


Year Group - 1		Term - Spring 1		Educating for Wisdom, Knowledge and Skills		To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.	
Name of Unit Overview – <h1>Terrific Toys</h1> 		Educating for Hope and Aspiration		To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds			
		Educating for Community and Living Well Together		To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.			
		Educating for Dignity and Respect		That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.			
		Context, Big Questions and Wider World impact <ul style="list-style-type: none"> - What will toys in the future look like? - How have toys changed from when our grandparents were little? - How have toys changed from when our parents were little? - What do we notice about toys now and toys from the past? What were toys made from in the past? - What vocabulary can we use to describe objects or events from the past? - How do different toys work e.g. race cars and finger puppets 					
Subject specific learning areas							
Science						Suggested journey of the unit	
Prior learning and where the objectives are revisited later in the year.		Key year group learning Can we.....? Do we know.....?					
Previous years (EYFS) <i>- Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.</i> <i>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>- Make comments about what they have heard and ask questions to clarify their understanding:</i>		Can we...? <ul style="list-style-type: none"> - Name and identify a variety of different everyday materials. - Identify and distinguish the difference between materials and objects. - Describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible. - Compare and group materials that are transparent, translucent, opaque, waterproof, flexible. -Ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities. - Perform simple tests. Do we know...? <ul style="list-style-type: none"> - How to carry out a safe and fair test. - How to identify and classify different materials. - How to record data to support us in answering questions and hypotheses. 					
Revisit within this year							
Humanities – History & Geography							
Prior learning and where the objectives are revisited later in the year.		Key year group learning Can we.....? Do we know.....?				Week 1- Topic: Describing our favourite toys. Have these always been our favourite toys or have they changed since we were little? Are the toys that we like the same as the ones our parents and grandparents played with. Science: Identifying and naming different materials DT: Exploring the history of puppets Week 2 – Topic: Exploring how we can find out about toys from the past and what they were like. Thinking of questions that we would like to ask our parents and grandparents to find out about the toys that they used.	

<p>Previous years <u>Geography</u> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions: Revisit within this year <u>Geography</u> - To describe different human and physical features and how different types of weather might change them. - To understand that maps can be used to give directions, locate places. - To understand why maps are important to us. <u>History</u> - To use key vocab to describe the past and present. - To make simple comparisons about the past and present from changes in living memory and through the use of stories and pictures.</p>	<p>Geography Can we...?</p> <ul style="list-style-type: none"> - Ask questions to find out about toys from the past. - Use basic vocabulary to refer to the past and now e.g. before, after, past, present. - Use basic vocabulary to make comparisons of toys from when we were little and toys from when our parents and grandparents were little e.g. new, old etc. - Name and identify toys that we use in the present. - Name and identify toys that our parents and grandparents had when they were little. - Use a timeline to place popular toys from when our grandparents, parents and ourselves were little. - Identify how toys have changed from when our parents and grandparents were little. <p>Do we know...?</p> <ul style="list-style-type: none"> - What toys are - The key similarities and differences between our toys and the toys our parents and grandparents used. - What key vocabulary we can use to describe toys from when were little and when our grandparents were little. - The names of different materials used to make toys from the past and now. - What a timeline is and where to place events so that they are in chronological order. - What sources we can use to find our information about toys from the past. 	<p>Science: Exploring the difference between an object and a material.</p> <p>DT: Exploring and comparing different types of puppets.</p> <p>Week 3 – Topic: To sequence toys and explore how they have changed since our grandparents and parents were little.</p> <p>Science: Exploring the properties of everyday materials.</p> <p>DT: Researching different puppets to explore different types of puppets we can make.</p> <p>Week 4 – Topic: Exploring similarities and differences between toys that we play with now and toys that children used in the past.</p> <p>Science: Exploring and understanding the difference between natural and manmade objects.</p> <p>DT: Exploring how we can fasten and sew different fabrics to join them together.</p>
Art and Design & Design Technology		
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>	<p>Week 5 – Topic: Exploring a toy doll and comparing how they have changed over time.</p>
<p>Previous years -Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. -Share their creations, explaining the process they have used: In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and -Use a range of small tools, including scissors, paint brushes and cutlery:</p>	<p>Can we....?</p> <ul style="list-style-type: none"> - Join fabrics together using pins, staples or glue. - Design a sock puppet and use a template. - Decorate a puppet to match their design. <p>Do we know?</p> <ul style="list-style-type: none"> -How to use simple sewing skills -How to sew in a straight line -How to design a functioning product -How to use existing products to design our own 	<p>Science: Predict and identify whether an object will float or sink. Explore what properties materials have that enable them to float.</p> <p>DT: Designing our puppets.</p> <p>Week 6 –</p>

