**Year 1 and 2**

**Year B**

| | **Autumn 1 - Great Fire of London** | **Autumn 2 - Arctic** | **Spring 1 - On the farm** | **Spring 2 - Transport** | **Summer 1 - Under the sea** | **Summer 2 - Nurturing Nurses** |
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| **I wonder…** | Did the Great Fire change the city? | Can a polar bear shake hands with a penguin? | Why is Southminster special? | Did people in the past travel fast? | Who is in charge of the oceans? | Do all heroes wear capes? |
| **Trips** | | | Old McDonald's Farm / Boydell's Dairy farm – wb 06.02.2023 | | Sealife centre –22.05.2023 | |
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| **Science** | Biology | Biology | Biology | Chemistry | Biology | *Physics* |
| | Seasonal Changes | Living Things and their Habitats | Plants | To investigate materials | Animals including Humans; Identifying and classifying | Light |
| **Explorify** | https://explorify.uk/en/activities/the-big-question/what-if-there-was-only-one-season | https://explorify.uk/en/activities/odd-one-out/different-homes | https://explorify.uk/en/activities/whats-going-on/plant-takeaway | https://explorify.uk/en/activities/who-is/charles-macintosh | **https://explorify.uk/en/activities/whats-going-on/unexpected-eggs** | https://explorify.uk/en/activities/who-is/florence-nightingale |
| **Science Real life link** | Weather forecasts | Pets | Farms – Farm to fork | Fashion | Themselves the human body | Lights in the home / school |
| **Science objectives (knowledge)** | • Observe and describe weather associated with the seasons.<br>• Observe and describe how day length varies. | • Identifying habitats<br>• Use observations<br>• Compare habitats<br>• Explain a habitat<br>• Use observation skills to explain ideas<br>• To sort animals into food groups<br>• To research what different animals eat<br>• To create a food chain | • To identify the life cycle of a plant<br>• To use observations<br>• To explore seed dispersal<br>• To gather evidence to support ideas<br>• To explain the life cycle of a plant<br>• To use observations to explain ideas | • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock<br>• Describe the simple physical properties of a variety of everyday materials<br>• Compare and group together a variety of everyday materials on the basis of their simple physical properties | • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates<br>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>• Describe and compare the structure of a variety of common animals<br>• Identify and describe the basic needs of animals, including humans, for survival . | • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.<br>• Identify common appliances that run on electricity. |
| **Science skills** | • To undertake practical work<br>• To think independently | • To think independently, to carry out scientific investigations.<br>• To report scientific findings.<br>• To use scientific vocabulary, | • To use scientific vocabulary,<br>• To think independently, to solve challenging problems | • To use written and verbal explanations<br>• To carry out scientific investigations<br>• To think independently.<br>• To raise questions about working scientifically. | • To use scientific vocabulary<br>• To use written and verbal explanations<br>• To report scientific findings | • To investigate light and seeing<br>• To understand electrical circuits |
| **Science Key Knowledge** | • Observe and describe weather associated with the seasons<br>• Seasons<br>• Autumn<br>• Winter<br>• Spring | • Use observations to compare and observe habitats.<br>• Habitat<br>• Home<br>• Nest<br>• Den | • Use observations<br>• To identify the life cycle of a plant.<br>• To gather evidence to support ideas<br>• Grow<br>• Roots | • Identify, name and describe a variety of everyday materials, including;<br>• wood,<br>• plastic,<br>• glass,<br>• metal, | • Identify, name and describe a variety of common animals that are;<br>• birds,<br>• fish<br>• amphibians,<br>• reptiles | • Investigate light and seeing<br>• Observe and name a variety of sources of light<br>• Light source<br>• Circuit<br>• Bulb |

