



<p>What toy is most special to you and why?</p> 	<h1>Derry Hill C of E Primary School</h1>		<h1>Year 1: Term 2 Autumn 2023</h1>	
National Curriculum Subject	Key Vocabulary		Key Skills and Knowledge	Learning Intention and Implementation
<p>Science</p> 	<p>Materials</p> <p>Properties</p> <p>Glass</p> <p>Wood</p> <p>Plastic</p> <p>Metal</p> <p>Cardboard</p> <p>Paper</p> <p>Fabric</p> <p>Transparent</p> <p>Opaque</p> <p>Waterproof</p> <p>Strong</p> <p>Hard</p> <p>Flexible</p> <p>Soft</p> <p>Dull</p> <p>Shiny</p> <p>Recycle</p> <p>Compost</p>		<p>Key Skills:</p> <p>I can ask simple questions</p> <p>I can observe closely, using simple equipment</p> <p>I can perform simple tests</p> <p>I can gather and record data to help in answering questions</p> <p>I can describe the properties of different materials</p> <p>Key Knowledge:</p> <p>I know the names of various materials</p> <p>I know that objects are made from materials</p> <p>I know that waterproof means 'keeps out water'</p>	<p>LI: I can discuss what I already know about everyday materials</p> <p>Lesson 1: Today we will introduce our new topic: Materials. We will think about what we already know about materials and introduce lots of new materials to our vocabulary. We will think about how we can identify materials and explore physical materials together. We will then play a game of 'guess the material' taking it in turns to describe how a material feels/looks for everybody else to guess, using some of our new vocabulary.</p> <p>LI: I can describe the simple physical properties of a variety of everyday materials</p> <p>Lesson 2: Today we will re-cap what we looked at last week. We will focus today on materials and their properties, using lots of describing words to describe various materials. In small groups we will then sort materials around the room based on their properties.</p>

I know that transparent means you can see through it and opaque means you cannot see through it

I know that I can recycle various materials (and which materials these are)

L.I: I can make a prediction based on a materials properties


Lesson 3: Today we will be carrying out an experiment. We need to figure out which material is going to be best to make an umbrella to keep our teddy dry. We will make predictions based on what we already know, we will test various materials in groups and then write down the outcome of the experiment. We will think about what we now know about materials and how this might impact future predictions.


L.I: I can distinguish between an object and the material from which it is made

Lesson 4: Today we will explore various objects around the classroom. We will be trying to distinguish between objects themselves and the material they are made from. We will then describe various materials in our books using some of our new vocabulary to strengthen our understanding.


L.I: I know which materials I can recycle and why this is important

Lesson 5/6: Today we will discuss the word 'recycle'. We will think about things we already know about recycling and when we may do this. We will listen to stories and watch videos about the impact of recycling. We will then as a class sort various materials that can be recycled or put in a compost bin into groups to strengthen our understanding. Once doing this we will create posters about the importance of

			recycling to demonstrate our understanding as well as inform others of how we can help save the planet.
<p>History</p> 	<p>History</p> <p>Change</p> <p>Past</p> <p>Present</p> <p>Order</p> <p>Old</p> <p>New</p> <p>Material</p> <p>Properties</p> <p>Toy</p> <p>Electricity</p> <p>Battery</p> <p>Plastic</p> <p>Wood</p> <p>Metal</p> <p>Colourful</p>	<p>Key Skills:</p> <p>I can explore events beyond living memory that are significant</p> <p>I can compare old and new toys</p> <p>Key Knowledge:</p> <p>I understand historical concepts such as continuity and change</p> <p>I know that old toys were often made from wood and metal</p> <p>I know that toys of the present are often made of plastic and are bright in colour</p> <p>I know that the toys of today often need electricity or batteries to work</p>	<p>L.I: I can explore changes within and beyond living memory</p> <p>Lesson 1: Today we will introduce our new topic: The History of Toys. We will explore various toys from the past and from the present day, thinking about what we already know about toys. We will then create two posters to go on our working wall. We will first use toy magazines to look at toys of the present and cut these out, adding them to our toys of today poster. We will then use the iPads to explore toys of the past and print these out to add to our 'toys of the past' poster.</p> <p>L.I: I can discuss how toys have changed over time and compare toys from today and the past.</p> <p>Lesson 2: Today we will re-cap what we did last week, using our posters on our working wall to help us. We will then begin to explore how toys have changed over time. In small groups we will explore various toys from past and present on our tables and think about how these are the same/different. We will then watch a video to explore how toys have changed over 100 years and discuss what we notice. We will then try to sort toys into categories 'old and new' based on what we now know.</p>

