How have toys changed? 	Derry Hill C of E Primary School	Year 1: Term 2 Autumn 2026	
National Curriculum Subject	**Key Vocabulary**	**Key Skills and Knowledge**	**Learning Intention and Implementation**
Science  **Exploring Everyday Materials**	Materials Properties Strong Clay Brick Roof Slate Window Pane Window Frame Cotton Absorbent Non-absorbent	**Key Skills:** I can use my observations and ideas to suggest answers to questions. I can perform a simple test. I can identify and classify a range of materials. **Key Knowledge:** I can describe the simple properties of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can identify and name some materials used in building a house. I understand what waterproof means and I know what materials are waterproof. I understand that glass is transparent, and I can explain why it is the best material for windows. I understand the properties of fabric.	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.

		I understand that there are different types of fabric and they can have different properties. I understand that a variety of materials are sometimes used to make one object.	
History 	History Change Past Present Order Old New Material Properties Toy Electricity Battery Plastic Wood Metal Colourful	**Key Skills:** I can explore events beyond living memory that are significant I can compare old and new toys **Key Knowledge:** I am beginning to understand historical concepts such as continuity and change I know that old toys were often made from wood and metal I know that toys of the present are often made of plastic and are bright in colour I know that the toys of today often need electricity or batteries to work	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.
Art 	Artist Drawing Techniques Line Colour Bruegel Bright	**Key Skills:** I can produce creative work, exploring my ideas. I can use drawing, to develop and share my ideas, experiences and imagination	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.

		I can talk about the paintings of an artist; what I notice, what I like/don't like. **Key Knowledge:** I know that Pieter Bruegel was an artist, and he painted a picture called Children's Games.	We will also be having some fun with some Christmas themed art and craft.
RE  	Celebration Festival Ceremony Baptism Advent Nativity Jesus Christmas Hanukkah Hanukkiah Shamash Tradition	**Key Skills:** I can identify similarities and differences between celebrations. I can recognise and explain why people celebrate festivals. I can look carefully at religious objects, pictures and symbols. I can retell a religious story in the correct order. I can sequence important events in a person's life. I can explain what a ceremony or tradition means. I can share my ideas and give a reason for my answers. I can listen to and respect other people's beliefs and opinions **Key Knowledge:** I know Advent is a time of waiting and preparing for Christmas.	In this unit, we will learn about special moments, celebrations and religious festivals. We will explore why people celebrate, how families and communities mark important events, and how Christians and Jewish people celebrate. We will learn about: Special moments: Why people celebrate birthdays, weddings and other important events. The journey of life: How people grow and mark important changes through ceremonies. Advent: How Christians prepare and wait for Christmas.

		I know Christians celebrate the birth of Jesus. I know Hanukkah is a Jewish festival known as the Festival of Lights. I know both festivals may include lights, food, stories and spending time with family. However, they have different meanings and belong to different religious traditions.	Christmas: Why Christians celebrate the birth of Jesus. Hanukkah: Why Jewish people celebrate the Festival of Lights. Comparing festivals: What is similar and different about Christmas and Hanukkah.
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 		**Key Skills:** **Key Knowledge:**	
Music 	beat repeat rhythm lyrics percussion high low pitch instrument tempo fast slow dynamics loud quiet	**Focus: Performance and Improvisation** I can work as a group to create actions that fit with a song and teach them to others. I can move to a beat and play rhythms in time to a beat. I can explain the difference between a beat and a rhythm. I can listen to and echo simple rhythmic patterns by clapping and on instruments. I can improvise conversations between two percussion instruments following a written score. I can learn simple songs and sing in unison with others to perform the Nativity, keeping in time and using my voice expressively.	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.

Computing 		**Key Skills:** **Key Knowledge:**	