

Year 1 and 2

Year B – 2022-2023

	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
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	
Science	Biology	Biology	Biology	Chemistry	Biology	Physics
	Seasonal Changes	Living Things and their Habitats	Plants	To investigate materials	To understand animals and humans - Identifying and classifying	Light
Science objectives (knowledge)	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons. Observe and describe how day length varies. 	<ul style="list-style-type: none"> Identifying habitats Use observations Compare habitats Explain a habitat Use observation skills to explain ideas To sort animals into food groups To research what different animals eat To create a food chain 	<ul style="list-style-type: none"> To identify the life cycle of a plant To use observations To explore seed dispersal To gather evidence to support ideas To explain the life cycle of a plant To use observations to explain ideas 	<ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the 	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a 	<ul style="list-style-type: none"> 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. Identify common appliances that run on electricity.

				basis of their simple physical properties	variety of common animals <ul style="list-style-type: none"> Identify and describe the basic needs of animals, including humans, for survival . 	
Science skills	<ul style="list-style-type: none"> To undertake practical work To think independently 	<ul style="list-style-type: none"> To think independently, to carry out scientific investigations. To report scientific findings. To use scientific vocabulary, 	<ul style="list-style-type: none"> To use scientific vocabulary, To think independently, to solve challenging problems 	<ul style="list-style-type: none"> To use written and verbal explanations To carry out scientific investigations To think independently. To raise questions about working scientifically. 	<ul style="list-style-type: none"> To use scientific vocabulary To use written and verbal explanations To report scientific findings 	<ul style="list-style-type: none"> To investigate light and seeing To understand electrical circuits
History	Significant people – <i>Samuel Pepys</i> <i>King Charles II</i>		Local History Study (brief)	Changes in Living Memory <i>(first vehicles and then electric cars)</i>		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>			<ul style="list-style-type: none"> To investigate and interpret the past – 		<ul style="list-style-type: none"> Children should know about lives of significant people

	<ul style="list-style-type: none"> • What impact has this had? Housing now in London? Compare • Build an overview of world history • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 			<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented 		<p>from the past, with a focus on Florence Nightingale.</p> <ul style="list-style-type: none"> • Children should understand the effect that Florence Nightingale and Mary Seacole had on people's lives. • Children should recognise the difference these people have made on society • Children should be able to explain why these women are famous. • Children should learn how to compare events in the past to the present day.
<p>History skills</p>	<ul style="list-style-type: none"> • To interpret and compare sources. • To question and explain events of the past. 			<ul style="list-style-type: none"> • To interpret and compare sources • To use chronology 		<ul style="list-style-type: none"> • To ask historical questions • To question and explain events of the past

	<ul style="list-style-type: none"> To use chronology To use historical vocabulary To gather evidence 			<ul style="list-style-type: none"> To use historical vocabulary To gather evidence 		<ul style="list-style-type: none"> To interpret and compare sources To use chronology
History Key knowledge	Samuel Pepys, Thomas Farriner, King Charles II Social - Living conditions Monument Devastation Impact Plague Thomas Farriner Thatched			Wright brothers Amelia Earhart Vikings – longboat Electric cars – Tesla Vocabulary- Transport Railway Station Platform Vehicles Carriages Harbour Marina Moorings Conductor Compare Contrast		Crimea war Florence Nightingale-nurses Mary Seacole Medicine Changes in society - medical equipment, Covid,
		Locational and Place Knowledge	Human Geography		Locational and Place Knowledge	Physical Knowledge
Geography		Physical Knowledge	Geographical skills and fieldwork		Geographical skills and fieldwork	
Geography objectives (knowledge)		<ul style="list-style-type: none"> To identify places on a map of the world 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer 		<ul style="list-style-type: none"> To identify places on a map Name and locate the world's 	<ul style="list-style-type: none"> To identify places on a map Use basic geographical