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| | • Summer<br>• Hot and cold<br>• Rain, sleet, snow, hail<br>• Sunshine<br>• Windy | • Food<br>• Safety | • Soil<br>• Stem<br>• Leaves<br>• Seeds<br>• Petals<br>• Cycle | • water<br>• rock | • Identify and describe the basic needs of animals, including humans, for survival<br>• Food<br>• Water<br>• Habitat<br>• Air | • Torch<br>• Sun<br>• Lamp<br>• Battery<br>• Wire |
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| **History** | Significant people – *Samuel Pepys King Charles II* | | Local History Study (brief) | Changes in Living Memory *(first vehicles and then electric cars)* | | Significant people – Mary Seacole and Florence Nightingale |
| | Religious and Social (Peasantry) | | Invention (Civilisation and economy) | Invention (Civilisation and economy) | | Military and Political (parliament) |
| | Monarchy / empire | | | Chronology of transport | | Religious and Social (Peasantry) |
| **History objectives (knowledge)** | <u>The Great Fire of London</u><br>• What impact has this had? Housing now in London? Compare<br>• Build an overview of world history<br>• Describe historical events.<br>• Describe significant people from the past.<br>• Recognise that there are reasons why people in the past acted as they did. | | | • To investigate and interpret the past –<br>• Observe or handle evidence to ask questions and find answers to questions about the past.<br>• Use artefacts, pictures, stories, online sources and databases to find out about the past<br>• Identify some of the different ways the past has been represented | | • Children should know about lives of significant people from the past, with a focus on Florence Nightingale.<br>• Children should understand the effect that Florence Nightingale and Mary Seacole had on people's lives.<br>• Children should recognise the difference these people have made on society<br>• Children should be able to explain why these women are famous.<br>• Children should learn how to compare events in the past to the present day. |
| **History skills** | • To interpret and compare sources.<br>• To question and explain events of the past.<br>• To use chronology<br>• To use historical vocabulary<br>• To gather evidence | | | • To interpret and compare sources<br>• To use chronology<br>• To use historical vocabulary<br>• To gather evidence | | • To ask historical questions<br>• To question and explain events of the past<br>• To interpret and compare sources<br>• To use chronology |

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| **History Key knowledge** | Samuel Pepys, Thomas Farriner, King Charles II<br>Social - Living conditions<br>Monument<br>Devastation<br>Impact<br>Plague<br>Thomas Farriner Thatched | | | Wright brothers<br>Amelia Earhart<br>Vikings – longboat<br>Electric cars – Tesla<br>Vocabulary-Transport Railway Station Platform Vehicles Carriages Harbour Marina Moorings Conductor Compare Contrast | | Crimea war<br>Florence Nightingale- nurses<br>Mary Seacole<br>Medicine<br>Changes in society - medical equipment,<br>Covid, |
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| **Geography** | | Locational and Place Knowledge | Human Geography | | Locational and Place Knowledge | Physical Knowledge |
| | | Physical Knowledge | Geographical skills and fieldwork | | Geographical skills and fieldwork | |
| **Geography objectives (knowledge)** | | .<br>• To identify places on a map of the world<br>• To identify the UK, Arctic, North and South Pole<br>• To describe a place<br>• To compare two locations | • Use basic geographical vocabulary to refer to – key physical features,<br>,<br>• Use basic geographical vocabulary to refer to key human features<br>,<br>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom<br>• Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environments | | • To identify places on a map<br>• Name and locate the world's surrounding continents and oceans<br>• Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environments. | • To identify places on a map<br>• Use basic geographical vocabulary to refer to – key physical features |
| **Geography skills** | | • To use geographical resources (including maps)<br>• To use geographical language and vocabulary<br>• To compare locations | • To ask and answer geographical questions<br>• To use fieldwork and observation skills<br>• To understand and explain human features<br>• To compare locations (including local) | | • To use geographical resources (including maps)<br>• To use geographical language and vocabulary<br>• To understand and explain physical features | |
| **Geography Key knowledge** | River Thames, | Arctic ocean,<br>Pacific Ocean<br>Southern Ocean<br>Atlantic Ocean<br>Indian Ocean<br>Arctic, North and South Pole<br>Polar regions Southminster. | London, Edinburgh, Belfast, Cardiff<br><br>Learn compass points north, south, east and west. | | *(Recap - Arctic ocean,*<br>*Pacific Ocean,*<br>*Southern ocean*<br>*Atlantic Ocean*<br>*Indian Ocean)*<br><br>Great Barrier Reef. | Crimean Mountains<br>*(journey to help the soldiers)* |

