

**Religious Education**

Diocese Scheme of Work / Curriculum Directory

**Science**

**Working scientifically**

* 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

Everyday Materials

**Year 1**

* Distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
* Describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Year 2**

* Identify and compare the suitability of a variety of evberyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**English**

**Fiction – Stories involving fantasy (magic toymaker)**

**Year 1:** Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end   
**Year 2:** Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks

**Non-Fiction – Instructions for making toys**

**Year 1:** Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end   
**Year 2:** Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology

**Poetry – Favourite toy poems, Seasonal Autumn Poems using senses**

**Year 1:** Using capital letters for the names of people, places, days of the week, etc; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark   
**Year 2:** Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology

**Geography (Topic)**

*Toys from around the world. Research whether certain toys are more suited to certain areas / climates etc. Compass directions used to program toys such as the bee-bots*

Locational knowledge

* name and locate the world’s seven continents and five oceans

Geographical skills and fieldwork

* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

**Maths**

**Year 1 – Number**

read and write numbers from 1 to 20 in numerals and words.

identify and represent numbers using objects and pictorial representations including the number line

use the language of: equal to, more than, less than (fewer), most, least

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

add and subtract one-digit and two-digit numbers to 20, including zero

**Year 1- Measurement**

compare, describe and solve practical problems for:

* lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]
* mass/weight [e.g. heavy/light, heavier than, lighter than]
* capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]

time [e.g. quicker, slower, earlier, later]

recognise and use language relating to dates, including days of the week, weeks, months and years

**Year 1- Geometry**

recognise and name common 2-D and 3-D shapes, including:

* 2-D shapes [e.g. rectangles (including squares), circles and triangles]

interpret and construct simple pictograms, tally charts, block diagrams and simple tables

**Year 2- Number**

read and write numbers to at least 100 in numerals and in words

identify, represent and estimate numbers using different representations, including the number line

add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

* a two-digit number and ones
* a two-digit number and tens
* two two-digit numbers

adding three one-digit numbers

show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

**Year 2– Measurement**

choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

know the number of minutes in an hour and the number of hours in a day.

**Year 2- Geometry**

identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

interpret and construct simple pictograms, tally charts, block diagrams and simple tables

order and arrange combinations of mathematical objects in patterns and sequences

St Herbert’s Medium term plan: **Mrs McManus and Mrs Yerby**  Term: **Autumn 1 KEY STAGE 1 UNIT** Year Group: **½**

**WOW FACTOR / TRIP – Trip to Victorian Toy museum Uppermill**

**History (Topic)**

*How have toys changed over the years? What were toys like in the past? Learn about the inventors of certain toys.*

* Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

**Design & Technology (Topic)**

*Design. Make and evaluate a range of toys, including water toys.*

**Design**

* design purposeful, functional, appealing products for themselves and other users based on design criteria
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics

**Evaluate**

* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**Music**

*Design and make own musical instruments.*

*Exploring pitch*

* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**The Magic Toymaker**

**Physical Education**

**Multiskills**

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

**Dance**

* perform dances using simple movement patterns.

**Art & Design (Topic)**

* to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Computing**

*Use the bee-bots, design simple computer programs and learn about how technology has influenced the world of toys.*

**Creating & Publishing**

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs