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|  | **KS1 The Great War: Theme Content** | | | | | | |
| **Core Subjects** | |  | **Personal Development** |  | **Foundation Subjects** | | |
| **English** | | **Spiritual** | **History and Geography** |  | **Music** |
| **Instructions**  How to make trench cake or biscuits (using ingredients that would have been available at the time).  **Letters**  Letters from a child in England to her father who is serving in the war including what life was like for children (school, clothing, toys etc).  **Narrative**  Exploring authors at the time of WW1 including AA Milne and Enid Blyton. | | Discuss If choses made by people in the past were influenced by their spiritual beliefs.  Why is it important to remember people in the past?  How can we commemorate the lives of the soldiers in WW1? | **History**  Children find out what life would have been like for a child living in WW1 and compare with their own lives today.  Find out about clothes, school, toys in WW1 and compare to today.  Explore the role of women in the war and how this differs to today.  Find out about Princess Mary’s Christmas Boxes that were sent to the troops in WW1.  Find out about the Christmas Truce of 1914.  **Geography**  Children use maps to identify continents, oceans and key countries involved in the First World War. | **Music**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  WWI songs – Armistice Day. Christmas Play.  Play tuned and un-tuned instruments musically. In the Groove and peripatetic lessons.  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **Moral** |
| What is bravery and what does it mean to be brave? Find out about acts of bravery in WW1.  Understanding personal change and responsibility  Kindness and Anti Bullying. |
| **Maths** | | **Social** | **Art and Design and Design and Technology** | **Languages** |
| **Year 1:**  Place value  Addition and Subtraction  Geometry (Shape)  **Year 2:**  Place value  Addition and Subtraction  Measure (Money)  Multiplication and Division | | Citizenship and British Values.  Social Issues-Community  Anti-bullying week | **Art and Design**  To use a range of materials creatively to design and make products  To develop a wide range of art and design techniques in using pattern and texture – trench art using match sticks.  Look about the work of a range of craft makers.  **Design and Technology**  **Food**  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from. Design Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria | European Day of Languages |
| **Science** | | **Cultural** | **Religious Education** |
| **Enquiry**  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions.  **Plants**  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  **Seasonal Change**  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies. | | How are children in other countries affected by war today?  Cultural differences between countries. | Who is a Muslim and how do they live? (Part 1)  Why does Christmas matter to Christians? |
| **RSE** | **Computing** | **Physical Education** |
| Year 1:  To understand that changes happen constantly as we grow.  To understand the life cycles of humans and animals.  To understand the different stages of the human lifecycle.  Year 2:  To recognise the main external parts of the bodies of humans.  To understand that all living things originate from other living things. | **E-safety**  To be able to understand the importance of asking for help from an adult when:  Pop ups appear/unknown Emails appear/anything unfamiliar on the screen appears  **Computing**  To understand what is a computer.  To understand how computers are used in everyday life.  To understand computers have no intelligence and can do nothing unless a program is run.  To understand the term: **ALGORITHM**  To be able to sequence a set of instructions (Jam sandwich/cleaning teeth/getting dressed) | Kingfisher  Dance – Seasons  Invasion Game Skills  Movement Skills  Gymnastics – Balancing and Spinning  Sparrow and Nightingale  Dance – Dance around the world  Invasion Game Skills  Movement Skills  Gymnastics – Spinning, Turning and Twisting |