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| | | | Physical and human feature – explain what we mean by human or physical<br><br>Scott's Hill (Southminster)<br><br>Burnham Estuary<br><br>Houses roads and bridges<br>Landmarks- Big Ben , London Eye , Buckingham, Edinburgh castle , Stonehenge, Giants Causeway | | 7 Continents –<br>Asia, Africa , North and south America, Antarctica , Europe, Australia<br>Bradwell /Burnham to research the environment. (estuary location) | |
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| **Art and Design** | Printing | | | Digital Media | Sculpture | |
| | Andy Warhol | | | Stephen McMennamy<br>Joey Chou (California, USA)<br>Alena Tkach (Ukraine) | George Edgar Ohr – clay<br>Robert Arneson – clay<br>Jen Starck | |
| **Art objectives (knowledge)** | • Use repeating or overlapping shapes.<br>• Mimic print from the environment (e.g. wallpapers).<br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints. | | | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Use a combination of shapes.<br>• Include lines and texture.<br>• Use rolled up paper, straws, paper, card and<br>clay as materials.<br>• Use techniques such as rolling, cutting,<br>moulding and carving. | |
| **Art skills** | To use cutting and fixing techniques<br><br>To use printing techniques | | | To take inspiration and respond to art<br><br>To develop colour and patterns | To take inspiration and respond to art<br><br>To sculpt with a range of resources | |
| **Art Key Knowledge** | Printing<br>Andy Warhol<br>Repeating patterns<br>Overlapping<br>Press<br>Roll<br>Rub<br>Stamp<br>Primary Colours<br>Pop art | | | Digital Media<br>Stephen McMennamy<br>Joey Chou (California, USA)<br>Alena Tkach (Ukraine)<br>Photos<br>Still<br>Video<br>Photography<br>Inspiration<br>Tools<br>Textures<br>Lines<br>Tone<br>Shape<br>Record | Sculpture<br>George Edgar Ohr – clay<br>Robert Arneson – clay<br>Jen Starck<br>Clay<br>Textures<br>Rolled<br>Cutting<br>Moulding<br>Carving | |
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| **Design & Technology** | | Materials<br>Hat to keep warm in the Arctic | Food and Nutrition – cooking with food from the farm | | Computing (brief) – light for a submarine | Construction - Norman Foster? |
| **DT objectives (knowledge)** | | • Cut materials safely using tools provided. | • Cut, peel or grate ingredients safely and hygienically. | | • Model designs using software | • Use materials to practise drilling, screwing, gluing and nailing |

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| | | • Measure and mark out to the nearest centimetre.<br>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | • Measure or weigh using measuring cups or electronic scales.<br>• Assemble or cook ingredients. | | | materials to make and strengthen products. |
| **DT skills** | | To use modify and create textiles<br><br>To construct and assemble products<br><br>To design with a purpose<br><br>To evaluate, refine and improve | To prepare, assemble and cook food hygienically<br><br>To construct and assemble products<br><br>To evaluate, refine and improve<br><br>To explore and compare product design | | To design with a purpose<br><br>To evaluate, refine and improve | To use mechanics<br><br>To explore and compare product design |
| **DT Specific Key Knowledge** | | To design, make and evaluate<br><br>Purpose – keeping warm<br><br>Measure<br>cut materials.<br><br>Joining materials together. | To design, prepare and evaluate a recipe.<br><br>Following steps within a recipe.<br><br>Fruit and vegetables<br><br>Using tools safely<br><br>Cutting | | Circuit<br>Light | To design, make and evaluate an item for a purpose<br><br>Measure and cut materials.<br><br>Joining materials together.<br><br>Using tools safely<br><br>Light box or nightlight holder |
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| **Computing** | Online safety | | Communication | Introducing Programming | | Data Handling |
| **Kapow Unit** | Online Safety – Year 1 | | Computing systems and networks 1: What is a computer? – Year 2 | Skills showcase: Rocket to the moon – Year 1 | | Data Handling – An introduction to data – Year 1 |
| **Computing objectives (knowledge)** | Pupils who are **secure** will be able to:<br><br>• Discuss what the internet is and how it can be used.<br>• Recognise that the internet may affect mood or emotions.<br>• Recognise how internet use can affect and upset others.<br>• Identify which information is appropriate to share and post online and which is not. | | Pupils who are **secure** will be able to:<br><br>• Name some computer peripherals and their function.<br>• Recognise that buttons cause effects.<br>• Explain that technology follows instructions.<br>• Recognise different forms of technology.<br>• Design an invention which includes inputs and outputs.<br>• Explain the role of computers in the world around them. | Pupils who are **secure** will be able to:<br><br>• Use a computer to make a list<br>• Explain the benefits of making a list on the computer<br>• Use a basic range of tools on graphics editing software to design a rocket<br>• Sequence instructions<br>• Follow instructions to build their model rocket<br>• Input data about their rockets into a table or spreadsheet | | Pupils who are **secure** will be able to:<br><br>• Represent animal-themed data in different ways, using objects and technology.<br>• Log in and use mouse and keyboard skills to navigate the computer.<br>• Represent the same data as a pictogram and a table or chart.<br>• Collect data about minibeasts using a tally chart and represent their data digitally.<br>• Click and drag objects to sort data using a branching database.<br>• Consider the types of input that would be used to |

