

Year 1

Stunning Start

Bring in your favourite toy for a teddy bears picnic. Explain why it is your favourite toy?

Science

Materials

- Identify and name a variety of materials.
- Choose materials for particular purposes.
- Discuss materials used for toys in the past and present and compare them. Why have they changed over time?

English

Class Readers

- 'Dogger by Shirley Hughes
- 'Row your Boat' by Pippa Goodheart
- 'Where's my teddy?' by Jez Alborough

Writing Opportunities –

- To write a **recount** about their Christmas day. What toys did you get?
- To write an **innovated** story with familiar settings.

Spoken Language

- To **performing** Victorian poems.
- To **show and tell** their favourite toy and discuss their parents and grandparents favourite toys.
- To **showcase** the toy, they have made.

Art –

- To make paper sculptures of a toy in a playground.
- To draw a **sketch** in the style of A.A Milne.
- To use line and water colour techniques.

Computing –

- To **research** toys from the Victorian era using iPads.
- To **use media** to paint and **save** their **digital drawing**.
- To take a photograph of a toy and **edit** it.

Guided Reading

- The Paper Dolls by Julia Donaldson
- Elmer and the lost teddy by David Mckee
- The Toy Shop by Wendy Body
- The Old Toy room
- Toys by Alison Hawes
- A-Z of Toys by Claire Llewellyn
- The Gruffalo by Julia Donaldson

R.E. Joseph – He was a carpenter. Would he have been able to make toys? What would he have used? What materials?

Unit E -Christmas

Unit F – Jesus, teacher and healer

PSHE:

Sharing with others / playing well with others / treating each other kindly

RSE

Create to love others – God loves us
Personal relationships – treating others well – Keeping safe

Options for the Poor And Vulnerable

Virtues:

Curious and Active

Scripture Focus:

“What you do for the least among you, you do for Jesus.” Matthew 25:34-40

Prayer Focus –

Mass Responses and Glory Be

Big Questions - international

- Do we really need toys?
- Is it okay to have more toys than others?
- If I break a toy, should my parents replace it?
- What does it mean to have plenty?
- Do you think that Jesus would have played with toys?

P.E. – Gymnastics with Bishop Challoner

Knowledge – movements and balance using the 'big' parts of our bodies on the floor and on apparatus.

Skills – positioning, agility, balance, co-ordination, traveling

Play Victorian games – hopscotch / hula hoop

Maths –

- Place value
- Multiplication and Division
- Weight and Mass
- Capacity and Volume

DT – Create a toy from the past

Make a toy - peg doll / felt teddy / sock puppet

Knowledge – materials and textiles. Knowledge of the design, label, make, evaluate process

Skills – joining, cutting, stitching

History – Toys

– **Compare** -Similarities and differences between toys of the past and present

-**Enquiry** - Toys that belonged to parents / grandparents

- **Chronology** - Timeline of toys – on a timeline

Victorian toys and comparing them – toys that the richer children would have played with / compared to the toys that poorer children would have played with.

Children's books – how they have changed over time.

Music –

- Ring a ring a roses
- Baa Baa Black sheep
- To use instruments. Would Victorian's have had access to these **instruments**? What could they use instead?

Fantastic Finish

Victorian day – children dress up as Victorian children – showcase the toys they have made.