

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Autumn Term

Topic: Toys

Literacy Focus Text: Albert Le Blanc

Week 1, 2 and 3 Fascinators: Display toys from the 70's, 80's and 90's. What are they? What do you use them for? (include primary and secondary sources) <i>(Rubik's Cube, Walkman, Gameboy, Spacehopper, Subbuteo, Etch a Sketch, Hungry Hippos, Cindy, Barbie, Slinky, My Little Pony, Cabbage Patch Kid, Action Man, Stretch Armstrong, Lego, Chopper)</i>						
Learning Challenge	Year 1: Why is the wii more fun than grandma's toys?			Year 2: Why is the wii more fun than grandma's toys?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Links
Perform dances using simple movement patterns.	To develop balance, agility and co-ordination. To create a sequence of movements.	LCP/CD 'Toys'	Perform dances related to toys coming to life.			<u>ICT</u> – Record performances and evaluate. SMSC Sense of Self
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Pupils should know where the people and events they study fit within a chronological framework.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p>	<p>To explore toys that were played with in the past.</p> <p>To describe differences between toys then and now.</p>	<p><i>Ask children to bring in their own favourite toy for display use.</i></p> <p>Pair Share: How can we find out about what toys your parents / grandparents played with when they were children? (Primary and secondary sources: first hand experience, photographs, artefacts, non-fiction books, the internet, written accounts)</p> <p>Pair Share: What is your favourite toy? Tell a partner</p>	<p>Sort range of primary and secondary sources.</p> <p>Sort old and new toys and write a description of your favourite toy.</p> <p>Put toys in time order on a timeline. Group into decades. Answer chronology questions including the differences between toys then and now.</p> <p>Put toys in price order. Pose calculation problems.</p>	<p>I can recognise changes within living memory.</p> <p>I can identify objects as belonging to the past or present.</p> <p>I can order a set of objects chronologically.</p> <p>I know what a verb is. I know what a noun is. Use simple sentences. Use 1A sentences.</p> <p>Use labels. ('old', 'oldest' and 'new', 'newest')</p>	<p>I can recognise changes within living memory.</p> <p>I know that there are several ways of finding out about the past.</p> <p>I can use a range of information to answer questions about the past.</p> <p>I can chronologically order a set of photographs or pictures and give good reasons for it.</p> <p>Use 2A sentences. Use simile sentences.</p>	<p><u>Role Play</u> – Toy shop SMSC Moral</p> <p><u>Mathematics</u> – Toys Shop – adding and subtracting money. SMSC Moral</p> <p>Using and applying skills to money problems. SMSC Moral and Social</p> <p><u>Literacy</u> – Labels and captions for toys. Toy Poetry. SMSC Cultural Appreciating</p>

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<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>about your toy. When do you play with it? How often do you play with it? How does it work? How much does it cost?</p> <p>Ask an adult to come in and compare with a toy from their childhood.</p> <p>Pair Share: How are they the same? How are they different?</p> <p>Take notes on differences then and now - http://www.bbc.co.uk/learningzone/clips/birthdays-in-the-1970s/5086.html</p> <p>Use 'Toy Stories' programmes by James May to debate 'Why is the wii more fun than grandma's toys?' Conscience Alley. http://www.bbc.co.uk/programmes/b0121zyj</p> <p>http://www.bbc.co.uk/programmes/b00nnm3d</p>	<p>Make a display of toys and annotate with justifications about the age of the toy.</p>	<p>Read, write and order numbers to 100.</p> <p>To solve simple 1 step problems that involves addition and subtraction.</p>	<p>Use list sentences.</p> <p>Use captions with a range of vocabulary related to the passing of time. (<i>'before', 'after', 'past', 'present', 'then' and 'now'</i>)</p> <p>To solve 1 and 2 step problems that involves addition and subtraction.</p> <p>To be able to use place value and number facts to solve problems.</p> <p>Recognise and use symbols for £ and p.</p>	<p>an interest in differences</p> <p>SMSC Moral Right and wrong</p>
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Pupils should design purposeful, functional, appealing products for themselves and others based on the design criteria.	To design and make a purposeful toy following a plan.	<p>Watch video, note down all of the different 'crazes'. http://www.bbc.co.uk/learnin_gzone/clips/best-of-the-1980s/3743.html</p> <p>Use 'toys around the world' and explore 'dolls' in more detail. Play the game – Who owns me? Where do I come from? Discuss similarities and differences in appearance, materials and purpose. http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/index.htm</p>	<p>Design the next 'craze' in 2016.</p> <p>Plan, design and make a toy for a child using given materials. E.g. spinning disc, peg doll, sock puppet, and fortune teller. Evaluate</p> <p>Choose an old toy to research. Find out key facts using different information sources. E.g. How old is it? Who played with it? How long ago? Can you describe it?</p> <p>Use Espresso – KS1 – History – Toys – Toy facts – Further resources</p> <p>Use a map of the World to locate the country that each doll is from.</p>	<p>I can think of my own ideas.</p> <p>My plans show that I can put my ideas into practice.</p> <p>Presentation Features: Use labels and captions.</p>	<p>I can think of my own ideas and plan what to do next, based on my experiences of working with materials and components.</p> <p>Presentation Features: Use bullet points, text boxes, captions, headings and subheadings.</p>	<p><u>Literacy</u> – Writing instructions on how to play a game or how to make a toy.</p> <p><u>Maths</u> – Measure, cut and assemble components to make toy.</p> <p>SMSC - Spiritual Curiosity about themselves and their place in the world</p>
Listen to and discuss a wide range of stories.	To write a story.	Read Albert Le Blanc	<p>Imitate, Innovate and create own story and record as a comic strip.</p>	<p>Use simple story structure.</p> <p>Retell stories using word and pictures.</p> <p>Use conjunctions and expanded noun phrases.</p>	<p>Retell stories with events in order.</p> <p>Use an increasing range of different sentence types.</p>	
Week 4 Fascinators: Fashion, art and design artefacts and photographs from the 70's, 80's and 90's.						