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| | | | | | | gather different forms of data when designing an invention. |
| **Computing skills** | To use online platforms appropriately<br><br>To be safe and responsible<br><br>To understand e-safety laws | | To create messages<br><br>To communicate through APPs and devices | To understand and import instructions<br><br>To use coding for controlling objects | | To collect and organise data |
| **Computing Specific Key Knowledge** | Conduct<br>Content<br>Contact | | Social media<br>Age restrictions<br>Private<br>APP<br>Chat<br>Sharing | Code<br>Instructions<br>Forward<br>Backward<br>Right<br>Left<br>Undo<br>Repeat | | Collect<br>Data<br>Graph<br>Database |
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| **Music** | Hey you! | Magical Christmas Journey - performance | Friendship Song | | Zootime | |
| **PE** | See Get Set PE | | | | | |
| **PSHE** | See Jigsaw | | | | | |
| **RE** | See RE LTP | | | | | |

**Year A**

| | **Autumn 1 - Castles** | **Autumn 2 - The Victorians** | **Spring 1 - Explorers** | **Spring 2 - Dinosaurs** | **Summer 1 - Claude Monet** | **Summer 2 - Africa** |
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| I wonder… | Who is the king of the castle? | What would it be like to be a Victorian child? | Is there more to explore? | Did dinosaurs really exist? | What would it be like to be inside the painting? | How did the cheetah get his spots? |
| Trips | Castle day / Colchester castle | Hook Day | Hook Day | Natural History Museum? | Visit to Burnham on Crouch | Colchester Zoo |
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| **Science** | Chemistry | Biology | Biology | Biology | Physics | Biology |
| | Everyday Materials<br>Brilliant builders | Plants | Animals including Humans-<br>Amazing me! | Plants | Sound | Living things and their habitats |
| **Explorify** | https://explorify.uk/en/activities/have-you-ever/stretched-a-hair-band-or-an-elastic-band-too-much<br><br>https://explorify.uk/en/activities/zoom-in-zoom-out/the-space-in-between | https://explorify.uk/en/activities/odd-one-out/three-weeds | https://explorify.uk/en/activities/odd-one-out/tropical-fruits | https://explorify.uk/en/activities/zoom-in-zoom-out/craggy-surface | https://explorify.uk/en/activities/listen-what-can-you-hear/musical-beats | https://explorify.uk/en/activities/whats-going-on/to-flee-or-not-to-flee |

