



<b><u>Year group: 1</u></b>	<b><u>Term: 2</u></b>		<b><u>Enquiry Question: What makes the Xbox more fun than toys/games from the past?</u></b>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><b><u>Art/DT</u></b> <b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Know how to use a range of materials</li> <li>- Know how design and make a range of products thinking carefully about the mediums used</li> <li>- To know how to use paint and techniques within this medium.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Rhythm in the Way we Walk / Banana Rap</u></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- To sing or rap five songs and sing them in unison.</li> </ul> <p><b><u>Playing</u></b></p> <ul style="list-style-type: none"> <li>- To learn the names of the notes in their instrumental part when written down</li> <li>- To learn the names of the instruments they are playing</li> </ul>	<p>Design Make Evaluate Decorate</p> <p>Pulse Rhythm Pitch Rap Improvise Compose Melody Bass Guitar, Drums, Decks Perform, Glockenspiel Recorder</p>	<p><b><u>Art/DT</u></b> <b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Record a design process</li> <li>- Use a variety of mediums</li> <li>- Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other media</li> <li>- Use a variety of tools and techniques including the use of different brush sizes and types.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Rhythm in the Way we Walk / Banana Rap</u></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- To learn about voices, singing notes of different pitches (high and low)</li> <li>- To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</li> <li>- To learn to start and stop singing when following a leader</li> </ul> <p><b><u>Playing</u></b></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully</li> <li>- To play a tuned instrumental part with the song they perform. To learn to play an instrumental part using one of the differentiated parts</li> <li>- To listen to and follow musical instructions from a leader</li> </ul>



<p>Knowledge and understanding of the world</p>	<p><b><u>History</u></b></p> <p><u>Is the Xbox more fun than toys/games from the past?</u></p> <p>Children will explore the following historical knowledge. Children will:</p> <ul style="list-style-type: none"> <li>- Define old and new.</li> <li>- Identify the differences and similarities between old and new toys – this will encompass properties of materials and link to past scientific learning.</li> <li>- Explore which toys would be used today and give reasons why.</li> <li>- Explore which toys would be used historically and give reasons why.</li> <li>- Predict the uses and applications of toys.</li> <li>- Group the toys into categories.</li> <li>- Place the toys within a period.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Looking at me, looking at you. What makes me special?</u></p> <ul style="list-style-type: none"> <li>- Know what it means to be 'unique'</li> <li>- Look at examples of faith stories</li> <li>- Know different ceremonies that are associated with important life events.</li> </ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> <li>- How do Christian families prepare for Christmas?</li> <li>- Know what the Christmas story is.</li> </ul>	<p>Past Present Manufacture Hand made Factory made Battery powered Man powered Changes Interactive Materials Old New Before After</p> <p>Unique Special Ceremony Caring</p>	<p><b><u>History</u></b></p> <p><u>Is the Xbox more fun than toys/games from the past?</u></p> <ul style="list-style-type: none"> <li>- Children will explore the following historical skills in context:</li> <li>- Children place the toys onto a chronological framework in relation to their own life and family.</li> <li>- Children understand why toys from different time periods are different and can think about the impact on people of that time at a basic level.</li> <li>- Children gain knowledge from different sources of evidence (the toys) and begin to think why one might be better than another.</li> <li>- Children can ask questions independently regarding the toy - these may be very general and closed.</li> <li>- Children can verbalise how toys have changed by identifying similarities and differences between the period in question (grandparents) and their own life.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Looking at me, looking at you. What makes me special?</u></p> <ul style="list-style-type: none"> <li>- Recognise what makes a person unique</li> <li>- Retell a faith story about caring for others</li> <li>- Name ceremonies associated with important life events</li> </ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> <li>- Retell the Christmas story</li> <li>- Explain why Christmas is a special time for Christians</li> </ul>
---	--	---	--



	<ul style="list-style-type: none"> <li>- What signs tell us that Christmas is coming.</li> <li>- What Christmas looks like in a Christian household.</li> </ul>		<ul style="list-style-type: none"> <li>- Talk about some ways in which Christian families prepare for and celebrate Christmas.</li> </ul>
SMSC	<p><b><u>Celebrating Difference</u></b></p> <p>Children identify their similarities and celebrate their differences with one another using these learning points as a foundation to identify what bullying is and as a means to make friends.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>- To identify similarities between people in my class</li> <li>- To identify differences between people in my class</li> <li>- To identify what bullying is</li> <li>- To know who I can talk to if I was unhappy or being bullied</li> <li>- To know how to make friends</li> </ul>	<p>Differences</p> <p>Similarity</p> <p>Similar</p> <p>Same as</p> <p>Different from</p> <p>Difference</p> <p>Bullying</p> <p>Bullying behaviour</p> <p>Deliberate</p> <p>On purpose</p> <p>Unfair</p> <p>Included</p> <p>Bully</p> <p>Celebration</p> <p>Special</p> <p>Unique</p>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>- I can communicate a feeling</li> <li>- I can establish why school is a safe place to learn</li> <li>- I can reflect on an achievement</li> <li>- I can specify a consequence to an action</li> <li>- I can verbalise ways in which I am the same</li> <li>- I can verbalise ways in which I am the ways</li> <li>- I can be kind to others</li> </ul>
Scientific & technological understanding	<p><b><u>Science</u></b></p> <p><b><u>Seasons</u></b></p> <ul style="list-style-type: none"> <li>- To observe changes across the four seasons</li> <li>- To observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>Identify</p> <p>Classify</p> <p>Naming</p> <p>Sorting</p> <p>Senses</p> <p>Seasons</p> <p>weather</p>	<p><b><u>Science</u></b></p> <p><b><u>Seasons</u></b></p> <ul style="list-style-type: none"> <li>- Use close observations and ideas to suggest simple predictions</li> <li>- Design and run simple tests on weather-based experiments.</li> <li>- Locate basic human body parts.</li> <li>- Gather and record data to help answering questions</li> </ul>

