

Class 2	Year A - Autumn		Year A - Spring		Year A - Summer	
Topic	We Are Britain	Famous for more than 5 minutes	Weather Experts	Change within Living Memory	Seafaring– Oceans and Seas	Carnival of Animals
School Trips	Hollytree's Museum/Cinema		Beach		Harwich Museum/RNLI	
History	Ask and answer questions about the past. Why did Victorians holiday here? Seaside towns and the coming of the railways	Explore the lives of famous individuals– use these to compare life in the past. (Monarchs, Artists, Inventors, Sportsmen)	Explore the lives of famous individuals– use these to compare life in the past. Ice-Explorers	Changes within living memory – and aspects of change in national life (school life, toys and books, keeping in touch)	Local History RNLI and Grace Darling. A significant national historic event (event, the people, the places). Compare life for Victorian women and today.	Animals who changed history– Laika, War Horses and carrier pigeons, Dolly the sheep). Learn within the context of significant historical events.
Geography	Geography of the UK Simple local fieldwork– why do people come to Harwuch?	Using maps, atlases and globes to identify where famous people came from	Identify seasonal and daily weather patterns in the UK	Exploring maps– change over time Using aerial photos Devising own maps	Name and locate 7 continents and 5 oceans	Using maps, atlases and globes to identify where animals come from
Science	AMAZING ME Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i> . focus on our bodies and health	BRILLIANT BUILDERS Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i> . focus on uses of materials including building	WILD WEATHER Y1 <i>Seasonal changes</i>	GROWING THINGS Y1 and Y2 <i>Plants</i> . focus on needs of plants and growth	WILD WONDERFUL Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i> . focus on wild animals/fish.	FOOD CHAINS Y2 <i>Living things and their habitats</i> . focus on food chains
Art	Drawing The Art of Kathy Hildebrandt		Painting The Art of Georges Seurat		Collage The Art of John M Williams (Seascape Collage)	
DT	Food Sandwiches and Scones	Textiles Christmas Decorations	Mechanics/Structures Constructing a windmill		Food All About Fish	
Computing Teach Computing	Computing Systems and Networks Technology around us (1)	Creating Media Digital painting/writing (1)	Programming Moving a robot (1)	Programming Introduction to animation (1)	Data and Information Grouping data (1)	Creating Media Digital painting/writing (1)
Music <i>Charanga</i>	Banana Rap (2)	Nativity Songs	Play in a Band (2)	Reflect, Rewind and Replay (2)	Ocarina <i>Music Specialist Teacher</i>	
PE <i>PE Primary</i>	Dance (Yr 1, Unit 1) OOA (Yr 1, Unit 1)	OOA (Yr 1, Unit 2) Swim	Gym (Yr 1, Unit 2) Games (Yr 1, Unit 1)	Dance (Yr 1, Unit 2) Games (Yr 1, Unit 2)	Gym (Yr 1, Unit 3) Games (Yr 1, Unit 3)	Dance (Yr 1, Unit 3) OOA (Yr 1, Unit 3)

History: Key knowledge and Skills			Geography: Key knowledge and Skills :		
- Ask and answer questions about the past. Why did Victorians holiday here? Seaside towns and the coming of the railways - Do they know that some objects belong to the past? HE Can they look at books to find out about the past? HI - Can they begin to identify objects from the past and the main differences between old and new objects? HU - Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? HE			- Pupils will learn about the United Kingdom by using atlases. They will be taught to name, locate and identify the four countries of the UK using maps. They will be able to name characteristics of each country. They will learn the capital cities of the UK and the names of it's surrounding seas. Pupils will be able to locate Harwich on a map of the UK. Identify the town and surrounding villages. - Pupils we develop their fieldwork skills– visiting places within our location, make first-hand observations (through drawing, photographs, experiences), naming and labelling key physical and human features (beach, cliff, coast, hill, sea, ocean, town, village, house, office, port, harbour, shop). Geographical question: why do people visit Harwich? Use fieldwork, maps and observations to explore this question.		
What came before? ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Pupils who completed Year B– will have learnt about famous and significant individuals and events from the past and change within living memory. Local history including the story of the Mayflower. Skills that have been developed include identifying similarities and differences	What comes after? Pupils will explore the lives of famous people from history– including some from the Victorian era. They will use the skills they have developed in comparing life in the past to life now.	Key vocabulary seaside, bank holidays, a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical event, king, object, past, photograph, picture, present, queen, recenthistory, rule, since I was born, succeed, succession, used for, very old, after, before, before I wasborn, Britain, Briton, chronologicalorder, democracy, earlier, eye-witness, historicalevent, later, local area, locality, now, older person, parliament, past, present, research, sequence, source, then, when grandparents were young, when I wasyounger	What came before? ELG: The natural world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Pupils who completed Year B– will have learnt about daily weather patterns in the UK and further afield, they will be familiar with atlases and globes and they would be able to ask and answer simple geographic questions having experience of local fieldwork.	What comes after? In the next block of learning pupils will explore where famous people come from using atlases, maps and globes.	Key vocabulary: United Kingdom (UK), England, Wales, Scotland and Northern Ireland, atlas, London, Cardiff, Edinburgh, Belfast, Harwich, village, beach, cliff, coast, hill, sea, ocean, town, village, house, office, port, harbour, shop, pier, beach.
ArtKey knowledge and Skills			Design TechnologyKey knowledge and Skills: DESIGN , MAKE, EVALUATE		
Drawing: The Art of Kathy Hildebrandt - Pupils experiment with different coloured pencil techniques such as burnishing, gradients and hatching. - Pupils will experiment with pastels - Pupils study toy still life pictures by Kathy Hildebrandt and express a preference for a favourite, giving reasons.			Food: Sandwiches and Scones for a picnic (Afternoon Tea) LINK to SCIENCE Amazing Me - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from - I can name and use a range of basic cooking skills with support.		
What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils who completed Year B– will have developed skills and knowledge in sculpture, printing and textiles, including the work of three artists.	What comes after? Pupils will explore another artist: Georges Seurat. Pupils will explore painting.	Key vocabulary Kathy Hildebrandt, pastel, technique, hatching, gradient, art, still life.	What came before? ELG: Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	What comes after? Pupils will look again at food technology in the spring term (science– growing things) and the summer term exploring the world of fish. They will be able to build on their skills and knowledge of food.	Key vocabulary Diet, healthy, scone, flour, mix, bake, sandwiches, filling, spread, knife, chop, salad, tea, bridge cut, claw grip.