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| **Science Real life link** | Homes and houses | Gardening at home and school | Pets<br>Themselves | Bees and pollinators | Our ears and hearing | Animals |
| **Science objectives (knowledge)** | Which materials are better for building a castle?<br><br>Find out how the shapes of solid objects made from some materials can be changed<br>by squashing, bending, twisting and stretching<br><br>I can say why I would choose a material for a particular job<br><br>I can explain how objects made from some materials can be changed<br>Perform simple tests- absorbency of bricks- materials<br><br>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br><br>Ask simple questions and recognise that they can be answered in different ways.<br><br>Identify and classify.<br><br>Use their observations and ideas to suggest answers to questions. | observe and describe how seeds and bulbs grow into mature plants<br><br>Identify and name a variety of common wild<br>and garden plants, including deciduous and evergreen trees.<br><br>Identify, describe the basic structure of variety of common flowering plants, including trees<br><br>find out and describe how plants need water, light and a suitable temperature to grow<br>and stay healthy.<br><br>introduced to the requirements of plants for growth | Notice that animals, including humans, have offspring which grow into adults<br><br>Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense<br><br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene<br><br>Ask simple questions and recognise that they can be answered in different ways.<br><br>Observe closely, using simple equipment.<br><br>Identify and classify.<br><br>Use their observations and ideas to suggest answers to questions.<br><br>Gather and record data to help answer questions.<br><br>Recognise the senses | Introduced to the requirements of plants for germination and survival, as well as to the processes of reproduction in plants.<br><br>Examine plants for signs that they have been eaten and consider what is eating them.<br><br>Understand what pollen is and the role it plays in helping to make new plants.<br><br>Understand the basic structure of a flower and the basic function of the main parts<br><br>Take a flower to pieces and label the parts | Observe and name a variety of sources of sound, noticing that we hear with our ears<br><br>recognise that sounds get fainter as the distance from the sound source increases.<br><br>Working scientifically<br><br>What size/shape makes the best ears?<br><br>What makes the best string telephones?<br><br>Which ear protector is best?<br><br>Which sounds can be heard furthest away? | Explore and compare the differences between things that are living, dead, and things that have never been alive<br><br>Identify and name a variety of plants and animals in their habitats, including microhabitats<br><br>Identify that most living things live in habitats to which they are suited and describe<br>how different habitats provide for the basic needs of different kinds of animals and<br>plants, and how they depend on each other<br>sorting and classifying |
| **Science skills** | • To raise questions about working scientifically<br>• To carry out scientific investigations<br>• To solve challenging problems | • To use scientific vocabulary<br>• To report and explain findings | • To use scientific vocabulary | • To raise questions about working scientifically<br>• To carry out scientific investigations<br>• To report and explain findings | • To find links between scientific technologies<br>• To report and explain findings | • To use scientific vocabulary |
| **Science Key Knowledge** | • Identify and compare the suitability of a variety of everyday materials, including;<br>• wood,<br>• metal,<br>• plastic,<br>• glass,<br>• brick,<br>• rock,<br>• paper and cardboard<br>• uses<br>• questions | • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br>• Plants<br>• Water<br>• Light<br>• Temperature<br>• Suitable<br>• Grow<br>• Healthy | • Identify, name, draw and label the basic parts of the human body<br>• Senses<br>• Sight, hearing, smell, taste, touch<br>• Eyes, ears, nose, mouth, hands<br><br>• Describe the importance for humans of exercise<br>• Eating the right amounts of different types of food<br>• Hygiene | • Introduced to the requirements of plants for germination and survival, as well as to the processes of reproduction in plants.<br>• Seeds<br>• Dispersal<br>• Pollen<br>• Flower<br>• Bees<br>• To report and explain findings | • Observe and name a variety of sources of sound, noticing that we hear with our ears<br>• Ears<br>• Hearing<br>• Sound<br>• Pitch and volume | • Explore and compare the differences between things<br>• Living<br>• Dead<br>• Things that have never been alive<br>• Identify that most living things live in habitats<br>• Suitable |

