



# Toys

Children will be learning about toys, how they have changed over time, their material and uses and using the theme as a vehicle for all creative, literacy and knowledge and understanding



## KUW

### Geography - Locational knowledge

To name and locate the world's seven continents and five oceans  
Geographical skills and fieldwork  
To use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as the countries, continents and oceans studied at this key stage.

### History -

Changes within living memory  
Events beyond living memory that are significant nationally or globally.

### Science

Working scientifically:  
Performing simple tests

### Everyday materials:

Year 1:  
Distinguish between an object and the material form which it is made.  
Describe the simple properties of a variety of everyday materials  
Compare and group together a variety of everyday materials on the basis of their simple physical properties  
Year 2:  
Find out how the shapes of solid objects made for some materials can be changed by squashing, bending, twisting and stretching

### Outdoor learning Science:

Working scientifically:  
Identifying and classifying  
Gathering and recording data to help in answering questions

### RE—

Know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways.  
To understand that Christians believe God will always forgive them.  
To know how Christians still use the teachings of God in their own lives.

### KUW— Skills based objectives to focus on:

Geography Skills —How work  
Y1: use world maps, atlases and globes to identify the UK as well as the continents of the world  
Y2: use world maps, atlases and globes to identify the UK and it's countries, as well as the countries, continents and oceans of the world

### History Skills — Understanding (historical concepts)

Continuity and change  
Y1: begin to identify and discuss change and continuity in an aspect of life  
Similarities and differences:  
Y1: begin to identify similarities and differences between different ways of life in different periods of time, including their own lives.  
Y2: identify similarities and differences between different ways of life in different periods of time, including their own lives.

### Science Skills — Materials

Y1: Distinguish between an object and the material it is made of  
Compare and group together a variety of everyday materials by their physical properties

### Science Skills — Working scientifically

Y1: Gather and record data to help in answering questions  
Y2: Gather and record data to help in answering questions  
Y1: Gather and record data to help in answering questions  
Y2: Gather and record data to help in answering questions

### Mastery opportunities for Literacy:

-To use practical explorations to encourage adjectives, expanded nouns and similes for toys  
- To report on toys through the years  
- To compare Art and DT work  
- To describe and recount their summer holiday  
- To explain the importance of hygiene  
-To compare and contrast toy materials

### Historical Literacy: Continuity and change

There are many differences between...  
One difference was...  
Another difference was...  
Some things have not changed, for example...  
Many things have changed since...  
This was a big/the biggest change... (affecting many people)  
However, some things have not changed/not changed as much...

## Week 1 and 2

### Literacy — T4W toy story unit

ICT— How do you log on to School 360?

Science — What are our toys made of?

RE— If God is invisible, how do Christians describe God?

History—How are toys different?

ICT— What tools could be used to make a robot picture?

Outdoor learning— What makes outdoor toys the same and different?

RE—do Christians think God is a forgiving father? Why?

History—Have toys always been the same?

## Week 3 and 4

ICT— How can we use technology to create Art?

Science—What is the difference between pushing and pulling?

RE— Why did he teach using parables?

Art—What toy art can be created using printing?

ICT— What series of instructions can be given to move the turtle?

Science —How does pushing an dpullinf toys change their shape?

RE— What does 'The lost Son' story mean to Christians today?

History—Have teddies always looked the same?

## Week 5, 6 and 7

### Literacy —

ICT— How could we program the probot more efficiently?

Science—What makes things move fast and slow?

RE—What can we learn today from 'The lost Son'?

DT—How can we create our own puppet?

ICT— How can the probot draw shapes?

Outdoor learning —What is friction?

RE— How do Christians show they love God?

Geography—Do all toys in the world look the same?

ICT— How could repeated commands be used to make a pattern?

Outdoor learning —What surface is bets to make things stop?

RE—How do Christians show they love God?

Art—what would toys look like in 100 years?

