

Year 1

Stunning Start

To have and watch Mary Poppins. Diary entry about meeting Mary Poppins.

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?
- What materials have you used for your kite?
- What happens when they try to fly the diamond-shaped kites?
- Do they fly more successfully than the other shapes?
- Which kite shape flies the best?

English

Class Readers

Old Bear by Jane Hissey
Extracts from films in which toys come to life, for example *Toy Story*

Discovery World: A-Z of Toys

Toys Around the World

What's in the Box? by Trevor Millum ([here](#))
The Toys' Playtime by Tony Mitton

'The Uncorker of Ocean Bottles' by Michelle Cuevas

Writing Opportunities –

- To **innovate** a fantasy story.
- To **create** a non-fiction leaflet about toys around the world.
- To write an invitation to the party in the text (World Book day).

Spoken Language

To **read aloud** list poems and **perform** to the rest of the class.

Art –

Learning about the work and life of Paul Klee.
To create a wooden block sculpture in the style of Paul Klee.

R.E.

Lent

Shrove Tuesday-

To make pancakes and decorate them.

To have a Mardi Gras party.

Ash Wednesday-

Unit G – Forgiveness

Unit H – Lent

Unit I – Holy Week

PSHE:RSE

Emotional Well-Being

Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3:

Super Susie Gets Angry

Life Cycles

Session 1: The Cycle of Life

Computing –

To **research** toys from the Edwardian era using iPads e.g. history of kites.

To **use media** to paint and **save** their **drawing**.

Guided Reading

The Old Toy room

Toys by Alison Hawes

A-Z of Toys by Claire Llewellyn

The Gruffalo by Julia Donaldson

Options for the Poor And Vulnerable Virtues:

intentional and
prophetic

Scripture Focus:

*"Your Father, who sees what is done
in secret will reward you."*

Matthew 6: 1-6, 16-18

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. – Ball skills with Bishop Challoner

Knowledge – Throw and catch with control using their hands and feet. Be aware of space and defend. Know and use rules fairly to keep games going. Keep possession with some success when using equipment that is not used for throwing and catching skills.

Skills – dribbling, special awareness, speed control, kicking, playing by the rules, throwing, catching, rolling

Maths –

Capacity and Volume

Addition and Subtraction in subtraction and addition.

Fractions

Position and direction

2D and 3D shape

DT – Create a toy from the past

Make a toy - Kite

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

Skills – joining and cutting

-What did poor and vulnerable children play with? Were they handmade or made in a factory?

History – Toys

- **Enquiry** – The history of kites.

- **Compare** – To compare Edwardian and a present-day life and how it similar and different.

- Roles children had in the Victorian/Edwardian era (Oliver Twist).

-What toys did rich and poor children have in this era?

Geography-

-**Compare** the roles of children in England and around the world?

-**Compare** roles of children around the world – children working in factories – If you are poor and vulnerable how does it impact your life?

Fantastic Finish

Music –

To perform 'Let's go fly a kite' with the kites the children have made.

To use tuned and untuned instruments when performing.

To perform 'Let's go fly a kite to KS1. Children to fly their kites, whilst performing.