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| **History** | *Chronology* | Significant people – Queen Victoria | Significant people – Mae Jemison<br>John Lloyd Stephens and Frederick Catherwood<br>Mathew Henson<br>Christopher Columbus<br>Marco Polo | *Using sources*<br>*Ask questions* | Local History Study – Bradwell landscape changes | |
| | Monarchy / empire | Religious and Social (Peasantry) | Invention (Civilisation and economy) | | Religious and Social (Peasantry) | |
| | | Monarchy / empire | Military and Political (parliament) | | Chronology of the artist's life | |
| **History objectives (knowledge)** | Understand chronology | Build an overview of world history<br><br>• Describe historical events.<br>• Describe significant people from the past.<br>• Recognise that there are reasons why people in the past acted as they did.<br><br>Communicate historically<br><br>Understand chronology | Communicate historically<br><br>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.<br>• Show an understanding of the concept of nation and a nation's history.<br>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.<br><br>Communicate historically<br><br>Understand chronology | | Investigate and interpret the past<br><br>• Observe or handle evidence to ask questions and find answers to questions about the past.<br>• Ask questions such as: What was it like for people? What happened? How long ago?<br>• Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>• Identify some of the different ways the past has been represented.<br><br>Communicate historically<br><br>Understand chronology | |
| **History skills** | To use chronology | To question and explain events of the past<br><br>To use chronology<br><br>To use historical vocabulary<br><br>To gather evidence<br><br>To ask historical questions | To interpret and compare sources<br><br>To use historical vocabulary<br><br>To gather evidence | To interpret and compare sources<br><br>To ask historical questions | To use chronology<br><br>To ask historical questions<br><br>To gather evidence | |
| **History Key Knowledge** | | Communicate historically<br>Understand chronology<br>Queen Victoria<br>Prince Albert<br>Charles Dickens<br>The Victorian period Victorian Christmas<br>Chimney sweep - London | Mae Jemison<br>John Lloyd Stephens<br>Mathew Henson<br>Frederick Catherwood Christopher Columbus<br>Scoot of the Antarctic<br>Americas, Asia<br>Antarctica<br>Tudors / Elizabethan | | Investigate and interpret the past<br><br>Bradwell landscape changes<br>Bradwell power station<br><br>Saxon Shore fort in Roman times known as Othona.<br><br>Anglo-Saxons called it Ithancester.<br><br>Saint Cedd founded a monastery<br><br>Chapel of St Peter-on-the-Wall, one of the oldest churches in Britain | |

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| **Geography** | Locational and Place Knowledge | | Physical Geography (brief) | Geographical skills and fieldwork | | Locational and Place Knowledge |
| | Human Geography | | | Human Geography | | Physical Knowledge |
| **Geography objectives (knowledge)** | **Investigate places**<br>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). *(Colchester /Hedingham castle and surrounding area)*<br><br>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.<br><br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br><br>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br><br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br><br>• Name and locate the world's continents and oceans. | | | • 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<br><br>. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br>*Visit to creaksea fossil hunting*<br>• Identify land use around the school.<br><br>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).<br><br>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. | | **Communicate geographically**<br>Diverse Location compared to not so diverse – Africa and the UK<br><br>• Use basic geographical vocabulary to refer to:<br><br>• **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br><br>• **key human features**, including: city, town, village, factory, farm, house, office and shop.<br><br>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).<br><br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. |
| **Geography skills** | To ask and answer geographical questions<br><br>To use geographical resources (including maps)<br><br>To use geographical language and vocabulary | | | To use fieldwork and observation skills<br><br>To use geographical language and vocabulary<br><br>To ask and answer geographical questions | | To compare locations (including local)<br><br>To understand and explain physical features<br><br>To understand and explain human features<br><br>To use geographical language and vocabulary |
| **Geography Specific Key Knowledge** | Colchester<br>Hedingham castle and surrounding area<br>Essex<br>United Kingdom | | | Equator<br>North and South Poles<br>*Visit to creaksea fossil hunting*<br><br>Dorest<br>Lyme Regis – Dorset | | Africa<br>Kenya<br>Amboseli National Park<br>Lake Nakuru<br>Flamingo Hill<br>Nairobi |

