



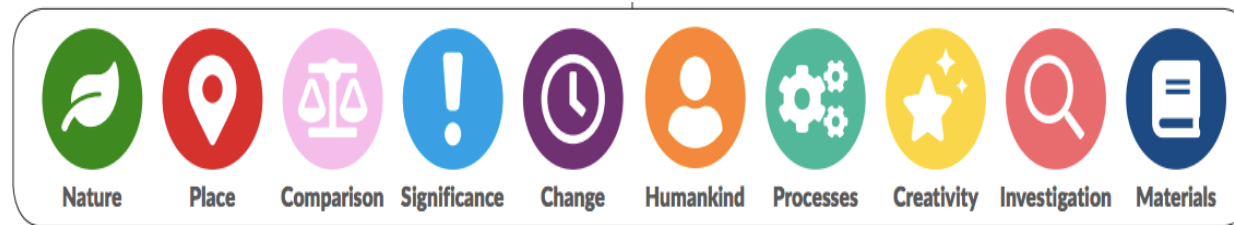
Year 1 – Autumn 2

Past and Present



SMSC Links
Spiritual
Charity - encourage children to reflect and to learn from their reflection. What could we do with the toys we no longer use?
Moral
Turn taking and sharing during team games.
Social
Children to work cooperatively. Recognise and respect similarities and differences with the toys we like and enjoy using.
Cultural
Investigate toys from around the world.

Trips and experiences
Toy museum/workshop
Celebrations
D&T showcase
British Values
Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths



History - What was life like for my grandparents and how is this different from now?

Foundations of previous learning.

Use past and present tense when talking about events.

Talk about the lives of people around them.

Overview and rationale	Skills	Knowledge
<p>This is the first history unit in Key Stage 1. The children will start by thinking about what toys are like today. They will then investigate how we can find out about toys in the past, especially the toys used by their grandparents. The children will have the opportunity to observe what toys are like in the past and consider ways toys have remained the same or changed. They will also have an opportunity to examine how communication has changed over time and the impact the internet has had on our lives today.</p> <p>Key concepts: Continuity and change</p>	<p>Investigate and interpret the past: Observe or handle evidence to ask questions and to find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Overview of history: Describe significant people from the past.</p> <p>Chronology: Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives.</p>	<ul style="list-style-type: none"> A toy is an object used principally for joy and amusement. We can find out about toys in the past by asking our grandparents, looking at photographs/pictures and visiting museums. Many toys, such as dolls, have been around for hundreds of years, but the way they look and have been made has changed over time. In the past, toys were made from wood and cloth. Now, lots of toys have been made from plastic or are electronic toys with batteries. Tim Berners Lee invented the Internet. This changed the way we could communicate and share information with each other.
National curriculum coverage	Assessment Tasks	
<p>Changes within living memory. Significant historical events and people.</p>	<p>1. Continuity and change: Identify ways in which toys have remained the same or changed between 'then' and 'now'. 2. Chronology: Place toys in order from whether they belong to grandparents/parents/their own era. 3. Significance: Identify the achievements of Tim Berners-Lee and conclude the impact this has had on our lives today.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> To describe the toys we use today and explain how we can find out about toys in the past. To be able to identify toys that are old and toys that are new. To be able to describe how toys are different and how they are the same. To recognise how toys have changed over time and represent this on a timeline. To find out about Tim Berners-Lee and what he invented. To investigate how the internet changed the way we communicate and share information. What remained the same and what has changed? 	<p>Old, modern, then, now, wood, plastic, cloth, batteries, communication, Tim Berners-Lee.</p>	<p>Comparison – Compare toys today and toys in the past. What are the similarities and differences?</p> <p>Humankind/change – How do we communicate with each other? How this changed over time?</p> <p>Significance – Why is Tim Berners-Lee invention so significant?</p> <p>Investigation- How do we find out about life in the past?</p>
Curriculum drivers		
<p>Emotional Intelligence – What is your favourite toy and why? Why is your toy special? How does your toy make you feel?</p>	<p>Aspirations and possibilities for all – Significant inventor: Tim Berners-Lee and the internet.</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

Design & Technology – Freestanding Structures

Foundations of previous learning:

In the EYFS, children will have opportunities and experience of using construction kits to build walls, towers and frameworks.
Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
Experience of different methods of joining card and paper.

Overview and rationale	Skills	Knowledge
In this unit, the children will begin to learn about simple freestanding structures. They will experiment with a range of recycled materials before selecting the best ones to use. They will experiment with different ways of making their structure more stable and will investigate the best joining techniques to use. Once completed, they will judge how effective their design has been.	<p>Practical skills construction: Fold, tear and cut paper and card Curl paper and roll paper to create tubes Make structures more stable by giving them a wide base Cut along lines, straight and curved Know how to use tools, e.g. scissors and a hole punch safely. Make freestanding structures stronger, stiffer and more stable. Investigate joining techniques with different materials</p> <p style="text-align: center;"><i>Please see the D&T skills progression document for progression of in designing, making and evaluating a product.</i></p>	<ul style="list-style-type: none"> • A structure is something that has been made or built from parts. • The climbing frame is a structure, which can be found in our playground. Some other examples in our area include the post box, the bridge, bus stations etc. • Structures have a purpose, for example the climbing frame was built for children to climb on and have fun. • You can join materials and reclaimed boxes together using different tapes and glues. • Stability in a structure can generally be increased by making the base wider and making the base heavier.
National curriculum coverage	Assessment opportunities	
Build structures, exploring how they can be made stronger, stiffer and more stable. Design, make and evaluate designs.	<p>1 - Inspiration: Children to begin to discuss what they like and dislike about a piece of art. 2 - Drawing: Children to experiment with lines of different size and thickness using a range of mediums. 3 - Final piece: Children to create their own observational drawings using different materials i.e. pencils, chalk and pastels.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> 1. Identify and name different structures in the environment and local area. Describe the purpose of these different structures. 2 & 3: Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and materials. 4. Design structure. 5. Make structure. 6. Evaluate structure and make improvements. 	Cut, fold, join, fix, structure, wall, tower, weak, strong, base, top, underneath, side, edge, corner, point, straight, curved metal, wood, plastic	<p style="text-align: center;"><i>Significance, creativity, investigation, processes and materials runs throughout all art units.</i></p> <p>Humankind – Why are structures important?</p> <p>Place – What structures can you see at school? In your local area?</p> <p>Investigation – How can you make your structure stronger?</p> <p>Materials – What materials will you use? Why?</p>
Curriculum drivers		
Emotional Intelligence - How do you feel successfully completing your structure? Was it easy to construct? How did you feel when you couldn't do something straight away?	Aspirations and possibilities for all – How could we become a designer? Why are designers important? What problems do they solve?	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

