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 practise 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). 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. Additionally, we will be writing a 'showpiece' each week. This will sometimes link with our thematic learning but may also be linked to other parts of the curriculum. We will be focusing on sentence construction, use of correct punctuation, conjunctions (and, but, so, because) and use of adjectives to describe. We will also be re-reading our writing to check that it makes sense and make changes as needed.	**Maths** **Number and place value** To count, read and write numbers to 100 in numerals 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 **Geometry – properties of shapes: 3D SHAPES** Recognise and name 3-D shapes. To recognise shapes in different orientations and sizes. To make models, patterns and pictures using construction kits and everyday material. To identify shapes in the environment **Measure: Money** To recognise and know the value of different coins and notes To exchange money To solve problems involving money (making amounts in different ways) **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
R.E **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.** 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. **To find out what happens at a Hindu wedding.**	**PSHE** This term we will spend one afternoon a week on: Be here, Be You, belong – focussing on ACCEPTANCE. Throughout the term, children will discuss what makes them incredible! We will read the book Incredible You and explore the message of this book. We will also look 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! We will create some artwork based on this and will create an individual jigsaw piece which will be connected together to make one large jigsaw puzzle! The learning will culminate in a Be Here, Be You, Belong parade at the end of the term to celebrate what we have learned.

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. **To find out about the Hindu festival of Divali.** 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. **To find out about the Hindu festival of Raksha Bandhan.** 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. **To find out about the Hindu festival of Ganesh Chaturthi.** 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.	
Art: This term we will be focusing on sculpture. Children will be exploring how to join recycled materials using glue, masking tape and paperclips. They will comment on the sculptures of Robert Bradford and Romuald Hazoume. Towards the end of the term, children will plan and then create their own sculpture using recycled materials.	**Music:** This term we will focus on out listening skills. We will learn about rhythm levels and melody. We will begin to learn how to do graphic notation to record.
P.E. 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.	**Computing:** This unit introduces children to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.

Thematic Curriculum	
Topic Title:	The Toy Maker
Golden Thread:	Being imaginative and exploring
Prior Knowledge:	In Reception, the children have experienced playing with a range of object and toys made from different materials. The children can name some common materials, such as wood and plastic and can describe some simple properties of materials. The children have also explored a range of ways to join materials together, such as using tape and glue.
Big Question:	What are toys made of?

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 wheels and axels!	
Celebration of Learning	Sharing of toys with parents	
Text Links	Toys In Space by Mini Grey	
Oracy End Point:	Presenting their final product to the class.	Physical: Use hand gestures to support delivery in presentational talk (pointing to something being discussed) Cognitive: Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller Linguistic: Describe events that have happened to them in detail

Science	
Substantive Knowledge	Disciplinary Knowledge
Science - Engineering -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. -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.). -To know how to Identify and compare the suitability of materials -To know about the work of past and present scientists: Past -Charles Macintosh Present - Charlotte McCurdy	-use simple features to compare objects, materials and living things -with help, decide how to sort and group objects, materials and living things -identify and classify -using their observations and ideas to suggest answers to questions - record and communicate their findings in a range of ways and begin to use simple scientific language -use simple measurements and equipment (for example, hand lenses, egg timers) to gather data

History	
Substantive Knowledge	Disciplinary Knowledge
• Know that the toys their grandparents played with were different to their own. • To know some common words relating to the passing of time.	• Organise a number of artefacts by age • Know what a number of older objects were used for • To know how to order 3-4 events or related objects. • 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.

	• To know that events or objects in their life can be sequenced on a simple timeline.
D&T	
Substantive Knowledge	Disciplinary Knowledge
To know there are ways to make a product stronger To know that wheels and axels 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	
Cultural Knowledge: We will be learning about changes in the toys children played with beyond our living memory. Cultural Experience: We will explore toys from the past that belonged to members of our own family.	
Weekly Overview	
Week 1	**Monday** – Easter Monday **Tuesday** – PE **Wednesday *PSHE***: In this lesson, we will read 'Incredible You!' We will explore the meaning of the story and 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! Children will write what makes them incredible and a friend also comments on why they are incredible. ***Art:*** Children will learn recycle materials are and will have time to explore these. They will experiment with joining these materials together using glue, tape, paperclips, treasury tags etc. *I am learning to experiment with construction and joining recycled materials* **Thursday** – We will look at the Big Question for this unit 'What are toys made of? We will also look at a range of toys, discuss the difference between an object and the material that it is made from. Through this learning, children will learn the names of a variety of everyday materials (e.g. wood, plastic, metal, glass, water and rock). 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 about the work of past and present scientists:* *Past -Charles Macintosh* *Present - Charlotte McCurdy* **Friday** – children will look at materials and start to describe the simple physical properties of everyday materials (e.g. wood, plastic, metal, glass, water and rock).

	To begin to describe the simple physical properties of a range of everyday materials. *Use simple features to compare objects, materials and living things.*
Week 2	**Monday** – Children will draw on their understanding from the previous lesson to compare and group materials based on their properties To know how to compare and group together a variety of everyday materials based on their simple properties (hard/soft, absorbent/not absorbent, rough/smooth etc.) *With help, decide how to sort and group objects, materials and living things.* *Identify and classify.* *Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data.* **Tuesday** – PE **Wednesday *PSHE:*** We will continue to read Incredible You! We will create a group piece of artwork, commenting on what they like showing that they are valuing each other's contribution to a joint piece of art. ***Art:*** In this lesson, children will focus on joining recycled materials with glue, paperclips and masking tape, noting which is best to use when. *I am learning to use joining techniques of gluing, paperclips and masking tape* **Thursday** – Children will begin to describe the properties of simple materials, taking into consideration their suitability for different purposes. To begin to describe the simple physical properties of a range of everyday materials. **Friday** – Children will learn to identify and compare the suitability of materials based on their uses To know how to Identify and compare the suitability of materials based on their uses *Using their observations and ideas to suggest answers to questions.* *Record and communicate their findings in a range of ways and begin to use simple scientific language.*
Week 3	**Monday** – Bank holiday **Tuesday** – PE **Wednesday *PSHE:*** We will read the book 'Be Inclusive'. We will explore what it means to be neurodiverse and how we need to be accepting of people who are. We will discuss how the boy in the story makes the girl feel safe and loved and how it feels when someone loves you for you. Individually, we will create a puzzle piece that represents ourselves and then collaborate together by joining them up on the floor. Discuss what they love about each other's individual puzzle piece. The puzzle pieces will be put together to create a whole school piece of art. ***Art:*** Children will look at the artwork of sculptors Robert Bradford and Romuald Hazoume, noting what they like or dislike about their artwork. Children will then plan their own sculpture. *I am learning to appreciate and comment on the work of sculpting artists* *I am learning to plan my own sculptures using recycled materials* **Thursday** – Children will start their learning on the history of toys. We will explore toys from the past by knowing what toys their grandparents played with and how they are different to their own To know that the toys their grandparents played with were different to their own. Cultural Knowledge: We will be learning about changes in the toys children played with beyond our living memory. *Organise a number of artefacts by age.* *Know what a number of older objects were used for .* *To know that there are differences between the past and present in their own and other people's lives.* **Friday** – Children will sort toys into past and present toys and use common words relating to the passing of time To know some common words relating to the passing of time.

	To know how to order 3-4 events or related objects. *To know how to compare objects from their lifetime and the past.* *To know that events or objects in their life can be sequenced on a simple timeline.*
Week 4	**Monday**: Children will explore different toys and look at how different toys move **Tuesday**: PE **Wednesday *PSHE:*** This week, we will focus on safe relationships. We will discuss the importance of being gentle with our words and the impact this can have. We will also make sure that we understand the terms 'hands down' and 'feet down'. ***Art:*** Children will use their plan from the previous lesson to create their own sculpture using recycled materials and using masking tape, paperclips and glue to join materials together. They will learn that they can adapt their plans as they are creating. *I am learning to create sculptures using recycled materials* **Thursday**: Children will learn about mechanisms and start to plan a design for a vehicle. The children will discuss how they can make the parts move and select appropriate tools and materials for making. To know that wheels and axels 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. To be able to describe how their own idea works. *To be able to use own ideas to design something* *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 describe how their own idea works* **Friday**: Children will use their design plans to make their vehicle. Once made, we will evaluate our products and discuss how we could make them stronger. 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. *To be able to make their own products stronger .* *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 .*
Week 5	**Monday** – computing day: This unit introduces children to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms. **Tuesday** – PE **Wednesday** – ***End of Unit Quiz and RE*** **RE** **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. Link to Divali which we learned about in Reception. **Thursday** – ***RE*** **To find out what happens at a Hindu wedding.** 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. **Friday morning**: **To find out about special occasions in a Hindu Childhood.** 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. **To find out about the Hindu festival of Raksha Bandhan.** 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. **Friday afternoon**: ***PSHE celebration*** - before the parade, we will complete a circle time all about belonging. We will discuss how we all belong in our Viking/Chilton Community and consider what makes us special as a whole. We will then go up to the top playground for our Be Here, Be You, Belong parade with the whole school.