

Y1/2 Cycle B Autumn Half Term 2 Medium Term Plan

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
History	<p>How did the Great Fire of London start? SESSION 1A</p>	<p>How did the Great Fire of London start? SESSION 1B</p>	<p>Why is Samuel Pepys so important to the story of the Great Fire of London? How did people react to the Great Fire of London?</p>	<p>How did people react to the Great Fire of London?</p>	<p>How did the Great Fire of London affect the city afterwards? SESSION 4A</p>	<p>How did the Great Fire of London affect the city afterwards? SESSION 4B</p>	
	<ul style="list-style-type: none"> ✓ To know generally when the Great Fire of London occurred. ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. ✓ To understand why one source is more useful than another. 	<ul style="list-style-type: none"> ✓ To know the key events in the Great Fire of London. ✓ To know the order of events in the Great Fire of London. 	<ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. ✓ To know that Samuel Pepys recorded his experiences of the Great Fire of London in a diary. 	<ul style="list-style-type: none"> ✓ To know the key events in the Great Fire of London. ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. ✓ To know how people reacted during The Great Fire of London. 	<ul style="list-style-type: none"> ✓ To know and describe some of the changes that happened because of the Great Fire of London. ✓ [To know key events in the Great Fire of London.] 	<ul style="list-style-type: none"> ✓ SESSION 4B To know and describe some of the changes that happened because of the Great Fire of London. ✓ To know key events in the Great Fire of London. ✓ SESSION 5 [To know key events in the Great Fire of London.] ✓ [To know the order of events in the Great Fire of London.] ✓ [To know and describe some of the changes that happened because of the Great Fire of London.] 	
D&T	<p>How do architects create buildings?</p>	<p>How do we cut materials?</p>	<p>How do we cut and join a net?</p>	<p>How can we as architects make a building?</p>			
	<ul style="list-style-type: none"> ✓ To know what a free-standing structure is. ✓ To know that Sir Christopher Wren was an architect who designed buildings. ✓ To use knowledge of 3D shapes to build simple free-standing structures. 	<ul style="list-style-type: none"> ✓ To know how to use scissors to cut card and paper accurately and safely. ✓ To use knowledge of materials to explain how easy or difficult they are to cut. 	<ul style="list-style-type: none"> ✓ To know how to use a straight edge to mark lines for cutting. ✓ To know how to use templates to create a net. ✓ [To know how to use scissors to cut card and paper accurately and safely.] ✓ [To use knowledge of joining materials to select the most suitable for a purpose.] 	<ul style="list-style-type: none"> ✓ [To know how to use templates to create a net.] ✓ [To know how to use a straight edge to mark lines for cutting.] ✓ [To know how to use scissors to cut card and paper accurately and safely.] ✓ To use knowledge of construction and joining materials to select the most suitable to design a model house. 			
	<p>What is a net and how can we make them?</p>	<p>How can we decide what joining materials to use?</p>	<p>How can we as architects design a building?</p>	<p>How can we as architects evaluate a design?</p>			
<ul style="list-style-type: none"> ✓ To know that a mock-up is used by designers and architects to test how well a design will work. ✓ To use knowledge of 2D shapes and simple nets to build free-standing structures using Polydron. ✓ To know what a free-standing structure is. 	<ul style="list-style-type: none"> ✓ To know that designers use a wide range of different equipment to join materials. ✓ To use knowledge of joining materials to select the most suitable for a purpose. ✓ To know how to layer materials as a finishing technique to make them more appealing for the intended user. 	<ul style="list-style-type: none"> ✓ To use knowledge of construction and joining materials to select the most suitable to design a model house. 	<ul style="list-style-type: none"> ✓ To evaluate their model using knowledge of stability, effectiveness of construction and joining materials and finishing techniques. ✓ To use knowledge of construction to make changes to their model as appropriate. 				

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Art					How can we use charcoal to draw?	How do artists use different drawing mediums? TWO PARTS	
					<ul style="list-style-type: none"> ✓ To use graphite and charcoal effectively as different drawing materials. ✓ To know how to vary and control the thickness of line to create drawings from a source. 	<ul style="list-style-type: none"> ✓ To know and explain the similarities and differences between the work of William Kentridge and Frank Auerbach in terms of subject matter. <li style="text-align: center;">PART B ✓ To use knowledge of graphite, charcoal and ink to create different effects 	
					How can we smudge to change tone?	How are we artists like William Kentridge and Frank Auerbach?	
					<ul style="list-style-type: none"> ✓ To use graphite and charcoal effectively as different drawing materials. ✓ To know how to use smudging techniques to create different tone. ✓ To control a pen effectively to make outlines and to add details. 	<ul style="list-style-type: none"> ✓ To use graphite and charcoal effectively as different drawing materials. ✓ To know how to vary and control the thickness of line to create drawings from a source. ✓ To know how to use smudging techniques to create different tone. ✓ To control a pen effectively to make outlines and to add details. <li style="text-align: center;">PART B ✓ To identify and understand the similarities and differences between their own artwork and that of William Kentridge and Frank Auerbach. 	
Science							Which materials are most suitable? SESSION 1A
							<ul style="list-style-type: none"> ✓ To explain how the properties of a material make them suitable for certain jobs. ✓ To recognise that simple questions can be answered in different ways. (WS)

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							<p>Which materials are most suitable? SESSION 1B</p> <ul style="list-style-type: none">✓ To use a variety of simple equipment to carry out scientific enquiries. (WS)✓ To explain how the properties of a material make them suitable for certain jobs.✓ To carry out simple tests. (WS)✓ To use observations to begin to suggest answers to questions. (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)
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