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Learning Challenge	Year 2: Why is bedroom decorated better than your parents?			Year 2: Why is bedroom decorated better than your parents?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Link
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To understand primary and secondary colours.</p> <p>To be able to colour mix.</p>	<p>Timeline of art from the 1970's to the present day. Discuss different eras (disco, rock, hippy, punk, pop)</p> <p>IWB - Show a colour wheel. Pair Share: How are all the different shades created?</p> <p>Images of 1970's Geometric wallpaper prints. Pair Share: What shapes and patterns can you see?</p> <p>Compare patterns and shapes used in the 1970's to present day designers like Orla Kiely. (see images in topic folder) Discuss the meaning of the word 'retro'. (<i>Retrospective</i> -</p>	<p>Mix primary colours to explore secondary colours. Create a 70's 'Disco' rainbow silhouette painting, using a black cut out outline of themselves and their friends. (see image in topic folder)</p>			SMSC - Cultural
			<p>Create wallpaper design using a repeating technique. (<i>paint, or colour magic</i>) What era will your wallpaper be from? What colours will you choose?</p>	<p>Create copy, describe and reorganise patterns. Y1</p> <p>Order and arrange combinations of objects and shapes in patterns. Y1</p> <p>Describe position, directions and movements, including half, quarter and three quarter turns. Y1</p>	<p>Order and arrange combinations of mathematical objects in patterns, including those in different orientations. Y2</p> <p>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns. Y2</p>	

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		looking back to something older)				
Week 5 and 6 Fascinators: Fashion, art and design artefacts and photographs from the 70's, 80's and 90's.						
Learning Challenge	Year 1:			Year 2:		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Link
To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p>To explore the work of different artists.</p> <p>To explore pop art.</p> <p>To explore a range of processes and materials to create pop art.</p>	<p>Discuss the work of Andy Warhol making reference to different art work.</p> <p>Pair Share: Discuss different colours, medium and effect on work.</p>	<p>Recreate Andy Warhol's 'self portrait' art. Children to take photographs of themselves and friends. Print in greyscale. Collage with medium from different eras. (70's Disco Glitter, 80's New Romantics face painting, 90's Pop Neon colours)</p> <p>Research Andy Warhol.</p>	<p>Can the children name primary colours?</p> <p>Can the children mix colours?</p> <p>Can the children talk about bright and bold colours?</p>	<p>Can the children research a famous artist and list facts about them?</p> <p>Can the children mix a range of colours?</p>	<p>SMSC – Cultural</p> <p>British values - artists</p>

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Week 7 and 8 Fascinators: Teachers and teaching assistants to dress for a day in clothes to match a particular season.

