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| Year Group - 1 | Term – Spring 1 | | |
| Name of Unit Overview – Terrific Toys  | | 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. |
| | | 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

- 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
- What did old tea sets look like? How are these different from the tea sets we have today?

Subject specific learning areas

| Science | | Suggested journey of the unit |
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| 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:</i> Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop. <i>- Offer explanations for why things might happen, making use of recently</i> | Can we...? - Ask simple questions and recognise that they can be answered in different ways. - Observe closely. - Perform simple tests. - Identify and classify. - Gather and record data to help in answering questions. | Week 1 – How can we find out about toys from the past? Introduce our big question for the topic – What will toys look like in the future. Children to understand that to answer this we need to know how toys have changed over time so we will be exploring how toys have changed from their grandparents to the toys that they play |

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| <p><i>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate:</i></p> <p><i>- Make comments about what they have heard and ask questions to clarify their understanding:</i></p> <p>Revisit within this year</p> | <ul style="list-style-type: none"> - Identify common invertebrates and common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common invertebrates. <p>Do we know...?</p> <ul style="list-style-type: none"> - Names of a variety of common invertebrates. - Names of a variety of common animals that are carnivores, herbivores and omnivores. - The structure of a variety of common invertebrates. - | <p>with now. Discuss different ways that we could find out about toys from the past. Children to write a letter to their parents/grandparents to ask how toys have changed since they were little.</p> <p>Week 2 – Ordering toys chronologically from when our grandparents were little to the toys we play with now.</p> <p>To explore a variety of different toys by exploring toys that the children’s grandparents and parents used and thinking about how these are different or the same as the toys that we play with now. Children to order these on a timeline to show how they have change over time.</p> |
| <p>Humanities – History & Geography</p> | | |
| <p>Prior learning and where the objectives are revisited later in the year.</p> | <p>Key year group learning Can we.....? Do we know.....?</p> | |
| <p>Previous years <u>Geography</u></p> <p><i>- Explore the natural world around them, making observations:</i></p> <p><i>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps:</i></p> <p><i>- Use and understand recently introduced vocabulary during discussions:</i></p> <p>Revisit within this year <u>Geography</u></p> <ul style="list-style-type: none"> - 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. | <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. | <p>Week 3 – Comparing toys from the past to toys now.</p> <p><i>Lesson 1</i> - To explore the key similarities and differences between the toys that we use now and the toys that the children’s parents and grandparents used. To explore how puppets have changed over time.</p> <p>Week 4 – Designing our own Puppets/Toys.</p> <p>- To explore some different toys such as puppets and thaumatropes, thinking about how these have changed over time. To look at a variety of different designs, discussing what we like and dislike. Children to design their own puppets and thaumatropes.</p> <p>Week 5 – Designing our own Puppets/Toys.</p> <p>- Using the designs that we made last week children are to create their own toys. Thinking about how we can use different techniques to help us create our toys.</p> |

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| | <ul style="list-style-type: none">- What sources we can use to find our information about toys from the past. | Week 6 - What will toys in the future look like? Thinking about how toys have changed including what they are made of and how they operate and work children to discuss what they think toys in the future will look like. Children to then design these and create an advertisement for this. |
| Art and Design & Design Technology | | |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning | |
| Previous years <i>-Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i> <i>-Share their creations, explaining the process they have used:</i> 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 <i>-Use a range of small tools, including scissors, paint brushes and cutlery:</i> <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. Revisit within this year <i>-Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs.</i> <i>-Sharing creations with others</i> <i>-Exploring a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.</i> | Can we....? <ul style="list-style-type: none">- Use drawing and sketching to share our ideas.- Mix colours to create different shades of paint.- Develop our initial ideas by improving our own designs in the draft stages- Evaluate our art by sharing our final piece of art work and discussing what went well and what we do next time to make it even better.- Discuss what we like and dislike about different pieces of art.- Use different tools and resources such as scissors, rulers, glue and tape to design and make our own finger puppets. Do we know? <ul style="list-style-type: none">- How to hold a pencil and paintbrush in the correct way- How to use different materials and resources to create texture and patterns within our art | |
| Computing and Technological Understanding | | |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning | |

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| <p>Previous years (EYFS) 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 In Once Upon a Time we explored how to use technology purposefully. 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 Oracy activities</p> | <ul style="list-style-type: none">✓ History Vocabulary – Past, present, change, similarity, differences, compare, timeline, chronology✓ Art/ D.T Vocabulary – Materials, Colour mixing, shades, texture, rolling, pinching, joining✓ 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.✓ 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 | <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">o Children to use their learning to create a Toy museum that they can present at the end of our Topic.o 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 thaumatropes.- Designing and making their own finger puppets | |
| <p>Discrete subject learning focus areas</p> | | | | |
| <p>Music</p> | <p>Sing Up Music: Football – understanding the difference between pitched patterns and rhythm patterns.</p> | <p>RE</p> | <p>Christianity – Was it always easy for Jesus to show friendship?</p> | |
| <p>PE</p> | <p>Gymnastics and Ball Skills</p> | <p>PSHE</p> | <p>Health and Wellbeing – Exploring the different ways that we can stay healthy.</p> | |

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| International | <p>Toys from around the world</p> <p>- Children in different countries have traditional toys:</p> <ul style="list-style-type: none"> • Japan – Kokeshi dolls • Mexico – spinning tops (trompos) • Africa – handmade dolls from cloth or wood • China – paper kites <p>📌 Where Toys Are Made</p> <ul style="list-style-type: none"> • Many toys are made in other countries and then sent to the UK. • Some toys say “Made in ...” on the box. • Toys can travel a long way to reach us. | CASE | <p>Week 11 – What is Biodiversity? Concept: All living things matter Activity: <i>Schoolyard Nature Hunt</i></p> <ul style="list-style-type: none"> • Children look for bugs, plants, birds – tick off checklist Resources: Clipboards, checklists, magnifying glasses <p>Week 12 – Fossil Fuels & Smoke Concept: Smoke from cars and factories Activity: <i>Clean Air vs Smog Game</i></p> <ul style="list-style-type: none"> • Walk through “smog” (scarves) then fan “clean air” Resources: Grey scarves, handheld fans, picture signs <p>Week 13 – Greenhouse Effect Concept: Earth gets hotter like under a blanket Activity: <i>Blanket & Ball Game</i></p> <ul style="list-style-type: none"> • Add blankets over Earth (ball) and feel it warm up Resources: Blanket, large ball/globe <p>Week 14 – Handwashing & Paper Use Concept: Use only what you need Activity: <i>Tissue & Handwashing Challenge</i></p> <ul style="list-style-type: none"> • One-tissue challenge, proper handwashing to a song Resources: Soap, tissues, handwashing posters, timer |
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| Final quality products | <ul style="list-style-type: none"> - Puppet - Timeline showcasing how toys have changed since their parents and grandparents were little. | Home learning opportunities | <ul style="list-style-type: none"> - Suggested activities to support Terrific Toys topic sent home via Seesaw |