



Tilstock CE Primary School Spring Term Planner - 2021

<u>KS1 Squirrels Years 1 & 2</u> <u>Theme: WW1/2</u>	<u>LKS2 Otters Years 3 & 4</u> <u>Theme: Explorers</u>	<u>UKS2 Badgers Years 5 & 6</u> <u>Theme: Arabian Nights</u>
History – 1900– 1950 Britain at war In this unit children will know about significant historical events, people and places in our own locality. Children will learn how to sequence events within a period of time and give clear explanations of an important event, offering reasons why an event took place. Children will be able to ask and answer questions such as 'What was it like for a child evacuee during the war?' and 'What happened on VE Day?'. Through this process children will realise that we can find out about a person's life by using a range of sources, such as letters, as well as books. They will present information in a range of ways including being able to write simple sentences containing period-specific detail about a day as an evacuee.	History – A study of Explorers in British history -During this unit children will study a range of famous explorers through history, such as Cooke, Columbus, Drake, James Bruce and George Bass and compare these to present day explorers, sequencing events in simple narratives. They will be able to use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while. Children will extract simple information from text/pictures/objects showing basic comprehension. During this process they will grasp that interpretations might differ depending on the aspect that people are looking at; for example views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.	History – A study of Baghdad to provide a contrast with British history Baghdad was the greatest city in the world in 900AD, having a population of over 1 million. It was the capital of the Arab world, famed for its medicine, trade, and learning. In this unit children will make links between different features of their society to make sense of the world lived in by people in the past. Children will explain the beliefs and attitudes in terms of why people might have had those ideas. They will have the opportunity to show a real sense of period in an abstract way. Throughout this process children will understand that people's experiences varied depending on status, and will be able to see two sides of a question, offering arguments on both sides.
Science – Animals including humans During this unit, children will develop the scientific knowledge and skills required to enable them to group animals according to what they eat; name, describe and compare the structure of a variety of common animals and explain how animals obtain their food. Children will explore and compare the differences between things that are living, dead, and things that have never been alive. Through exploration of the environment, key texts and media, children will be able to 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 animals. Through a study of the human body, children will be able to identify, name, draw & label the basic parts of the human body and say which part of the body is associated with each sense. They will learn that all animals have offspring which grow into adults. Children will also understand the basic needs of animals, including humans, for survival and be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Science forces and magnets and light Linked to their D&T unit, children will compare how things move on different surfaces, noticing that some forces need contact between two objects, but magnetic forces can act at a distance. In scientific enquiry, children will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. In simple tests they will predict whether two magnets will attract or repel each other, depending on which poles are facing. During a project on puppets children will study light, learning they need light in order to see things, dark is the absence of light and that light is reflected from surfaces. They will learn that shadows are formed when the light from a light source is blocked by a solid object, and that light from the sun can be dangerous.	Science – Electricity and materials Linked to History, Geography and D&T, children will use their scientific knowledge and skills to create Arabian lamps. During this unit children will use the idea that light travels in straight lines to explain that objects are seen because they give out light into the eye. Through a range of media they will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. During their project, children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Through investigation, they will compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches. In their designs, children will use recognised symbols when representing a simple circuit in a diagram.
Geography: Oceans, rivers and lakes – Dover to Calais Linked to their history unit, during this study children will be able to show understanding by describing the places and features of Britain and France using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. They will be able to investigate the journey of British soldiers during WW2, places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Geography: The journey of explorers, the journey of our food – Linked to their history study, children will demonstrate their knowledge and understanding of the wider world by investigating food (tea, bananas, chocolate etc) and its links between people and environments. They will understand some reasons for similarities and differences between different environments through investigations of a variety of places by asking and responding to geographical questions. Through this they will make observations and use sources such as maps, atlases, globes, images and aerial photos. Children will express their opinions and recognise that others may think differently.	Geography: The Middle East – a comparison study. Linked to History children will learn what a number of places are like, how and why they are similar and different, and how and why they are changing. They will know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. Whilst studying the Arabian world children will show some understanding of the links between places, people and environments. They will carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Using art, IT and literacy children will express and explain their opinions, and recognise why others may have different points of view.
DT: To design and make Bridges. Linked to their geography unit, during this unit children will learn to generate and develop their ideas through discussion, observation, drawing and modelling to design a bridge fit for purpose. Children will identify a simple design criteria, making simple drawings and label parts. During construction they will begin to select tools and materials, using vocabulary to name and describe them. This will enable them the opportunity to measure and cut with some accuracy. Children will then evaluate their bridges as they are developed, identifying strengths and possible changes they might make.	DT: To design and make puppets to create a whole class theatre - Levers & linkages –Within this unit, linked to science, children will create a classroom theatre set linked to The Globe Theatre. They will explore, develop and communicate design proposals by discussing and modelling ideas. In sketch books they will make drawings with labels before selecting tools and techniques for making their product. This will enable children to have the opportunity to measure, mark out, cut, score and assemble components with more accuracy. Children will evaluate their work both during and at the end of the assignment.	DT: To design and make a lamp Linked to science and art, children will develop their design and technology skills by designing, making and evaluating an Arabian lamp. They will think about which materials would be safe to use to make their colourful Eastern inspired lamp. They will carefully plan the order of their work with detailed labelled drawings, choosing appropriate materials, tools and techniques. During the making of their lamp they will select appropriate tools, materials, components and joining techniques to make a working model. Throughout the process they will make and document their modifications, evaluating their products, identifying strengths and areas for development, and carrying out appropriate tests.
Art: Drawing – Mood Linked to History and geography units, children will explore the work of Paul Nash and the sea/ waves (Uehara Konen's Hatō zu). During this unit children will develop the skills to communicate and create moods in their drawings. They will draw, using pencils and crayons, lines of different shapes and thickness, using different grades.	Art Portraits Holbein Linked to their history unit, children will create portraits of famous explorers of the past. They will learn to predict with accuracy the colour that they mix and know where the primary and secondary colours sit on a colour wheel. Children will produce a background for their portrait using a wash and use a range of brushes to create different effects.	Art Textiles- batik Linked to their history and geography units, children will experiment with batik techniques to create work that includes both visual and tactile elements. Children will use their sketch-books to carefully explore ideas and plan through drawing and other preparatory work.
Computing –Computer science Linked to geography children will create a map and program a robot / beebot using a sequence of 6-7 instructions to reach a goal.	Computing – information technology Children will know how to use software to create a simple brochure on explorers using Publisher and a poster to advertise their puppet show.	Computing- information technology Linked to the theme of Arabian Nights, children will independently prepare an effective presentation to show their learning to others, which will include some elements of timing or sequence, for instance in Powerpoint or iMovie.



Tilstock CE Primary School Spring Term Planner - 2021