Y1 Term 4

English	Superheroes – super kid and comics	**Maths**	Multiplication, division and fractions

Science/History/Geography: Let's Play

Children will be taught to:

NC objectives from curriculum progressions

By investigating toys and litter; and making toys , children will be taught to:

Scientific Knowledge

*distinguish between an object and the material from which it is made
*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
*describe the simple physical properties of a variety of everyday materials
*compare and group together a variety of everyday materials on the basis of their simple physical properties.

Scientific Skills

*ask, with prompting, simple questions that can be tested, e.g. about plants growing in their habitat.
*offer ways of gathering the evidence to answer the question, e.g. by deciding on the best material to use for a particular application.
*conduct, with support, simple tests, e.g. comparing the properties of different materials.
*examine objects to note key features, e.g. observe growth of plants they have planted.
*identify, with support, what needs to be recorded, e.g. recording changing day length.
*collect data, e.g. comparing and contrasting familiar plants.
*identify key findings from an enquiry, e.g. noting how the weather changes in different seasons
*suggest answers to enquiry questions using data, e.g. describe some properties of different materials

Notes and guidance (non-statutory)

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by:

*performing simple tests to explore questions, for example: 'What is

Historical Knowledge

*place toys from different periods on a timeline in chronological order
*be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past

Historical Concepts

*identify similarities and differences between toys from different time periods
*identify why toys from different time periods have both similar and different features
*identify what the changes in toys over time indicate about changes in national life (wealth, technology, social influences)

Historical Enquiry

*be encouraged to ask and answer questions about the past and suggest how they could answer them

Geographical Knowledge

*name and locate the world's seven continents ~~and five oceans~~

Geographical Understanding

*identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, identifying where different bears' habitats are

Geographical Enquiry

* devise a simple map; and use and construct basic symbols in a key (mapping 'We're Going on a Bear Hunt')
*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (and in PE)

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
*Where do bears live? What different types are there? What is special about them? Bear fact file. *Toy Story *Bear nursery rhymes *Bear stories	*Bear footprints *Measuring the height of bears/toys *Ordering bears (size)	*Ann .B – bear talk *Teddy Bear picnic * Visiting bears

Art/DT: DT – Toys made from recyclable materials (Structures)

Children will:

Design

*research different types of toys (actual toys and images of toys made from recycled materials)
*learn about the characteristics of the materials to be recycled and the components they are using
*explore ways to join materials – different glues, different tapes – which work best for different materials
*describe the purpose of their product – a toy for young children to enjoy which recycles materials that would otherwise be thrown away
*develop a simple design criteria for a toy made from recycled materials
*develop their design ideas through discussion, observation, drawing and modelling
*make simple drawings of their design and label parts

Make

*plan by suggesting what to do next
*begin to identify which tools and materials they will need; use vocabulary to name and describe them; explain why they have made these selections
*cut and shape materials with developing accuracy
*assemble, join and combine materials in order to make their toy
*choose and use appropriate finishing techniques – for example, colouring, collaging, painting…

Evaluate

Start of the unit
*evaluate a range of children's toys exploring:
- what their purpose is - how they work - how and where they are used - what materials are used - what they like and dislike about them

During the unit
*talk about their design ideas and what they are making, identifying strengths and possible changes they might make

End of the unit
*evaluate their product against their design criteria, saying what worked well and what could be improved

ICT: We are storytellers: create a powerpoint with words and pictures

Children will be taught:

Information Technology

*to create original content using digital technology: make a powerpoint with words and pictures
*to use digital technology to store and retrieve content: save the powerpoints on the G Drive for future viewings by the class/individuals and other classes

Digital Literacy

E-safety – Managing Online Information: 3 Privacy and Security: 3 (Project Evolve)

PHSE: Special People

Children will be taught:

R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another

PE
Indoor PE Fitness and Multi-skills (Multi-Ability Focus: Cognitive) Outdoor PE Net and Wall (Multi-Ability Focus: Creative)
Music
Music Express: Exploring pulse, rhythm and pitch
RE: What makes some places sacred?
This unit will enable children to: *identify special objects and symbols found in a church, a synagogue and a mosque and be able to say something about what they mean and how they are used (A3). *ask good questions during a school visit about what happens in a church (B1). *talk about ways in which stories, objects, symbols and actions used in churches, synagogues and mosques show what people believe (B2).