



# Toys

## Year 1

### Autumn 2



#### Toys

Science  
Forces

(Seasonal changes)

History  
Changes over time

Design Technology  
Design and evaluate a simple toy

PE  
Gymnastics

Music  
Hey you

RE  
Christianity: Christmas

Computing  
Multimedia: Describing My Toys/  
My Soundscapes

PSHE  
Celebrating difference

Science

Forces *		Term: 2	Year: 1
<b>Foundations of previous learning:</b> <b>ELGS that feed into Science:</b> Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.			
Unit Learning			
*NC Objective - Coverage	Skills	Knowledge	Vocabulary
Recognise a push or a pull as a force needed to move an object.	Describe what is happening Suggest what might happen Use pictures or actions to describe	I can explain how you move things. I know how to make objects move further. I can explain how we push heavy objects?	Push Pull Force Movement
Recognise that a force can be bigger or smaller and acts in a particular direction.	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	Light Heavy Lighter Heavier
Explore how to push objects further with more force.	Explaining science Designing experiments (See Phil Watkins Assessment boards)	How do you move things? How can we make objects move further? How can we push heavy objects?	More Less direction
Explore how to push/pull heavier objects with more force.			

Seasonal changes		Term: Across the year	Year: 1
<b>Foundations of previous learning:</b> <b>ELGS that feed into Science:</b> Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Observe the apparent movement of the sun during the day	Use relevant words when I talk or write Add to block charts and pictograms	Describe the weather To know there are four seasons	Season Sun Sky
Observe changes across the four seasons	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	weather (various) temperature
Observe and describe weather associated with the seasons and how day length varies	Explaining science Data, tables and graphs (See Phil Watkins Assessment boards)	Can you tell me what the weather is like today? What season is it? What are the other seasons called? What is it like in Autumn etc.?	Autumn Winter Spring Summer Year Month rainfall day length sun shadow

History

<b>Changes over time (living memory)</b>		<b>Topic: Toys</b>	<b>Term: Autumn 2</b>	<b>Year: 1</b>
<b>Foundations of previous learning:</b> To know periods of time (BC/AD/prehistoric) Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. Can sequence two events or objects in order.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>Changes Over Time</b> To know events beyond living memory that are significant nationally or globally.	<u><b>Chronological understanding</b></u> Sequence some events or 2 related objects in order. Uses words and phrases: old, new, young, days and months. Remembers parts of stories and memories about the past.	To know that toys have changed over time. To understand that trends have changed over time. To identify changes that were made. To understand why changes were made. To use simple vocabulary relating to the past and present. To know where to find the answers to their questions (family member, book, computer etc). To know John Spilsbury invented the jigsaw in London.	Past Present Old New Newer Older Changes Toys John Spilsbury Jigsaw Sources Better Sequence Young Days\months Years Memories Stories Recount Information	
	<u><b>Knowledge and understanding</b></u> Tell the difference between past and present in own and other people's lives.			
	<u><b>Historical interpretation</b></u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories). <u><b>Historical enquiry</b></u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can use words and phrases such as old, new, now and then.	Can you sequence some pictures of a variety of toys and explain how they gave changed over time? Can you use language associated with time to explain the changes? Who invented the jigsaw? Can you access a range of sources to find information?		

