



Our World of Toys

WE USE THE WHITE ROSE SCIENCE SCHEME	WE USE THE WHITE ROSE SCIENCE SCHEME
PRIOR LEARNING <ul style="list-style-type: none"> The names of the parts of the body through traditional song and rhyme 	PRIOR LEARNING <ul style="list-style-type: none"> That some materials are waterproof That some materials can keep things cold That some materials are strong
Science: 1st half: THE HUMAN BODY (5 weeks) <ul style="list-style-type: none"> Name and identify parts of the body Draw and label parts of the human body Explore sight Explore sound Explore touch Explore taste Explore smell 	Science: 2nd half - MATERIALS <ul style="list-style-type: none"> Explore materials (wood, plastic, glass and metal objects) Explore rock Name common objects and identify the materials they are made from Explore melting and freezing Investigate floating and sinking Investigate which materials absorb water Carry out a comparative test
SCIENCE VOCABULARY: hair ear teeth neck arm knee feet leg hand elbow mouth nose eye hair eyes light dark blind ear hear loud quiet noisy sweet salty sour bitter savoury skin rough smooth hard soft nose smell scent sniff stench	SCIENCE VOCABULARY: material soft hard shiny dull rock heavy light rough smooth object solid liquid float sink absorb independent variable dependent variable controlled variable transparent opaque
PRIOR LEARNING:	PRIOR LEARNING: <ul style="list-style-type: none"> Autumn is a season In Autumn, the daylight decreases and nights become longer
SCIENCE: SEASONS - AUTUMN (1 week) <ul style="list-style-type: none"> Collect data by describing and recording the changes in weather over a week Discuss how daylight is gradually decreasing and nights are becoming longer 	SCIENCE: SEASONS - WINTER (1 week) <ul style="list-style-type: none"> Gather and collect data Describe and record changes in weather over a week Discuss how the amount of daylight received in winter is less and the nights are longer Compare similarities and differences between Autumn and winter
SCIENCE VOCABULARY: season daylight night weather rainfall Rain gauge weather	SCIENCE VOCABULARY: season winter daylight weather night
PREVIOUS LEARNING WHICH LINKS WITH THE TOPIC <ul style="list-style-type: none"> Children will have learnt about their own family. Children will be able to name a range of toys and discuss their favourite toy Children will know that family members are called relatives. Events that have already happened are in the past. Lots of grandparents have been around for a long time and their lives were very different. Members of the royal family have special names such as 'princess' and 'prince.' The king's and queen's children are called prince and princess. Photos are a good source of information when learning about the past. Children will have learnt about the current royal family such as Prince George. 	PREVIOUS LEARNING WHICH LINKS WITH THE TOPIC <ul style="list-style-type: none"> Children live in a city called London which is very busy. Children will have celebrated St George's Day, St Patrick's Day, St Andrew's Day and St David's Day. Children will have been exposed to simple maps of the UK. Children will know that the countryside and the city are very different.
History: QUEEN VICTORIA AND VICTORIAN TOYS <ul style="list-style-type: none"> Describe the characteristics of old and new toys. Identify similarities and differences between toys in different periods. Decide whether a toy artefact is from the past or present. Learn about Queen Victoria and her family. Understand that there was a period in the past called the Victorian era. Learn about Victorian family life. Use pictures to compare Victorian and modern day toys. Know that the Victorians invented the railways. 	Geography: THE UNITED KINGDOM <ul style="list-style-type: none"> Locate the United Kingdom on a map Name and locate the countries and capitals of the UK on a map Name and locate the seas which surround the United Kingdom Identify some of the human and physical features of the UK Identify similarities and differences between the countries of the UK Understand what it is like to live in a country of the UK Describe life in London