Class 2- Year A Autumn Term 1 We are Britain	Music	Science	PE	Computing	French
	Rhythm in the way we walk and Banana Rap (2) All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	AMAZING ME Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i> : focus on our bodies and health Think carefully about what you were like as a baby and how your body has changed since then. Compare foot and hand sizes to make a class display. Consider how to investigate what we can hear in the playground. Investigate fruit and vegetables and plan a balanced picnic for guests.	Dance <i>(Yr 1, Unit 1)</i> OOA <i>(Yr 1, Unit 1)</i>	Computing Systems and Networks Technology around us (1) <i>Health, well-being and lifestyle (Year 1)</i>	Colours Blanc Noir Rouge Violet Gris Noir Jaune Orange Vert Bleu Rose Marron 

History: Key knowledge and Skills			Geography: Key knowledge and Skills :		
Explore the lives of famous individuals– use these to compare life in the past. (Monarchs, Artists, Inventors, Sportsmen) Can they retell a familiar story set in the past in chronological order? CU Can they look at books to find out about the past? HI Can they identify some ways that people have impacted upon our lives? HI Can they use a timeline to place important events? CU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? HE			- Whilst studying famous people use world maps, atlases and globes to name, locate and identify the countries which they come from and key characteristics of those countries - Create a world map display in the classroom, using pin and string to identify the famous individuals - Begin to understand and identify similarities and differences with different places		
What came before? Pupils have studied Victorian Britain including the development of Seaside towns, Pupils have explored how Harwich was different in the past. Pupils have identified objects as old or new Pupils have been able to begin asking questions about the past.	What comes after? Pupils will continue to look at famous people from the past with a focus on: Ice-Explorers.	Key vocabulary Year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different, important, living memory, memories, detective, opinion, artefact, old, new, famous	What came before? (Class 2 Autumn A) Pupils will learn about the United Kingdom by using atlases. They will be taught to name, locate and identify the four countries of the UK using maps. They will be able to name characteristics of each country. They will learn the capital cities of the UK and the names of it’s surrounding seas.	What comes after? (Class 2 Spring A) Using maps exploring change over time - Looking at weather including weather patterns in the UK.	Key vocabulary Map, atlas, globe, country, characteristics, photograph, key, compass, north, south, west, east, directions, near, far, left, right, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, continent, Europe, North America, South America, Africa, Asia, Oceania, Antarctica
Art Key knowledge and Skills			Design Technology: Key knowledge and Skills		
Drawing The Art of Kathy Hildebrandt... cont - Pupils experiment with different coloured pencil techniques such as burnishing, gradients and hatching. - Pupils will experiment with pastels - Pupils study toy still life pictures by Kathy Hildebrandt and express a preference for a favourite, giving reasons.			Textiles: Christmas Decorations - Explore and evaluate existing textile decorations - Design purposeful, functional, appealing products using a basic design criteria - Communicate their ideas through talking and drawing - Make a textile decoration using cutting, shaping, joining and finishing - Select suitable fabrics - Evaluate own product against initial design criteria		
What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	What comes after? Pupils will explore another artist: Georges Seurat. Pupils will explore painting.	Key vocabulary Kathy Hildebrandt, pastel, technique, hatching, gradient, art, still life.	What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	What comes after? Pupils will look at textiles again in Year B. They will be able to build on their knowledge and skills using different construction materials in their next topic ‘mechanics and structures’	Key vocabulary Christmas, textile, materials, join, sew, stitch, design, idea, cut, decoration, fabric, criteria
<u>Class 2- Year A</u> <u>Autumn Term 2</u> Famous for more than 5 minutes	Music	Science	PE	Computing	French
	Nativity Songs– Class Production - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - To know why we need to warm up our voices. - Learn about voices singing notes of different pitches (high and low).	BRILLIANT BUILDERS Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i>: focus on uses of materials including building Explore and compare different materials and sort them into groups before writing songs based on their properties! Consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.	OOA (Yr 1, Unit 2) Gym (Yr 1, Unit 2)	Creating Media Digital painting/writing (1) Privacy and security (Year 1)	Colours Blanc Noir Rouge Violet Gris  Jaune Orange Vert Marron Bleu Rose
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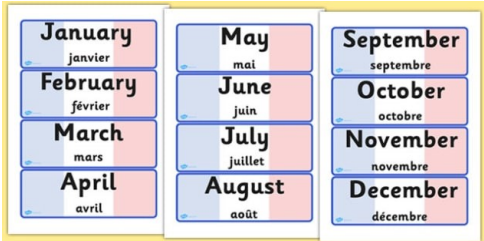
History Key knowledge and Skills			Geography Key knowledge and Skills		
Explore the lives of famous individuals– use these to compare life in the past- Ice-Explorers. Can they retell a familiar story set in the past in chronological order? CU Can they look at books to find out about the past? HI Can they identify some ways that people have impacted upon our lives? HI Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? HE			- identify seasonal and daily weather patterns in the United Kingdom (meteorologist– season, wind, sun, cloud, rain, weather chart) - Create weather charts using maps - Extreme weather in the UK– flooding (link to local 1950s floods) https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/ this topic has a series of blocks and lessons that will be useful (Block B– Meteorologists; Block D: Extreme Weather; Block E: Daily Weather News UK) - Identify polar regions on globes and in atlases– the North Pole and South Pole, Arctic and Antarctic		
What came before? In the previous half-term pupils looked at people from the past that were famous for more than 5 minutes. This topic extends this learning looking directly at some ice-explorers.	What comes after? Pupils will look at change within living memory– how life has changed for example since their grandparents and great-grandparents time.	Key vocabulary Survive, extreme, detective, letter, diary, object, evidence, investigate, research, historians, experts, explore, polar, explorer, North pole, South Pole, North West Passage, HMS Discovery	What came before? Pupils have completed some local fieldwork. They have explored geographical features of Harwich. They have used atlases, maps and globes and know the countries that make up the UK.	What comes after? (Class 3 Spring B) Climate zones– weather is explored further in KS2. - Science link– WILD WEATHER (Year A) and WEATHER ART (Year B)	Key vocabulary Season, weather, United Kingdom, atlas, map, globe, hot, cold, meteorologist, flooding, Arctic, Antarctic, North Pole, South Pole
Art: Key knowledge and Skills			Design Technology: Key knowledge and Skills : DESIGN, MAKE, EVALUATE		
Painting: The Art of Georges Seurat - Pupils experiment with mixing colours and create a hue map (name the colours) - Pupils experiment with different techniques of painting pointillist dots. - Pupils study paintings by Georges Seurat and make comparisons to artwork by contemporary artists.			Mechanics/Structures: Constructing a windmill - Explore and use the mechanisms required for a windmill - Generate a model - Select and use a range of tools and equipment to make https://planbee.com/collections/structures/products/wacky-windmills		
What came before? The Art of Kathy Hildebrandt... focus on drawing and pastels– skills and knowledge.	What comes after? Pupils will look at the art of John M Williams and focus on collage, especially creating seascapes. Knowledge of colour and hues developed in this unit will support learning in the next unit.	Key vocabulary Paint, watercolour, acrylic paint, pointillism, tool, dots, hue, tone, texture, technique, Georges Seurat, contemporary	What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	What comes after? Pupils will move on to exploring food but will revisit the cycle of design, make and evaluate. Pupils will look at mechanics again in Year B– Autumn Term in relation to vehicles.	Key vocabulary Windmill, sails, mechanisms, attach, strengthen, secure, make, design, evaluate, compared to.
