Year 1	Spring Term	Visit: Old Toys Workshop Visit Teddy Bear's Picnic
Key Outcomes	**Key Outcomes**	**Key Outcomes**
<u>Reading</u> **Children will focus their Reading this term on:** **Lost in the Toy Museum- David Lucas** Children will use this book to build on their contextual and background knowledge of museums and traditional toys. We will use this book for retrieval questions as well as acting out key sections of the story. **Old Bear Stories- Jane Hissey** These short stories will be used for reading for pleasure and enable us to discuss the characters and link them to our character virtues this term 'resilience' and 'ambitious'. **Traction Man - Mini Grey** Children will use this book to discuss new vocabulary and we will use the pictures to help us infer how the characters are feeling and predict what might happen next. **Non-Fiction Texts** Children will look at a range of non-fiction texts about toys to discover the different features of non-chronological reports.	**<u>Writing</u>** **Children will develop their writing through the following genres:** **Non-Chronological Reports** Children will write a non-chronological report about a toy. **Retell well-Known Stories** Children will use story language and use adjectives to retell the story 'Lost in the Toy Museum'. **Recounts** Children will produce a chronological recount of the Teddy Bear's Picnic using adjectives and adverbs of time. **Write Stories that mimic significant authors** Children will write their own version of an 'Old Bear' story with a beginning, middle and end. **<u>Instructions</u>** Children will write a set of instructions on how to make a felt puppet.	**<u>Maths</u>** **Children will develop their skills in:** **Place Value** Children will identify and represent numbers up to 50 using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. They will order and compare numbers within 50. **Addition and Subtraction** Represent and use number bonds and related addition and subtraction facts within 20. Read, write and interpret mathematical statements involving subtraction (−) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including 0. They will find doubles and near doubles. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. **Measurement – length and height** Children will compare, describe and solve practical problems for lengths and heights of objects using language such as "longer than", "shorter than" and "taller than". . They will understand that height is a type of length and that the language they use changes, depending on what type of length they are describing and comparing. Children will use non-standard and standard measures (cm / m). **Measurement – weight and volume** Children will compare, describe and solve practical problems for mass/weight and capacity /volume, using language such as "heavy/light", "heavier than", "lighter than" and "full/empty", "more than", "less than", "half", "half full". Children will use non-standard measures.

PSHE	Computing	Smart Value/ Character Education
Dreams and Goals Children will identify their successes and celebrate their achievements. They will work with one another to tackle a new challenge. They will explore their thoughts and feelings on overcoming any obstacles on their learning journey. They will explain their feelings on overcoming these and how they celebrated their success. **Heathy Me** Children will learn how to keep themselves clean and healthy. They will understand the importance and dangers of medicines and they will identify a range of ways to help them stay safe.	**Spreadsheets** 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. **Maze Explorers – Creating simple algorithms** In this unit the children will be introduced to the 2Go program and use direction keys to move forwards, back, left and right. They will create and debug their own simple algorithms to guide characters through the maze.	**Ambitious** Children will develop their understanding of being **ambitious** through the Jigsaw 'Dreams & Goals' unit where the focus involves tackling a new challenge and celebrating their successes. They will be encouraged to foster **self-motivation, drive** and **ambition** as they learn how to sew while designing and producing a toy puppet and learn how to **overcome challenges** they may face.
PE	**Geography**	**History**
Health and Wellbeing The unit of work will introduce children to agility, balance and co-ordination, understanding what they mean and why they are important. They will perform circuits to develop their application and understanding. **Feet 1** Children will develop their sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball. **Games for Understanding** Children will create and understand simple attacking principles in team games and apply these in a range of different activities. **Jumping** Children will consolidate their jumping skills and apply affective techniques, using control and direction when jumping. Pupils will explore how jumping affects our bodies and how to apply their jumping skills during a circuit.	**Weather and Seasons** This unit links to the Science work around seasonal changes. As geographers, we will investigate different weather types and learn how to describe weather. We will learn the names of the seasons, months of the year and talk about which seasons we would typically find different weather types. Children will learn weathers for example, using a thermometer to record temperature and collect rain to measure rainfall. Children will observe the weather at regular intervals and record this information using their geographical skills how we can use instruments to record the features of the. Children will learn about how weather is reported as a forecast and report on the weather for the week. They will also make suitable suggestions as to the type of clothing required depending on the weather type	**Changes within living memory: Toys – Old and New** As historians, 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. 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.

DT	Music	RW
Textiles: Design, make and evaluate a toy hand puppet. As design technologists, 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 join their fabrics by using a running stitch, 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.	**Charanga: In the Groove** As musicians, children will be listening and appraising songs in different styles of music. The unit covers styles such as, Blues, Baroque, Latin, Bhangra, Folk and Funk In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The pupils will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit the pupils will also listen to a well-known song in that week's style.	**Worship** This unit builds on children's previous learning around 'special' places and objects in EYFS. They will take opportunities to visit places of worship, either in real time or virtually; identify their key link to the key features and incorporate cross-curricular studies within the local community. **Easter** Children will consider how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations. Children will also retell a simple version of the story of Easter through various mediums.
Art	**Science**	
Drawing Pupils 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. Children will sketch using appropriate colour choices.	**Everyday materials** As scientists, pupils will distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	