

## Year 1 Curriculum Term 5

### Topic Title: The Toy Maker

#### **English**

This term we will continue to review and learn set 1, set 2 and set 3 sounds (Depending what group we are in) We will have lots of practice looking for special and chatty friends in words, Fred talking, Fred talking in our heads and reading the words.

Children will also have lots of practice using these sounds in their spellings, using Fred fingers and pinching the sounds to help them. We will continue to hold a sentence to practise remembering what we are writing and thinking of all the things we need to include (capital letters, finger spaces and full stops). This term 'big writes' will be a focus and we will be ensuring we are phonetically spelling our words.

Handwriting will continue to be a focus with gross motor and fine motor activities being incorporated into our daily routines. These activities will support children's pencil grip and letter formation.

We will continue to write in our thematic sessions in the afternoons and have daily red word activities.

#### **Maths**

##### **Measure – Time**

To know the name of the day before and after a given day

To tell the time to the hour and half past the hour

To draw the hands on a clock face to show o'clock and half past

##### **Geometry – properties of shapes**

We will be recapping our knowledge of 2D shapes and sorting them.

To recognise 3d shapes - draw the base or sides and know what 2D shape it shows.

To know the properties of 3D shapes.

##### **Number and place value -**

To count out a 2 digit number to 20 and regroup in the 1s.

To partition and recombine numbers to 20 into 10s and 1s (teen numbers).

To partition and recombine any 2 digit number into 10s and 1s.

##### **Measure – Money -**

To recognise and know the value of different denominations of coins and notes 1p,2p,5p,10p,20p,£1 and £2

##### **Addition and subtraction -**

To subtract within 20 by grouping into tens and ones

To make a family of number sentences

To use inverse (write corresponding subtraction facts to given addition facts – number families)

##### **Addition and subtraction –**

To solve missing number problems

To solve one step word problems using part whole method

#### **What do Muslim's celebrate?**

##### **We will be learning:**

**To find out what Hindus believe.**

Children will know that Hinduism is one of the main world religions, some of the basic Hindu beliefs and know that Hindus worship many gods and goddesses.

**To find out about special occasions in a Hindu Childhood.**

#### **PSHE**

Our PSHE project is 'Be Here, Be You, Belong' with the theme of acceptance.

We will be learning about valuing ourselves and those around us by using the book 'Incredible You'. We will then learn about safe relationships and being gentle with our actions and words before moving on to further learning on our own emotions and how to regulate successfully to build our resilience. There

<p>Children will know that Hindus have different ceremonies when they are growing up, that these ceremonies are called samskaras and will be able to describe some of the samskaras in a Hindu's childhood.</p> <p><b>To find out what happens at a Hindu wedding.</b></p> <p>Children will know what a Hindu wedding ceremony and celebrations are like and will be able to compare a Hindu wedding to the weddings of people of other faiths and cultures.</p> <p><b>To find out about the Hindu festival of Divali.</b></p> <p>Children will know what Divali is, will be able to re-tell the story of Rama and Sita and know some of the customs and traditions associated with a Hindu Divali Celebration.</p> <p><b>To find out about the Hindu festival of Raksha Bandhan.</b></p> <p>Children will know that Raksha Bandhan is a festival that celebrates the relationship between siblings. They will be able to describe some of the ways in which Raksha Bandhan is celebrated by Hindus and will think of people in their own lives they look out for and who look out for them in return.</p> <p><b>To find out about the Hindu festival of Ganesh Chaturthi.</b></p> <p>Children will know what Ganesh Chaturthi is and will be able to describe some of the ways in which Hindus celebrate Ganesh Chaturthi. Children will be able to describe what the god Ganesh looks like.</p>	<p>will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.</p> <p><i>I am learning to recognise what is the same and different to other people</i>  <i>I am learning to know what makes us all unique -</i>  <i>I am I You are You We are We</i>  <i>I am learning to know what makes me special -</i>  <i>I am Valued You are Valued We are Valued</i>  <i>I am learning to know about the roles different people play in our lives -</i>  <i>I am Loved You are Loved We are Loved</i>  <i>I am learning to know how to manage when finding things difficult -</i>  <i>I am Safe You are Safe We are Safe</i></p>
<p><b>Art:</b></p> <p><b>Digital Painting</b></p> <p><b>To know that different paint tools do different jobs</b></p> <p>Children will be introduced to paint, select a brush, change the thickness of a brush, change to a different brush and be able to paint with a selected brush.</p> <p><b>To be able to select appropriate colours, brush sizes, and brush tools</b></p> <p>Children will be able to select a colour, change the colour, know how to edit and create their own custom colour and be able to paint a picture of a toy using different colours.</p> <p><b>To be able to use shape and line tools effectively</b></p> <p>Children will be able to draw a variety of shapes, change the colour of the shape outline, fill a shape with colour, using the correct tool and draw a variety of shapes to create a picture of a playhouse.</p> <p><b>To be able to select appropriate colours, brush sizes, and brush tools</b></p> <p>Children will be able to use an appropriate tool to remove mistakes, erase parts of their digital painting, undo an action and redo an action that was undone.</p> <p><b>To be able to select appropriate colours, brush sizes, and brush tools</b></p>	<p><b>Music:</b></p> <p>This term we will focus on our listening skills. We will learn about rhythm levels and melody. We will begin to learn how to do graphic notation to record.</p>