Class 2- Year A Spring Term 1 Weather Experts	Music	Science	PE	Computing	French
	I Wanna Play in a Band (2) As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.	WILD WEATHER Y1 <i>Seasonal changes</i> In this block, think about the weather, learn how to present data and make your own weather forecast to present to the class. Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges to observe rainfall and bring all the learning together in a recorded weather forecast for the school website!	Swim Games <i>(Yr 1, Unit 1)</i>	Programming – Moving a robot (Year 1) <i>Self-image and identity (Year 1)</i>	Les nombres de 1 à 10 1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix

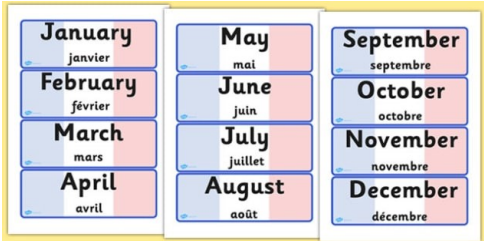
HistoryKey knowledge and Skills			GeographyKey knowledge and Skills																					
Changes within living memory– and aspects of change in national life (school life, toys and books, keeping in touch) Can they put at least 3 pictures/artefacts or events in chronological order (recent history)? CU			- Change over time- Use aerial photographs and plan perspectives to recognise landmarks and basic human features of the local areas (Digi-maps has a go back in time feature, historical maps of Harwich and UK). - Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Use simple fieldwork and observational skills to study the key human features of the school’s surrounding environment including how it has changed over time. (Example fieldwork) In the local area map any shops selling food, classify food shops according to what they specifically sell, compare current shops to shops in the past from the local area. (Can children identify what shops used to be from his toric photographs)																					
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary																			
Pupils have learnt about the past and have looked at exploring questions about the past– why did Victorians holiday here. Pupils have also explored famous individuals from the past including in details some ice-explorers.	Pupils will look at seafaring which links to local history– this story of the RNLI and the individual Grace Darling.	Modern day, significant, monarchy, inventions, industrial revolution, Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar,	(Class 2 Autumn 1) Geographical question: why do people visit Harwich? Use fieldwork, maps and observations to explore this question.	(Class 2 Spring B) Simple local fieldwork - Naming oceans in Class 2, Year A Summer	Aerial photo, change, perspective, landmark, lighthouse, port, school, town, left and right, shops, compare, key																			
Art:Key knowledge and Skills			Design Technology:Key knowledge and Skills DESIGN, MAKE, EVALUATE																					
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Class 2- Year A Spring Term 2 Change Within Living Memory	Music	Science	PE	Computing	French																			
	Reflect, Rewind and Replay (2) This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	GROWING THINGS Y1 and Y2 Plants focus on needs of plants and growth Explore outside and prepare tubs for planting potatoes. Record the growth of a bean and look at how it develops. Can you recreate the plant with craft materials? Can you label the parts of the plant? Look really closely at little cress plants and draw what you see. Then pop them into egg sandwiches for an egg and cress snack!	Dance (Yr 1, Unit 2) Games (Yr 1, Unit 2)	Programming Introduction to animation (1) Online relationships (Year 1) Online reputation (Year 1)	Numbers (10 and above) Les nombres de 1 à 10 <table><tr><td>1</td><td>un</td></tr><tr><td>2</td><td>deux</td></tr><tr><td>3</td><td>trois</td></tr><tr><td>4</td><td>quatre</td></tr><tr><td>5</td><td>cinq</td></tr><tr><td>6</td><td>six</td></tr><tr><td>7</td><td>sept</td></tr><tr><td>8</td><td>huit</td></tr><tr><td>9</td><td>neuf</td></tr><tr><td>10</td><td>dix</td></tr></table>	1	un	2	deux	3	trois	4	quatre	5	cinq	6	six	7	sept	8	huit	9	neuf	10
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History Key knowledge and Skills			Geography Key knowledge and Skills		
- Local History Study - RNLI and Grace Darling. A significant national historic event (event, the people, the places). Compare life for Victorian women and today. Can they recognise that a story may have happened a long time ago? HU Can they look at books to find out about the past? HI Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? HE			- Use atlases and maps to name and locate 7 continents and 5 oceans - Name and locate the North Sea - Identify features of and compare similarities and differences of oceans around the planet https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/ (Block A: Oceans and Seas of the World) - Use simple compass directions (North, South, East and West) https://childhood101.com/ocean-books-for-kids/ A link with 25 children’s books about the ocean to explore		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Pupils explored local history through the history of the Seaside and famous individuals in the first two terms. Pupils have looked at the Victorian period previously– build on this knowledge with the life of Grace Darling.	Learning about significant historical events wider than our own locality, events become the focus oppose to individuals.	Detective, picture, painting, letter, diary, artefact, object, memories, evidence, investigate, research, historians, experts, letters, newspapers, websites, text books, Similar, different, change, important, opinion, Compare, reason.	Pupils have explored the geography of the UK, they have used atlases, globes and maps, they have explored weather patterns in the UK and they’ve looked at change over time.	Pupils can build on their growing geographical understanding by not just locating continents and oceans but beginning to understand what these places are like. (Class 2 Autumn B) Identify seasonal and daily weather patterns across the world– hot/cold/ Equator/N.S Poles	Ocean, sea, Europe, Asia, North America, South America, Australasia, Antarctica, Africa , North Sea, planet, North, South, East, West
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Collage The Art of John M Williams (Seascape Collage) - At the beach, pupils draw a landscape picture. - Pupils transform their picture into a collage.			Food All About Fish - Pupils learn about fish as a source of protein - Pupils cook with fish– they design, make and evaluate a fish dish - Pupils learn about sustainability and why we are encouraged to eat different fish		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Pupils explored drawing and painting skills and techniques. They have explored two artists. They have also learnt about colours.	Pupils will be moving onto sculpture and Poppy Art in Year B. In relation to Poppy Art pupils will be able to link their prior knowledge of landscape.	John M Williams, collage, technique, creation, seascape, landscape, seaside, blue tones	Previously pupils created picnic items for an afternoon tea. They learnt to use the bridge and claw grip with support. Pupils have begun learning about healthy food choices.	Pupils will continue developing their understanding of healthy foods and food from other cultures and traditions– exploring Christmas foods.	Fish, fishing, trawler, sea fish, fresh fish, protein, sustainable, design, make, evaluate, claw grip and bridge cut.
