Koalas (Year 1/2) Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	**The Great Fire of London**	**Design, Make and Evaluate**	**Modern Art**	**UK vs Australia**	**Grace Darling**	**Animals Including Humans**
Literacy	Descriptive - writing 4 Part Stories– simple sentences to build up sentence writing and simple stories. Great Fire of London. Poetry – Fire, using senses. Diary entries – Samuel Pepys.	Instructions- how to make/how to build a toy. Recount – Evaluation – of what they made. Poetry – about Christmas	Descriptive writing – about pieces of Modern Art. Non-Chronological Report- about an artist.	Letters – writing a letter to parents persuading them to go on holiday to Australia. Descriptive writing- Repetitive Story – based on We're all going on Safari but about going around Australia.	Descriptive writing-Voyage and Return – a boat trip out to sea. Non- Chronological Report- Newspaper report. Poems using senses – about the sea and waves.	Descriptive writing-Stories with familiar settings- Bradwell beach Recount- Trip to Bradwell Beach. Non-chronological report creating fact files about different animal groups.
Class Texts	Tyrannosaurus Drip	Tractionman	Tear Thief	The Stone Age Boy	The Mousehole Cat	Giraffe Pelly and Me
Science Skills To perform scientific tests with equipment To use observation skills including measuring To identify and classify	**Seasonal Change** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	**Materials** • Distinguish between an object and the material from which it is made. • 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.	**Plants** • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	**Living Things and Their Habitats** • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of	**Working Scientifically** • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	**Animals Including Humans** • 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 variety of common animals (birds, fish,

		• Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	• Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
To gather and record scientific data To use scientific vocabulary To explain scientific findings						
History Skills To ask and answer historical questions To use a range of historical sources To describe and compare evidence To describe historical events and people To compare times in history To understand chronology To use timelines	**1st Half** **The Great Fire of London** **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. **Communicate historically** **Understand chronology**	**1st Half** **History of Modern Art including local area** **Investigate and interpret the past** • 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. **Communicate historically** **Understand chronology**			**1st Half** **Grace Darling and Ellen MacArthur** **Communicate historically** • 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. **Communicate historically** **Understand chronology**

To use historical vocabulary			
Geography Skills To collect and use data from fieldwork To ask and answer geographical questions To identify local places on a map To use geographical resources To describe and compare locations (over time and areas) To use geographical language To identify and describe human features To identify and describe physical features	**2nd Half** **Investigate places** • 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?). • 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 of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	**2nd Half** **Investigate patterns** <u>UK vs Australia</u> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school.	**2nd Half** **Communicate geographically** • 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. • 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. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Design and Technology Skills To cut and join materials To modify and produce textiles	**2nd Half** **Textiles/Joining Materials** • 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).	**2nd Half** **Food and Nutrition** **Impossible Pie/Anzac Biscuits/Damper** • Cut, peel or grate ingredients safely and hygienically.	**2nd Half** **Construction/Electronics/Mechanics** **Windup shoe box animals.** • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

To use mechanics To construct and build products To design with purpose To follow a design To refine and edit To evaluate a product To take inspiration from history	• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • 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). **Design, Make and Evaluate** • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. (Scratch, computing) **Take inspiration from design throughout history** • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.	• Create products using levers, wheels and winding mechanisms. • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). **Design, Make and Evaluate** • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. **Take inspiration from design throughout history** • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.
Art Skills To collect visual information To develop colour and patterns using brush techniques To use drawing skills To use printing techniques To take inspiration from artists	**1st Half** **Collage** **Great Fire of London/Bonfire/Fireworks** • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. **Develop ideas** • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. **Take inspiration from the greats** • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	**1st Half** **Drawing** **Cubism UK/European** • 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. **Develop ideas** • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. **Take inspiration from the greats** • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	**1st Half** **Sculpture** **Mod Roc row boat with carved oars** • 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. **Develop ideas** • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. **Take inspiration from the greats** • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

