

Year 1 Topic: WHAT'S IN THE TOYBOX?

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the toys, past and present in their own and others lives. • Recognise & sort old & new toys. Saying how they have sorted them. • Compare different toys using words: old, new, tatty, shiny, hard, soft... • Talk about the season 'Winter' & the changes they have observed. • Identify & name different materials & talk about their properties. • Compare different objects & name the materials they are made from. • Talk about which material would be best for a table, car... and say why. • To define an algorithm. • To design and make a moving paper doll. 	<p>KEY FOCUS AREAS</p> <p>Science - Materials - name, identify and sort different materials according to their properties. Investigate which materials are best for a toy umbrella.</p> <p>History - Find out and learn about life in the past. Look at old and new toys. Talk about their differences/similarities & compare them.</p> <p>Art - Line and shape. Use different mediums to explore shape and line. Draw old toys using these techniques.</p> <p>ICT - Maze explorers – Algorithms.</p> <p>DT – Design and make a moving paper doll. Evaluate your design.</p>	<p>KEY QUESTIONS</p> <p>What do we already know about toys? What do we want to know? How can we make our paper doll move? What toys did you parent/grandparents play with? What season is this? What is an algorithm? What does your teddy look like? What did your parents teddy look like? How are they the same different? What do we know about materials? What materials are these toys made of? Why do you think a car is made of metal and a doll is made of plastic? What toys did Victorian children play with? Which materials are bendy? Which materials are transparent? How have toys changed over time?</p> <p>ASSESSMENT</p> <p>What do we know about toys? What do you like about your Andy Warhol inspired painting? What would you change? Why?</p>
<p>SCIENCE: Working scientifically asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> ▪ 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. ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. ▪ observe changes across the four seasons. ▪ observe and describe weather associated with the seasons and how day length varies. 	<p>KEY QUESTIONS:</p> <p>What toys do you like to play with? What are they made from? Why do you think they are made with this material? What toy did your parents/grandparents play with? Are these toys old or new? How do you know? How do toys from the past compare to now? What material is best for a toy umbrella - a car? Why? What season is this? How do you know? What changes in the weather, trees, animals have you noticed?</p>	<p>KEY VOCABULARY: Old, new, now, then, past, present, material, stone, glass, fabric, wood, plastic, Spring, season, algorithm, design, evaluate,</p>
<p>Opportunities for Extension</p>		
<p>History - Research the answers to your questions using a search engine. DT – Create a paper doll that has arms and legs that move at the same time. (Puppet strings). Computing–Can you write your own algorithm? Science – Link and prove your ideas to other topics you’ve learned in Science. Design your own investigations and write conclusions.</p>		
<p>Vertical Drivers and Opportunities for Enrichment</p>		
<p>Driver: Visit Hartlebury Museum. Invite key visitors such as parents, grandparents to talk about their toys.</p>		
<p>ENGLISH: Purpose for writing: Narrative – retell a story. Innovate a part of a story. Key texts: Dogger. Recount – school trip to the museum.</p>	<p>MATHS:</p>	

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		Shape - 2D shapes names and properties. Numbers and Place Value to 20 & beyond. Addition and Subtraction within 20.
<p>DESIGN & TECHNOLOGY: decorate a moving toy & learn about the mechanism.</p> <p>Design Design appealing products for themselves based on design criteria. Generate, develop & communicate their ideas through talking & drawing.</p> <p>Make select from & use a range of tools and equipment to perform practical tasks. select from and use a wide range of materials</p> <p>Evaluate evaluate their ideas and products against design criteria</p> <p>Technical knowledge explore and use mechanisms, in their products.</p>	<p>ART: Learn about line & shape. Use these techniques to draw different toys. Learn about Andy Warhol.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing & painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>HISTORY: Learn about toys that their parents & grandparents played with. Create a toy museum and invite parents to visit whilst they host & present their findings.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Learn about significant historical events, people and places in their own locality.</p>
<p>ICT/COMPUTING: Use technology purposefully to create organise, store, manipulate and retrieve digital content Use internet technology safely and responsibly-Hector and Lee and Kim (CEOP) Recognise uses of common technology beyond school . Define and use word algorithms.</p>	<p>PSHE and RSE: Rights & responsibilities. Learn about personal hygiene & germs, and the importance of hand washing. Learn about the practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Think about their school environment. What do they like? What can do to help look after their environment? The importance of self-respect and how this links to their own happiness.</p> <p>BRITISH VALUES: Our place in the World. The environment</p>	
		<p>MUSIC: Charanga - In the Groove Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

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ASSESSMENT DESCRIPTORS

Science Targets - A Year 1 Scientist

Ask simple questions and recognise that they can be answered in different ways.
Observe closely, using simple equipment.
Perform simple test.
Identify and classify.
Use their observations and ideas to suggest answers to questions.
Gather and record data to help in answering questions.
Distinguish between an object and the material from which it is made
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Describe the simple physical properties of a variety of everyday materials.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Perform simple tests to explore questions, for example: 'What is the best material for an umbrella?'

History Targets - A Year 1 Historian

Sequence 3 or 4 artefacts from distinctly different periods of time, on a timeline.
Recognise the difference between past and present in their own and others lives
Compare adults talking about the past – how reliable are their memories.
Find answers to simple questions about the past from sources of information e.g. artefacts,

Art Targets - A Year 1 Artist

Develop ideas.
Use a variety of tools.
Begin to explore the use of line, shape and colour.
Record and explore ideas from first hand observation, experience and imagination.
Ask and answer questions about the starting points for their work, and develop their ideas.
Review what they and others have done and say what they think and feel about it. E.g.
Identify what they might change in their current work or develop in their future work.
Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make
Talk about their ideas, saying what they like and dislike about them

Design and technology Targets-

To draw on their own experience to help generate ideas
Suggest ideas and explain what they are going to do.
Model their ideas in paper.
Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape, split pins.
Use simple finishing techniques to improve the appearance of their product.
Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make
Talk about their ideas/creations, saying what they like and dislike about them.

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Music Targets - A Year 1/2 Musician

Listen & Appraise

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Singing

Learn about voices, singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

Learn to start and stop singing when following a leader.

Playing

Treat instruments carefully and with respect.

Play a tuned instrumental part with the song they perform.

Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).

Listen to and follow musical instructions from a leader.