

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.

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.