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| **Art & Design** | Collage<br>Paul Klee- Castle and Sun<br>Jeannie Baker – collages in story books | | Drawing (still life)<br>Andre Derain - the world around them<br>Nicole Dyer (took inspirations from Andy Warhol) | | Painting<br>Lilies under a bridge by Claude Monet) | |
| **Art objectives (knowledge)** | • Use a combination of materials that are cut,<br>torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture. | | • Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | | • Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black<br>to colours to make tones.<br>• Create colour wheels. | |
| **Art skills** | To take inspiration and respond to art<br><br>To use cutting and fixing techniques | | To use drawing skills | | To develop colour and patterns using brush techniques<br><br>To take inspiration and respond to art | |
| **Art Specific Key Knowledge** | Collage<br>Paul Klee<br>Castle and Sun<br>Jeannie Baker<br>Combination<br>Cut<br>Tearing<br>Materials<br>Texture<br>Inspiration | | Drawing<br>Andre Derain<br>Nicole Dyer<br>Sketch<br>Still-life<br>Thickness<br>Size<br>Pencil<br>Pattern<br>Dots<br>Lines<br>Tone | | Claude Monet<br>Painting<br>Lilies<br>Thick<br>Thin<br>Primary<br>Secondary<br>Tints<br>Tones<br>Colour wheel | |
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| **Design & Technology** | | Textiles<br><br>Use of Materials<br>(Make a Christmas decoration to sell at Christmas fair) | | Electronics and Mechanics | | Food and Nutrition |
| | | Zandra Rhodes textiles | | Moving dinosaur for a puppet show | | African cooking |
| | | • Shape textiles using templates.<br>• Join textiles using running stitch.<br>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). | | • Create products using levers, wheels and winding mechanisms. | | • Cut, peel or grate ingredients safely and hygienically.<br>• Measure or weigh using measuring cups or electronic scales.<br>• Assemble or cook ingredients. |
| **DT Skills** | | To use modify and create textiles<br><br>To design with a purpose<br><br>To explore and compare product design | | To design with a purpose<br><br>To evaluate, refine and improve<br><br>To explore and compare product design | | To prepare, assemble and cook food hygienically<br><br>To construct and assemble products<br><br>To evaluate, refine and improve |

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| | | | | | | To explore and compare product design |
| **DT Specific Key Knowledge** | | To design, make and evaluate a Christmas decoration<br><br>Measure and cut materials.<br><br>Use ruler to measure<br><br>Joining materials together. | | Investigate levers, wheels and winding mechanisms<br><br>Use ruler to measure<br><br>Joining materials together. | | Following steps within a recipe.<br><br>Hygiene<br><br>Mixing<br><br>Preparing |
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| Computing | Online Safety | Digital Media | Data Handling | | | Coding |
| Kapow unit name | Online Safety – Year 2 | Creating media: Stop motion – Year 2 | Data handling: International Space Station – Year 2 | | | Programming 1: Algorithms and debugging |
| End of unit Objectives | Pupils who are **secure** will be able to:<br><br>• Explain what is meant by online information.<br>• Recognise what information is safe to be shared online.<br>• Explain why we need passwords and what makes a strong password.<br>• Understand that they need to ask permission before sharing content online and explain why.<br>• Understand that they have the right to deny their permission to information about them being shared online.<br>• Say who they can ask for help with online worries.<br>• Use some strategies to work out if online information is reliable or not. | Pupils who are **secure** will be able to:<br><br>• Create a flip book animation.<br>• Decompose a story into smaller parts to plan a stop motion animation.<br>• Create stop motion animations with small changes between images. | Pupils who are **secure** will be able to:<br><br>• Describe and explain how astronauts' survival needs are met aboard the ISS.<br>• Identify and digitally draw items which fulfil basic human needs when aboard the ISS.<br>• Read the correct temperature on a thermometer.<br>• Design a display showing everything that needs to be monitored by sensors on the ISS.<br>• Create an algorithm that addresses all plants' needs.<br>• Explain how space exploration can benefit life on Earth.<br>• Read data to identify whether a planet might be habitable. | | | Pupils who are **secure** will be able to:<br><br>• Decompose a game to predict the algorithms.<br>• Give a definition for 'decomposition'.<br>• Write clear and precise algorithms.<br>• Create algorithms to solve problems.<br>• Use loops in their algorithms to make their code more efficient.<br>• Explain what abstraction is. |
| Computing Skills | To use online platforms appropriately<br><br>To be safe and responsible<br><br>To understand e-safety laws | To use digital media to connect with others | To collect and organise data | | | To understand and import instructions<br><br>To use coding for controlling objects |
| Computing Vocabulary | Conduct<br>Content<br>Contact | Media<br>Digital<br>Flipbook<br>Record | Collect<br>Data<br>Graph<br>Database<br>Excel | | | Code<br>Instructions<br>Forward<br>Backward<br>Right |

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| | | | | | | Left<br>Undo<br>Repeat |
| **Music** | Hearts, feet, heart | Ho Ho Ho | | In the Groove | Your imagination | |
| **PE** | See Get Set PE | | | | | |
| **PSHE** | See Jigsaw | | | | | |
| **RE** | See RE LTP | | | | | |