			<p>L.I: I can discuss how toys have changed over time and explain how I know this Lesson 3: Today we will use the tables we created last week to spark discussion about how we know a toy may be from the past or from the present. We will then write descriptions underneath pictures of toys to explain how we know they are old or that they are new based on what we now know.</p> <p>L.I: I can order historical events using a timeline Lesson 4: Today we will be creating timelines of toys. We will discuss what a timeline is and think about when we may have used or seen a timeline before. We will think about what we already know about toys of the past and present and use this knowledge to help us re-order a timeline.</p>
<p>Art</p> 	<p>Artist Drawing Print Colour Pop Art Bruegel Warhol Landscape Bright</p>	<p>Key Skills:</p> <p>I can produce creative work, exploring my ideas</p> <p>I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination</p> <p>I can describe the differences and similarities between different practices and disciplines and making links to my own work.</p> <p>Key Knowledge:</p>	<p>L.I: I can explore the work of Andy Warhol and create my own pop art picture Lesson 1: Today we will introduce our focus artist: Andy Warhol. We will look at Andy Warhol's work and discuss it. We will think about the style of 'pop art' and what this means. We will look at the things Andy Warhol used within his art. We will then begin our own pop art pictures, using a toy from around the classroom. We will focus on the drawing part of our artwork today.</p>

		<p>I can talk about the work of a range of artists</p> <p>I know that Andy Warhol was famous for his pop art creations</p> <p>I know that Peter Bruegel was most famous for painting landscapes and scenes</p>	<p>L.I: I can explore the work of Andy Warhol and create my own pop art picture</p> <p>Lesson 2: Today we will continue our pop art pictures. Today focussing on the colour aspect of our artwork. We will explore the colours that Andy Warhol used in his artwork and how this creates an impact and makes his drawings stand out.</p> <p>L.I: I can describe the differences and similarities between different artists and their artwork</p> <p>Lesson 3: Today we will explore a new artist: Peter Bruegel. We will learn lots of new facts about Bruegel, including what he was most famous for. We will explore Peter Bruegel's work and discuss any similarities or differences to Andy Warhol's work. We will then look at his painting 'children's games' before going outside and playing some of the games from history in this painting.</p> <p>L.I: I can develop a range of art and design techniques in using colour, line and space</p> <p>Lesson 4: Today we will re-cap the painting 'children's games'. We will think about how this painting might look if it was painted today. We will then begin to re-create this painting using our own ideas but sticking to the style of Bruegel's work.</p>
--	--	--	--

			<p>L.I: I can develop a range of art and design techniques in using colour, line and space</p> <p>Lesson 5: Today we will continue with our own version of Peter Bruegel's painting 'children's games, adding colour and detail to complete our artwork.</p>
<p>RE</p> 	<p>Jesus</p> <p>Christians</p> <p>Bible</p> <p>Bethlehem</p> <p>Barn</p> <p>Christmas</p> <p>Celebration</p> <p>Difficult</p> <p>Important</p>	<p>Key Skills:</p> <p>I can ask questions</p> <p>I can discuss the similarities and differences between Christian beliefs and my own beliefs</p> <p>I can re-call and re-order a story</p> <p>Key Knowledge:</p> <p>I know the story of Jesus' birth</p> <p>I know that Christmas is important to Christians because this was the day Jesus was born</p> <p>I know I can find this story in the bible</p>	<p>L.I: I can give a simple account of why Jesus is important to Christians</p> <p>Lesson 1: Today we will introduce our new topic: The Story of Jesus' birth. We will listen to the story of Jesus' birth and discuss this. We will think about how this relates to the celebration of Christmas and why this is important to Christians. We will then look at some Christmas adverts, exploring how this signifies Christmas is coming.</p> <p>L.I: I can talk about why Jesus is so important to Christians</p> <p>Lesson 2: Today we will re-cap the story of Jesus' birth. We will think about why this might have been difficult and how the people in the story may have felt during this time. We will think about where Jesus' was born and compare this to where we may have been born. We will then design a room for baby Jesus, focussing on parts of the story to inspire our design.</p> <p>L.I: I can recognize that stories of Jesus' life come from the Bible</p>