<p>- <i>Safely use and explore a variety of materials:</i> Throughout Reception children helped to prepare a variety of different food linked to different topics being explored such as International Week.</p> <p>Revisit within this year</p> <p>-Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs.</p> <p>-Sharing creations with others</p> <p>-Exploring a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.</p>		<p>Topic: Creating a virtual toy museum using what we have learnt about toys over time. Discussing and exploring what we think toys of the future would look like.</p> <p>Science: Explore which materials are the best for objects and explain why.</p> <p>DT: Making and evaluating our puppets.</p>	
Computing and Technological Understanding			
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>		
<p>Previous years (EYFS)</p> <p>Within Freeflow activities in Reception children were able to access different technology and had the opportunity to explore and play with this.</p> <p>Revisit within this year</p> <p>In Once Upon a Time we explored how to use technology purposefully.</p> <p>In Wonderful Weather we used the Ipad's to create weather forecasts.</p>	<p>Can we...?</p> <ul style="list-style-type: none"> - Use a web browser to explore images of toys that we use today and toys that our grandparents and parents used. - Use the search engine to research changes in toys such as teddy bears, race cars etc to help us compare toys now to toys from the past. - Explain how to stay safe when using the internet. <p>Do we know...?</p> <ul style="list-style-type: none"> - What a web browser is in and how to use this to research. - Rules for staying safe online. - How to use a web browser to navigate a website when conducting Internet research. 		
<p>Vocabulary</p> <p>Oracy activities</p>	<ul style="list-style-type: none"> ✓ History Vocabulary – Past, present, change, similarity, differences, compare, timeline, chronology ✓ D.T Vocabulary – Materials, Texture, Joining, Template, Decorate, Model, Glue, Staples ✓ Computing – technology, respectfully, safely, video, photograph, web browser, E-safety ✓ Partner work and Talk Partner Time to share ideas. ✓ Key and new vocabulary discussed at the beginning of lessons. 	<p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p>	<ul style="list-style-type: none"> - Toy museum <ul style="list-style-type: none"> ○ Children to use their learning to create a Toy museum that they can present at the end of our Topic. ○ Children need to understand how toys have changed and which toys were popular when their parents and grandparents were little.
		<p>Trips/ Visits / Experiences</p>	<ul style="list-style-type: none"> - Creating a Toy Museum to showcase our learning at the end of our Topic. - Designing and making their own finger puppets

	<ul style="list-style-type: none"> ✓ Use of visuals to support understanding of new vocabulary and concepts. ✓ Time to experiment with new tools and resources such as the Ipad's and art tools to experiment and investigate how to use these with support from an adult in the classroom 		
Discrete subject learning focus areas			
Music	Sing Up Music: Football – understanding the difference between pitched patterns and rhythm patterns.	RE	Christianity – Was it always easy for Jesus to show friendship?
PE	Fundamental movement skills: Dynamic Balance and static balance.	PSHE	Health and Wellbeing – Exploring the different ways that we can stay healthy.
Final quality products			
Final quality products	<ul style="list-style-type: none"> - Sock puppets - Timeline showcasing how toys have changed since their parents and grandparents were little. - Toy Museum 	Home learning opportunities	<ul style="list-style-type: none"> - Suggested activities to support Terrific Toys topic sent home via Seesaw and Year group Newsletter
International Studies:			
Prior learning: <ul style="list-style-type: none"> ✓ International Week Revisit within this year ✓ Map work Exploring different cultures 	<u>International Targets</u> <ul style="list-style-type: none"> • Understanding different cultures, values and customs • Building tolerance and respect for other cultures • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures/countries 	Learning to come from those activities	<ul style="list-style-type: none"> - Comparing similarities and differences between the UK and other countries - Exploring toys from different cultures and from different parts of the world.
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	
	Pause Day	From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence.	