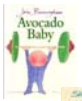
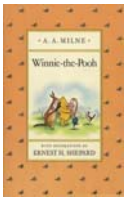
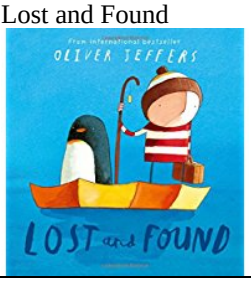
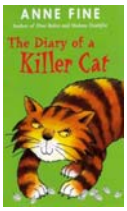
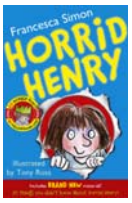
Year One - Term 4 - Toys

	Writing Map		Reading Spine			
English	Theme	Toys				
	Main text	Lost and Found 				
	Story plot and focus	Meeting Focus: description setting				
	Poetry Unit	Observational poem – Lost and Found				
	Non fiction Unit	Recount of History off the page day				
Mathematics	Time Numbers to 50 Addition and subtraction within 50 Length and weight					
Science	**Working Scientifically** **Links to the statutory programme of study:** • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? **Non-statutory notes & guidance:** • Can they collect information about the weather in tables or charts? • Can they contribute to records of changes in the world around them? e.g. collecting photos showing changes in the school grounds / park throughout the year on a display board. *Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 1 those topics are: Seasonal changes, plants & animals.* **This topic requires planning for making observations throughout the school year.** A suggested learning journey re making observations over time is: Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next. **Seasonal changes (revisited, on-going)** • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons?					

	• Can they observe and describe how day length varies? • Can they observe features in the environment and explain that they are related to a specific season? • Can they observe and talk about changes in the weather? <u>Plants</u> NB Plant seeds and bulbs early on in this term in order for growth to be observed in term 5.
History	***Possible starting point / stimulus:*** *A whipping top / hoop / Victorian/old toy* **<u>What were our Grandparents' toys like? What were toys like before then? (Victorians)</u>** • **Can they identify the 'clues'/characteristics which they use to identify the order of events/objects?** • **Can they begin to identify the main differences between old and new objects?** • **Can they explain why certain objects were different in the past, e.g. iron, music systems, and televisions?** • **Can they explain differences between past and present in their life and that of other children from a different time in history?** • Can they use words and phrases like: old, new and a long time ago? • Can they explain how they have changed since they were born? • Can they put a selection of 3+ objects in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • **Do they know that some objects belonged to the past?** • **Can they identify objects from the past, such as** vinyl records? • **Can they identify clues which reveal that a story is set in the past?** • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Can they retell a familiar story set in the past? • Can they use the words before and after correctly? **Historical Enquiry** • **Can they raise questions about what life may have been like for their grandparents?** • **Can they ask and answer questions about old and new objects?** • **Can they spot old and new things in a picture?** • **Can they give a plausible explanation about what an object was used for in the past?** • **Can they answer questions using a range of artefacts/ photographs provided?** • Can they find out more about a famous person from the past and carry out some research on him or her?
Geography	No geography unit.
E-safety	**Knowledge & understanding** Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? **Skills** Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?
Computing	**<u>Algorithms and programs</u>** **Beebots** • J2E • J2 code • JiT

Religious Education	**How do you belong to Sikhism?**
Physical Education	**Acquiring and developing skills** Evaluating and improving Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Evaluating and improving Can they talk about what they have done? Can they describe what other people did? Health and fitness Can they describe how their body feels before, during and after an activity? **Dance (Toys- LCP)** • Can they explore and perform basic body actions? • Do they use different parts of the body singly and in combination? • Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? • Do they choose appropriate movements for different dance ideas? • Can they remember and repeat short dance phrases and simple dances? • Do they move with control? • Do they vary the way they use space? • Do they describe how their lungs and heart work when dancing? • Do they describe basic body actions and simple expressive and dynamic qualities of movement? ***Challenging*** • *Can they perform more complicated combinations of movement fluently and with control?* • *Can they perform clearly and expressively?* • *Do they show an awareness of phrasing and music?* • *Can they choose movements that show a clear understanding of the dance idea?* • *Can they say why their heart beats faster and their temperature rises when dancing?* • *Do they talk about dance using a range of descriptive language?* **Coach- Multi-skills**
Art & Design	*No Art unit*
Design & Technology	**Use of materials (Making Toys)** • Can they identify the features of a successful product? • Can they identify a purpose and a target group? • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?
Music	**Performing** • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? ***Challenging*** • *Can they make loud and quiet sounds?* • *Do they know that the chorus keeps being repeated?* **Composing (inc notation)** • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? ***Challenging*** • *Can they tell the difference between long and short sounds?* • *Can they tell the difference between high and low sounds?* • *Can they give a reason for choosing an instrument?* **Appraising** • Can they respond to different moods in music?

	• Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? ***Challenging*** • *Can they tell the difference between a fast and slow tempo?* • *Can they tell the difference between loud and quiet sounds?* • *Can they identify two types of sound happening at the same time?*
PHSCE	**e-safety lesson** **<u>Healthy Me</u>** **Being healthy** Can they make a healthy choice? **Healthy choices** Have they eaten a healthy, balanced diet? **Clean and healthy** Have they been physically active? **Medicine safety** Have they have tried to keep themselves and others safe? **Road safety** Do they know how to be a good friend and enjoy healthy friendships? **Happy me, healthy me** Do they know how to keep calm and deal with difficult situations?
Enrichment	• History Off the Page - Toys • Educational visit - Sikh Gurdwara • Educational visit - Museum of Childhood