

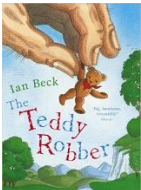
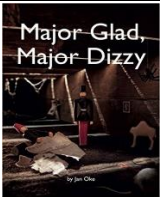




Medium Term Planning Format		
Cohort	Year 1	
Enquiry Question (QUESTIONING)	Old or New: Which toy do you prefer?	
Enquiry Driver	History	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Changes within living memory (toys)	
National Curriculum Objective	<p><b><u>History</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory.</li> </ul> <p><b><u>Design and technology</u></b></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>Explore and use mechanisms in their products.</li> </ul>	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> <li>Can I talk about how the toys my grandparents played with are different to my own?</li> <li>Can I organise some artefacts by age on a timeline?</li> <li>Can I label timelines with pictures, words or phrases?</li> <li>Can I identify what a number of older objects were used for?</li> <li>Can I identify the main differences between my school days and those of my grandparents?</li> </ul>	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> <li>Can I make a product which moves?</li> <li>Can I cut safely using tools provided?</li> <li>Can I choose the right materials when making a moving product?</li> </ul> <p><i>(Children will make moving teddy bears)</i></p>	
Main Text	<ul style="list-style-type: none"> <li>Lost in the Toy Museum by David Lucas</li> <li>The Teddy Robber by Ian Beck</li> <li>Major Glad, Major Dizzy by Jan Oke</li> </ul>	  

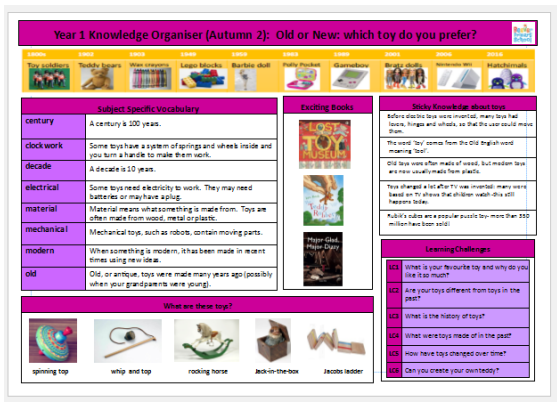
Main Writing Genre	Letter	To write a letter to Santa about what toys they want for Christmas.	
	Instructions	The children will write a set of instructions about how to make a moving teddy.	

Enquiry Hook (Questioning) [Experiences/experts]	Mr Worrall- The history of toys workshop Bring in their favourite toy/old toy Teddy bears picnic
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Subsidiary Enquiries	<b>LC1</b>	What is your favourite toy and why do you like it so much?
	<b>LC2</b>	Are your toys different from toys in the past?
	<b>LC3</b>	What is the history of toys?
	<b>LC4</b>	What were toys made of in the past?
	<b>LC5</b>	How have toys changed over time?
	<b>LC6</b>	Can you create your own teddy?

Reflection of Learning (SHARING)	Parents invited into school to take part in a teddy bears picnic with the children and share their work.
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Potential Sticky Knowledge	<ul style="list-style-type: none"> <li>• Before electric toys were invented, many toys had levers, hinges and wheels, so that the user could move them.</li> <li>• The word 'toy' comes from the Old English word meaning 'tool'.</li> <li>• Old toys were often made of wood, but modern toys are now usually made from plastic.</li> <li>• Toys changed a lot after TV was invented: many were based on TV shows that children watch - this still happens today.</li> <li>• Rubik's cubes are a popular puzzle toy- more than 350 million have been sold!</li> </ul>
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Knowledge Mat	
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Other curriculum areas which are to be taught discretely:			
Religious Education	<p><b><u>Why does Christmas matter to Christians?</u></b></p> <ul style="list-style-type: none"> <li>• Can I recognise that stories of Jesus' life come from the Gospels?</li> <li>• Can I give a clear, simple account of the story of Jesus' birth and explain why Jesus is important for Christians?</li> <li>• Can I give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas?</li> <li>• Can I think, talk and ask questions about Christmas for people who are Christians and for people who are not?</li> <li>• Can I decide what I personally have to be thankful for, giving a reason for my ideas?</li> </ul>		
	<p><b><u>Understanding me and Understanding groups</u></b></p> <ul style="list-style-type: none"> <li>• What makes me happy?</li> <li>• What does sad feel like?</li> <li>• Why do we have rules?</li> </ul> <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>		
PSHCE	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 2 - My Stories</b></p>		
Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 2 - My Stories</b></p>		
Physical Education	<p><b><u>Agility activities (Tagging games)</u></b></p> <ul style="list-style-type: none"> <li>• Can I show teamwork?</li> <li>• Can I find my own space?</li> <li>• Can I change direction and stop quickly?</li> <li>• Can I practise skills to make me feel warmer?</li> <li>• Can I explain what happens to our bodies during exercise?</li> <li>• Can I explore ways to send a ball or other equipment?</li> <li>• Can I play a variety of running and avoiding games?</li> <li>• Can I participate in team games?</li> <li>• Can I develop a simple attacking and defending techniques?</li> <li>• Can I pass and receive a ball in different ways with increased control?</li> </ul>		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 2 - Computer Science and Programming and Control</b></p>		
Additional Links	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b>
			Grandparents invited in to talk about their old toys.
	<b>Citizenship (Beever Pledge)</b>	<b>Global Neighbours</b>	<b>Home Learning</b>
		To design and make a toy.	