

Year 1/2 Autumn 1



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

Grange View Primary school



KUW

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 and 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 changes by squashing, bending, twisting and stretching

Outdoor learning Science:

Working scientifically:

Identifying and classifying
Gathering and recording data to help in answering questions

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

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

Literacy - T4W toy story unit

ICT— What is a computer? How do you log on to School 360?

Science — What are our toys made of?

RE— What does God look like?

History—How are toys different?

DT—What is a moving mechanism?

RHSE—What do you like and dislike?

Week 2

ICT— What technology do we have in the classroom?

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

RE—What do Christians believe God is like?

History—Have toys always been the same?

DT—How does a lever create a moving mechanism?

RHSE— What are you good at?

Week 3

ICT— How do I use a computer mouse?

Science—What is the difference between pushing and pulling?

RE— What is a parable and what can Christians learn from it?

History—What were toys made of?

DT— How does a wheel mechanism work?

RHSE—What are my personal features /qualities?

Week 4

ICT— How can I develop the mouse skills?

Science —How does pushing and pulling toys change their shape?

RE— What does the parable of the lost son mean to Christians?

History—Have teddies always looked the same?

DT— How do we design a picture with a moving mechanism?

RHSE— What makes me unique?

Week 5

ICT— How do I use a computer keyboard?

Science—What makes things move fast and slow?

RE—How do Christians show forgiveness?

Geography—How do our toys compare to toys around the world?

DT— How do we follow our designs to make a mechanism?

RHSE— How are we similar/different to others?

Week 6

ICT— How can I use the arrow keys on a keyboard?

Outdoor learning —What is friction?

RE— How do Christians show they love God?

History/Art—What do you think toys will look like in the future?

DT—How do you evaluate your mechanism?

RHSE— What are the names of our body parts?

Week 7

ICT— How can I use a computer responsibly?

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

RE—What can I learn from the parable? What do I think?

History/Art—What do you think toys will look like in the future?

RHSE—Which parts of our body are private?

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

DT

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

Make: To make a lever to create a moving mechanism

Evaluate: To evaluate their ideas and products again design criteria

Creative Development

Design and technology

To understand how levers work

To be able to use a lever to create a moving mechanism

To be able to design a picture with a moving mechanism

To be able to make a picture with a moving mechanism

To be able to make a picture with a moving mechanism

To review their work of the moving mechanism

Computing

Digital Literacy:

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

Esafety - Digital Literacy

Y1: To know how to get help when needed

Y2: To know what rules they need to follow when online

ICT- Computer-animations

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 the behaviour of simple programs

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

RHSE:

what they like/dislike and are good at

- what makes them special and how every-

- one has different strengths

- how their personal features or qualities

- are unique to them

- how they are similar or different to

- others, and what they have

- in common

- to use the correct names for the main

- parts of the body,

- including external genitalia; and that parts

- of bodies covered

- with underwear are private

RE

To understand who God is

To know what a parable is

To share views of a parable

To know how to show forgiveness

To know how to show love

Physical Development

Ball skills - feet

Dribble a ball with control

To pass and receive a ball

To change direction when dribbling a ball

NUFC—multi-skills (team work)



Communication Language and Literacy

Communication Language and Literacy

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