Class 2- Year A Summer Term 1 Seafaring– Seas and Oceans	Music	Science	PE	Computing	French
	Ocarina Music Specialist Teacher	WILD WONDERFUL CREATURES Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i> : focus on wild animals/fish. Sort plastic animal toys into groups and learn about carnivores, herbivores and omnivores. Create show box dioramas for a toy animal and annotate it with researched information. Make a micro-safari for a toy car, with a recorded message for the pretend drivers!	Gym (Yr 1, Unit 3) Games (Yr 1, Unit 3)	Data and Information Grouping data (1) Copyright and ownership (Year 1)	Days of the Week 

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
Animals who changed history– Laika, War Horses and carrier pigeons, Dolly the sheep. Learn within the context of significant historical events. Can they put at least 3 pictures/artefacts or events in chronological order (recent history)? CU Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? CU Can they recognise that a story may have happened a long time ago? HU Can they begin to identify objects from the past and the main differences between old and new objects? HU Can they use a timeline to place important events? CU Can they use books, pictures and the internet to find out about the past? HI			- Using maps, atlases and globes to identify where different animals come from - name, locate and identify characteristics of those countries/continents including their climate (revise: name and locate the world’s seven continents and five oceans) - To know about different environments, physical and human, forests, mountains, farms - To explore animals of the UK (refresh and revise- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas)		
What came before? Pupils explored local history through the history of the Seaside and famous individuals in the first two terms. Pupils have looked at the Victorian period previously. Pupils have been able to ask and answer historical questions. Pupils will expand their knowledge of significant historical events and compare them chronologically to the periods they have already studied.	What comes after? Pupils will begin to look at history and change beyond that of living memory. This starts with exploring the history of flight and transportation.	Key vocabulary a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historicalevent, object, past, photograph, picture, present, recent history, rule, since I wasborn, succeed, succession, used for, very old, before I was born, chronologicalorder, earlier, eye-witness, historicalevent, later, now, older person, research, sequence, source, then, when grandparentswere young, when I was younger	What came before? ELG: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Class 2 Spring A) Use atlas and maps to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (5 climate zones)	What comes after? Pupils will look in more detail about weather patterns across the world– pupils will consolidate KS1 geographical knowledge and skills.	Key vocabulary Climate, continent, forest, mountain, savannah, farm, desert, polar region, Human geography vocabulary: city, town, village, port, harbour, shop, pollution, litter, fumes , Physical geography vocabulary: beach, cliff, coast, sea, ocean, river
ArtKey knowledge and Skills			Design Technology:Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Collage: The Art of John M Williams (Seascape Collage) - At the beach, pupils draw a landscape picture. - Pupils transform their picture into a collage.			Food: All About Fish - Pupils learn about fish as a source of protein - Pupils cook with fish– they design, make and evaluate a fish dish - Pupils learn about sustainability and why we are encouraged to eat different fish		
What came before? Pupils explored drawing and painting skills and techniques. They have explored two artists. They have also learnt about colours.	What comes after? Pupils will be moving onto sculpture and Poppy Art in Year B. In relation to Poppy Art pupils will be able to link their prior knowledge of landscape.	Key vocabulary John M Williams, collage, technique, creation, seascape, landscape, seaside, blue tones	What came before? Previously pupils created picnic items for an afternoon tea. They learnt to use the bridge and claw grip with support. Pupils have begun learning about healthy food choices.	What comes after? Pupils will continue developing their understanding of healthy foods and food from other cultures and traditions– exploring Christmas foods.	Key vocabulary Fish, fishing, trawler, sea fish, fresh fish, protein, sustainable, design, make, evaluate, claw grip and bridge cut.
