society and Me: All about me and others

Year 2: Sex and Relationship Education - Boys, Girl and Families