Children will be able to use different tools to create a digital painting, add and format text and use the appropriate tools to remove and correct mistakes.	
<b>P.E.</b> Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports. Furthermore, we will be working on how to through accurately, our spatial awareness and our communication.	
Thematic Curriculum	
Topic Title:	The Toy Maker
Big Question:	How do toys make us happy? (function)
Blurb overview:	In this unit, the children will learn about a variety of materials and their scientific properties. The children will learn how to compare and group together a variety of everyday materials based on their properties and suitability. The children will use this learning to help them to understand and explore toys from the past. We will use historical vocabulary to explore and compare toys from the past to present times. We will use all of this learning to create our very own toys that have sliders!
Celebration of Learning	Sharing of toys with parents
Text Links	Toys In Space by Mini Grey
Oracy End Point:	Use hand gestures to support delivery in presentational talk (pointing to something being discussed) Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller Describe events that have happened to them in detail
Science	
Substantive Knowledge	Disciplinary Knowledge
<b>Science - Engineering</b> <ul style="list-style-type: none"> <li>• To Know the difference between an object and a material from which it is made.</li> <li>• To know the names of a variety of everyday materials including wood, plastic, metal, glass, water and rock.</li> <li>• To know how to describe the simple physical properties of a range of everyday materials.</li> <li>• To know how to compare and group together a variety of everyday materials on the basis of their simple properties (hard/soft, absorbent/not absorbent, rough/smooth etc.).</li> <li>• To know how to Identify and compare the suitability of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that there are tests to find answers to questions.</li> <li>• To know how to carry out tests to answer questions.</li> </ul>
History	
Substantive Knowledge	Disciplinary Knowledge

<ul style="list-style-type: none"><li>• Know that the toys their grandparents played with were different to their own.</li><li>• To know some common words relating to the passing of time.</li></ul>		<ul style="list-style-type: none"><li>• Organise a number of artefacts by age</li><li>• Know what a number of older objects were used for</li><li>• To know how to order 3-4 events or related objects.</li><li>• To know how to compare objects from their lifetime and the past.</li><li>• To know that there are differences between the past and present in their own and other people’s lives.</li><li>• To know that events or objects in their life can be sequenced on a simple timeline.</li></ul>	
D&T			
Substantive Knowledge		Disciplinary Knowledge	
To know there are ways to make a product stronger To know that sliders can be used to create movement		To be able to make their own products stronger To be able to use own ideas to design something To be able to describe how their own idea works To be able to design a product which moves To be able to explain to someone else how they want to make their product To be able to make a product which moves To be able to choose appropriate materials, components and tools To be able to use tools safely to cut, shape and join materials Know that tools / equipment can be used to cut, shape, join and finish. To be able to describe how something works To be able to explain what works well and not so well in the model they have made	
Cultural Capital			
We will learning about changes in the toys children played with beyond our living memory.			
Weekly Overview			
Week 1 15-19 APRIL	<p><b>Lesson 1 – ART</b> To know that different paint tools do different jobs Children will be introduced to paint, select a brush, change the thickness of a brush, change to a different brush and be able to paint with a selected brush.</p> <p><b>Lesson 2 - SCIENCE</b> To Know the difference between an object and a material from which it is made. To know the names of a variety of everyday materials including wood, plastic, metal, glass, water and rock. To know how to describe the simple physical properties of a range of everyday materials. Children will be asked to bring in their favourite toy to share with the class. We will discuss what the toys are, the materials from which they are made and their properties.</p> <p><b>Lesson 3 – SCIENCE</b> To Know the difference between an object and a material from which it is made. To know the names of a variety of everyday materials including wood, plastic, metal, glass, water and rock. To know how to describe the simple physical properties of a range of everyday materials. Children will describe the materials and inherent properties of their toys in writing.</p>		