<u>Class 2- Year A</u> <u>Summer Term 2</u> Carnival of Animals	Music	Science	PE	Computing	French
	Ocarina Music Specialist Teacher	FOOD CHAINS Y2 <i>Living things and their habitats</i>: focus on food chains Talk about food chains and role play the interdependence between creatures in a chain, considering what part each plays in its survival. Explore the school grounds, looking for examples of food chains. Learn about water-based food chains and reconstruct them in tanks of water. Interpret the transfer of energy in a food chain through a dance, using masks and torches. 7	Dance (Yr 1, Unit 3) OOA (Yr 1, Unit 3)	Creating Media Digital painting/writing (1) Managing online information (Year 1)	Days of the Week 

Class 2	Year B - Autumn		Year B - Spring		Year B - Summer	
Topic	Around the World in 80 Days!	Commemorating History	Famous Nurses	Local Studies– Our School Our Area	Australia	Textile Time
School Trips	Cinema		Highwood's Country Park/Colchester Zoo		First Site Gallery	
History	Events beyond living memory: History of Transportation Wright Brothers (national and global significance)	Significant events beyond living memory eg WW2 Poppy Day. Historical concept of significance.	The lives of significant individuals: Famous Nurses Edith Cavell, Mary Seacole and Florence Nightingale– comparing life in different times	The Mayflower– a significant local historic event (event, the people, the places)	How do we find out about the past? Native Australians– similarities and differences then and now	Similarities and differences– textiles , costume and clothes throughout the ages (similarities and differences. How do we find out about the
Geography	Identify seasonal and daily weather patterns across the world– hot/cold/ Equator/N.S Poles	Using compass directions Locational/directional language Creating maps	Using maps, atlases and globes to identify where famous nurses came from	Simple local fieldwork– Our School, Our Playground, Our Homes	Developing place knowledge– compare Harwich to Sydney AUS	Simple local fieldwork– Gardens, Parks and Local Land Use
Science	PEOPLE AND THEIR PETS Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i> . focus on pets	WEATHER ART Y1 <i>Seasonal changes</i>	BRILLIANT BUILDERS Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i> . focus on comparing materials	ART AND NATURE Y1 and Y2 <i>Plants</i> : focus on parts of flowering plants and trees	EXPLORING CHANGES Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i> . focus on change	HABITATS AND HOMES Y2 <i>Living things and their habitats</i> . focus on habitats
Art	Sculpture Super sculpture of the Wright Brother’s first flight/ Poppy Day Art		Printing The Art of Colbert Mashile		Textiles Aboriginal Art Textile Printing	
DT	Mechanics Vehicles	Food Christmas Food	Materials Shelters	Mechanics Moving Pictures	Food BBQ Salads	Textiles Textile Prints
Computing Teach Computing	Computing Systems and Networks IT around us (2)	Creating Media Digital photography (2)	Creating Media Making music (2)	Data and Information Pictograms (2)	Programming Robot algorithms (2)	Programming An introduction to quizzes (2)
Music <i>Charanga</i>	Hands, Feet and Heart (2)	Nativity Songs	Friendship (2)	Zoo Time (2)	Ocarina <i>Music Specialist Teacher</i>	
PE <i>PE Primary</i>	Dance (Yr 2, Unit 1) OOA (Yr 2, Unit 1)	OOA (Yr 2, Unit 2) Swim	Gym (Yr 12 Unit 2) Games (Yr 2, Unit 1)	Dance (Yr 2, Unit 2) Games (Yr 2, Unit 2)	Gym (Yr 2, Unit 3) Games (Yr 2, Unit 3)	Dance (Yr 2, Unit 3) OOA (Yr 2, Unit 3)

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
Events beyond living memory: History of Transportation eg Wright Brothers (national and global significance) Can they retell a familiar story set in the past in chronological order? CU Can they begin to identify objects from the past and the main differences between old and new objects? HU Can they use a timeline to place important events? CU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			- Identify seasonal and daily weather patterns across the world– hot/cold/Equator/N.S Poles - Use atlas and maps to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (5 climate zones); Create maps of climate zones across the world https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/weather-experts/climate-around-world/ (Bock A: Climate Detectives; Block F: Hot, hot, hot: Block G: Cold, cold, cold)		
What came before? ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now Pupils who completed Year A– will have learnt about the Victorians, the coming of the railway and why people holidayed here, they will have looked at famous and significant individuals and change within living memory	What comes after? Pupils will explore events beyond living memory eg WW2 and Poppy Day. Pupils will explore the concept of ‘significance’	Key vocabulary a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical,event, object, past, photograph, picture, present, queen, recenthistory, since I wasborn, succeed, succession, used for, very old, after, before, before I wasborn, chronologicalorder, democracy, earlier, eye-witness, historical event, later, now, older person, research, sequence, source, then, when grandparents were young, when I wasyounger, invention, aeroplane, concept, significance	What came before? ELG: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Pupils who completed Year A– will have learnt about weather patterns previously in the ‘Weather Experts’ topic and in Science ‘Wild Weather (Year A, Spring 1)	What comes after? - Weather is looked at in greater depth in Year 3 (Class 3 Spring B) Locating worlds countries, environmental regions, major cities; Biomes and vegetation belts; Climate zones - Year 1 pupils will explore weather again in Year A consolidating their understanding of Local Weather, ‘Wild weather’ and the polar regions.	Key vocabulary equator, north pole, south pole, climate zone, temperate, Mediterranean, equatorial, arid, polar, Tropic of Cancer Tropic of Capricorn, map, atlas, globe, photograph, key, symbol, digital mapping, eight point compass, north, east, south, west, north east, south east, north west, south west, sketch map
Art:Key knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Sculpture: Super sculpture of the Wright Brother’s first flight/Poppy day art - Pupils experiment with different ways of shaping and joining paper straws, card and different types of paper. - Pupils create simple sculptures of familiar objects found in the classroom or around the school. - Pupils sketch birds from videos or photographs, using a choice of different media. - Pupils create a sculpture of a bird using paper straws, card or paper.			Mechanics: Vehicles - Pupils explore mechanical systems eg levers, sliders, wheels and axles - Create a wheel based toy https://www.stem.org.uk/resources/elibrary/resource/30733/roly-poly-and-wheels OR - Create own moving part airplane https://www.stem.org.uk/resources/elibrary/resource/470703/levers-wheels-and-axels		
What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils who completed Year A– will have developed skills and knowledge in drawing, painting and collage, including the work of three artists.	What comes after? Pupils will explore printing techniques and the art of Colbert Mashile	Key vocabulary Sculpture, shaping, joining, strengthen, sketch, media, bird, wings.	What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils who completed Year A– will have developed skills and knowledge in Designing food and textiles. Pupils will have constructed a windmill.	What comes after? Pupils will follow the design process to design, make and evaluate a Christmas food Mechanisms are covered again in the Spring Term when creating moving pictures.	Key vocabulary Vehicle, transport, machine, machinery, wheels, airplane, propeller, moving part, design, make, evaluate, join, stick, level, slider, wheel, axle.
