



SEAFORD PRIMARY SCHOOL

Year 1 Term 3

Topic Title- Toys: What's in the toy chest?		
<p><u>History</u> <u>Knowledge</u> To understand changes within living memory where appropriate, these should be used to reveal aspects of change in national life. To be able to identify differences between lives at different times. .</p> <p><u>Chronology</u> To be able to sequence events in their lives; sequence 3 or 4 artefacts from different periods of time; match objects to people of different ages. Use common words and phrases about the passing of time.</p> <p>To be able to recognise the difference between past and present in their own and others' lives; know and recount episodes from stories about the past.</p> <p><u>Historical Enquiry</u> To be able to identify different ways in which the past is represented.</p> <p>To be able to find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p><u>Geography –</u> No specific Geography focus this term.</p> <p><u>Knowledge</u></p> <p><u>Key Skills:</u></p> <p><u>Enquiry:</u></p>	<p><u>Science</u></p> <p>To distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> ▪ To be able to ask simple questions and recognise that they can be answered in different ways ▪ To be able to identify and classify ▪ To be able to use their observations and ideas to suggest answers to questions <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions. gathering and recording data to help in answering questions.
<p><u>English</u> <u>Genre/Text</u> 'What's in the toy chest?' -Toys- Alternative endings 1 week Lists/rules/recounts – Trip to museum 1 week Information writing – Toys 2 week 'Dogger' Where's My Teddy? <u>Writing Opportunities</u> Describing winter Rules for trip Recount from trip Information of toys Retelling/plan own version Story writing</p>	<p><u>Maths (opportunities for maths links)</u> Place value within 20 Addition and subtraction within 20 Moving on to place value within 50</p>	<p><u>Computing</u> <u>E-Safety</u> To understand how to use the internet safety to retrieve information <u>Search Engines</u> Use web search engines to collect pictures of different types of toys and then explore ways in which those pictures can be organised.</p>

<p>Toy Vehicles</p> <p>Investigation and evaluation To explore and evaluate a range of existing products (wheels and axles) <i>To be able to construct models from kits e.g. lego.</i> <i>To be able to assemble and join frameworks/structures using a variety of materials.</i></p> <p>Designing and Making To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><i>To select and learn how to use a range of tools (e.g. scissors and a hole punch, saws) safely.</i> <i>With help measure, mark out, cut and shape a range of materials).</i></p> <p><i>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</i></p> <p>Evaluation and Conclusions <i>To evaluate their products as they are developed, identifying strengths and possible changes they might make (Design a toy).</i> To evaluate their ideas and products against design criteria <i>To use simple finishing techniques to improve the appearance of their product.).</i></p>	<p>Art and Design Drawing Skills Draw for pleasure to develop an interest in the world around them. Designing a toy.</p> <p>Gathering ideas Draw and paint from observation. Toys</p>	<p>P.E In Term 3 our indoor PE is gymnastics based and in outdoor PE we are learning ball skills. <u>Skills</u> To move and be still under basic control so that movements are performed with accuracy and clarity. To repeat and co-ordinate simple movement combinations so that they link together. To use simple equipment with purpose and basic control. <u>Condition, Health and Well-being</u> To find and use space well showing an awareness of others and basic safety. How to use simple tactics and compositional ideas with consistency. Some simple things they can do to be healthy. <u>Decision Making</u> To recognise and copy simple actions and follow basic instructions with some accuracy. To describe what they and others are doing with some accuracy. To come up with and suggest ideas that relate to their performance</p>
<p>RSHE Dreams and Goals I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand that this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.</p>	<p>R.E. Christianity-Stories from the Old Testament. Knowledge To understand the significance of stories from the old testament Skills Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these saying wise, and what difference it would make if people followed them Pupils ask 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews. Linking to English, identify the values which different characters in the story showed, and recognising the religions from which the stories come</p>	<p>Music</p> <p>Pupils learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Skills <i>To find their singing voice and use their voices confidently.</i> <i>Recognise phrase lengths and know when to breathe.</i> <i>Sing with an awareness of other performers.</i> Controlling pulse and rhythm <i>Identify long and short sounds in music.</i> <i>Begin to internalise and create rhythmic patterns.</i> <i>Accompany a chant or song by clapping or playing the pulse or rhythm.</i> <i>Perform long and short sounds in response to symbols.</i> <i>Create long and short sounds on instruments</i></p>

Super Start- Trips to the Brighton Toy Museum

Mystic Middle – set up a Toy Museum in the classroom

Epic End Moving a wheeled toy that the children have designed.

Links to careers-Jobs linked to making toys. A clip from the Covent Garden Toy Shop which makes mechanical toys. <https://www.bbc.co.uk/bitesize/clips/zb79wmn>