	<p><b>Lesson 4 – PSHE</b> I am learning to recognise what is the same and different to other people I am learning to know what makes us all unique - <i>I am I You are You We are We</i></p> <p>Children will be exploring the book Incredible you – Rhys Bridelson and thinking of ideas which make us incredible. We will be exploring the message of this book and looking at how it does not matter what you can, or can't do, be confident in who you are. You are special; there is only one you and that you need to remember to be YOU!</p>
<p>Week 2 22-26 APRIL</p>	<p><b>Lesson 1 – ART</b> To be able to select appropriate colours, brush sizes, and brush tools .</p> <p>Children will be able to select a colour, change the colour, know how to edit and create their own custom colour and be able to paint a picture of a toy using different colours.</p> <p><b>Lesson 2- PSHE</b> I am learning to know what makes me special - <i>I am Valued You are Valued We are Valued.</i></p> <p>Children will be describing to one another why they value them as a friend, in the class, as a person. We will use the feedback from our friends to inspire us to create an animal mask each that represents what makes us incredible.</p> <p><b>Lesson 3- SCIENCE</b> To know how to compare and group together a variety of everyday materials on the basis of their simple properties. To know that there are tests to find answers to questions. To know how to carry out tests to answer questions.</p> <p>Children will be challenged to decide upon the best material for making a bath toy. As part of the process, they will be conducting experiments to test for absorbency and buoyancy and will use Venn diagrams to compare and group relevant properties.</p> <p><b>Lesson 4 – SCIENCE</b> To know how to Identify and compare the suitability of materials.</p> <p>After discussing a range of doll's houses from past and present, children will be comparing the suitability of materials for different features of the houses in writing.</p>
<p>Week 3 29-3 MAY</p>	<p><b>Lesson 1 – ART</b> To be able to use shape and line tools effectively</p> <p>Children will be able to draw a variety of shapes, change the colour of the shape outline, fill a shape with colour, using the correct tool and draw a variety of shapes to create a picture of a playhouse.</p> <p><b>Lesson 2- PSHE</b> I am learning to know about the roles different people play in our lives - <i>I am Loved You are Loved We are Loved</i></p> <p>We will be thinking about who loves us and the roles of people in our lives. Children will be writing about the people who love them and dancing to songs that make them feel loved.</p> <p><b>Lesson 3- HISTORY</b> To know that the toys their grandparents played with were different to their own. To organise a number of artefacts by age . To know that events or objects in their life can be sequenced on a simple timeline.</p> <p>Children will take part in a carousel of activities in which they will: play with a range of toys; sort and compare old and new toys; order photographs of toys from past to present on a timeline and research toys from the past in books and on iPads.</p> <p><b>Lesson 4 – HISTORY</b> Trip to Hornby Toy Museum on Friday 3<sup>rd</sup>. To Know what a number of older objects were used for . To know how to compare objects from their lifetime and the past. To know that there are differences between the past and present in their own and other people's lives.</p> <p>Children will visit The WonderWorks, based in the old factory which became home to Hornby Hobbies in 1954. The former Hornby Visitor Centre offers visitors a behind-the-scenes glimpse into Britain's best loved model-making companies.</p>
<p>Week 4 6-10 MAY</p>	<p><b>(bank holiday Monday)</b></p> <p><b>Lesson 1 – HISTORY</b> To know that the toys their grandparents played with were different to their own. To know some common words relating to the passing of time. To know how to compare objects from their lifetime and the past.</p>

	<p>Children will bring together everything they have learnt about toys past and present in a piece of writing in which they compare similarities and differences between the toys that they play with and those of their grandparents.</p> <p><b>Lesson 2- DT</b> To know that sliders can be used to create movement. To be able to design a product which moves. To be able to explain to someone else how they want to make their product. To be able to choose appropriate materials, components and tools</p> <p>Children will learn about mechanisms and start to plan a design for a story book with a slider. The children will pick their traditional tale, discuss how they can make the parts move and select appropriate tools and materials for making.</p> <p><b>Lesson 3- PSHE</b> I am learning to know how to manage when finding things difficult - <i>I am Safe You are Safe We are Safe</i></p> <p>Children will be exploring safe relationships: Hands and feet down and being gentle with our words. We will look at ways to manage our feelings and look at ways to cope when things get difficult.</p>
<p>Week 5 13-17 MAY</p>	<p><b>Lesson 1 – ART</b> To be able to select appropriate colours, brush sizes, and brush tools</p> <p>Children will be able to use an appropriate tool to remove mistakes, erase parts of their digital painting, undo an action and redo an action that was undone. Children will also be able to use different tools to create a digital painting and add and format text.</p> <p><b>Lesson 2- DT</b> To be able to make a product which moves. To be able to use tools safely to cut, shape and join materials. To know that tools / equipment can be used to cut, shape, join and finish. To be able to explain what works well and not so well in the model they have made. To know there are ways to make a product stronger.</p> <p>Children will use their design plans to make their sliding storybooks. Once made, we will evaluate our products and discuss how we could make them stronger.</p> <p><b>Lesson 3- PSHE</b> Following on from our previous learning <i>I am Safe You are Safe We are Safe</i> we will be looking at the Zones of Regulation – naming emotions and recognising that everyone has them (we not I). We will be reintroducing strategies for regulation including our zen den and co-regulation.</p> <p><b>Lesson 4 – Quiz &amp; consolidation</b></p>
<p>Week 6 20-24 MAY</p>	<p><b>Lesson 1- RE DAY</b> Children will know that Hinduism is one of the main world religions, some of the basic Hindu beliefs and know that Hindus worship many gods and goddesses.</p> <p><b>Lesson 2- PSHE</b> – Dress to express parade!</p> <p>Children will participate in the parade wearing the animal masks they created to celebrate how unique and incredible they are!</p>