





<p>How have toys changed?</p> 	<p><b>Derry Hill C of E Primary School</b></p>	<p><b>Year 1: Term 2 Autumn 2025</b></p>	
<p><b>National Curriculum Subject</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Skills and Knowledge</b></p>	<p><b>Learning Intention and Implementation</b></p>
<p><b>Science</b></p>  <p><b>Exploring Everyday Materials</b></p>	<p>Materials Properties Strong Clay Brick Roof Slate Window Pane Window Frame Cotton Absorbent Non-absorbent</p>	<p><b>Key Skills:</b></p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can perform a simple test.</p> <p>I can identify and classify a range of materials.</p> <p><b>Key Knowledge:</b></p> <p>I can describe the simple properties of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>I can identify and name some materials used in building a house.</p> <p>I understand what waterproof means and I know what materials are waterproof.</p> <p>I understand that glass is transparent, and I can explain why it is the best material for windows.</p> <p>I understand the properties of fabric.</p>	<p>The children will be working through a series of six lessons in which we will be focusing on the properties of materials. We will be thinking about which materials are best for particular structures, such as a house, and why they are the best materials. Throughout our learning we will be undertaking simple tests on different materials to see if they are suitable. We will also think about what materials are not suitable for particular purposes, and why they are not suitable, for example which materials would not be suitable for a window or a roof.</p>

		<p>I understand that there are different types of fabric and they can have different properties.</p> <p>I understand that a variety of materials are sometimes used to make one object.</p>	
<p><b>History</b></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><b>Key Skills:</b></p> <p>I can explore events beyond living memory that are significant</p> <p>I can compare old and new toys</p> <p><b>Key Knowledge:</b></p> <p>I am beginning to 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>Throughout the term we will be learning about toys and how they have changed over time. We will compare toys from today to toys from the past, using our knowledge about materials, from our science learning, to help us. We will sort toys into old and new and talk about the similarities and differences between them. We will discuss how we know that a toy is from the past or from the present. We will work together on a timeline, ordering toys from the past to present day.</p>
<p><b>Art</b></p> 	<p>Artist</p> <p>Drawing</p> <p>Print</p> <p>Colour</p> <p>Bruegel</p> <p>Bright</p>	<p><b>Key Skills:</b></p> <p>I can produce creative work, exploring my ideas.</p> <p>I can use drawing, to develop and share my ideas, experiences and imagination</p>	<p>We will be looking carefully at the painting Children's Games by Pieter Bruegel. We will talk about what we can see and identify any games we know, comparing games from the past to games played now. We will undertake some observational drawings, beginning with using pencil only and then using different media.</p>

		<p>I can talk about the paintings of an artist; what I notice, what I like/don't like.</p> <p><b>Key Knowledge:</b></p> <p>I know that Pieter Bruegel was an artist, and he painted a picture called Children's Games.</p>	<p>We will also be having some fun with some Christmas themed art and craft.</p>
<p style="text-align: center;"><b>RE</b></p> 	<p>Jesus Christians Bible Bethlehem Barn Christmas Celebration Difficult Important</p>	<p><b>Key Skills:</b></p> <p>I can ask questions I can discuss the similarities and differences between Christian beliefs and my own beliefs I can re-call and re-order the Christmas story</p> <p><b>Key Knowledge:</b></p> <p>I know the story of Jesus' birth I know that Christmas is important to Christians because this was the day Jesus was born I know I can find this story in the bible</p>	<p>We will be learning about the story of Jesus' birth, why it is important to Christians and why we celebrate Christmas. We will talk about the differences between then and now, and learn about the different people, and their roles, in the story. We will use role play, story-telling and artwork to support our learning.</p>

## 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

This term we will be focusing on jumping and landing. Jumping forwards and backwards and side to side, thinking about our knees and jumping safely. As we develop this skill, and become more confident, we will focus on speeding up, and also landing on one leg. We will use our arms to help us with our balance while we jump and land. We will further develop our balancing skills, through a seated balance, and challenge ourselves by passing objects from one side to the other while balanced. We will be supporting each other throughout our PE sessions, helping one another through praise and encouragement.

## PSHE

THANK YOU

I'M SORRY PLEASE

EXCUSE ME

Manners  
Relationships  
Emotions  
Happiness  
Anger  
Feelings  
Respond  
Comfort  
Fact  
Opinion

### Key Skills:

I can recognise similarities and differences

I know how to develop healthy relationships

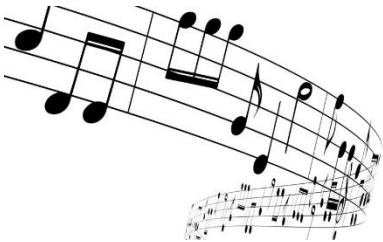
I am emotionally intelligent

### Key Knowledge:

I know what good manners look like

I know the signs of happiness and anger

We will spend the term focusing on our manners, our feelings and emotions, and the feelings and emotions of others. We will identify what good manners, and bad manners, look like, and why manners are so important. We will use role play and puppets to help us with our learning. We will identify different emotions, and talk about how they make us feel. We will also think about how we could respond to other peoples' feelings.

		<p>I know how to respond to others emotions, including comforting them if necessary.</p>	
<p><b>Music</b></p> 	<p>beat repeat rhythm lyrics percussion high low pitch instrument tempo fast slow dynamics loud quiet</p>	<p><b>Focus: Performance and Improvisation</b></p> <p>I can work as a group to create actions that fit with a song and teach them to others.</p> <p>I can move to a beat and play rhythms in time to a beat.</p> <p>I can explain the difference between a beat and a rhythm.</p> <p>I can listen to and echo simple rhythmic patterns by clapping and on instruments.</p> <p>I can improvise conversations between two percussion instruments following a written score.</p> <p>I can learn simple songs and sing in unison with others to perform the Nativity, keeping in time and using my voice expressively.</p>	<p>We will be creating our own simple songs, using the rhythms of our names. We will be having musical conversations with each other, using instruments such as a glockenspiel or xylophone. We will also be spending time learning new songs, and learning to sing expressively and keep in time with the music.</p>

## Computing



Safe  
Respectfully  
Private  
Support  
Help  
Concerns  
Online  
Technology

### Key Skills:

I can use technology safely and respectfully

I can keep personal information private

I can identify where to go for help and support when I have concerns

### Key Knowledge:

I know that I should never share my name, address, birthday, phone number or what I look like online

I know that I can create avatar's that don't look like me to keep myself safe online

I know who I trust and who I can turn to if I need support

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.