Lesson 3: Today we will remind ourselves of the story of Jesus' birth. We will then work in groups to re-tell the story before going on a story hunt. Once finding the main parts of the story we will come back together and re-order them as a class, thinking about all we have already learnt.

L.I: I can give a clear, simple account of the story of Jesus' birth

Lesson 4: Today we will be using our re-ordering of the story of Jesus' birth to support us with a piece of writing. We will have six pictures from the story and will need to write a sentence underneath to explain what is happening in each part of the story.

L.I: I can give examples of why Christmas is important to Christians

Lesson 5: Today we will think about why Christmas is important to Christians and what this means to them. We will then discuss what is important to us at Christmas time and how this might be different to one another. In small groups we will then create freeze frames to the rest of the class to show what is important to us during the Christmas period.

L.I: I can decide and explain why Christmas is special to me

Lesson 6: Today we will use our freeze frames last week to write sentences explaining why Christmas is important to us.

PE



Footwork

Balance

One leg

Jump

Land

Safe

Key Skills:

I can work sensibly with others, taking turns and sharing

Jumping and Landing

Static Balance – Seated

I can help, praise and encourage others

Key Knowledge:

I know that I can jump forwards, backwards and side to side on two feet

I know that if I keep my head still when sitting and balancing it will help me

I know that keeping my tummy tight will help me balance

L.I: I can play with others

Lesson 1: Today we will focus on jumping. We will jump forwards and backwards on two feet, before moving onto jumping side to side. We will bend our knees when landing to help support the safety of our jump. We will start slowly and then increase our speed as we become more confident.

L.I: I can play with others, take turns and share with help


Lesson 2: Today we will jump and turn side to side, turning in both directions. We will bend our knees on take-off and landing to improve the safety of our jump. We will then try jumping on two feet and landing on one leg, building up pace as we become more confident. We will finish by swinging our arms to gain height and help balance on landing.

L.I: I can work sensibly with others, taking turns and sharing


Lesson 3: Today we will focus on seated balance. We will try balancing whilst sitting down and raising one arm and one leg, before raising both at the same time.


L.I: I can work sensibly with others, taking turns and sharing

Lesson 4: Today we will focus on seated balance. We will try balancing whilst sitting down and raising one arm and one leg, before raising both at the same time.

			<p>L.I: I can help, praise and encourage others Lesson 5: Today we will focus on seated balance. We will try balancing whilst sitting down, raising our arms and legs. We will then try passing an object from one side to the other whilst doing so. We will challenge ourselves by moving the object further away each time.</p> <p>L.I: I can help, praise and encourage others Lesson 6: Today we will focus on seated balance. We will try balancing whilst sitting down, raising our arms and legs. We will then try passing an object from one side to the other whilst doing so. We will challenge ourselves by moving the object further away each time.</p>
<p>PSHE</p> 	<p>Manners</p> <p>Relationships</p> <p>Emotions</p> <p>Happiness</p> <p>Anger</p> <p>Feelings</p> <p>Respond</p> <p>Comfort</p> <p>Fact</p> <p>Opinion</p>	<p>Key Skills:</p> <p>I can recognise similarities and differences</p> <p>I know how to develop healthy relationships</p> <p>I am emotionally intelligent</p> <p>Key Knowledge:</p> <p>I know what good manners look like</p> <p>I know the signs of happiness and anger</p>	<p>L.I: I know the difference between good and bad manners Lesson 1: Today we will be thinking about manners. We will discuss good manners and bad manners. We will think about when we should use good manners and why. We will then in small groups explore some role-play scenarios to demonstrate what good manners look like.</p> <p>L.I: I can understand the emotion: happiness Lesson 2: Today we will discuss the emotion 'happiness'. We will read some stories that explore this emotion before</p>

