|  |
| --- |
| **Houses and Homes – Spring Term 2 2025** |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Science*** Objects and materials
* Properties, comparing and grouping of materials
* Suitability of materials
* Changing materials

Opportunities for Working Scientifically: \* Performing simple tests to explore questions, for example: ‘What is the best ...for curtains? ...for a roof? ...for the Three Little Pig’s house?\* Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)\* Observing closely, identifying and classifying the uses of different materials, and recording their observations. | **Science*** Identify appliances that run on electricity
* Construct simple circuits, including switches
* Explore conductors and insulators

Opportunities for Working Scientifically:\*Observing and investigating patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity; some materials can and some cannot be used to connect across a gap in a circuit.\*Investigating types of switches; which switch will be the easiest to break and re-connect? | **Science*** Compare and group everyday materials on the basis of properties
* Give reasons based on evidence for the particular use of everyday materials
* More sophisticated electrical circuits –using recognised symbols

Opportunities for Working Scientifically: \*Carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ \*Comparing materials in order to make a switch in a circuit. Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. \*Researching, discussing and presenting how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials. \* Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. |
| **History*** Changes in living memory – focus on technology and domestic appliances
 | **History*** A study of how houses and homes have changed in UK since 1066
 | **History*** Local history study with a focus on how houses/homes have changed in Britain since 1066 (Halton village)
 |
| **RSE & PSHE*** Families and relationships
 | **RSE & PSHE*** Families and relationships
 | **RSE & PSHE*** Families and relationships
 |
| **Design Technology*** Textiles – Making cushions: Joining techniques
 | **Design Technology*** Textiles -Turn to 2D shapes into 3D products
 | **Design Technology*** Textiles -Combining different fabric shapes
 |
| **PE**GymnasticsYear 1 – Unit B Stretching and curlingYear 2 – Unit D Flight | **PE**GymnasticsYear 3 – Unit m Symmetry and asymmetryYear 4 – Unit S Rolling | **PE**GymnasticsYear 5 – Unit t BridgesYear 6 – Unit A Counter balance and tension |
| **MUSIC**Year 1 – Exploring SoundsYear 2 – Musical Moods and Pictures Year 1 – Exploring Sounds | **MUSIC**Year 3 – Painting Pictures with soundYear 4 – Musical contrasts | **MUSIC**Year 5 – Music and wordsYear 6 – Musical effects and moods |
| **Computing*** Y1 - Unit 4 DB Primary
* Y2 - Unit 10 DB Primary
 | **Computing*** Y3 - Unit 16 DB Primary
* Y4 - Unit 22 DB Primary
 | **Computing*** Y5 – Unit 28 DB Primary
* Y6 –Unit 34 DB Primary
 |
|  | **MFL*** Unit 3 – Going Shopping
 | **MFL*** Unit 2 – Let’s Go Shopping
 |