

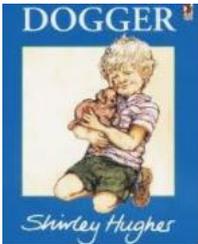


## Topic-medium term Plan

### Year 1 Aut Spr, Sum ( 1 or 2)

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<b>Topic title</b>	A Toy Story
<b>Enquiry Driver</b>	History/Science
<b>Enquiry Enhancer</b>	Art
<b>WOW starter</b>	The case of a lost toy!
<b>National Curriculum Objectives</b>	<p><b>History:</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They 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><b>Science:</b>  Pupils should be taught to:  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.</p> <p><b>Art:</b>  To use a range of materials creatively to design and make products;  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;  To know 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>
<b>Key Knowledge and Skills (driver)</b>	<p>History</p> <ul style="list-style-type: none"> <li>• comparing toys that I have played with in my life time.</li> <li>• finding out about toys in the past.</li> <li>• comparing old teddy bears with modern teddy bears.</li> <li>• finding out about my parents' and grandparents' favourite toys and why they were their favourites.</li> </ul> <p>Science</p>

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	<ul style="list-style-type: none"> <li>• naming common objects and finding out the materials they are made from.</li> <li>• naming and describing materials.</li> <li>• Comparing and grouping objects based on the materials they are made of.</li> <li>• Comparing and grouping materials based on their physical properties.</li> <li>• Finding out the best material to do a job</li> </ul>
<b>Key Knowledge and Skills (enhancer)</b>	<ul style="list-style-type: none"> <li>• To know how to recreate moods in art work.</li> <li>• To know how to create a repeating pattern.</li> <li>• To describe what can be seen and give an opinion about the work of an artist.</li> <li>• To ask questions about a piece of art.</li> </ul>
<b>Sticky Learning</b>	<p>In History I will be</p> <ul style="list-style-type: none"> <li>• comparing toys that I have played with in my life time.</li> <li>• finding out about toys in the past.</li> <li>• comparing old teddy bears with modern teddy bears.</li> <li>• finding out about my parents' and grandparents' favourite toys and why they were their favourites.</li> </ul> <p>In Science I will be</p> <ul style="list-style-type: none"> <li>• naming common objects and finding out the materials they are made from.</li> <li>• naming and describing materials.</li> <li>• Comparing and grouping objects based on the materials they are made of.</li> <li>• Comparing and grouping materials based on their physical properties.</li> <li>• Finding out the best material to do a job</li> <li>•</li> </ul>
<b>Supporting Text</b>	<p style="text-align: center;">Dogger – Shirley Hughes</p> <div style="text-align: center;">  </div>
<b>Main Writing Genre</b> Type of writing Eg-Persuasive Writing, narrative, non chron. report etc.	<ul style="list-style-type: none"> <li>• Lost poster</li> <li>• Description of a special toy</li> </ul>
<b>Reflection of Learning</b>	<p>Discuss the big question “are my toys better than the toys my grandparents had?”</p>



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<b>Knowledge organiser</b>	See other document.		
<b>Experts/ Experiences/ visits/ visitors</b>	Games afternoon interview a grandparent		
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community /citizenship</b>
	traditions	All learning taken outside	
<b>Pupil Voice</b>	<b>Aspirations</b>	<b>Global Studies</b>	<b>Home Learning</b>
			Questionnaires