

St Dennis Primary Academy

Year: 1

Term: Autumn 2

Curriculum Drivers

Big Question: How have toys changed through time?

Stunning Start: Children will bring in their favourite toy and share with their classmates.

Fabulous Finish: Children will create a toy museum of old and new toys and make a replica toy from the past.

Real life experiences

Play with replicas of old toys

Create a hand puppet



English

RWI and Get Writing



Drawing Club:

- Stickman
- The Gruffalo's Child
- The Snow Thief
- Dogger
- The Paper Dolls
- Lost in the Toy Museum

Assembly Theme:

Aspiration

Emotional Literacy:

The zones in me, Understanding different perspectives, Me in my zone

Wellbeing

Daily mile

Mindfulness yoga



Mathematics:



White Rose Units:

Addition and Subtraction: Within 10
Geometry: Shape

Oracy

Physical: Adjusting tone, volume and pace for describing how toys and technology have changed through time in History.

Linguistic: Use sentence stems to link to other's ideas while discussing how certain behaviours help us show respect to others in PSHE.

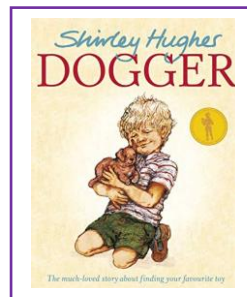
Cognitive: Explain the events of the Christmas Story in chronological order in RE.

Social and Emotional: Listen carefully to others in PSHE whilst discussing how we show we care.



Book Share/Storytelling: Dogger





Book Study: Toys in Space









Environment and Community

Discussion of which toys are better for the environment based on the materials they are made from.



	History 	RE 	Computing 	Design Technology 
Unit title:	Themes: Culture and pastimes Unit: How have toys and technology changed through time?	Theme: Incarnation Unit: Why does Christmas matter to Christians? (Unit 8)	Area: Programming Unit: Moving a robot Natterhub: Feel it	Area: Textiles Unit: Puppets
Builds On:	Year: Reception Children comment on familiar situations in the past through pictures, stories, artefacts and accounts from the past, explaining similarities and differences.	Year: Reception Term: Autumn 2 Unit: INCARNATION: Why do Christians perform Nativity Plays at Christmas? (Unit 2)	Vocabulary quiz – forwards, backwards, turn, commands, instructions, directions, left, right, route,	Year: Reception Term: Summer 2 Unit: Flags from around the world
Memory Master:	Discussion – What is history? What do you think your parents played with in the past?	Sequence events and make a timeline of the Christmas story.	Vocabulary quiz – forwards, backwards, turn, commands, instructions, directions, left, right, route,	Quiz – Flags from around the world
Lesson Sequence:	What toys did our grandparents play with?	Who was Jesus?	I can explain what a given command will do.	Research I can research puppets from the past and now
	What technology was used in the past?	What happened in the story of the birth of Jesus?	I can act out a given word.	Skills I can use equipment safely to pin, staple and glue fabric together.
	What toys are played with in modern times?	Was Jesus born where people would have expected?	I can combine 'forwards; and 'backwards' commands to make a sequence.	Design I can use a template to design my puppet.
	What technology is used today?	Why is waiting and preparing for Christmas important to many Christians?	I can combine four direction commands to make sequences.	Make I can make my puppet by following my design
	How are toys and technology the same and different to the past? Show what you know.	What do some people like to say thank you for at Christmas? How do people use the story of the nativity to guide their beliefs at Christmas? Show what you know.	I can plan a simple program. I can find one more solution to a problem.	Evaluate I can evaluate my puppet by saying what I like and dislike about it.
Composite:	Create a Venn Diagram of old and new toys and technology and explain how they have changed through time.	Children draw or write what they are thankful for and make into a class paperchain.	Children will plan a program for a floor robot and predict outcomes.	Children will make a hand puppet, using a template and join fabric with pins, staples and glue.
Impact:	Children begin to describe similarities/ differences in artefacts/photos and know that old toys were usually made from wood or metal and modern toys are usually made from plastic. Children to describe how technology has evolved through time.	Children recognise that stories of Jesus' life come from the Gospels. They can give a simple account of the story of Jesus' birth and why Jesus is important for Christians. They can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Children can plan and predict the outcome of a sequence of commands. They can run this program on a device and debug a program to correct errors, evaluating how successful they were.	Children can discuss what puppets were like in the past and how they have changed over time. They will explore how to join fabric without sewing. They will consider how to add detail to their puppet.

	Art and Design 	Physical Education (REAL PE) 	Sport (PE Planning) 	PSHE 
Unit title:	Technique: Craft and design Artist: Yayoi Kusama	Learning focus: Social Unit: REAL Dance	Unit: Tag Rugby	Theme: Anti-bullying Week – Choose Respect
Builds On:	Year: Term:	Year: Reception Term: Spring 2 Unit: Dance 1	New learning	Year: EYFS Term: Autumn 2 Unit: N/A
Memory Master:	New this year	N/A	N/A	Where have we heard the word respect? Link to school rules.
Lesson Sequence:	Artist I can recall the key features of Yayoi Kusama's artwork.	Cog: Social skills Warm up games Stuck in the dance Dance baby Fundamental Movement Skills Artistry Partnering Circles Shapes Skills Application Give me your dance shape Feel the beat, feel the rhythm With two, dancing is twice as good Turing, jumping, moving Follow the silk Show us your best	I can hold and move with a rugby ball.	I can define respect.
	Experiment I can form simple shapes from salt dough. I can manipulate materials.		I can throw a rugby ball.	I can explain how to show respect to others.
	Plan I can develop my ideas for my decoration.		I can catch a rugby ball.	
	Create I can create a salt dough decoration inspired by Yayoi Kusama.		I can run with the ball.	
	Evaluate I can review my creation.		I can play tag games.	
Composite:	A Christmas themed salt dough decoration inspired by artist yayoi Kusama.	Children will develop shapes and circles and create sequences of movement with these through partnering and artistry.	Children will play a simple tag rugby game, following simple rules.	Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.
Impact:		REAL PE - Social Cog Children can work sensibly with others, taking turns and sharing.	Children can throw and catch a rugby ball to themselves and others. They improve movement skills whilst moving with the ball in two hands. They can play simple tag rugby games understanding the rules of the game.	School will be an inclusive place for all and pupils will feel empowered to speak out against bullying.

	PSHE 	PSHE 
Unit title:	Brook Learn 1 Unit: People Who Care For Us	Brook Learn 2 Unit: Rights, Responsibilities and Respect
Builds On:	Year: N/A Term: Unit:	Year: N/A Term: Unit:
Memory Master:	What do we know about families? - discussion	What is kindness? - discussion
Lesson Sequence:	I can identify different people in our lives who care for us.	I can know how to be kind to others.
	I can explain how I show that I care.	I can explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty).
	I can understand that all families are different but have the same key qualities.	
	I can understand that people are different too, but they have the same needs.	I can be able to show gratitude for the kind behaviour of others.
	I can describe how to get help if someone is making me feel unsafe.	
Composite:	Draw a family and discuss similarities and differences.	Create 'thank you tokens'.
Impact:	Children will understand how different people care for us.	Pupils will know how to be kind and will show respect to each other.