		<ul style="list-style-type: none"> To identify the UK, Arctic, North and South Pole To describe a place To compare two locations 	<p>to – key physical features,</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features <p>,</p> <ul style="list-style-type: none"> I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <p>,</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environments 		<p>surrounding continents and oceans</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environments. 	<p>vocabulary to refer to – key physical features</p>
Geography skills		<ul style="list-style-type: none"> To use geographical resources (including maps) To use geographical language and vocabulary 	<ul style="list-style-type: none"> To ask and answer geographical questions To use fieldwork and observation skills To understand and explain human features 		<ul style="list-style-type: none"> To use geographical resources (including maps) To use geographical language and vocabulary 	

		<ul style="list-style-type: none"> To compare locations 	<ul style="list-style-type: none"> To compare locations (including local) 		<ul style="list-style-type: none"> To understand and explain physical features 	
Geography Key knowledge	River Thames,	Arctic ocean, Pacific Ocean Southern Ocean Atlantic Ocean Indian Ocean Arctic, North and South Pole Polar regions Southminster.	<p>London, Edinburgh, Belfast, Cardiff</p> <p>Learn compass points north, south, east and west.</p> <p>Physical and human feature – explain what we mean by human or physical</p> <p>Scott's Hill (Southminster)</p> <p>Burnham Estuary</p> <p>Houses roads and bridges Landmarks- Big Ben , London Eye , Buckingham, Edinburgh castle , Stonehenge, Giants Causeway</p>		<p>(Recap - Arctic ocean, Pacific Ocean, Southern ocean Atlantic Ocean Indian Ocean)</p> <p>Great Barrier Reef. 7 Continents – Asia, Africa , North and south America, Antarctica , Europe, Australia Bradwell /Burnham to research the environment. (estuary location)</p>	Crimean Mountains (<i>journey to help the soldiers</i>)
Art and Design	Printing			Digital Media	Sculpture	
	Andy Warhol			Stephen McMennamy Joey Chou (California, USA) Alena Tkach (Ukraine)	George Edgar Ohr – clay Robert Arneson – clay Jen Starck	

Art objectives (knowledge)	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 			<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	
Art skills	<p>To use cutting and fixing techniques</p> <p>To use printing techniques</p>			<p>To take inspiration and respond to art</p> <p>To develop colour and patterns</p>	<p>To take inspiration and respond to art</p> <p>To sculpt with a range of resources</p>	
Art Key Knowledge	<p>Printing</p> <p>Andy Warhol</p> <p>Repeating patterns</p> <p>Overlapping</p> <p>Press</p> <p>Roll</p> <p>Rub</p> <p>Stamp</p> <p>Primary Colours</p> <p>Pop art</p>			<p>Digital Media</p> <p>Stephen McMennamy</p> <p>Joey Chou (California, USA)</p> <p>Alena Tkach (Ukraine)</p> <p>Photos</p> <p>Photography</p> <p>Inspiration</p> <p>Tools</p> <p>Textures</p> <p>Lines</p> <p>Tone</p> <p>Shape</p>	<p>Sculpture</p> <p>George Edgar Ohr – clay</p> <p>Robert Arneson – clay</p> <p>Jen Starck</p> <p>Clay</p> <p>Textures</p> <p>Rolled</p> <p>Cutting</p> <p>Moulding</p> <p>Carving</p>	

Design & Technology		Materials – textiles. Hat to keep warm in the Arctic	Food and Nutrition – cooking with food from the farm		• Model designs using software.	Construction
DT objectives (knowledge)		<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 			<p>Norman Foster?</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
DT skills		<p>To use modify and create textiles</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p>	<p>To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>			<p>To use mechanics</p> <p>To explore and compare product design</p>
Computing	Online Safety for the Year		Communicating	Data retrieving and organising		Algorithms and Programs