Class 2- Year B AutumnTerm 1 Around the World in 80 Days	Music Hands, Feet and Heart (2) All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	Science PEOPLE AND THEIR PETS Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans:</i> focus on pets Observe creatures in the school grounds; photograph them and make sketches. Collect woodlice and establish colonies in the classroom based on what children know about their habitats. Plan an investigation to test what sort of paper will be best for the job of mopping up a puppy’s accident . Talk about and design a good pet and observe different pets in the classroom.	PE Dance (Yr 2, Unit 1) OOA (Yr 2, Unit 1)	Computing Computing Systems and Networks IT around us (2) Health, well-being and lifestyle (Year 2)	French Months of the Year 
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History Key knowledge and Skills			Geography Key knowledge and Skills		
Significant events beyond living memory eg WW2 Poppy Day. Historical concept of significance. Can they recount personal history and events or changes that have happened? KU Can they recognise that a story may have happened a long time ago? HU Can they use a timeline to place important events? CU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			- Using compass directions (North, South, east, West) and locational/directional language to create simple perspective maps of the local area, with a key (war memorial locations/bunker or pill box locations) - add photos from fieldwork https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/commemorating-events-beyond-living-memory/ (Block G: National Days; Block H: Commonwealth Day)		
What came before? Pupils previously learned about significant events in the past eg transportation and the history of flight.	What comes after? Pupils will continue to look at famous/ significant people from the past with a focus on: Famous Nurses.	Key vocabulary difference, event(s), explain, famous, historical event, king, object, past, photograph, picture, present, queen, recent history, rule, since I was born, succeed, succession, used for, very old, after, before, before I was born, Britain, Briton, chronological order, democracy, earlier, eye-witness, historical event, later, local area, locality, now, older person, parliament, past, present, research, sequence, source, then, when grandparents were young, when I was younger, soldier, brave, war, remembrance	What came before? (Class 2 Spring Term A) Create simple maps which show changes over time of physical features; use and construct basic symbols in a key ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences	What comes after? (Class 2 Spring B) Simple local field-work– our school, our playground, our homes	Key vocabulary Commemorate, north, south, east, west, key, war memorial, national day, Commonwealth, map, atlas, globe, photograph, key, symbol, digital mapping, eight point compass, north, east, south, west, north east, south east, north west, south west, sketch map
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Sculpture: Super sculpture of the Wright Brother's first flight/Poppy day art/ also see Science 'Weather Art' - Pupils experiment with different ways of shaping and joining paper straws, card and different types of paper. - Pupils create simple sculptures of familiar objects found in the classroom or around the school. - Pupils sketch birds from videos or photographs, using a choice of different media. - Pupils create a sculpture of a bird using paper straws, card or paper.			Food: Christmas Food - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from - I can name and use a range of basic cooking skills with support.		
What came before? ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils who completed Year A– will have developed skills and knowledge in drawing, painting and collage, including the work of three artists.	What comes after? Pupils will explore printing techniques and the art of Colbert Mashile	Key vocabulary Sculpture, shaping, joining, strengthen, sketch, media, bird, wings.	What came before? ELG: Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	What comes after? Pupils will look again at food technology in the spring term (science– growing things) and the summer term exploring the world of fish. They will be able to build on their skills and knowledge of food.	Key vocabulary Diet, healthy, scone, flour, mix, bake, sandwiches, filling, spread, knife, chop, salad, tea, bridge cut, claw grip.
Class 2- Year B AutumnTerm 2 Commemorating History	Music	Science	PE	Computing	French
	Nativity Songs– Class Production - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - To know why we need to warm up our voices. - Learn about voices singing notes of different pitches (high and low).	WEATHER ART Y1 <i>Seasonal changes</i> Talk about the four seasons and make a seasons collage together. Go outside to experience the wind and make a windsock, windmill and bottle wind spinner in the classroom. Talk about the importance of the sun, design sun catchers to hang in the classroom and a sundial for the playground. Then explore shadows using torches and make shadow theatre characters to use with DIY light boxes and OHPs.	OOA (Yr 2, Unit 2) Gym (Yr 12 Unit 2)	Creating Media Digital photography (2) <i>Self-image and identity (Year 2)</i>	Months of the Year 

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
The lives of significant individuals: Famous Nurses: Edith Cavell, Mary Seacole and Florence Nightingale– comparing life in different times Can they look at books to find out about the past? HI Can they identify some ways that people have impacted upon our lives? HI Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			- Using maps, atlases and globes to identify where famous nurses (Edith Cavell, Mary Seacole, Florence Nightingale, Clara Barton) came from - To communicate geographical information in a variety of ways, including through maps and writing at length.		
What came before? Pupils have explored events beyond living memory and significant events. Pupils who completed Year A have previously looked at significant individuals in the previous topic ‘Famous for more than 5 minutes’	What comes after? Pupils will focus on local history and Harwich’s place in significant events eg the story of the Mayflower. Pupils will build their historical skills in learning about events, people and the past.	Key vocabulary a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical, event, king, object, past, photograph, picture, present, queen, recent, history, rule, since I was born, succeed, succession, used for, very old, after, before, before I was born, Britain, Briton, chronological order, democracy, earlier, eye-witness, historical, event, later, local area, locality, now, older person, parliament, past, present, research, sequence, source, then, when grandparents were young, when I was younger, medicine, female, war, brave, injury.	What came before? (Class 2, Summer A) Using maps, atlases and globes to identify where different animals come from	What comes after? (Class 2, Summer B) Developing place knowledge– compare Harwich to Sydney AUS	Key vocabulary Edith Cavell (Belgium– Europe), Mary Seacole (Jamaica, Caribbean, Crimea), Florence Nightingale (London, Crimea) , Clara Barton (USA), Human geography vocabulary: land use, settlement, region, risk, hazard, economy, prevention
Art:Key knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Printing: The Art of Colbert Mashile - Over two sessions, pupils experiment with different printing techniques including: monoprinting, aluminium foil printing and textile printing. - Pupils experiment with printing using found objects. - Pupils create an exemplification of a Colbert Mashile picture. - Pupils use printing techniques to create their final picture. - Pupils draw out a picture of a chosen famous nurse.			Materials: Shelters - Develop technical knowledge– how to build a shelter and make it stronger - Design, make and evaluate a structure/shelter - LINK– SCIENCE ‘Brilliant Builders’ (focus on everyday materials)		
What came before? Pupils have explored sculpture inspired by flight/the Wright brothers and Poppy Day. Pupils who completed Year A– will have developed skills and knowledge in drawing, painting and collage, including the work of three artists.	What comes after? Pupils will explore the work of textile artists and produce their own textile art inspired by Aboriginal culture.	Key vocabulary Monoprinting, foil, textile, Colbert Mashile, draw, technique.	What came before? Pupils who completed Year A– will have developed skills and knowledge when constructing windmill structures. ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	What comes after? Pupils will move on to exploring mechanisms (moving pictures). Shelters are explored again in Year A, Autumn Term, Class 3	Key vocabulary Shelter, water proof, material, natural, manmade, strong, warm, construction, balance.
