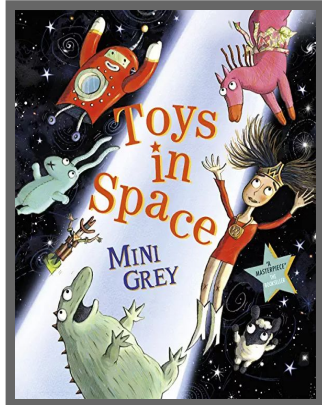


Year 1

Toys in Space



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 2	Toy Story	Toys in Space	History	

History objectives coverage

Key Question	Ancillary Questions and content focus	History Objectives	Learning Goals, taken from skills progression document
How have toys changed over the years?	1. What toys do you play with? 2. What toys did you mum, dad grandma and grandad play with? 3. What is the same and different to the toys we play with now and in the past. How do we know? 4. How old are these toys? 5. What were toys like in the victorian time.	Hist - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	1. To identify what toys what toys we play with now. 2. To recognise Toys parents/grandparents played.. 3. To compare and contrast old and new toys. 4. To sequence toys in chronological order. 5. To describe Toys beyond living memory Victorian pastimes

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
N/A	N/A	N/a	N/A

English coverage

Text types	Key skills
Fantasy Story -Openings ans endings.	<ul style="list-style-type: none"> ● <i>Revise:</i> Plural and singular. ● <i>Revise:</i> Capital letters full stops word spaces ● <i>Revise:</i> Adjectives ● New : Exclamation marks ● New Suffixes ● New subordination and conjunction
Poetry Shape poems or riddles.	TBC

Science objectives coverage

Topic	Objectives
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What types of weather are associated to winter?	Continued from Spring 1	To observe changes across the 4 seasons To observe and describe weather associated with the seasons and how day length varies	Seasonal Changes (ongoing) Continued from last half term.
What types of plants are there?	1. What do we know about plants. What do we want to find out. (WS) 2. What are roots and what do they look like? 3. How many different types of flowers can be found? Can we use the flower to work out the name of the plant. 4. How are the trunks of trees similar and different from each other? 5. What are leaves like on the different trees? 6. How are the same parts on different plants the same and different	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees	1. To recall what we know about plants. 2. To carefully observe roots. 3. To identify and describe flowers. 4. To identify and describe trunks. 5. To describe and identify trees by observing their leaves. 6. To identify and describe the basic structure of a variety of common plants including roots stem trunk leaves and flower.

PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
My Money Careers, financial capability and economic well being	1. What jobs do people do? 2. Where do adults get money from? Where do children get money from? 3. What would you do with £5? 4. How does it feel to not have everything you want? 5. How do people choose what job to do?	To learn about where money comes from and making choices when spending money To learn about saving money and how to keep it safe To learn about the different jobs people do (visitor - male nurse?) Assessment lesson	1. To identify a variety of jobs. 2. To recognise that people get money in different ways. 3. To recognise people make choices on what to buy. 4. To recognise why people want to save their money. 5. To recognise that there are a range of jobs people can do.

RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	1. How would you welcome someone special into your home? 2. How was Jesus welcomed into Jerusalem? 3. How would you welcome Jesus today? 4. How would Christians welcome Jesus today? 5. What are the main events in the Easter story? 6. Who do you really admire or respect?	To recognise that Jesus is special to Christians and how his welcome on Palm Sunday shows this.	1. To recognise what makes someone special. To identify ways you would welcome someone. 2. To recognise how Jesus was welcomed on Palm Sunday? 3. To describe how we would welcome Jesus today? 4. To describe how Christians would welcome Jesus today? 5. To sequence the Easter story. 6. To recognise someone you

			admire and explain why.
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Other subject coverage

DT

Key Question	Ancillary Questions and content focus	DT Objectives	Learning Goals, taken from skills progression document
	<ol style="list-style-type: none"> 1. What is a vehicle? 2. What type of toy vehicles do you know? 3. How do vehicles move? 4. What kinds of bodies do vehicles have? 5. What kind of vehicle will you design and why? 6. How will you put the wheels and axles together? 7. How will you attach the axles to the chassis? 8. What went well when making your vehicle? 	<p>FPT select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>Design and make own moving vehicle</p> <p>To be able to explore and evaluate a range of existing products.</p> <p>To be able to explore and use mechanisms (wheels and axles), in their products.</p> <p>To be able to generate a design based on a simple design criteria (K U)</p> <p>To base their work on their own experiences and explain their ideas</p> <p>To evaluate the making process and know what they found easy and challenging. (U S)</p> <p>To know what they liked/disliked about their design. (K)</p> <p>To know what adaptations they would make to a future design</p>	<ol style="list-style-type: none"> 1. To identify what a vehicle is. 2. To identify a variety of vehicles and their features. 3. To recognise the 2 ways that wheels and axles can be used. 4. To compare and contrast the different ways of creating the body of a vehicle. 5. To describe the type of vehicle they intend to make through design. 6. To select a method of attaching wheels and axles . 7. To select a method of attaching axles to the chassis. 8. To recognise what went well when making their vehicle and identify areas for improvement.