RE	What do Christians believe about God	Anti-racist R.E.			
Music **Skills** To control my voice effectively when singing To create effects using instruments To perform to an audience To create patterns of sound To combine musical elements (including digitally) To use symbols for notation To read and understand musical notation To use musical vocabulary To listen and describe elements of music	**2ⁿᵈ Half** **Charanga** **Little Angel Gets her Wings** 1. Listen and Appraise the songs in the production. 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.		**2ⁿᵈ Half** **Charanga** **In The Groove** 1. Listen and Appraise the song In The Groove and other songs in other styles: ● How Blue Can You Get by B.B. King ● Let The Bright Seraphim by Handel ● Livin' La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman ● Lord Of The Dance by Ronan Hardiman ● Diggin' On James Brown by Tower Of Power 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song (in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk) d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.		**2ⁿᵈ Half** **Charanga** **Your Imagination** 1. Listen and Appraise the song Your Imagination and other songs about using your imagination: ● Your Imagination by Joanna Mangona and Pete Readman ● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups). b. Flexible Games (optional extension work). c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps. Or, the whole song so you can decide when to learn each section during the 6 steps. d. Option: Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song e. Option: Improvise with the Song (over the coda section of the song). f. Option: Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups to sing and copy back. Or, using the given notes, create a group composition. 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.
Computing **Skills** To understand and import instructions To use coding for controlling objects To use online platforms appropriately	Connect and Communicate • Understand online risks and the age rules for sites • Participate in class social media accounts. • Use a range of applications and devices in order to communicate ideas, work and messages.		Coding • Control motion by specifying the number of steps to travel, direction and turn. • Add text strings, show and hide objects and change the features of an object. • Select sounds and control when they are heard, their duration and volume.		Collect • Use simple databases to record information in areas across the curriculum.

To be safe and responsible To understand e-safety laws To create messages To communicate through APPs and devices To collect and organise data			• Control when drawings appear and set the pen colour, size and shape. • Specify user inputs (such as clicks) to control events. • Specify the nature of events (such as a single event or a loop). • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).			
P.E.	Games Skills *To strike an object *To retrieve and receive an object *To lead or work within a team *To compete as an individual *To develop accuracy *To adapt running through speed and stamina *To compete against others or myself *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience	Multi skills Skills *To copy and repeat movements *To move with a purpose *To move the body with control and balance *To plan and perform movements *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience	Games Skills *To strike an object *To retrieve and receive an object *To lead or work within a team *To compete as an individual *To develop accuracy *To adapt running through speed and stamina *To develop throwing for a purpose *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience	Dance Skills *To strike an object *To retrieve and receive an object *To lead or work within a team *To compete as an individual *To develop accuracy *To develop and use strokes *To coordinate and control legs and arms *To use accurate breathing techniques *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience	Athletics/Swimming Skills *To adapt running through speed and stamina *To jump for a purpose *To compete against others or myself *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience	Gymnastics Skills *To retrieve and receive an object *To lead or work within a team *To compete as an individua *To develop accuracy *To develop throwing for a purpose *To compete against others or myself *To be prepared and ready *To understand risk *To lead or work within a team *To adapt and show resilience
PSHE/ RSE	Who helps to keep us safe? Growing up with Yasmin and Tom- Keeping Safe	Who is special to us? *Growing up with Yasmin and Tom- Different Families* *My Special People (Medway Yr1/2 Lesson 1)*	*What can we do with money?*	What helps us stay healthy? *Growing up with Yasmin and Tom- Keeping Clean and Taking Care of Myself*	What is bullying?	What is the same and different about us? *Growing up with Yasmin and Tom- Naming Body Parts* *Everybody's Body (Medway Yr1/2 Lesson 3)*
Forest Schools	The children experience Forest School which is an inspirational process, that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.					

Suggested visits / inspiration visitors	History man- Great Fire of London/Guy Fawkes	Pantomime Down Hall Residential visit- Bradwell	Artist visit?	Colchester Zoo- animals including humans. Fieldwork around Bradwell and school.	May Day Celebrations; Mersea Museum and RNLI Mersea.	Bradwell Beach; Pilgrimage- St. Peter's Chapel, Bradwell;