

Journeys
Medium Term Topic Plan – Year 1&2 – Cycle A

Term	Autumn 2	Length of Study	7 weeks
Classroom Environment	Journeys display Vocabulary displayed Project loan books relating to Journeys	Super Starter (Hook) & Education Visit/Visitor	South Downs Journey – Walk up to the view of the South Downs in wellies (inspired by Michael Morpurgo - Where My Wellies Take Me)
Key Texts	Where my wellies take me -Michael Morpurgo Journey- Aaron Becker Beegu- Alexis Deacon Lost and Found- Oliver Jeffers The snail and the whale- Julia Donaldson Tiddler- Julia Donaldson Handa’s Surprise- Eileen Browne	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Class Assembly?
English <i>(units lasting 2-3wks max some ks2 maybe 4wks if include additional outcomes)</i>	<p>Descriptive Report- Where my wellies take me (2 weeks) Y1 Retell and invent narrative: • concept of a sentence • basic sequencing of sentences • capital letters and end marks Y2 Simple narrative and description: • comparable adjectives • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions</p> <p>Narrative (Talk for Writing)- Journey by Aaron Becker (2 weeks) Past tense, • exclamation sentences • commas to separate items in a list • verbs chosen for effect</p> <p>Non Fiction- Report- Habitats (Science link) (2 weeks) • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs</p> <p>Poetry- Bethlehem (1 week)?</p> <p>(Free Writing- spider in a tin can, robin waitrose advert)</p>		
Science	<p>Seasonal Changes (Y1) Link to Geography PoS - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> • observe changes across the four seasons (continued throughout the year through observations and recordings) • observe and describe weather associated with the seasons and how day length varies (<i>5 o'clock photo</i>) <p><i>WORKING SCIENTIFICALLY:</i></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways <p>Animals and their habitats (Y2)</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p><i>WORKING SCIENTIFICALLY:</i></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • identifying and classifying • using their observations and ideas 		
P.E. <i>(linked units only)</i>	Multi-skills - Dribbling, Kicking and Hitting Gymnastics - Pathways Straight, Zig-zag and Curving		
History	Not this term		
Geography	<p>Geographical Enquiry</p> <p>Year 1 Teacher led enquiries, to ask and respond to simple questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area.</p> <p>Year 2 Children encouraged to ask simple geographical questions, Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p>		

	<p>Direction and Location Year 1 Follow directions confidently (Up, down, left/right, forwards/backwards). Year 2 Follow directions (as yr 1 and inc'. NSEW).</p> <p>Drawing Maps Year 1 Draw simple picture maps to represent places and journeys, real and imagined. Year 2 Draw a map of a real place. (e.g., add detail to a sketch map from aerial photograph)</p> <p>Representations Year 1 Use own symbols on imaginary map. Year 2 Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>Using maps Year 1 Use a simple map to move around the village. Year 2 Use an infant atlas to locate places. Follow a route on a map. Use a plan view.</p> <p>Scale and Distance Year 1 Draw around objects to make a plan. Year 2 Look down on objects to make a plan view map.</p>
Art	<p>Landscape Art through photography and digital media (and use of collage to demonstrate layering, prior to digital painting and 'photoblasting')</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space • 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 - compare painted and photographic landscape images, learning the names of famous landscape artists/landscape photographers (Constable, Turner, van Gogh, Ansell Adams, Michael Kenner, Sebastião Salgado)
D&T	Not this term
Music	Bethlehem Bake Off - Learning Songs and performing!
RHE	<p>Year 1: Keeping Safe & Managing Risk - Feeling Safe</p> <ul style="list-style-type: none"> • safety in familiar situations, inc. sun safety • about personal safety • people who keep us safe when outside the home <p>Year 2: Mental Health & Emotional Wellbeing - Friendship (tie in with World Kindness Day & Anti-Bullying Week 14-20 November 2022)</p> <ul style="list-style-type: none"> - about the importance of special people in their lives - about making friends and who can help with friendships - about problems that might arise with friendships
RE	<p>Incarnation: Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.
Computing	<p>Y2 - Coding x-Curricular with Art (using Paint Project to create a digital landscape artefact)</p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs.