



Toys Year 1

Homework

- 'Toys' POWER Project 1

Trips

- Sudbury Hall and Museum of Childhood.

Enrichment

Launch

Children plan and take part in a teddy bears' picnic bringing their own bear or soft toy to school.

Explore

Children research types of toys in their family - what toys did your parents play with?

What materials are toys made out of?

Celebrate

Working with parents complete toy making activities such as creating a toy out of recycled materials or create a sock puppet.

Role play area

Toy shop setting

Personal

Spiritual

- Compare birthing and/or naming rituals between different cultures.

Moral

- What rights do children have? Is it fair that not all children can have new toys?

Social

- Working collaboratively.
- Consider whether all children have the same access to toys.
- Fundraise for a children's charity.

Cultural

- Compare toys from around the world.
- Investigate toys made from recycled materials.

Citizenship

Rights Respecting Schools

Article 17 - You have the right to research information that is important to your well-being.

Article 31 - You have the right to play and rest.

Religious Education

Jesus Teacher and Healer

- To understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles and healed people.
- To know some of the parables that Jesus told and be able to explain what he is teaching us through them.
- To know that Jesus performed miracles that healed people of illness, disease, disability and to know that Christians are called to follow this example of care today.

Lent

- To know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely.
- To know some of the sayings of Jesus and identify some ways of applying them to real life situations.
- To know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance.

Holy Week

- To know the names and sequence of the important events of Holy Week, and be able to describe most of what happened on each occasion.
- To be able to empathise with the characters in the story and begin to understand the importance of the events for Christians today.

Easter

- To know that Easter celebrates the Resurrection of Jesus from the dead and to know the story of the women finding the empty tomb.
- To be able to identify and explain the significance and symbolism of the Easter candle.
- To know that after the Resurrection the disciples told people about what they had seen and to begin to understand the message of the Resurrection.

Year 1: Links to National Curriculum Framework

Core Subjects:

English

Information Texts

ask and answer relevant questions about a topic.

identify a contents page in an information text, using this to find the right page to answer simple questions, for example Where would I find out about penguins?

say what the key structural features of a simple information text are
say whether a sentence is in an appropriate style for an information text

write words, phrases and sentences for an information text to communicate meaning
convey information and ideas in simple non-narrative forms such as labels, captions, lists and sentences

write about a topic - orally rehearse, shape and write a series of information texts for different purposes

Recounts

order events in the sequence that they happen

listen to recounts and ask questions to support understanding

orally compose and retell a sequence of events using time connectives to link the sequence.

use knowledge of the alphabet to locate words in dictionaries

give oral instructions

read and identify the main features of recount and instructions.

write simple recounts

write simple instructions

Mathematics

- Time
- Place Value
- Number: Addition and Subtraction
- Measure: Length and Height
- Measure: Length and height
- Number: Multiplication and Division
- Number: Fractions

Science

Materials

- 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
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Foundation Subjects

History and Geography

History:

- Children can compare old and new toys and talk about the differences.
- Children can order toys chronologically and place them on a time line.
- Children use speaking and listening skills to ask questions about toys from the past.
- Children use historical vocabulary such as: yesterday, long ago, to describe toys.

Geography:

- Children compare toys from around the world and talk about similarities and differences between them.

Art and Design and Design Technology

Art:

- Children can create a painting of their own bear, mixing colours to create tones.
- Children select and layer a variety of materials to create a collage of a toy.

Design Technology:

Aspect of D&T - Mechanisms

Focus - Wheels and axles

Music, Languages and Physical Education

PE:

- Develop balance and body control through gymnastic and dance.
- Develop hand-eye co-ordination through playing games requiring a racket.

Music:

- Children create a piece of music containing long and short sounds in response to represent a toyshop.

Computing

- We are Painters
- We are Storytellers