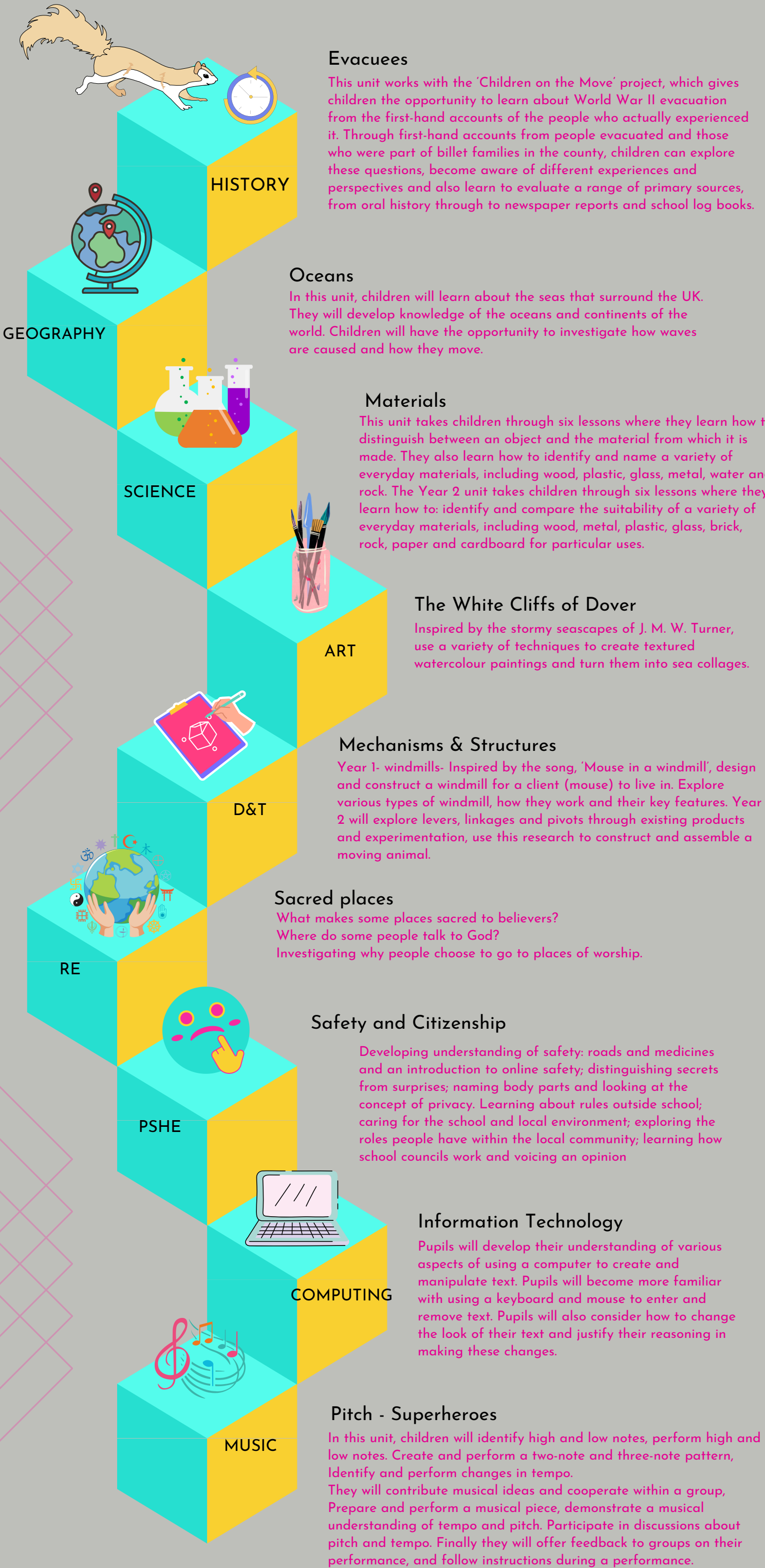




Squirrel Class topic and themes overview Spring 2025



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:



History

Evacuees- Children on the move
Chronological Knowledge

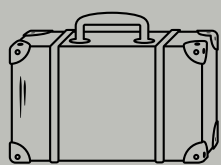
- Yr 1: Grasps that simple stories have a beginning, a middle and an end by correctly sequencing events
- Yr 2: Understands that the world was different in the olden days; Can sequence parts of more complex story where action takes place over a long period of time

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 past

Interpretations

- Yr 1: Gives a simple reason why we might have more than one version of an event or story.
- Yr 2: Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis



Art

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 colours
 - 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 collages
 - gather and sort materials I will need
 - sort materials according to texture and colour

- Yr 2
- 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



Religious Education

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 and/or synagogues which show what people believe
- Give simple examples of how people 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.

Science



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 rock.
- Describe the simple physical properties of a variety of everyday 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
- how day length varies.

Year 2: 'Living things and their habitats'

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats;
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
- identify and name different sources of food.



Geography

Oceans

Contextual Knowledge

- Yr 1: To keep a weather chart and answer questions about the weather
- Yr 2: To name the seven continents. and to name the five world oceans.

Understanding

- Yr 1: To explain how the weather changes throughout the year and name the seasons.
- Yr 2: To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Geographical Enquiry

- Yr 1: To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Yr 2: To use maps, atlases and globes to locate the five oceans of the world and to use basic symbols in a simple key.



PSHE



Health & Wellbeing-

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 important.
- 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 how to avoid them.
- Understand and name jobs that people do to help keep us safe.

Design & Technology

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.
- Make functioning turbines and 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 can

- Identify the correct terms for levers, linkages and pivots.
- Analyse popular toys with the correct terminology.
- Create functional linkages that produce the desired input and output motions.
- Design monsters suitable for children, which satisfy most of the design criteria.
- Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.
- Select and assemble materials to create their planned monster features.
- Assemble the monster to their linkages without affecting their functionality

Music:



•Year 1 - What Songs Can We Sing to Help Us through the Day?

Listening and Responding to Music

- Demonstrates an understanding and appropriate use of 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 the Foundations of Musical Language

- 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 and short).
- 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 musical language
- 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 the Foundations of Musical Language

- Demonstrates an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrates an understanding and use of basic differences in pitch and note duration
- Demonstrates a basic understanding of the importance of posture and technique when performing.
- Demonstrates an understanding of the basic concepts of improvisation and composition.



Computing

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 print work
- 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