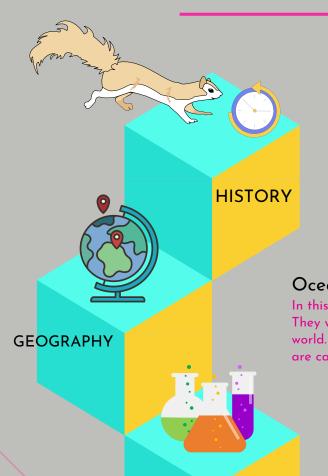




Squirrel Class topic and themes overview

Spring 2025



SCIENCE

RE

PSHE

Evacuees

This unit works with the 'Children on the Move' project, which gives children the opportunity to learn about World War II evacuation from the first-hand accounts of the people who actually experienced it. Through first-hand accounts from people evacuated and those who were part of billet families in the county, children can explore these questions, become aware of different experiences and perspectives and also learn to evaluate a range of primary sources, from oral history through to newspaper reports and school log books.

Oceans

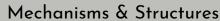
In this unit, children will learn about the seas that surround the UK. They will develop knowledge of the oceans and continents of the world. Children will have the opportunity to investigate how waves are caused and how they move.

Materials

This unit takes children through six lessons where they learn how to distinguish between an object and the material from which it is made. They also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. The Year 2 unit takes children through six lessons where they learn how to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

The White Cliffs of Dover

Inspired by the stormy seascapes of J. M. W. Turner, use a variety of techniques to create textured watercolour paintings and turn them into sea collages.



Year 1- windmills- Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features. Year 2 will explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving animal.

Sacred places

D&T

ART

What makes some places sacred to believers? Where do some people talk to God? Investigating why people choose to go to places of worship.

Safety and Citizenship

Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy. Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion



MUSIC

Information Technology

Pupils will develop their understanding of various aspects of using a computer to create and manipulate text. Pupils will become more familiar with using a keyboard and mouse to enter and remove text. Pupils will also consider how to change the look of their text and justify their reasoning in making these changes.

Pitch - Superheroes

In this unit, children will identify high and low notes, perform high and low notes. Create and perform a two-note and three-note pattern, Identify and perform changes in tempo.

They will contribute musical ideas and cooperate within a group, Prepare and perform a musical piece, demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Finally they will offer feedback to groups on their performance, and follow instructions during a performance.

For more detailed information on the learning for each subject, please ask your teacher or see the subject learning objectives sheet.

Our KS1 Subject Learning Objectives this term:



Evacuees- Children on the move Chronological Knowledge

•Yr 1: Grasps that simple stories have a beginning, a middle and an end by correctly

sequencing events •Yr 2: Understands that the world was

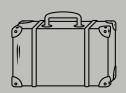
different in the olden days; Can sequence parts of more complex story where action takes place over a long period of time Historical Enquiry

•Yr 1: Begins to use sources to identify some details and answer simple questions; Can describe the main features of an artefact. Yr 2: Can find answers to questions about objects by looking in books; Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books; Can ask simple, but relevant, questions of the teacher in the role of someone in the

Interpretations

•Yr 1: Gives a simple reason why we might have more than one version of an event or

•Yr 2: Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis



Year 1: Everyday Materials

- Learn how to distinguish between an object and the material from which it is made.
- learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and
- Describe the simple physical properties of a variety of evervdav materials.
- Learn how to compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2: Uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- how to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Year 1: The Seasons

- how to observe changes across the 4 seasons.
- observe and describe weather associated with the seasons

- are living, dead, and things that have never been alive.
- and animals in their habitats, including microhabitats; describe how animals obtain their food from plants and
- identify and name different sources of food.



Design & Technology

Geography

Yr 1: To keep a weather chart and

answer auestions about the weather

Yr 2: To name the seven continents. and to name the five world oceans.

• Yr 1: To explain how the weather

changes throughout the year and

Yr 2: To understand geographical

studying the human and physical

geography of a small area of the

United Kingdom, and of a small

Yr 1: To use simple compass

West) and locational and

and routes on a map.

in a simple key.

area in a contrasting non-European

directions (North, South, East and

directional language [for example,

near and far; left and right], to

• Yr 2: To use maps, atlases and

describe the location of features

globes to locate the five oceans of

the world and to use basic symbols

similarities and differences through

Contextual Knowledge

name the seasons.

