Y1/2 Cycle B Autumn Half Term 1 Medium Term Plan: London & the UK

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	**How do we give directions?** ✓ To know how to use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London.	**What is the United Kingdom?** ✓ To know how to use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland.	**What do we know about the four countries of the United Kingdom?** ✓ To know the similarities about the geographical features of the four countries of the United Kingdom (for example landmarks). ✓ To identify characteristics of the four countries and capital cities of the United Kingdom (for example landmarks).	**What is a landmark? What landmarks does London have?** ✓ To use knowledge of a place when asking and responding to questions about London. ✓ To know how to use aerial photographs and plan-perspectives to recognise London landmarks and geographical features.	**How are parts of London different?** ✓ To know how to use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To know how to use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London.	**What makes London special compared to other places in the UK?** **ASSESSMENT** ✓ To know the similarities about the geographical features of the four countries of the United Kingdom (for example landmarks). ✓ To identify characteristics of the four countries and capital cities of the United Kingdom (for example landmarks).
	What land and seas does Earth have? ✓ To know and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To know and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To know the difference between a map and a globe.		**What is London like?** ✓ To use knowledge of a place when asking and responding to questions about London.			
Science	**What materials are objects made from? What are their properties?** ✓ To group and sort materials, objects or living things based on their properties or features. (WS) ✓ To ask simple questions about the world around them. (WS) ✓ To begin to use simple scientific language, and vocabulary. (WS)	**Why are certain objects made from different materials?** ✓ To explain how the properties of a material make them suitable for certain jobs. ✓ To describe which of the following materials: wood, metal, plastic, glass, brick, rock, paper, and cardboard, we would use to make different objects referring to their properties. ✓ To identify features or properties of materials, objects or living things. (WS) ✓ To ask simple questions about the world around them. (WS) ✓ To use observations to begin to suggest answers to questions. (WS)	**What is the most suitable material for a drinking straw?** **SESSION 3A** ✓ To recognise that simple questions can be answered in different ways. (WS) ✓ To describe which of the following materials: wood, metal, plastic, glass, brick, rock, paper, and cardboard, we would use to make different objects referring to their properties. ✓ To record scientific enquiry data and observations using structured templates and frames e.g., simple table, pictograms, tally charts, block diagrams and labelled diagrams. (WS)	**What is the most suitable material for a drinking straw?** **SESSION 3B** ✓ To use a variety of simple equipment to carry out scientific enquiries. (WS) ✓ To carry out simple tests. (WS) ✓ To record scientific enquiry data and observations using structured templates and frames e.g., simple table, pictograms, tally charts, block diagrams and labelled diagrams. (WS) ✓ To begin to make careful observations when carrying out scientific enquiries. (WS) ✓ To begin to explain what the data gathered shows and how it can help answer questions. (WS) ✓ To begin to use simple scientific language and vocabulary. (WS)	**How can we change the shapes of objects?** ✓ To explain that some materials can change shape when we do something to them e.g. squash, bend, stetch, twist. ✓ To identify and name some materials that can be stretched e.g. rubber. ✓ To identify and name some materials that can bend e.g. paper, some plastic, leather. ✓ To identify and name some materials that can be squashed e.g. rubber, foam, sponge. ✓ To identify and name some materials that can be twisted e.g. wool, cotton. ✓ To group and sort materials, objects or living things based on their properties or features.	**What happens to the size of objects when we change their shape?** ✓ To explain that some materials can change shape when we do something to them e.g. squash, bend, stetch, twist. ✓ To carry out simple tests. (WS) ✓ To use observations to begin to suggest answers to questions. (WS) ✓ To begin to notice patterns and relationships from observations. (WS) ✓ To begin to use simple scientific language and vocabulary. (WS)

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Art		**How does folding and crumpling change texture?**	**What is the difference between overlaying and overlapping?**	**Who is David Hockney? How can photographs be used in collage?**	**How do we plan a collage?**	**How can we create a collage that is 3D?**
		✓ To use knowledge of 2D shapes to create 3D shapes. ✓ To know how to fold and crumple media to create texture and form.	✓ To understand how to overlay materials to change colour. ✓ To understand how to overlap materials to change form. ✓ To use knowledge of 2D shapes to create 3D	✓ To understand how David Hockney created his collage. ✓ To know photographs can be used to create a collage - take and select photographs to create their own.	✓ To use knowledge of a variety of media to plan a collage ✓ To know photographs can be used to create a collage - take and select photographs to create their own.	✓ To use knowledge of 2D shapes to create 3D shapes. ✓ To know photographs can be used to create a collage - take and select photographs to create their own. ✓ To know how to fold and crumple media to create texture and form. ✓ To understand how to overlay materials to change colour. ✓ To understand how to overlap materials to change form.
						How can we create a collage that is 3D? ✓ To use knowledge of texture and form to evaluate their collage.