	Computing Programming – Bee-bots	Music Hey You!
Overview and connection	In the unit, children are introduced to programming through a Bee-Bot; exploring its functions, creating a video to explain its capabilities, undertaking an unplugged activity, creating a world for Bee-Bot to explore and programming their Bee-Bot to tell a story	
Key Knowledge and assessment	<ul style="list-style-type: none"> An algorithm is a clear set of instructions to carry out a task. Bee-Bots are bee-patterned robots. The Bee-Bot moves when you press the different buttons. The Bee-Bot move forward using 'Forward' and 'Go' buttons. It can also move backwards and turn left and right. 	
Key Skills and assessment	<ul style="list-style-type: none"> Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order. Follow a basic set of instructions. Assembling instructions into a simple algorithm. Programming a Bee-bot/Blue-bot to follow a planned route. Learning to debug instructions when things go wrong. 	<ul style="list-style-type: none"> See also Charanga skills - Year 1
Key Vocabulary	Bee-Bot, algorithm, code, pause, clear instructions, forward, backwards, right, left, turn	
Big Ideas	<p>Investigate – How does the Bee-Bot work? How can we get the Bee-Bot to a particular location?</p>	<p><i>Creativity runs throughout all music units</i></p> <p>Comparison – what are the similarities and differences between the Hip Hop songs?</p> <p>Humankind – What is Hip Hop music? What is unique about this music?</p> <p>Place – where did Hip Hop music begin?</p>
Curriculum Drivers	<p>Emotional Intelligence - Children to work in pairs when programming. Children to develop team work and social skills.</p> <p>Aspiration and possibilities for all – Have you enjoyed programming the Bee-Bots? What things would you like to design?</p>	<p>Emotional Intelligence - How does this song make you feel? Why?</p> <p>Aspiration and possibilities for all – Do you enjoy music? Who are your favourite artists?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

	PSHE – Celebrating differences What makes us special?	RE Christianity - Christmas!
Overview and connections	In this unit the children will explore what makes them special. They will identify and discuss the special people in their lives and describe ways we care for each other. They will identify different types of families whilst understanding that all families are unique. The children will recognise that we all have things in common with other people, even if we think we are very different.	In this unit, children will think about how and why Christians celebrate Christmas. They will have the opportunity to think about what a celebration is and reflect upon the celebrations they share with their families. The children will be introduced to the Christmas story and will understand the different ways Christians celebrate Christmas.
Key Knowledge and assessment	<ul style="list-style-type: none"> We are all special and have special people in our lives. The people in our families care for us by providing food, shelter, love, toys etc. We can say thank you to those people who care for us by giving them a hug, sending them a card, saying ‘thank you’, helping them around the house. Families are all different but share common features such as love and care. We all have things in common with other people, even if we think we are very different. Everyone is equal. Hobbies and interests are things we enjoy doing. They are important as they make us feel good about ourselves. 	<ul style="list-style-type: none"> Celebrating is a part of all of our lives. People celebrate in different ways. Christians believe that Christmas is when Jesus was born. Christians believe Jesus is God’s gift to the world. They give presents at Christmas like the wise men gave presents to Jesus. Christians celebrate Christmas in lots of different ways. They go to church, light advent candles, give presents and open their advent calendar. Jesus is like a light for Christians.
Key Skills and assessment		<p>Learning about religion:</p> <ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. Describe some religious stories and talk about their meaning and outcomes. <p>Learning from religion:</p> <ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Identify what matters to them and others. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.
Key Vocabulary	Special, families, hobbies, interests, likes, dislikes, respect, similarities, differences	Jesus, Bible, Christian, Christmas, Mary and Joseph, church, vicar, Advent, carol, Bethlehem
Big Ideas	<p><i>Humankind runs throughout all RE lessons</i></p> <p>Significance – who are the special people in our lives?</p> <p>Comparison – How are families similar and different?</p>	<p>Humankind – What do you celebrate with your family? Why are celebrations important?</p> <p>Comparison – How does Christmas compare to festivals and celebrations that are special to you?</p>
Curriculum Drivers	<p>Emotional Intelligence - Children to begin to make choices based on their feelings, likes and dislikes and what they are good at.</p> <p>Aspiration and possibilities for all – What special talents do we have? What makes us unique?</p>	<p>Emotional Intelligence - How do you feel during special celebrations? Why?</p> <p>Aspiration and possibilities for all –</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