Learning Challenge	Year 1: Why do trees have no leaves in winter?			Year 2: Where do leaves go in the winter?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Link
<p>Geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geography: Use basic geographical vocabulary to refer to: key physical features.....season and weather.</p> <p>Geography: name and locate the world's 7 continents and 5 oceans.</p> <p>Science: Observe changes across the four seasons.</p> <p>Science: Observe and</p>	<p>To understand why we have different seasons.</p> <p>To understand why equatorial countries are closer to the sun than the UK.</p> <p>To understand that countries near the equator have different seasons from us.</p>	<p>KWLW Grid 'What do you already know about the seasons? What do you want to find out about? Ho? What have you learned?</p> <p>Pair Share: Why do we have seasons? Why do we have different seasons? Take responses. Repeat at the end after teaching to show misconceptions and progress.</p> <p>Teach why we have different seasons and how the position of different countries affects the seasons - <i>Explain that our part of the earth tilts towards the sun in the summer and away</i></p>	<p>Create 'seasons' mind map of all things associated with the four different seasons.</p> <p>On a World map, label the UK and the equator line.</p> <p>Debate: Prove that your season is the best. Produce a poster about your season.</p> <p>Create own Seasons Wheel.</p>	<p>Can the children list the seasons?</p> <p>Can the children talk about different weather patterns?</p> <p>Can children identify hotter countries and colder countries?</p> <p>Use labels. Y1</p> <p>Describe position, directions and movements, including half, quarter and three quarter turns. Y1</p>	<p>Can the children list the seasons and talk about the weather associated with each season?</p> <p>Can the children identify the equator?</p> <p>Can the children identify the weather near the equator and how it differs to other countries further away?</p> <p>Use labels and captions. Y2</p> <p>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns. Y2</p>	<p>Spiritual - curiosity</p>

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describe weather associated with the seasons and how day length varies.		from the sun in the winter. Demonstrate by using a tennis ball and place a dot for the UK. Use a large football for the sun. Then tilt the tennis ball towards the sun and move it all of the way around the sun, keeping the same tilted position. Ask the children to watch the position of the dot in relation to the sun. Ask children to call out when the dot is away from the sun and explain that this is winter. Repeat for summer.				
Week 9 and 10 Fascinators: Satellite picture of Earth showing night and day.						
Learning Challenge	Year 1: Why isn't everyone afraid of the dark?			Year 2: What is darkness?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year1	Assessment Year2	Cross Curricular Link

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<p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Explore the world around them and raise own questions.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Experience different types of scientific enquiries, including practical activities and begin to recognise ways in which they might answer scientific questions.</p> <p>Gather and record data to help answer questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe changes over time.</p> <p>To identify and sort different sources of light.</p>	<p>Using the fascinator, discuss what you can see. Pose own questions. Teacher to record.</p> <p>http://www.bbc.co.uk/1/learningzone/clips/day-and-night-on-earth/1874.html</p> <p>Why do we have night and day? Why do different countries have night and day at different times?</p> <p>What is light? Record responses. Where does light come from? How do you know? Find light sources in the class room. Which sources are bright?</p>	<p>Tables and charts about the weather and temperature.</p> <p><i>How does weather affect the temperature? When does temperature change?</i></p> <p>Plan experiment to prove that the sun is at different points during the day. E.g. 'Why is the sun in the sky at certain points, but not at other times?' 'Why does the sun move across the sky?'</p> <p>Carry out experiment and evaluate/answer their own questions.</p> <p>Investigate and sort light sources. (see topic folder)</p> <p><i>Dark den independent practical investigations,</i></p>	<p>Use language relating to dates, including days of the week, weeks, months, years. Y1</p>	<p>Construct simple table. Y2</p> <p>Ask and answer simple questions about totalling and compare categorical data. Y2</p> <p>Choose and use standard units to estimate and measure temperature. Y2</p> <p>Compare and sequence intervals of time. Y2</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face. Y2</p>	<p>Sun safety</p> <p><i>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</i></p> <p>SMSC – Moral</p> <p>SMSC - Spiritual</p>
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		<p>Which are dim?</p> <p>Sun rays activity. One child is the sun in the middle of the playground. Other children are rays of light travelling straight from the sun. Place obstacles in the way of the rays – what happens? Why?</p> <p>Watch Video – Electricity, light and sound</p>	<p>Answer question – ‘What makes a shadow?’ (see power point ‘shadows’ in topic folder)</p> <p><i>Shadow</i></p>			
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