

YEAR 1: Toy stories

Chn learn old playground games, bring in their favourite toy
 Citizenship: To help construct & agree to follow, group & class rules and to understand how these rules can help them in class and outside

WRITING

Aut - Simple Sentences: **Cold – My house** **Hot – My family** & Instructions for a new game/toy

Phonics skills & GPS	Transcriptional skills: Writing	Transcriptional skills: Handwriting	Compositional aspects of Writing
Phase 2 up to set 5 Phase 3 Tricky words from phase 2 and 3 Blending with CVC and CCVC GPS: Sentence structure: How words can combine to make sentences Terminology for pupils: Word, sentence, letter, capital letter, full stop, punctuation, Introduce verbs (verbs are an action – doing word) Example verbs: run, play eat, talk	Sentence level: Combine words to form simple sentences Join words and sentences using 'and' Punctuation: Begin to use full stops. Separate words with spaces	Physical aspects: Sit correctly and comfortably. Uses correct pencil grip. Pupils use their preferred hand Letter formation: Begin and finish letters at the correct place Form digits correctly	Before writing: Understand the difference between oral and literate language. Say what they're going to write about and why they are writing Planning: Think aloud to collect Ideas. Orally rehearse sentences Drafting: Transcribe sentences word by word, sequence sentences Revising: Re-read each sentence to check they have written the correct number of words and it makes sense Editing: Discuss their writing with an adult, act on feedback Performing: Read their writing aloud

RE - Believing and belonging: Which books and stories are special?

Why are books special and how are they treated? How do we know the Bible is special for Christians? How do we know the Quran is special for Muslims? How do stories have moral meanings? What stories are special for Christians? What stories are special for Muslims? What lessons can we learn from special books?

WHAT ARE TOYS MADE OF? WHY ARE THOSE MATERIALS SELECTED?

Science knowledge:

- They can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock
- They can describe simple physical properties of a range of everyday materials using language such as hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; water-proof/not waterproof; ab-sorbent/not absorbent; opaque/transparent.

Science skills:

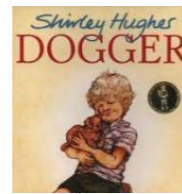
- Distinguish the difference between an object and the material it is made from
- Begin to compare and group together everyday materials and their physical properties
- Raise and answer simple questions about everyday materials
- Explore questions by per-forming simple tests e.g. what is the best material for an umbrella?
- Use observations and ideas to suggest answer to questions
- Record findings scientifically using classification of objects

Science concepts:

- They understand we can compare and group things according to their physical properties
- Objects are made from particular materials in order to carry out its job effectively.

MATHS ACROSS THE CURRICULUM

Statistics – product research
 Sorting – classifying toys and Sequencing



The Colour Monster

Ruby's Worry

PSHE – HOW DO I KEEP MYSELF SAFE WHEN OUT WALKING?

Risk: To know rules for and ways of keeping physically & emotionally safe including road safety, cycle safety (through the Bikeability programme) and safety in the environment (including rail, water and fire safety).

RSE: Me and Relationships:

Why we have classroom rules
 How are you listening?
 Around and about the school
 Thinking about feelings & Our feelings
 Feelings and bodies
 Our special people balloons
 Good friends

ART

Artist: MONDRIAN

To use a pencil and ruler to draw haphazard lines straight lines. **Drawing skills:** Communicate something about themselves in their drawings. Create moods in their drawings. Draw using pencils and crayons. Draw lines of different shapes and thickness **Painting skills:** Choose to use thick and thin brushes. Name primary and secondary colours **Digital Art skills:** Use a simple programme to create a picture

DESIGN

Learn To join in different ways:

-split pin characters

Treasury tags

Gluing/sellotaping/masking tape/double sided/string/white tac/hole punches

SEASONS

What do we know about the weather?
 How does the weather change across the seasons?
 How do trees change across the season?

WHAT IS SPECIAL TO US?

(Dogger was special to Dave) Adults/chn bring in toys (and other items) that are special to them

- They bring in their own toys and tell the story of them or show others how to play with them
- Similarities and differences
 - o Talk about how different people like different things

How not all toys are the same (purposes / materials / ways of playing with them)

Relationships:

To identify their special people (family, friends, carers), what makes them special & how special people should care for one another.

To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class.

To offer constructive support & feedback to others.

HOW HAVE TOYS CHANGED SINCE 1950?

Knowledge:

To know how toys and technology have changed since 1950

Skills:

To use 1st and 2nd hand sources of evidence (artefacts, books, video, pictures) to gather information
 Identify similarities and differences and can explain these
 To offer opinions on which they would prefer
 To speculate why changes may have occurred
 To evaluate the impact of the changes

Concepts:

We use different sources of evidence to find out about the past
 The purpose of these historical objects/events remain constant but the way people carry these out over time will change

WHAT TOY SHALL I DESIGN?

Product research – Online research and catalogues

Design a new toy (junk modelling):

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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate:

Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria

Technical knowledge:

Build structures, exploring how they can be made stronger, stiffer and more stable