		<p>I know how to respond to others emotions, including comforting them if necessary</p> <p>I know a fact is something that is 100% true</p> <p>I know that an opinion is something somebody thinks or believes</p>	<p>thinking about what makes us happy. We will create snapshots in groups of the happiest day of our lives before coming back to think about and discuss how this might be different from someone else's.</p> <p>L.I: I can understand the emotion: anger</p> <p>Lesson 3: Today we will discuss the emotion 'anger'. We will read some stories that explore this emotion before thinking about what makes us angry. We will create snapshots in groups of the things that might make us angry before coming back to think about and discuss how this might be different from someone else.</p> <p>L.I: I can explore various feelings and emotions</p> <p>Lesson 4: Today we will listen to the story 'guess how much I love you' and discuss the feelings throughout the story. We will then think about all the ways we feel in different situations and what this might look like. In partners we will then play the feelings game, in which one of us will pull a random feeling card out of the box and will have to try and mime this to our partner before they take a guess of the feeling we're trying to describe.</p> <p>L.I: I can respond to someone's feelings and know how to respond to them</p> <p>Lesson 5: Today we will listen to the story 'lost and found'. We will think</p>
--	--	--	--

			<p>about how people might feel in certain situations and what you could do to help them. We will then in pairs explore scenario's – one of us will act out the scenario and the other person will have to respond to our feelings.</p> <p>L.I: I know the difference between a fact and an opinion</p> <p>Lesson 6: Today we will explore facts and opinions. We will discuss facts we already know and think about how this is different to an opinion. We will then sort the fact and opinion cards based on what we have discussed before coming back together to see if we all agree.</p>
<p>Music</p> 	<p>Beat</p> <p>Steady</p> <p>Clap</p> <p>Rhythm</p> <p>High</p> <p>Low</p> <p>Pitch</p> <p>Instrument</p> <p>Beat</p> <p>Pattern</p>	<p>Key Skills:</p> <p>I can find and keep a steady beat</p> <p>I can play or clap simple rhythmic patterns using long and short sounds</p> <p>I can respond to different high and low pitches</p> <p>Key Knowledge:</p> <p>I understand that the pulse or beat of the music is like a heartbeat that doesn't stop</p> <p>I know that rhythm is a pattern of long and short sounds which are performed over the pulse of the music</p>	<p>This term we will be exploring pulse and rhythm. We will perform various songs to strengthen our understanding. We will listen to music and discuss what we like or dislike about it. We will use our voices expressively to sing songs as well as improvising to music. We will play instruments and rehearse a part to help improve our overall performance.</p>

		I can show an understanding of pitch by singing high or low sounds	
<p>Computing</p> 	<p>Safe</p> <p>Respectfully</p> <p>Private</p> <p>Support</p> <p>Help</p> <p>Concerns</p> <p>Online</p> <p>Technology</p>	<p>Key Skills:</p> <p>I can use technology safely and respectfully</p> <p>I can keep personal information private</p> <p>I can identify where to go for help and support when I have concerns</p> <p>Key Knowledge:</p> <p>I know that I should never share my name, address, birthday, phone number or what I look like online</p> <p>I know that I can create avatar's that don't look like me to keep myself safe online</p> <p>I know who I trust and who I can turn to if I need support</p>	<p>This term we will be exploring e-safety. We will think about what we use technology for and how we can do this in a safe manner. We will identify where we can go for support if we need it and the things that might make us feel unsafe online. We will think about people we trust as well as discussing things we should never share with people we don't know. We will create safety hands to demonstrate we know who we can turn to if we have concerns and will create our own avatars to demonstrate we understand the things we shouldn't share online with others.</p>