Class 2- Year B Spring Term 1 Famous Nurses	Music	Science	PE	Computing	French
	Friendship (2) Find the pulse as you are listening to the music: Dance, move, sway with your friends Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel	BRILLIANT BUILDERS Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i> : focus on comparing materials Rise to the challenge of fixing a torn umbrella, explore different materials and answer the questions: how can we know that this material will not let the rain through? How can we test it? Go on further to investigate the absorbency and waterproofing of materials.	Swim Games (Yr 2, Unit 1)	Creating Media Making music (2) Privacy and security (Year 2)	My Feelings 

History Key knowledge and Skills			Geography Key knowledge and Skills		
The Mayflower– a significant local historic event (event, the people, the places) Can they look at books to find out about the past? HI Can they recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago? KU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			- Our School– Our Area- Simple local fieldwork https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/park/ (Block A– C: Our School, Our Playground, Our Homes) - Study maps, atlas and globes to identify the journey of the Mayflower. What ocean did the Mayflower cross?		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Pupils have explored the local area in previous topics both in Year A and Year B. ‘Pupils will likely have prior knowledge of the ‘Mayflower’ due to it coming from Harwich and local place associations. Pupils continue to build their historical skills by asking and answering historical questions.	Pupils will look beyond the UK and compare times and places in history through a study of Australia. In Class 3 pupils will look again at significant local history– Romans etc.	a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical event, object, past, photograph, picture, present, queen, recent history, rule, since I was born, succeed, succession, used for, very old, after, before, before I was born, Britain, Briton, chronological order, democracy, earlier, eye-witness, historical event, later, local area, locality, now, older person, parliament, past, present, research, sequence, source, then, when grandparents were young, when I was younger	(Class 2, Summer A) Use atlases and maps to name and locate 7 continents and 5 oceans (Seafaring Topic) (Class 2, Autumn B) Using compass directions (North, South, east, West) and locational/ directional language to create simple perspective maps of the local area, with a key	Pupils will use their local place knowledge to build comparisons with areas/places further away– in the next topic pupils will geographically compare Harwich and Sydney Australia.	Atlantic ocean, Mayflower, map, atlas, globe, photograph, key, symbol, digital mapping, eight point compass, north, east, south, west, north east, south east, north west, south west, sketch map
Art: Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Printing: The Art of Colbert Mashile - Over two sessions, pupils experiment with different printing techniques including: monoprinting, aluminium foil printing and textile printing. - Pupils experiment with printing using found objects. - Pupils create an exemplification of a Colbert Mashile picture. - Pupils use printing techniques to create their final picture.			Mechanics: Moving Pictures https://www.twinkl.co.uk/resource/tp2-d-084-planit-dt-ks1-moving-pictures-traditional-ales-planning-overview OR https://planbee.com/products/moving-pictures OR https://www.data.org.uk/shop-products/moving-pictures/ - Design, make and evaluate– make a moving picture using sliders and levers		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Pupils have explored sculpture inspired by flight/the Wright brothers and Poppy Day. Pupils who completed Year A– will have developed skills and knowledge in drawing, painting and collage, including the work of three artists.	Pupils will explore the work of textile artists and produce their own textile art inspired by Aboriginal culture.	Monoprinting, foil, textile, Colbert Mashile, draw, technique.	In the Autumn Term pupils made mechanisms for a vehicle, they will be familiar with the key vocabulary. Pupils have previously designed, made and evaluated food dishes, structures and shelter.	Pupils will move on to designing, making and evaluating food and textiles. Pupils will build on their knowledge and skills in mechanisms by creating ‘Moving Monsters’ of the deep in Class 3.	Lever, slider, picture, move, create, design, make, evaluate, cut, stick, colour. LINK: Computing– using pictograms.
Class 2- Year B Spring Term 2 Local Studies– Our School Our Area	Music	Science	PE	Computing	French
	Zoo Time (2) A Reggae Song for Children by Joanna Mangona. Find the pulse as you are listening to the music: Dance, wiggle, march, clap. Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers. A class performance of Zootime	ART AND NATURE Y1 and Y2 Plants: focus on parts of flowering plants and trees Investigate and sort materials according to where they came from. Learn all about those materials that come from plants. Create a large pollen sculptures out of clay, find flowers outside in the playground and sketch them and then make a large model of the inside of a flower using junk modelling materials! Enjoy being outside by doing bark and leaf rubbings and then do a piece of playground art, using cloths, chalk and found materials.	Dance <i>(Yr 2, Unit 2)</i> Games <i>(Yr 2, Unit 2)</i>	Data and Information Pictograms (2) Copyright and ownership (Year 2) Managing online information (Year 2)	My Feelings 

History Key knowledge and Skills			Geography Key knowledge and Skills		
How do we find out about the past? Native Australians– similarities and differences then and now Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? CU Can they look at books to find out about the past? HI Can they recognise that a story may have happened a long time ago? HU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Harwich), and of a small areas in a contrasting non-European country (Australia– City, Coast, Desert, Forest) https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/fantasy-islands/ (Block C: Pacific Ocean)		
What came before? Pupils have built knowledge and skills in history this year including– looking at events beyond living memory and significant events from the past, pupils have explored the lives of famous and significant individuals and local history.	What comes after? Pupils will explore similarities and differences in the history of textiles and clothes. They will find out about life in the past from the things people wore.	Key vocabulary a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical, event, object, past, photograph, picture, present, recent history, rule, since I wasborn, succeed, succession, used for, very old, after, before, before I wasborn, chronologicalorder, democracy, earlier, eye-witness, historical event, later, , tribe, now, older person, parliament, past, present, research, sequence, source, then, when grandparentswere young, when I wasyounger, Australia, world, indigenous people, custom, culture	What came before? Pupils have built up an understanding of weather and seasons across the world, they have created maps and used atlases, globes and maps. They have completed simple field-work in their own locality (school, playground and homes)	What comes after? Pupils will complete a local geography study of local outdoors places– gardens, parks and local land use.	Key vocabulary Human geography vocabulary: land use, settlement, region, risk, hazard, economy, prevention, Physical geography vocabulary: volcano, earthquake, rock, igneous, minerals, geology, eruption, emission, mantel, magma, magma chamber, lava, explosion, ash, tectonic plates, fault lines, collision
Art: Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Textiles: Aboriginal Art Textile Printing - Pupils study examples of Aboriginal art, identifying symbols. - Pupils experiment with joining materials and different stitching techniques. - Pupils create an exemplification of a section of an Aboriginal piece of art.			Food: BBQ Salads - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from– seasonality and what is grown - I can name and use a range of basic cooking skills with support.		
