

Long Term and Medium Term Planning Year 1Summer Term 1 - ToysKey Question Term 1– Which toys did children play with in the past?

<u>Subject</u>	<u>National Curriculum Objectives</u>	<u>I can statements</u>	<u>Activities</u>
<b>History</b>	Pupils should be taught about: <ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li><b>I can investigate how toys have changed through time.</b></li> </ul>	Please see unit overview (Twinkle)
<b>Geography</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use simple compass directions and locational / directional language to describe the location of features and routes on a map.</li> <li>Use an atlas</li> <li>Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p><b>Lesson 1 – Compass directions.</b></p> <ul style="list-style-type: none"> <li>I can use compass directions to move around a map.</li> <li>To be able to plan a route on the map and write the compass directions</li> </ul> <p><b>Lesson 2 – Atlas Skills</b></p> <ul style="list-style-type: none"> <li>I can use an atlas to find places in the UK</li> </ul> <p><b>Lesson 3 – Aerial Photographs</b></p> <ul style="list-style-type: none"> <li>I can understand what an aerial view is</li> <li>I can identify landmarks on an aerial photograph</li> </ul>	<p><b>Lesson 1: Compass directions</b></p> <ol style="list-style-type: none"> <li>Whole class activity - describing the location of features using locational and directional language (Talk partners)</li> <li>Whole class activity - trace a route on the map described by the teacher and identify the end location.</li> <li>Children to write down their own compass directions for a partner to follow. Some children will need support to write and read directions.</li> </ol> <p><b>Lesson 2 - Atlas Skills</b></p> <ol style="list-style-type: none"> <li>Atlas Scavenger Hunt - writing down the pages number of items found (differentiated tables). Some children will need support to complete this activity.</li> </ol> <p><b>Lesson 3 – Aerial Photographs</b></p> <ol style="list-style-type: none"> <li>Matching views from photographs to the aerial view</li> </ol>

		<p><b>* Geography lessons become music lessons in week 4.</b></p>	<ol style="list-style-type: none"> <li>2. Identifying landmarks on aerial photographs</li> <li>3. Discussing human and physical features in the photograph, what might you see / hear / smell / feel?</li> </ol>
<p><b>Art</b></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>• About the work of artists</li> </ul>	<p><b>Lesson 1 - Toy observational drawings</b></p> <ul style="list-style-type: none"> <li>• I can complete observational drawings</li> </ul> <p><b>Lesson 2 - Painting to express experiences</b></p> <ul style="list-style-type: none"> <li>• I can use paint to share experiences</li> </ul> <p><b>Lesson 3 - Toy Collage</b></p> <ul style="list-style-type: none"> <li>• I can use collage to create a toy storyboard</li> </ul> <p><b>Lesson 4 - Toy Sculpture</b></p> <ul style="list-style-type: none"> <li>• I can talk about the work of artist Robert Bradford</li> <li>• I can create a toy sculpture</li> </ul> <p><b>Lesson 5 - Teddy Bear Pop Art</b></p> <ul style="list-style-type: none"> <li>• I can talk about pop art created by Andy Warhol</li> <li>• I can create my own pop art</li> </ul>	<p>Lesson 1</p> <ol style="list-style-type: none"> <li>1. Children bring small toys to school and complete an observational drawing on their toy.</li> </ol> <p>Lesson 2</p> <ol style="list-style-type: none"> <li>2. Children to paint a background that expresses their feelings and experiences playing with the small toy they drew last week. Small toy observational drawing to be stuck on to the painted background. (Children to write short explanation to be stuck on to the back of the artwork)</li> </ol> <p>Lesson 3</p> <ol style="list-style-type: none"> <li>3. The children are to collect pictures of old and new toys to create a toys through time storyboard</li> </ol> <p>Lesson 4</p> <ol style="list-style-type: none"> <li>4. Children learn about the sculptures of Robert Bradford and bring in small toys from home such as army men, cars, Shopkins to create a toy sculpture.</li> </ol> <p>Lesson 5</p> <ol style="list-style-type: none"> <li>5. Children to create pop art of their favourite teddy bear's face using oil pastels.</li> </ol> <p>Lesson 6 - See DT</p>
<p><b>DT</b></p>	<p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p>	<ul style="list-style-type: none"> <li>• I can make healthy snacks</li> </ul>	<p>Week 6</p> <p>Children to help make food for a teddy bears picnic</p>

	<ul style="list-style-type: none"> <li>• Understand and apply the principles of nutrition</li> <li>• Select tools and equipment to perform practical tasks</li> </ul>		including a sandwich and fruit salad.
<b>Music</b>	<p>All pupils should:</p> <ul style="list-style-type: none"> <li>• Use their voice expressively and creatively by singing songs and speaking chants / rhymes</li> <li>• Play tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my voice expressively</li>   <li>• I can play musical instruments.</li> </ul>	<p>Weeks 4 - 5            Children practise using their voice expressively and creatively to perform various songs and rhymes including Teddy Bears Picnic, Two Little Boys, ), You've got a friend etc (making links to the toy topic            Week 6            Children add instruments to the songs from week 4/5.</p>

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Coordinator- What can we find out about Buddha? Introducing beliefs and stories about Buddha.

SCIENCE – Scientific Enquiry

PE- See Durham Plans – Games: Bean Bag Throw. OAA-Coach led – link to Geography unit.