Design Technology

<b>Design and evaluate a simple toy</b>		<b>Topic: Toys</b>	<b>Year: 1</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> Children will have developed their own ideas through selecting and using materials and working on process that interest them.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
When designing and making, pupils should be taught to:  Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria  Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate Explore and evaluate a range of existing products  Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	<u><b>Plan and communicate ideas</b></u> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do.  <u><b>Make (technical knowledge)</b></u> Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Select and use appropriate processes and tools.  <u><b>Evaluate</b></u> Evaluate their product by discussing how well it works in relation to the purpose.	To list the features of common toys and what makes them interesting. Know how to make their toy stronger. To generate ideas from their own experiences To understand the sensory qualities of materials. To understand the working characteristics of materials affect the way they are used To understand how mechanisms can be used in different ways (e.g. Wheels and axel that allow movement To know how mechanisms can be used to make things move in different ways	Toys Stronger Material Structure Mechanism Tools Safely Join Move Wheels Axels Change Characteristics Sensory Common Audience Plan Evaluate Design Make Levers Sliders product	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
		Draw on their own experiences to help generate ideas Make their design using appropriate techniques	Can you list the features of common toys? How can you make a toy stronger? How can you make a toy move? Can you design, make and evaluate your toy for a chosen audience? Can you use and explain how to use equipment safely?	

Physical Education

<b>Gymnastics</b>		<b>Term: Autumn 2</b>	<b>Year: 1</b>
<b>Foundations of previous learning:</b> <b>ELGS that feed into PE:</b> Physical Development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Physical Development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To perform dances using simple movement patterns.</p>	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. Manage the space safely, showing good awareness of each other, mats and apparatus. Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy Know when their body is active and talk about the difference between tension and relaxation. Carry and place appropriate apparatus safely, with guidance. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language Copy a partner's sequence of movement. To show their understanding To perform as an individual and as part of a group.	Action Travel Jump Roll Climb Stay still Mats Apparatus Movement Task Control Accuracy Tension Relaxation Safely	
	<b>Assessment</b>		

Music

Hey You		Year: 1	Term: Autumn 1
Foundations of previous learning: Children have been preparing to be Year 1 ready by knowing how to sing simple songs, actions and chants. They are beginning to find the pulse, explore and create simple movements to a piece of music and are able to listen to and respond by copying to a different song or piece of music in a different style.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p><b>Listening, developing knowledge and understanding:</b> To recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>To begin to recognise the very basic style indicators for Hip Hop music.</p> <p>To begin to understand music language and how they work together (pulse, rhythm and pitch).</p>	<p>Pulse</p> <p>Steady Beat</p> <p>Heartbeat</p> <p>High sounds</p> <p>Low Sounds</p> <p>Rhythm</p> <p>Pitch</p> <p>Rapping</p> <p>Fast</p> <p>Slow</p> <p>Quick</p> <p>Loud</p> <p>Quiet</p> <p>Singing</p> <p>Instruments</p> <p>Clap</p>
	Assessment of Skills	Assessment of Knowledge	
	<p><b>I am able to sing simple songs, speak chants and rhymes.</b></p> <p><b>I am beginning to find the pulse by copying an adult.</b></p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for Hip Hop</p> <p>I know and understand basic musical language</p> <p>I am beginning to understand how pulse, rhythm and pitch work together.</p>	

Religious Education

Christianity: Christmas		Year: 1	Term: Autumn 2
<b>Foundations of previous learning:</b> <b>Not previously taught – see EYFS</b>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</b> <ul style="list-style-type: none"> <li>To reflect on the Christmas story</li> <li>To decide what gifts would be meaningful for Jesus.</li> </ul>	<b>Thinking about religion and belief</b> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs  <b>Enquiring, investigating and interpreting</b> Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression  <b>Beliefs and teachings (what people believe)</b> Recount outlines of some religious stories  <b>Practices and lifestyles (what people do)</b> Recognise features of religious life and practice  <b>Expression and language (How people express themselves)</b> Recognise some religious symbols and words  <b>Identity and experience (Making sense of who we are)</b> Identify aspects of own experience and feelings, in religious material studied	To understand what gives a gift a special value. To understand why we would give a gift to a new baby. To recall the key events in the Christmas story. To know which gifts were given to the baby and by whom. To understand the symbolism of gifts to Christians. To know why gold, frankincense and Myrrh were given to baby Jesus. To know what gift they would choose for baby Jesus if he were born today. To explain why Christians believe Jesus is a special gift from God.	Christmas story Christmas Christians Bethlehem Born Religious traditions Reflect Jesus Symbols He Gifts Candle Belonging Teachings
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can talk about a gift that is special to me. I can suggest a gift I would give to Jesus.	I can remember some of the Christmas Story.	

