

<p align="center">Essential Question: What are toys made from?</p>	<p align="center">Year 1: Spring Term</p>	<p align="center">Visit: Old Toys Workshop Visit Toy day Teddy Bear's Picnic</p>
<p>Community Links: Perform songs to parents about toys Links with the local community with recycled toy project</p>	<p>Enterprise Activity (C: Global): Recycled toy project We will be working as a team and taking on different roles to support our community by recycling our old toys.</p>	<p align="center">The Toy Factory</p> 
<p align="center">Key Outcomes</p>	<p align="center">Key Outcomes</p>	<p align="center">Key Outcomes</p>
<p align="center"><u>Reading</u></p> <p align="center">Children will focus their Reading this term on: Lost in the toy museum- David Lucas Old Bear Stories- Jane Hissey Non-Fiction books about old and new toys, Toy poems Traction Man- Mini Grey</p> <p align="center">They will also cover different text types: Non fiction Poetry</p>	<p align="center"><u>Writing</u></p> <p align="center">Children will develop their writing through the following genres: Non-Chronological Reports – Children will be writing a report about a toy. Retell well-Known Stories – Children will be retelling the story: ‘Lost in the Toy Museum.’ Recounts - Children will be writing about what happened at a Teddy Bear’s Picnic. Write Stories that mimic significant authors – Children will be writing a story based on Jane Hissey’s ‘Old Bear’ book. Instructions - Children will be writing instructions on how to make a puppet. Poetry – Pupils will be writing a poem using adjectives, on the theme of toys.</p>	<p align="center"><u>Maths</u></p> <p align="center">Children will develop their skills in: Addition Subtraction Place Value Measurement: Length and Height Measurement: Weight and Volume</p>
<p align="center"><u>PSHE</u></p> <p>Being Me in My World Children will help others feel welcome, try to make our school community a better place, think about everyone’s right to learn, care about other people’s feelings, work well with others and choose to follow the learning charter.</p> <p>Celebrating Difference Children will explore the terms the same as, different from. They will look at what is bullying, how to make new friends and celebrating differences amongst their class.</p>	<p align="center"><u>Computing</u></p> <p>Technology Outside of School - (Unit 1.9) C5 This unit encourages the children to consider how technology is used outside of the school environment. To help do this, the children will go on a walk around the local community and find and record examples of where technology is used outside school.</p> <p><u>Spreadsheets (Unit 1.8) C4</u> In this unit the children will be introduced to 2Calculate, a simple to use spreadsheet for beginners. They will add images to a spreadsheet using the image toolbox and use the ‘speak’ and ‘count’ tools in 2Calculate to count items.</p>	<p align="center"><u>Smart Value/ Character Education</u></p> <p>The focus this term is AMBITIOUS and RESILIENT</p> <p>Ambitious: Pupils will become ambitious by trying hard to achieve in everything they do.</p> <p>Resilient: Pupils will show resilience and not giving up when work is tricky with a particular focus in learning the new skill of sewing in DT.</p>
<p align="center"><u>Science</u></p> <p>Seasonal changes How do you know it’s winter? Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies</p> <p>Everyday materials What is the best material for Teddy’s raincoat? Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p align="center"><u>History</u></p> <p>Changes within living memory Toys – old and new Pupils will focus on comparing and contrasting toys from 100 years ago to present day and how developments in technology have had an impact on the change in materials used to make toys. Pupils will identify things that have stayed the same and things that have changed between their own life and the toys they play with and also beyond living memory with a focus on games. They will handle artefacts, make observations and simple comparisons and ask questions such as Why would you use this? When would you use this? When in the past is it from? Pupils will understand some ways we find out about the past – people recounting memories and museums. Pupils will sequence events in their own lives and 3 or 4 artefacts from beyond living memory. They will understand that we can find out about the past in different ways.</p>	<p align="center"><u>DT</u></p> <p>Textiles: Design, make and evaluate a toy hand puppet. As part of the topic on old and new toys, pupils will select pictures of puppets to help develop ideas and explain what they are making and which materials they are using. They will select materials from a limited range that will meet the design criteria, name the tools they are using and discuss their work as it progresses. Pupils will either join their fabrics with glue or by using running stitch, staples or over-sewing and decorate their puppet with buttons, beads, sequins, braids and ribbons. Pupils will be able to say what they like and do not like about the product they have made and why.</p>

<p style="text-align: center;"><u>Music</u></p> <p>Children will learn about different styles of music; links to topic – learn ‘ You’ve got a friend in me’ (country style) Using games to explore the different dimensions of music (pulse, rhythm, pitch etc), and to learn how these musical concepts, singing and playing instruments are all linked. By the end of the term, children will perform their songs about toys to parents as part of their end of term exhibition.</p>	<p style="text-align: center;"><u>Geography –Weather and Seasons</u></p> <p>This unit links to the Science work around seasonal changes. Pupils will use their mapwork skills to identify hot and cold areas of the world; pupils will focus on England and ask questions about the weather and seasons, pupils will observe and record information about the local, daily weather patterns e.g. draw pictures of the weather and keep a record of how many times it rains in a week and the temperature; They will present their data using graphs. They will learn about the different types of cloud and understand how weather forecasts help people to prepare for different kinds of weather. Pupils will draw on past experiences of outdoor activities they have experienced in different weather conditions to form an opinion and explain why. They will express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p style="text-align: center;"><u>RE</u></p> <p>Worships and Festivals (1:3) This unit builds on children’s previous learning around ‘special’ places and objects in EYFS and in Unit 1.2 Caring for the world. Pupils will identify Christian and Jewish festivals, investigate traditions from both faiths and where they have come from and the different ways Jews and Christians worship. Pupils will name artifacts that can be found in a church and a synagogue and create questions to a believer about why worship is important to them. Pupils will also listen and retell the Easter Story and explain how Christians prepare for Easter</p>
<p style="text-align: center;"><u>Art</u></p> <p>Textiles Pupils will make a puppet from a fabric template. They will select suitable textiles, join fabrics with glue and use running stitch. Drawing Pupil will create a pencil outline drawing of a bear in the style of the author and illustrator, Jane Hissey. Pupils will consider the purpose of an illustrator and use lines of different thickness to create their drawing.</p>	<p style="text-align: center;"><u>Displays</u></p> <p style="text-align: center;">PSHE RE Science</p>	<p style="text-align: center;"><u>PE</u></p> <p style="text-align: center;">Gym/Dance/Multi skills Net games/skills</p>