What came before? Pupils explored printing in their previous unit but not using textiles. They studied the art of Colbert Mashile– they imitated his art using found objects to print with.	What comes after? Pupils moving into Class 3 will explore textiles again when they come to design and make a Saxon coin purse. Pupils moving onto Year A Class 2will create textile Christmas decorations.	Key vocabulary Aboriginal, symbol, art, natural material, print, textile, monoprint, transfer, stitching, techniques	What came before? Pupils created Christmas food dishes– designing, making and evaluating them. Pupils developed skills to make the dishes building on techniques.	What comes after? Pupils moving onto Year A, Class 2 will begin the year exploring sandwiches and scones– creating picnic food. Pupils moving to Class 3 will explore and develop making sandwiches.	Key vocabulary BBQ, cultural, cook, coal, grill, chop, slice, shred, grate, make, design, evaluate, colour, flavour, texture.
Class 2- Year B Summer Term 1 Australia	Music	Science	PE	Computing	French
	Ocarina <i>Music Specialist Teacher</i>	EXPLORING CHANGES Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i> : focus on change Observe a block of ice and record the changes. Devise an investigation to melt the ice quickly or slowly. Then create puddles and measure how they change. Take up the challenge of investigating the absorbency of fabrics and explore changes in wax through batik art and crayon making.	Gym <i>(Yr 2, Unit 3)</i> Games <i>(Yr 2, Unit 3)</i>	Programming Robot algorithms (2) <i>Online relationships (Year 2)</i>	Sports 

History Key knowledge and Skills			Geography Key knowledge and Skills		
Similarities and differences– textiles , costume and clothes throughout the ages (similarities and differences. How do we find out about the past? Can they put at least 3 pictures/artefacts or events in chronological order (recent history)? CU Do they know that some objects belong to the past? HE Can they begin to identify objects from the past and the main differences between old and new objects? HU Can they use books, pictures and the internet to find out about the past? HI Can they ask questions about the past? H			Simple local fieldwork: https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/park/ (Block D-F: Gardens, The Park, Local Land Use		
What came before? Pupils have explored local history and significant events and people from the past. Pupils have thought about the past and used historical sources to answer questions. They have a growing chronology.	What comes after? Pupils in Class 3 will review similarities and differences when comparing the Stone Age to Iron Age. Pupils moving onto Class 2 Year A will explore Britain, Victorians and the coming of the railways asking– why did people come here in the past? They will compare similarities and differences between now and the past.	Key vocabulary a long timeago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historicalevent, king, object, past, photograph, picture, present, queen, recenthistory, earlier, eye-witness, historicalevent, later, local area, locality, now, older person, parliament, past, present, research, sequence, source, then, when grandparentswere young, when I wasyounger	What came before? (Class 2, Spring B) Our School– Our Area– Simple local fieldwork	What comes after? (Class 3, Autumn B) Using ordinance survey maps, Field-work local study, UK– Land use patterns and change over time Pupils moving onto Class 2 Year A will develop their local geographical understanding by exploring the wider geography of the UK.	Key vocabulary My area, local area, park, garden, map, atlas, globe, photograph, key, symbol, digital mapping, eight point compass, north, east, south, west, north east, south east, north west, south west, sketch map
Art: Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Textiles: Aboriginal Art Textile Printing - Pupils study examples of Aboriginal art, identifying symbols. - Pupils experiment with joining materials and different stitching techniques. - Pupils create an exemplification of a section of an Aboriginal piece of art.			LINK to art– Aboriginal Textile Printing		
What came before? Pupils explored printing in their previous unit but not using textiles. They studied the art of Colbert Mashile– they imitated his art using found objects to print with.	What comes after? Pupils moving into Class 3 will explore textiles again when they come to design and make a Saxon coin purse. Pupils moving onto Year A Class 2will create textile Christmas decorations.	Key vocabulary Aboriginal, symbol, art, natural material, print, textile, monoprint, transfer, stitching, techniques	What came before? Pupils explored printing in their previous unit but not using textiles. They studied the art of Colbert Mashile– they imitated his art using found objects to print with.	What comes after? Pupils moving into Class 3 will explore textiles again when they come to design and make a Saxon coin purse. Pupils moving onto Year A Class 2will create textile Christmas decorations.	Key vocabulary Aboriginal, symbol, art, natural material, print, textile, monoprint, transfer, stitching, techniques
<u>Class 2- Year B</u> <u>Summer Term 2</u> Textile Time	Music	Science	PE	Computing	French
	Ocarina Music Specialist Teacher	HABITATS AND HOMES Y2 <i>Living things and their habitats</i> : focus on habitats Make a playground allotment complete with edible plants and bird scaring sculptures. Weed and tend the allotment; visit a farm; and explore farming with small world play. In groups, design a bug hotel and build it.	Dance (Yr 2, Unit 3) OOA (Yr 2, Unit 3)	Programming An introduction to quizzes (2) Online reputation (Year 2)	Sports 