**Year 1/2: Medium Term Plan: Spring 1 and 2**

Overall outcome

​We will hold a ‘Celebrate Britain’ meal where we celebrate the different cultures of the children in year 1 and year 2. Artwork produced during the term’s work will decorate the function room.

​

|  |
| --- |
| **Curriculum areas that will be covered in stand-alone units during this topic:** **Science****Maths** **RE****PE****Phonics** **Music** |



**What does it mean to be British?**

 **Global goal 16 – peace, justice and strong institutions**

**Key Vocabulary:**

British, United Kingdom, England, country, capital city, Northern Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, algorithm, program, debug, forwards, backwards, turn, (clockwise and anti-clockwise y2) left, right, monarch, Queen, reign, Victorian, heritage, culture, belief, faith, relations.

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

* Make a postcard using their knowledge of UK landmarks
* Create an interactive resource to help remember the 4 countries and capital cities in the United Kingdom
* Make a mask which will reflect their own heritage
* Produce written algorithms for a Beebot to travel around a grid containing British artefacts.
* Create a family tree to investigate their own heritage

Connections

*What are the connections to our curriculum past and present?*

**Texts: The Queen’s Knickers by Nicholas Allan**

**Hook: Family tree making workshop with members of children’s family**

**Curriculum**

*What will we learn?*

Children will be able to:

* Name and locate the four countries that make up the United Kingdom and their capital cities.
* Know the names of some famous landmarks in the United Kingdom
* Know the different flags of the countries which make up the United Kingdom
* Compare the lives of two significant individuals (Queen Victoria and Queen Elizabeth II)
* Compare the lives of children in the Victorian period to their own lives
* Understand what algorithms are
* Create and debug simple programs to make a Beebot move, following precise instructions
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Community

*What links can we develop‘Near and Far’?*

* Link to children’s families s as they will come in and help create family trees
* Links which the children have to different countries
* Sharing a meal of different foods to reflect the different heritages of the children in our school

Compassion

*What feelings to we wish to evoke?*

* Tolerance of other’s beliefs and faiths and those without faith
* Reduce racial prejudice by inclusion of all
* Encourage acceptance of others and respect for others
* Enable students to develop their self-esteem, self-knowledge and self confidence
* Appreciate their own and other’s cultures
* To be proud of our heritage
* Link to previous topic as the children have explored life in other countries, and now can explore life in a different age
* Link to mixing primary colours to create secondary colours
* Link to previous topic where the children located countries on a map
* Previous experience of Beebots has been through play activities
* All children have created self-portraits and were encouraged to notice similarities and differences between their peers

Creativity:

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

**Areas of learning (theme/subject)**

Which subject areas will be included through this project? Literacy, Geography, Art, PHSCE, Computing

**Significant individuals**

**Queen Elizabeth II, Queen Victoria,**

**Resources**

**Beebots, beebot maps, papier mache resources, mask templates, paint, maps of UK, flags, batteries**