<p>HISTORY VOCABULARY: Victorian queen/ monarch artefact past present same different museum</p>	<p>GEOGRAPHY VOCABULARY: continent country landmark human features physical features capital city map England Scotland Northern Ireland Wales flag city sea ocean culture sport national flower traditional dish journey</p>
<p>HISTORY SKILLS COVERED THROUGH THIS TOPIC: CHRONOLOGY: Demonstrate an awareness of the past. HISTORICAL ENQUIRY: Use pictures to find out about the past SMILARITIES/DIFFERENCES: Identify similarities and differences between ways of life in different periods.</p>	<p>GEOGRAPHY SKILLS COVERED THROUGH THIS TOPIC LOCATIONAL KNOWLEDGE: Name, locate and identify characteristics of the 4 countries and capital cities of the UK. PLACE KNOWLEDGE: Understand some similarities and differences through studying the human and physical geography of the capital cities of the UK. HUMAN AND PHYSICAL GEOGRAPHY: Know some of the key human features of a city. MAP SKILLS: Use maps to locate the 4 countries and capital cities of the UK. MAP SKILLS: Use photos and maps to identify features.</p>
<p>Art: SPIRALS (DRAWING, SKETCHBOOKS) -</p> <ul style="list-style-type: none"> • Become familiar with creating drawings using the whole body • Discover the work of Molly Hasland and demonstrate an understanding of her work • Consolidate making spiral drawings by making small drawings • Explore different qualities of tone, colour blending and mark making using chalk and oil pastels • Become familiar with a sketchbook and personalise it for ownership • Become familiar with the idea of making drawings through observation • Understand what continuous line drawing is • Experiment with scale, line and materials • Reflect on their drawings, sharing what they like and what they would try again through peer discussion 	<p>DT AUTUMN 1 (4 weeks) TEXTILES: PUPPETS (KAPOW)</p> <ul style="list-style-type: none"> •Use a template to create a design for a puppet •Cut fabric neatly with scissors •Use joining methods to decorate a puppet •Sequence steps for construction •Reflect on the finished product, explaining likes and dislikes <p>DT AUTUMN 2 (4 WEEKS) : MECHANISMS- MOVING STORY BOOK (KAPOW)</p> <ul style="list-style-type: none"> •Explain how to adapt mechanisms, using bridges or guides to control the movement •Design a moving story book for a given audience •Follow a design to create moving models that use levers and sliders •Test a finished product, seeing whether it moved as planned and if not, explain why and how it can be fixed •Review the success of a product by testing it with its intended audience
<p>P.E - AUTUMN 1 - GAMES</p> <ul style="list-style-type: none"> • Throw objects at different targets • Count the number of successful attempts at hitting the target • Move safely in a confined space avoiding others • Practise sending an object into space/target • Practise hopscotch with the same and alternate leg • Practise sending and receiving a ball with a partner • Aim for different targets • Send a ball through a gate • Practise hitting a target • Practise catching • Throw a beanbag into a target • Attempt to hit a ball off a cone using a beanbag 	<p>P.E - AUTUMN 2 - GYMNASTICS</p> <ul style="list-style-type: none"> • To balance successfully on different body parts • Select and combine different body parts • Show awareness of obstacles • Combine travelling and balancing actions with smooth changes of level on apparatus • Balance and travel using combinations of body parts • Combine balance and travelling actions to make a sequence • Jump in a variety of ways and land safely • Combine jumping and travelling • Introduce a rocking and rolling movement • Select and combine ways of ricking and rolling with travelling • Combine hanging, swinging, travelling and jumping on different apparatus
<p>P.E VOCABULARY/KEY PHRASES : Head up Eyes focused on the target Stance Aim Follow through Underarm Ready position</p>	<p>P.E VOCABULARY/KEY PHRASES: Arms straight Use strength Head up Keep still to balance Swing to move Star shape in the air Fast arms Keep on the balls of your feet Arms out for balance High/low level Land with your feet apart/ on balls of feet Point fingers and toes Maintain position and shape Rocking/rolling</p>
<p>Music Keeping the pulse (my favourite things)</p> <ul style="list-style-type: none"> • To demonstrate an understanding of pulse, using parts of the body • To keep pulse and show a sound pattern using bodies and voices 	

<ul style="list-style-type: none"> To explore a thinking voice to show the pulse To play sort rhythms in time with the pulse To demonstrate an understanding of pulse through public performance 	
COMPUTING: CODING AND PROGRAMMING By the end of the unit, children will know <ul style="list-style-type: none"> That an algorithm is a sequence of steps leading to an outcome That there are a list of instructions for a computer called a program That the order of instructions in a sequence is important That digital tools can help to create a publication/presentation 	
PREVIOUS LEARNING CHILDREN WILL NEED TO BE SECURE WITH: <ul style="list-style-type: none"> 	PREVIOUS LEARNING CHILDREN WILL NEED TO BE SECURE WITH: <ul style="list-style-type: none"> Some people believe the world was created by a creator (God) The creation story which some people believe can be found in Genesis Some people observe Shabbat as the day of rest in Judaism, remembering God as a creator Some people believe that God can have many roles
R.E - (NEW SOUTHWARK AGREED SYLLABUS) - How did we get here? <ul style="list-style-type: none"> Understand what a creator is Explore the creation story in Genesis Recall some of the things which God created on each day, according to some beliefs Know that God rested on the 7th day, according to some beliefs Understand that the 7th day in Judaism is Shabbat Understand that Shabbat is a holy occasion Learn about some of the items on a Shabbat table and their significance 	R.E - (NEW SOUTHWARK AGREED SYLLABUS) <ul style="list-style-type: none"> Recognise that many people believe God to have many roles, including that of creation Understand that some Hindus believe in one God called Brahman Understand that Brahman is made up of Brahma, Vishnu and Shiva and Brahma represents creation Recognise that some roles of Brahman include life growth and death Compare creation stories from different religions Discuss which creation story they like the most and why Understand that the creation of the world by one loving, caring God may be reassuring for some believers
KEY CONCEPTS: belief authority expression of belief	KEY CONCEPTS: belief impact of belief
R.E VOCABULARY: creator bible Genesis Shabbat holy Challah Kiddush wine and cup celebration food joy tradition	R.E VOCABULARY: creator Genesis Hindu(s) Hinduism Brahman Brahma Vishnu Shiva creation roles
PSHE: Relationships - Family and Relationships <ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy friendships 	
Entitlement and enrichment: <ul style="list-style-type: none"> Pollocks Toy Museum Museum of Childhood Southwark Cathedral workshop on toys 	
Topic writing links: (teach during Friday's literacy lesson -work to be in topic books) <ul style="list-style-type: none"> Create a leaflet about different body parts Write a description of Autumn and winter Create an acrostic about Autumn or winter Create a poster for a museum about an old toy Write a recount about a trip to the toy museum Write a simple fact file about Queen Victoria Pretend to be a Victorian child and write a simple letter about Victorian life Write a postcard from a capital city Write a simple guide to London about some of the major landmarks Write a description of an Andy Goldsworthy sculpture Write a recipe for a seasonal salad 	Literacy books which link in with topics: <ul style="list-style-type: none"> Lost in the toy museum Threadbare Mr Gumpy's outing COi get off our train! This is the Bear and the Scary Night Whatever Next Katie in London Hello London Pop up London This is Edinburgh (Miroslav Sasek) The Story Orchestra - four seasons in one day A stroll through the Seasons