Computing

Describing My Toys/ My Soundscapes		Topic: Multimedia	Year: 1	Term: Autumn 2	
<p><b>Foundations of previous learning:</b> Children from EYFS are be able to...</p> <ul style="list-style-type: none"> <li>• move objects on a screen.</li> <li>• create shapes and text on a screen.</li> <li>• use technology to show my learning.</li> </ul>					
<b>Unit Learning</b>					
NC Objective – Coverage	Skills	Knowledge	Vocabulary		
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p><b>Basic Skills</b> Use passcode on a tablet and log in on laptop/PC. Use home button on a tablet.</p> <p><b>Basic use of devices</b> Develop coordination and motor skills in operation a mouse or roller pad on a laptop or PC. Open a document or other file on a laptop or PC. Open appropriate App or Home screen link on a tablet. Take a photo and open camera roll on a tablet. Follow a hyperlinked image to a website using a laptop or PC.</p> <p><b>Keyboard</b> Use keyboard to find the letters of your name or basic spellings. (Encourage use of left and right hands.) Use uppercase key for a capital letter. Use space bar between words.</p> <p><b>Information Technology:</b> Discuss and share how and when they use ICT in everyday life. Put data into a program. Identify different devices that can go online. To organise, store and retrieve digital content</p>	<p><b>Describing My Toys</b> To talk about why it's important to be kind and polite. I say kind things about others' work. To use the keyboard or a word bank on my device to enter text. To use technology to present my ideas e.g. a digital camera to record an image. To use the keyboard on my device to enter text. To use my index fingers on the keyboard to build words and the space bar between words to add labels to an image. To use technology to create and present my ideas. To create images to add to a template. To save information in a special place and retrieve it again. To use the keyboard on my device to enter text. To save information in a special place and retrieve it again. To be creative with different technology tools. To add simple animation to develop my work.</p> <p><b>e-Safety</b> To talk about why it's important to be kind and polite. To say kind things about others' work.</p> <p><b>My Soundscapes</b> To be creative with different technology tools. To use technology to create and present my ideas.</p>	<p>Animate App Backspace Camera Delete Insert Keyboard Open Photo(graph)</p>	<p>Print Right click Save Shift Sound Space bar Video / Film</p>	
	<b>Assessment of Skills/Assessment of Knowledge</b>				
		<p><b>Describing My Toys</b> <b>Can you input your own word ideas?</b> Can you choose a picture, add text and lines to create a labelled image? Can you add images and save your work, choosing an appropriate file name? Can you use the SHIFT button to enter capital letters? Can you choose appropriate animation effects for your images?</p> <p><b>My Soundscapes</b> Can you explain why we record sound using technology and how you use digital sound and music in our life? <b>Can you create musical phrases using digital instruments?</b> Can you make and record a sound to reflect an imaginary place?</p>			



Celebrating difference	Jigsaw	Year: 1	Term: Autumn 2
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PSHE:</b>                      Understanding the World: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.                      Personal, Social, Emotional Development: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.                      Personal, Social, Emotional Development: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.                      Personal, Social, Emotional Development: Children play cooperatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.                      Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.                      Communication and Language: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>			
<b>Unit Learning</b>			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
The same as ... Different from ... What is 'bullying'? What do I do about bullying? Making new friends Celebrating difference, celebrating me	I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends I can identify differences between people in my class I can tell you some ways I am different from my friends I can tell you what bullying is I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied I know how to make new friends I know how it feels to make a new friend I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Similarity Same as Different Bullying Deliberate On purpose Unfair Included Friendship Qualities Celebration Unique	
	<b>Assessment</b>		
	I can talk about one thing that makes me different from my friends  I understand these differences make us all special and unique		