Year 1 – Spring Term-Toys and Games

	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	• Learn about significant historical events, people and places in their own locality. • Learn about significant events (National and International) beyond living memory.	• I can make a profile of the queen. • I can name and discuss the different toys from different time periods. • I can compare the life of a Victorian child to my own • I can recall facts about Queen Victoria	• Make and compare profiles between Queen Victoria and Queen Elizabeth. • Explore toys made in different time periods. Make a timeline of various toys. • To compare old and new toys • Experience a Victorian school day	• Toys • Wooden toys • Plastic	• Monarchy • Queen • King • Victorian • Platinum Anniversary • Jubilee	•
Geography	• 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 make a map of the school • I can label the 5 Oceans and the 7 continents • I can find and describe Human and Physical features	• Explore and make a map of the school grounds and identify Human and Physical features. • Explore and label the 5 Oceans and 7 continents. • 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	• 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 artist styles • I can use different media to effectively • I can draw a still life picture	• 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	• **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 own instrument. • I can evaluate and improve my designs. • I can use tools to make my instrument or toy.	• Design instrument or toy. • Evaluate and improve designs. • Make an instrument or toy using various materials.	• Design • Make • Evaluate • Pattern • Colour • Space • Uplevel • Test	• Materials • Products • Construction • Projects	•
R.E. and P.H.S.E.	• 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.	• *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	• 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	• **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 make seasonal pictures.
		
		• I know the different tree and plant.
		• I can make and label a plant.
			• 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	• 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	