	<p><b><u>Computing</u></b></p> <p><u>Online Safety (Unit 1.1)</u></p> <ul style="list-style-type: none"> <li>- To know how to login safely</li> <li>- Find saved work, teacher comments and Search for resources on Purple Mash</li> <li>- Add pictures and text to a digital document</li> <li>- Explore tools on Purple Mash</li> <li>- Explore Games on Purple Mash</li> <li>- Learn to log out when finished and understand the importance.</li> </ul> <p><u>Pictograms (Unit 1.3)</u></p> <ul style="list-style-type: none"> <li>- To contribute to a class pictogram</li> <li>- To use a pictogram to record the results of an experiment</li> </ul> <p><b><u>Design Technology</u></b></p> <p><u>Toy (e.g. boat, car)</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Explore levers and sliders understanding that there are mechanisms</li> <li>- Different mechanisms use different kind of movements</li> </ul>	<p><u>Online Safety (Unit 1.1)</u></p> <p>Online safety Avatar Template Website Icon Log in Log Out Save, print, open, new.</p> <p><u>Pictograms (Unit 1.3)</u></p> <p>Pictogram Data Illustrate Discuss Record</p> <p>Mechanism Lever Slider Slot Guide or bridge</p>	<p><b><u>Computing</u></b></p> <p><u>Online Safety (Unit 1.1)</u></p> <ul style="list-style-type: none"> <li>- Login safely</li> <li>- Save work</li> <li>- Understand privacy</li> <li>- Use creative tools</li> <li>- Follow and create simple instructions</li> <li>- Use templates</li> <li>- Use save, print, open and new icons</li> <li>- Log out successfully</li> </ul> <p><u>Pictograms (Unit 1.3)</u></p> <ul style="list-style-type: none"> <li>- To contribute to a class pictogram</li> <li>- To discuss and illustrate data</li> <li>- Collect data to represent</li> </ul> <p><b><u>Design Technology</u></b></p> <p><u>Toy (e.g. boat, car)</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Use technical vocabulary relevant to the project.</li> <li>- Describe what a mechanism is</li> <li>- Explain how levers and pulleys can make things move</li> <li>- Discuss and share ideas</li> </ul>
--	--	--	---

## Autumn 2



	<ul style="list-style-type: none"><li>- To know that levers and sliders can make things move</li><li>- To use the words: up, down, left, right, vertical and horizontal to describe movement</li><li>- Explore a range of existing books that use simple sliders and levers</li></ul> <p>Make:</p> <ul style="list-style-type: none"><li>- Know the steps needed to create a moving model that uses levers and sliders</li><li>- Explore different mechanisms</li><li>- Different tools that can be used and how to use these safely</li></ul> <p>Evaluate:</p> <ul style="list-style-type: none"><li>- Know how to evaluate a product</li></ul>		<ul style="list-style-type: none"><li>- Communicate ideas through drawings</li></ul> <p>Make:</p> <ul style="list-style-type: none"><li>- Create a moving model that use levers and sliders</li><li>- Select and use tools, explaining choices to cut, shape and join paper and card.</li><li>- Identify that different mechanisms can create different movements.</li><li>- Plan by suggesting what to do next</li><li>- Select and use tools to cut, shape and join paper and card</li></ul> <p>Evaluate:</p> <ul style="list-style-type: none"><li>- Explain how well the product works, what could be done better next time</li></ul>
--	--	--	---



<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Story Time Dance (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- Understand beats in the music.</li> <li>- To explore basic body patterns and movements to music.</li> <li>- To understand how to link together dance moves with gestures and changing direction in time to music.</li> <li>- Know how to perform a dance in time to music and with fluency</li> </ul> <p><u>Mighty Movers- Running (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- Understand that running can be done in many ways.</li> <li>- To explore running at a variety of speeds and in a variety of styles.</li> </ul>	<p><u>Story Time Dance (Unit 1.2)</u></p> <p>Rap Beat Gesture Perform</p> <p><u>Mighty Movers- Running (Unit 1.2)</u></p> <p>Dish Dome Direction Circuit Relay</p>	<p><b><u>Physical Development</u></b></p> <p><u>Story Time Dance (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- To change direction during travelling moves.</li> <li>- To link travelling moves that change direction and level.</li> <li>- Develop gestures and ways of travelling.</li> <li>- Move in time to the music, travelling, gesturing and jumping</li> <li>- Dance to beats of four or eight</li> <li>- Perform dance moves that flow smoothly from one to the next</li> <li>- Use gesture as an image in dance</li> <li>- Perform a dance in time to music and with fluency.</li> </ul> <p><u>Mighty Movers- Running (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- Run at different speeds and in different directions with control</li> <li>- Run in a race with a team.</li> <li>- Understand what happens to our breathing during exercise, and why it changes.</li> </ul>
-----------------------------	---	--	---

Autumn 2



<b><u>Guided Reading Texts and Other linked books</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Key questions:</u></b>	<b><u>Adaptations to the curriculum for SEND</u></b>
Beegu Pinocchio The Christmas Story	Let's Pretend (EYFS) How do we play with toys? Where does our imagination take us?	How are toys different and changing? What are toys made out of? Is this changing? Why are toys needed? How can we look after toys?	<ul style="list-style-type: none"><li>- Show and tell of favourite toys</li><li>- Ongoing provision with chosen toys e.g. construction</li><li>- Visual stimulus with linked key vocabulary</li><li>- Experimenting with toys new and old</li><li>- Linking phonics (initial and final sounds)</li><li>- Play games at the age appropriate level</li></ul>