Computing objectives (knowledge)	<ul style="list-style-type: none"> • Understand online risks and the age rules for sites 		<ul style="list-style-type: none"> • Participate in class social media accounts. • Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 		<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Select sounds and control when they are heard, their duration and volume. • Add text strings, show and hide objects and change the features of an object. • Control when drawings appear and set the pen colour, size and shape.
Computing skills	<p>To use online platforms appropriately</p> <p>To be safe and responsible</p> <p>To understand e-safety laws</p>		<p>To create messages</p> <p>To communicate through APPs and devices</p>	<p>To collect and organise data</p>		<p>To understand and import instructions</p> <p>To use coding for controlling objects</p>
Music	See Charanga					
PE	See Get Set PE					
PSHE	See Jigsaw					

RE	See RE LTP
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Year A – 2023-2024

	Autumn 1 - Castles	Autumn 2 - The Victorians	Spring 1 - Explorers	Spring 2 - Dinosaurs	Summer 1 - Claude Monet	Summer 2 - Africa
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			Colchester Zoo	Visit to Burnham on Crouch	
	Chemistry	Biology	Biology	Biology	Physics	Biology
	Everyday Materials Brilliant builders	Plants	Animals including Humans- Amazing me!	Plants	Sound	Living things and their habitats
Science	Which materials are better for building a castle? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching I can say why I would choose a material for a particular job	observe and describe how seeds and bulbs grow into mature plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify, describe the basic structure of variety of common flowering plants, including trees	Notice that animals, including humans, have offspring which grow into adults Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense Describe the importance for humans of exercise, eating the right amounts of	Introduced to the requirements of plants for germination and survival, as well as to the processes of reproduction in plants. Examine plants for signs that they have been eaten and consider what is eating them. Understand what pollen is and the role it plays in	Observe and name a variety of sources of sound, noticing that we hear with our ears recognise that sounds get fainter as the distance from the sound source increases. Working scientifically What size/shape makes the best ears?	Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in their habitats, including microhabitats Identify that most living things live in habitats

	<p>I can explain how objects made from some materials can be changed Perform simple tests- absorbency of bricks- materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p>	<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>introduced to the requirements of plants for growth</p>	<p>different types of food, and hygiene</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p> <p>Recognise the senses</p>	<p>helping to make new plants.</p> <p>Understand the basic structure of a flower and the basic function of the main parts</p> <p>Take a flower to pieces and label the parts</p>	<p>What makes the best string telephones?</p> <p>Which ear protector is best?</p> <p>Which sounds can be heard furthest away?</p>	<p>to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other sorting and classifying</p>
<p>History</p>	<p><i>Chronology</i></p>	<p>Significant people – Queen Victoria</p>	<p>Significant people – Mae Jemison John Lloyd Stephens and Frederick Catherwood Mathew Henson Christopher Columbus Marco Polo</p>	<p><i>Using sources</i> <i>Ask questions</i></p>	<p>Local History Study – Bradwell landscape changes</p>	

	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	<p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Communicate historically</p> <p>Understand chronology</p>	<p>Communicate historically</p> <ul style="list-style-type: none"> • 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. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Communicate historically</p> <p>Understand chronology</p>		<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Communicate historically</p> <p>Understand chronology</p>	
History skills	To use chronology	To question and explain events of the past	To interpret and compare sources	To interpret and compare sources	To use chronology	

		<p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>	<p>To use historical vocabulary</p> <p>To gather evidence</p>	<p>To ask historical questions</p>	<p>To ask historical questions</p> <p>To gather evidence</p>	
<p>History Key Knowledge</p>		<p>Communicate historically</p> <p>Understand chronology</p> <p>Queen Victoria</p> <p>Prince Albert</p> <p>Charles Dickens</p> <p>The Victorian period</p> <p>Victorian Christmas</p> <p>Chimney sweep - London</p>	<p>Mae Jemison</p> <p>John Lloyd Stephens</p> <p>Mathew Henson</p> <p>Frederick Catherwood</p> <p>Christopher Columbus</p> <p>Scoot of the Antarctic</p> <p>Americas, Asia</p> <p>Antarctica</p> <p>Tudors / Elizabethan</p>		<p>Investigate and interpret the past</p> <p>Bradwell landscape changes</p> <p>Bradwell power station</p> <p>Saxon Shore fort in Roman times known as Othona.</p> <p>Anglo-Saxons called it Ithancester.</p> <p>Saint Cedd founded a monastery</p> <p>Chapel of St Peter-on-the-Wall, one of the oldest churches in Britain</p>	
<p>Geography</p>	<p>Locational and Place Knowledge</p>		<p>Physical Geography (brief)</p>	<p>Geographical skills and fieldwork</p>		<p>Locational and Place Knowledge</p>