Understanding

country

Geographical Enquiry

Mechanisms

Year 1: Windmills- I can Identify some features that would

- appeal to the client (a mouse) and create a suitable design.
- · Explain how their design appeals to the mouse.
- Make stable structures, which will eventually support the turbine, out of card, tape and glue.
- axles that are assembled into the main supporting structure.
- Say what is good about their windmill and what they could do better.

Year 2- Making a moving animal- I

- linkages and pivots.
- produce the desired input and output motions.
- design criteria. Evaluate their two designs against
- create their planned monster features.
- linkages without affecting their functionality

- how day length varies.
- Year 2: 'Living things and their habitats'

Health & Wellbeing-

Explore and compare the differences between things that

- They learn how to identify and name a variety of plants
- other animals, using the idea of a simple food chain



Seascapes

Painting I can Yr 1

- choose to use thick and thin brushes
- paint a picture of something I can see
- name the primary and secondary colours communicate something about myself
- create mood

Yr 2

- · mix paint to create all the secondary
- · mix and match colours, predict outcomes
- make tints by adding colour to white
- make tones by adding black

Collage I can

Yr 1

- cut and tear paper and card for my
- gather and sort materials I will need sort materials according to texture and
- colour

- create individual and group collages use different kinds of materials on my
- collage and explain why I have chosen them
- use repeating patterns in my collage

PSHE

We will explore and cover a range of age appropriate themes including children being able to: Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like

- and describe situations which may provoke certain feelings. Describe their own qualities and strengths and recognise
- something they want to get better at. Describe their bedtime routine, explaining why sleep is
- Explain how rest and relaxation affects our bodies, including mental functions.
- Identify examples where they could use relaxation to help manage difficult emotions.
- Understand that germs can be spread via our hands. Know how to wash their hands properly.
- Know the three things they need to do when out in the sun
- to keep safe. Know people can be allergic to certain things and how to
- help with an allergic reaction. Understand that there are a range of people who help to keep us healthy.

Safety -Know a number of adults in school. And Know that they

- should speak to an adult if they are ever worried or feel uncomfortable about another adult. Understand ways to keep safe and not get lost and know
- the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult. Understand that there are hazards in houses and know
- Understand and name jobs that people do to help keep us

Make functioning turbines and

- · Identify the correct terms for levers,
- Analyse popular toys with the correct terminology. Create functional linkages that
- Design monsters suitable for children, which satisfy most of the
- the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to
- Assemble the monster to their



We will explore the answers to the following

question: 1.8 What makes some places sacred to believers? Make sense of belief:

Recognise that there are special places

- where people go to worship, and talk about what people do there. Identify at least three objects used in
- worship in two religions and give a simple account of how they are used and something about what they mean. · Identify a belief about worship and a
- belief about God, connecting these beliefs simply to a place of worship Understand the impact: • Give examples of stories, objects, symbols

and actions used in churches, mosques

Give simple examples of how people

- and/or synagogues which show what people believe
- worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community

Make connections: Think, talk and ask good questions about

- what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places
- special to people, and what the difference is between religious and non-religious special places.

Music:



Listening and Responding to Music • Demonstrates an understanding and appropriate use of

the Foundations of Musical Language

- musical language (including basic musical elements), from both prior and new learning. Demonstrates a basic understanding of how feelings can
- connect with/relate to music. Demonstrates some basic understanding of musical style. Developing Performance Awareness and Skills, and Building
- Demonstrates an awareness of pulse/beat when listening, moving to and performing music. : Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long
- Demonstrates a basic understanding of the importance of posture and technique when performing.
- Demonstrates an understanding of the basic concepts of improvisation and composition. Introduces the performance (any connection to the Social

Theme is an added bonus). Year 2- How Does Music Make Us Happy?

Listening and Responding to Music Demonstrates an understanding and appropriate use of

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moving to and performing music. Demonstrates an understanding and use of basic differences in pitch and note duration

Demonstrates an understanding of the basic concepts of



Information Technology

Year 1 Know how to log onto a computer

Know how to navigate around the

- screen with a mouse Know how to type text using space
- bar for separate words to create something meaningful Know how to independently find
- and open an app on a tablet Year 2 Know how to save, retrieve and

- Know how to type and format text including basic punctuation and
- capital letters · Know how to confidently use pointing device
- Know how to add simple images
- Know how to combine simple text and graphics, for instance create a
- poster for a purpose