## Mathematical Development

### Place value\_Y1 Y2 (italics)

Sort, count and represent objects

Count, read and write forwards and backwards from any number 0 to 10

Count one more and one less

To use one to one correspondence to start to compare groups  
To compare groups and use language and symbols

To compare and order numbers, order groups of objects  
Use ordinal numbers and a number line

Count object to 100 and read as numerals and words

To use tens and ones as a part whole model as well as addition

To use a place value chart

Compare objects and numbers

To order objects and numbers

To count in 2s, 5s, 10s and 3s.

### Place value\_Y1 Y2 (italics)

To use part whole models, fact families and the addition symbol

To find number bonds to 10 and compare number bonds

To know addition is adding together and adding more

To know subtraction is taking away by crossing out

To use fact families—add and subtract bonds to 20

To check calculations

To use related facts and compare number sentences

To add and subtract 1s and 10s

## Creative Development

### Art

To use drawing to develop techniques in using colour, pattern, texture, line, shape and space  
To know about the work of a range of artists. Craft makers and designers, describing the differences and similarities between different practised and disciplines, and making links to their own work

### DT

Design: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology

Evaluate: To evaluate their ideas and products again design criteria

### Art and design Skills — Knowledge (know the work of artists)

Y1: recognise and describe simple characteristics of art, craft and design, such as use of colour, shapes and tone.  
How has an artist used colour?

Y2: know the work of some artists, craft makers and designers.

### DT Skills — Sheet materials

Y1: fold, tear and cut paper and card

Roll paper to create tubes

Y2: investigate joining, temporary, fixes and moving

## Computing

### Digital Literacy: Going places safely and SMART CREW

Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### ICT- Computer Science—Control—beebots and probots

To understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  
Create and debug simple programs

Use logical reasoning to predict he behaviour or simple programs

### Computing skills

### Safety — Digital Literacy

Y1: understand they need to follow certain rules to remain safe when visiting places online

Y2: identify websites that are goof for them to visit & not inappropriate sites

### Programming: Computer Science (CS)

Y1: physically follow & give each other instructions to move around

Explore outcomes when buttons are pressed in sequences on a robot

Use the word debug to correct any mistakes when programming a floor robot

Y2: physically follow and give each other forward backward & turn (right angle) instructions

Plan/enter a sequence of instructions to achieve an algorithm with a robot specifying distance & turn and drawing a trail

Predict what will happen & test results

## Communication Language and Literacy

### Genre- Key skills and Newspaper reports

Focus: Language choices and non fiction features

### SPAG:

### Year 1

-Leaving spaces between words

-Joining words and joining clauses using and

-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

### Word

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

### Sentence

Joining words and joining clauses using and

### Punctuation

Capital letters for names and for the personal pronoun I

### Year 2

-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

-Sentences with different forms: statement, question, exclamation, command

-Expanded noun phrases to describe and specify

-The present and past tenses correctly and consistently including the progressive form

-Subordination (using when, if, that, or, because) and co-ordination (using or, and, or but)

-Some features of written Standard English

### Sentence

Subordination (using when, if, that, because) and coordination (using or, and, but)

### Mastery opportunities for maths:

- To use a ruler to measure their toys when forces are acted  
- To read scales for maps  
- To identify similarities and differences with toys from home as well as old and new toys  
- to use a range of position and direction vocab when programming the beebot and probot  
- to compare lengths follow force experiments  
- to discuss prices and money when buying toys now and in the past

### PSED—SEALs—New beginnings

### RSHE / PSHE—Relationships

Year 1:

Roles of different people

Role of different families

Feeling cared for

Recognizing privacy

Staying safe

Year 2:

Making friends

Feeling lovely and getting help

Managing secrets

Resisting pressure and getting help

### Creative Development

### Music—Charanga: Y1 Hey You Y2:

### Hands feet voice

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically

### Physical Development

### Games

Y1 Ball skills—VS Year 1 Unit 1

Y2: Aiming Games VS Y1 Unit 2

Y1 Throw/ catch VS Year 2 Unit 2

Y2 Dribbling/hitting/kicking VS Y1 Unit 3



**Communication Language and Literacy**

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**Stories that raise issues and dilemmas** —reading, studying and then writing own stories

**Persuasive Texts**—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

**Big writing**—working on target : To write imaginative and thoughtful texts.

**SPAG:** Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

**ICT- School 360—logo**

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work