

## KS1 Squirrels Years 1 & 2

### Theme: WW1/2

#### **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.

#### **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 and 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.

#### **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.

#### **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 labelling 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.

#### **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.

#### **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.