	Human Geography			Human Geography		Physical Knowledge
Geography objectives (knowledge)	<p>Investigate places</p> <ul style="list-style-type: none"> • 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?). <i>(Colchester /Hedingham castle and surrounding area)</i> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics 			<ul style="list-style-type: none"> • 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 • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. <i>Visit to creaksea fossil hunting</i> • Identify land use around the school. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • 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. 		<p>Communicate geographically</p> <p>Diverse Location compared to not so diverse – Africa and the UK</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • 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?). • Use world maps, atlases and globes to

	<p>of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. 					<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>
Geography skills	<p>To ask and answer geographical questions</p> <p>To use geographical resources (including maps)</p> <p>To use geographical language and vocabulary</p>			<p>To use fieldwork and observation skills</p> <p>To use geographical language and vocabulary</p> <p>To ask and answer geographical questions</p>		<p>To compare locations (including local)</p> <p>To understand and explain physical features</p> <p>To understand and explain human features</p> <p>To use geographical language and vocabulary</p>
Geography Specific Key Knowledge	<p>Colchester</p> <p>Hedingham castle and surrounding area</p> <p>Essex</p> <p>United Kingdom</p>			<p>Equator</p> <p>North and South Poles</p> <p><i>Visit to creaksea fossil hunting</i></p> <p>Dorest</p> <p>Lyme Regis – Dorset</p> <p>Charmouth – Dorset</p>		<p>Africa</p> <p>Kenya</p> <p>Amboseli National Park</p> <p>Lake Nakuru</p> <p>Flamingo Hill</p> <p>Nairobi</p>

	Collage		Drawing (still life)		Painting	
Art & Design	Paul Klee- Castle and Sun Jeannie Baker – collages in story books		Andre Derain - the world around them Nicole Dyer (took inspirations from Andy Warhol)		Lilies under a bridge by Claude Monet)	
Art objectives (knowledge)	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 		<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 		<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	
Art skills	To take inspiration and respond to art To use cutting and fixing techniques		To use drawing skills		To develop colour and patterns using brush techniques To take inspiration and respond to art	
Art Specific Key Knowledge	Collage Paul Klee Castle and Sun Jeannie Baker Combination Cut Tearing Materials Texture Inspiration		Drawing Andre Derain Nicole Dyer Sketch Still-life Thickness Size Pencil Pattern Dots Lines		Claude Monet Painting Lilies Thick Thin Primary Secondary Tints Tones Colour wheel	

			Tone			
Design & Technology		Textiles Use of Materials (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
		<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 		<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 		<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
		<p>To use modify and create textiles</p> <p>To design with a purpose</p> <p>To explore and compare product design</p>		<p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>		<p>To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>

Computing objectives (knowledge)	Online Safety for the Year 2-3 lessons	Data retrieving and organising	Algorithms and Programs			Communicating (and connecting)
	<ul style="list-style-type: none"> • Understand online risks and the age rules for sites 	<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Select sounds and control when they are heard, their duration and volume. • Add text strings, show and hide objects and change the features of an object. • Control when drawings appear and set the pen colour, size and shape. 			<ul style="list-style-type: none"> • Participate in class social media accounts. • Use a range of applications and devices in order to communicate ideas, work and messages.
Computing skills	To use online platforms appropriately To be safe and responsible To understand e-safety laws	To collect and organise data	To understand and import instructions To use coding for controlling objects			To create messages To communicate through APPs and devices
Music	See Charanga					
PE	See Get Set PE					

PSHE	See Jigsaw
RE	See RE LTP