Theme: Toys through time Year 1 **Term:** Autumn 2 (7 weeks)

Heatherlands Primary School

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

Key knowledge and skills

History

Big ideas: chronology, innovation & impact

Key Question: How have toys changed over time? *(Changes within living memory comparing aspects of change in national life.)*

- Know that objects from the past could be different to objects today. **(chronology)**
- Know that things change over time. **(innovation)**

Key Question: Who is King Charles? *(A study of the lives of significant individuals from the past who have contributed to national/international achievements)*

- Know that the United Kingdom has a king, but that the power of the monarch has reduced over time. **(impact)**
- Know that different positions hold different amounts of power e.g. king /prince/ prime minister. **(impact)** BRITISH VALUES
- Know that the prime minister represents a party that is voted into power by the people of the country. **(impact)** BRITISH VALUES

Chronology - Sequence at least 2 events and talk about 3 or 4 important events
Evidence and enquiry - Use pictures, photographs and stories to think about the past, asking and answering simple questions
Interpreting and connecting - Identify similarities and differences between two artefacts eg toys and identify change in their lives

Key knowledge and skills

Science

Big ideas: investigation, observation & explanation

Enquiry: Which material would be the best for a pair of curtains?

- Name a range of everyday materials. **(observation)**
- State the materials that objects are made from **(observation, explanation)**
- Sort objects based on their materials **(observation, explanation, investigation)**
- Sort materials based on their properties. **(observation, explanation, investigation)**
- State why a material is fit for a purpose **(observation, explanation, investigation)**

Art

Big ideas: inspiration, experimentation & expression

- Draw from close observation using known objects and draw them in detail, with a focus on form and line **(expression)**
- Use imagination to form simple images from given starting points, including toys **(inspiration, experimentation, expression)**
- Control lines to create simple drawings from observations, including self portraits **(expression)**
- Know that hatching is an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines. **(experimentation, expression)**

Computing (see separate planning)

Big ideas: coding, deign & online safety

- Understand that computers follow instructions (algorithms) **(coding)**
- Use 2Go to give simple directional commands **(coding)**

	• Build simple sequences in 2Code **(coding)** • Explore cause-and-effect through basic blocks **(coding, design)** • Begin debugging simple errors **(coding)** **Oracy** To listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge **Communication**
Key vocabulary: Past, present, materials, old, new, similarities, differences, order, timeline, Victorian, technologies, electricity, wood	Suitable, construct, transparent, properties, hard, soft, strong, weak, glass, brick, break, investigation, Fair test Pattern, shape, space, line, colour, texture, form
Previous linked learning to consolidate: EYFS topics including Guy Fawkes and Dinosaurs **What comes next:** Personal timeline/chronology 'Super me' Year 1	