



Squirrel Class KS1 Spring Term Curriculum Planner 2022

Science

Living Things and Their Habitats - Habitats Around the World

This unit will help pupils explore and understand the various habitats located around the world. Children get to explore habitats such as the ocean, the Arctic and Antarctic and rainforest. Further to this, children get the chance to think about how animals have adapted in order to thrive. During this unit, there are chances a plenty for modelling a habitat. Children will hear from experts such as zoologist Dr Rhiann Waller as she shares her adventures exploring habitats under the ocean!

Animals, including humans

Year 1: Pupils will be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- 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 (fish, amphibians, reptiles, birds and mammals 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.

Year 2: Pupils will be taught to:

- notice that animals, including humans, have offspring which grow into adults.
- find out about 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

Materials – Everyday Materials

This unit is about exploring the development of materials over time, including researching some of the key material innovators. All pupils will have the opportunity to investigate different materials and consider those which are best to use for certain tasks. With opportunities during the unit to observe and test materials, and to make choices of which materials to use for building models, this unit really helps our pupils to engage in materials science. With the use of 'Developing experts' resources, pupils will hear from experts Dr.Rhian Waller and those who use materials to landscape in their place of work, such as head gardener Ian Guest and zoo owner Scott Bird.

Geography – Seas and Oceans

Children will learn about the seas that surround the UK, and through following the journey of the Titanic from Belfast to America, they will develop knowledge of the oceans and continents of the world. Children will also investigate how waves are caused and how they move.

Children will also learn about the fascinating underwater world of the Pacific Ocean and the Great Barrier Reef. Make maps and create diagrams of food chains, role-play an underwater expedition, make short documentaries about researched creatures.

In Year 1 children will:

- keep a weather chart and answer questions about the weather
- explain how the weather changes throughout the year and name the seasons.
- 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.

In Year 2 children will also

- name the seven continents.
- name the five world oceans.
- use maps, atlases and globes to locate the five oceans of the world.
- use basic symbols in a simple key.

All children will:

- identify seasonal and daily weather patterns in the United Kingdom.
- 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

History : Settlement- Titanic.

Titanic was the biggest and most luxurious passenger ship of its time. By 1910, construction of Titanic was well under way, and Belfast had become a large, prosperous city. Our Queen's grandfather was King during the Edwardian period – King George V (1865 - 1936).

During this unit children will learn about this exciting period in history and how the concepts of trade, monarchy, community and travel were different then compared to now. During their learning children will develop their historical enquiry by:

Year 1 will:

- Grasp that simple stories have a beginning, a middle and an end by correctly sequencing events.
- Begins to use sources to identify some details and answer simple questions.
- Can describe the main features of an artefact.
- Gives a simple reason why we might have more than one version of an event or story.

Year 2 will:

- Understand 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
- Can find answers to questions about objects by looking in books.
- Realise that we can find out about a person's life by using a range of sources
- Can ask simple, but relevant, questions of the teacher in the role of someone in the past
- Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis

Art - Seascapes

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-storm collages.

Year 1: I can

- 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

Year 2: I can

- 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

Children will also use colour-wash and 3D sculpture techniques to create a Great Barrier Reef display.

Design & Technology: Boats and bridges

Through the study of The Titanic and exploring famous bridges, children will design and make a bridge that will enable a boat to travel through quickly, in a straight line and carrying a load.

All children will learn to:

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

Religious Education

1.9 How should we care for the world and for others, and why does it matter?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Teachers will enable all pupils to achieve the following outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Music: Music teaches us about the past!

Year 1 – Adding rhythm and pitch

Year 2 – Focus on dynamics and tempo

In each lesson during this unit, children will take part in activities for the development and consolidation of key musical learning:

- key signatures
- time signatures
- duration
- pulse
- rhythm
- pitch (singing and playing instruments)

In each lesson as the activities are repeated, musical skills are also repeated and the learning deepens.

PHSE – Keeping myself safe and healthy

Year 1:

- Describe different feelings that I have and how my body behaves when I have them.
- Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).
- Give examples of how I keep myself healthy.
- To know about basic personal hygiene routines.
- The importance of taking care of personal hygiene.
- To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
- Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)
- To understand that household products, including medicines, can be harmful if not used properly.
- Know ways to keep physically and emotionally safe; learn about shared responsibility for keeping themselves and others safe.

Year 2:

- Identify the people who look after me/ help me and how they care for me.
- Explain what I can do if I am worried and who I can go to.
- Demonstrate ways I can attract the attention of people who care for me if I am worried.
- Describe how I can help and support those who care for me.
- Give examples of safe and unsafe secrets and identify safe people who can help if something feels wrong.
- Give examples of touches I like and those I don't like.
- Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.
- Explain what medicines are for.
- Explain that they can be helpful or harmful, and give examples of how they can be used safely.
- Recognise the importance of keeping safe in different situations: different rules for keeping safe (road, environment, online, in unfamiliar situations).