Memory Box

Medium Term Topic Plan – Year 1/2

Term	Spring 1 (7 weeks)	**Curriculum Strands**	Society and Culture and Our Community.
Classroom Environment	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.	**Super Starter & Education Visit/Visitor**	Children to create and share a memory box. Zoom a family member about their memories from the past.
Key Texts	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.	**End Product** ***(Assembly/Exhibition/ Showcase)***	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.
English Base Objectives	Memories inspired by what's in their box (super starter) – writing to inform – Week 1 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 – Week 2 & 3 Descriptions of artefacts from the past (e.g. toys) – writing to entertain – Start of Week 4 Story writing about a toy that came to life based on the book 'Lost at the Toy Museum' - Writing to entertain - Week 4 & 5 Rhymes and Mnemonics to help us remember important information – writing to inform – Week 6 & 7 HOT TASK - Diaries of recent memories e.g. Birthday, Christmas - Writing to inform - End of Week 7		
Science	Identify a variety of wild and common garden plants, including deciduous and evergreen trees through leaf, plant and tree hunts. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants by conducting a class experiment, and writing instructions on how to achieve this. 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.		
P.E.	<u>N.C. Obj For Outdoor:</u> To participate in team games, developing simple tactics for attacking and defending. Outdoor Games: Play games from past generations including hoops, hopscotch and hot potato with an invasion element. Y2 - Forest School <u>N.C. Obj For Indoor:</u> 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. Indoor Games: Gymnastics - 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. - Children to develop their balance skills through the apparatus and equipment. - Children to develop basic movements and how to travel around the hall, for example, by hopping, skipping, jumping, jogging, crawling, rolling and walking.		
History	<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> **N.C. Obj.** 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> **N.C. Obj.** Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
Geography			
Art	<u>Self-Portraits</u> **N.C. Obj.** 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. Firstly, explore artists such as Picasso/Van Gogh/Frida Khalo 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 - record this in books. **N.C. Obj.** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **Medium:** Sketching, Watercolour **Skills:** Composition sketching, experiment with colour mixing to explore different tones, use paintbrushes. <u>Pushke Box</u> **N.C. Obj.** to use a range of materials creatively to design and make products Children collage a Pushke Box as part of RE topic on Judaism		
D&T			

Music	Year 1 - **NC Obj:** 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. - Study the song 'In the Groove', looking at how the song has been adapted throughout multiple genres such as pop, reggae, folk, latin, baroque, bhangra and rock, and seeing 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. Year 2 - **NC Obj:** 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. To experiment with, create, select and combine sounds using the inter-related dimensions of music. - Study the song 'I wanna play in a band' on Charanga, looking at the genre of rock music, and listening 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.
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