Year 1 – Spring Term-Toys and Games

	National Curriculum Aims	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	• Learn about significant historical events, people and places in their own locality. • Learn about significant events (National and International) beyond living memory.	• I can name and discuss the different toys from different time periods. • I can recognise a toy from the past (Victorian era) • I can recognise a toy from the present day.	• Explore toys made in different time periods. Make a timeline of various toys. • To compare old and new toys • To visit the toy museum. • Experience a Victorian school day • Record when the different toys were created and place them on our class timeline.	• Toys • Wooden toys • Plastic • New • Old	• Timeline • Chronology • Victorian • Museum	•

Geography	• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	• Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and it's grounds. • Use basic geographical vocabulary to refer to: key physical and human features.	• I can sing the 7 continents song. • I can name all 4 countries of the UK. • I can sort and name different human and physical features around the school. (tree, grass, hill, buildings, climbing frame and fence)	• Explore and make a map of the school grounds and identify Human and Physical features. • Sing the 7 continents and 5 oceans song. • Field trip to Hanley Museum – Find on maps and create our own. (linked to human and physical features) • Adventures walks and explore directions using a compass	• Britain • World • Map • Local • Direction	• Human features • Physical features • Compass • Ocean • Continent •	• Link map work from previous term
Art and Design	• produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	• Use a range of materials creatively to design and make products. • Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.	• I can compare different artists. (William Turner and Emma Bailey styles. • I can say if I like or dislike the artist Turner. • I can draw a still life picture. • I can name the primary colours. • I can mix the primary colours to make the secondary colours.	• To explore and imitate the Victorian artists JMW Turner and Rossetti. • To use oils / acrylic and watercolour paints to create a landscape picture. • To developed still art skills (shading etc)	• Media • Materials • Design • Shading • Thick and thin lines	• Acrylic • Oils • Watercolour • Shape • Texture • Composition • Brushwork • Perspective	•

Design and Technology	• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.	• **Design** - Design purposeful, functional, appealing products for themselves and other users based on design criteria. • **Make -** Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. • **Evaluate -** Explore and evaluate a range of products and ideas. • **Technical knowledge** - Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (e.g. levers, sliders, wheels and axles)	• I can design my vehicle. • I can identify an axle and axle holder. • I know how wheels move. • I can say what stops the wheels from moving. • I can evaluate and say what I would keep the same or how to improve my designs. • I can design and make a puppet out of felt. • I can say if my puppet looks like my design	• Explore different vehicles and say why they move or do not move. • Design and make a moving vehicle including axles and axle holders. • Design and make a felt puppet.	• Design • Make • Evaluate • Pattern • Colour • Space • Uplevel • Test • puppet	• Materials • Products • Construction • Projects • Felt	•
R.E. and P.H.S.E.	**There are no statutory aims** *From the SOT agreed syllabus:* • make sense of a range of religious and non-religious beliefs • understand the impact and significance of religious and non-religious beliefs make connections between religious and non-religious beliefs, concepts, practices and ideas studied	• Learn how religious people show they belong to a faith community. • Learn about special places of worship and special books. • Learn about special religious people and celebrate special festivals.	• I can identify what a parable is. • I can sequence the Easter story. • I retell the story of the 'Lost Son' from the Bible. • I can give examples of how the stories used in celebrations (E.g. Shabbat or Chanukah) remind Jews about what God is like.	• Sequence the 'Lost Son' story. • Discussions about forgiveness and how Christians show forgiveness. • Sequence the Easter story. • Roleplay scenes from the stories. • Create a Jewish celebrations display	• Forgiveness • God • Easter • Jews • •	• Jesus Christ • Last supper • Arrested • Bible • Parable • Shabbat • Chanukah •	• Read and sequenced the Easter story in Reception • Link to previous theme planning about Jews and Jewish celebrations.

R.S.E.	**There are no statutory aims** *From the PHSE association:* • Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. • PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood. • By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association)	• *Learn about how to keep healthy.* *Learn about how to work successfully within a team.*	• I know how much sleep and exercise I need to be healthy. • I can name teams that I belong to. • I can explain how to be a good team player. • I can understand the difference between bullying and unkind behaviour. • I can show what makes me feel positive. • I can reflect on times when I have made positive and negative choices. • I know that I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can make healthy choices about food and drink. • I know how to keep my body clean. • I know what is safe to eat and drink.	• Draw teams that I belong to. • Explain how to be a good team player. • Model acts of kindness for others. • Design an anti-bullying poster. • Write or draw things that make them feel positive. • Explain how choices can impact upon people. Fill outline of the word 'healthy' with how to keep healthy including – sleep, exercise, hygiene, food, drink and choices.	• Kindness • Team • Choices • Healthy • Drink • Choices • Positive • Eating • Exercise • Sleep	• Family • Anti-bullying • Bully • Unkind • Thoughts • Impact • Hygiene	•
Computing	• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems	• 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.	• I can make and discuss a pictogram. • I can follow instructions. • I can create simple instructions on the computer. • I can consider that the order of instructions affects the result.	• Make pictograms using IPad's and/or computers. • Lego builders – Follow instructions, creating instructions on the computer and debugging instructions.	• IPad's • Computer • Keyboard • Instructions • Pictograms.	• Debugging • Coding • Algorithm.	•

Science	• develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.	• **Seasonal Changes** - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how the day length varies • **Plants** - Identify and name a variety of common plants - Identify and describe the basic structure of a variety of common flowering plants including trees.	• I can make a weather chart. • I can sort pictures and link them to the seasonal pictures. • I know the different tree and plant. • I can make and label a plant. (stem, flower, roots, trunk and leaf). • I can identify different plants. (Oak, daffodil, nettle)	• Make a weather Chart **(observing over time)** • Create a picture of the seasonal changes. **(observing over time)** • Plant seeds in different conditions or environments. **(Comparative and fair testing)** • Identify and name 5 common plants in the UK. • Make and label a plant.	• Sunny • Rainy • Snow • ice, chart, changes, differences, similarities. • Fair test, compare, environments.	• Weather, Autumn, Spring, Summer, Winter, • Stem, root, leaf, seeds Branch. Trunk,	• Beat, rhythm, drums
Music	• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically.	• I can develop a sense of steady beat through movement, body percussion and instruments. • I can combine steady beat with word rhythms and explore changes in tempo. • I can explore pitch through singing, tuned percussion and listening games. • I can explore sounds found in school. • I can explore ways to record sound and use IT. • I can develop an understanding of metre through counting, body percussion ad reading scores.	**Music Units; Machines, Seasons, Our School, Pattern** • Play percussion instruments as a class and alter the tempo as directed. • Listen to a piece of music and identify the different instruments that are being played. Identify the alteration in pitch of instruments. • Create music to capture the mood of two areas in the school.	• Sound • Pace • Note • High • Low • Instruments	• Pitch • Level • Tempo • Beat • Rhythm • String • Pluck • Repeat • National anthem • Strum	