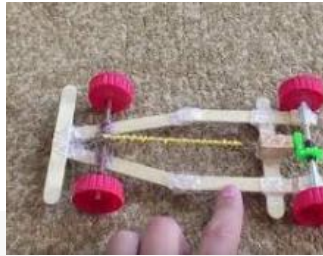
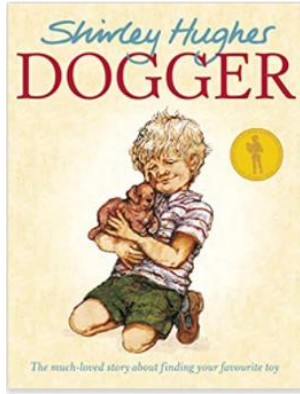


Toys



Successful learners

Areas of Learning

As Scientists we all be exploring push, pull and twist forces and how we can use these to make toys move. We will also be identifying and classifying toys based on whether they are electric, battery or manually operated. We will also continue to observe and explore seasonal changes.

As Historians we will be comparing toys we play with to those our parents and grandparents used, using the historical vocabulary to help us. We will identify similarities and differences and see whether we can order the toys from old to new.

As Geographers we will be exploring maps and directions. We will be looking at different types of maps and what they are used for, compass directions and how to use a simple grid reference.

As Artists we will be drawing our favourite toys/ teddy bears and different techniques for shading. We will also be having a go at drawing a toy in the style of Andy Warhol.

As Design and Technologist, we will be having a go at designing and making a rubber band car.

As Musicians we will be exploring the use of our voices and different instruments to make sounds.

As users of technology (ICT) we will be exploring algorithms- giving step by step instructions to make a toy move forward, backward, left and right.

As Mathematicians we will continue developing our understanding of numbers to 20, we will compare and order numbers, and solve problems. We will learn about odd and even numbers, doubling and halving, and estimating numbers. We will also be exploring equality and balance and the names and properties of 2-D and 3-D shapes.

As Reader and Writers, we will be exploring books with predictable phases, based on the book The Bear Who Wouldn't share by Jonathan Allen. We will be doing a book look using Dogger by Shirley Hughes. We will also have a go at writing our own stories and recounts based on these books. We will also be exploring Rhyming Couplets and poetry.

PSHE – we will be exploring kind and unkind behaviour and what this looks like in school. How we can follow school rules and be a good friend. We will also be looking at how we can keep ourselves safe and say no to unwanted contact.

| Confident individuals | Responsible Citizens | | |
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| Challenge | Enrichment | Spiritual & Moral | Communities |
| <p>To become enterprising, confident and independent individuals we will:</p> <p>We will work to develop our resilience and perseverance by always being willing to give things a go.</p> <p>We will select the tool we need to complete our work or tasks set independently.</p> <p>We will take responsibility for our belongings making sure they are put away tidily and that we know where they are.</p> | <p>To enrich our learning we will:</p> <p>We will use our understanding of the history of toys to create our own toy museum.</p> <p>We will make our own rubber band car.</p> <p>We will explore how a range of different toys move.</p> | <p>In our spiritual and moral development, we will:</p> <p>Take time for quiet reflection and being in the presence of God.</p> <p>Share and discuss a range of bible stories and prayers giving thanks to God.</p> <p>Look at how when we are friendly to others we are helping Jesus.</p> <p>Be learning to understand how Jesus was and is a surprising and amazing gift.</p> | <p>As members of a community we will:</p> <p>We will create a toys museum to share with other children in school.</p> <p>We will consider our school community by carrying out acts of kindness to others.</p> |

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| Science Threshold Concepts | Milestone 1 |
| Work scientifically | <p>Ask simple questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p> |
| Understand movement, forces and magnets. | <p>Notice and describe how things move, using simple comparisons such as faster and slower.</p> <p>Compare how different things move.</p> |
| Understand electrical circuits | <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit.</p> |
| Seasons | <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> |
| Geography Threshold Concepts | Milestone 1 |
| Communicate geographically | <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> |
| History Threshold Concepts | Milestone 1 |
| Investigate and interpret the past | <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> |
| Understand chronology | <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> |
| Communicate historically | <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> |
| Computing Threshold Concepts | Milestone 1 |
| Code - Motion | <p>Control motion by specifying the number of steps to travel, direction and turn.</p> |

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| Art Threshold Concepts | Milestone 1 |
| Develop ideas | Explore ideas and collect visual information. Explore different methods and materials as ideas develop. |
| Master techniques: (Drawing) | Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. |
| Take inspiration from the greats | Use some of the ideas of artists studied to create pieces. |
| Design Technology Threshold Concepts | Milestone 1 |
| Master practical skills - Materials | Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Cut material safely using tools provided. |
| Master practical skills – Mechanics | Create products using levers, wheels and winding mechanisms. |
| Master practical skills - Construction | Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. |
| Music Threshold Concepts | Milestone 1 |
| Perform | Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. |
| Compose | Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. |
| Describe music | Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch |
| PE Threshold Concepts | Milestone 1 |
| Develop practical skills in order to participate, compete and lead a healthy lifestyle: Games | Use rolling, hitting, running, jumping, catching and kicking skills in combination. |

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| Develop practical skills in order to participate, compete and lead a healthy lifestyle: Dance | Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. |
| PSHE Threshold Concepts | Milestone 1 |
| Relationships - Families and Friendships | Understand what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. Understand what is kind and unkind behaviour, and how this can affect others. Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Understand the importance of seeking support if feeling lonely or excluded Understand strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others Understand how friendships can change over time, about making new friends and the benefits of having different types of friends Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely |

| English | Mathematics |
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| Books with predictable phases Take one Book Rhyming Couplets | Numbers to Ten – Solving Problems Using Part or Whole Unknown Numbers to Ten – Comparison Numbers to Ten – Equality and Balance Numbers to Twenty – Making 10 and Some More Numbers to 20 – Estimating and Ordering, 1 More and 1 Less Numbers to Twenty – Doubling and Halving Numbers to Twenty – Odd and Even Numbers. Geometry – Names and Properties of 2-D and 3-D Shape |
| Websites, books, resources ☺ | |
| Dogger By Shirley Hughes The Bear Who Wouldn't Share by Jonathan Allen Where's my Teddy? By Jez Aldborough Toys by Stewart Ross https://www.youtube.com/watch?v=EDAPaEVr1Hk | |