

Medium Term Plan

Year 1	Topic Name Toys		Term 2	
Overarching Question?	What shall we play with today?			
Stunning Start	Bring a toy to school day			
Fantastic Finish	Toy workshop: Make a toy you'd like to play with			
Subject	Main Focus	NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	The Three Wishes T4W	Non-fiction: writing and reading instructions Fiction: The Three Wishes Poetry: through song and rhyme	How to play a game Create own wish story Learning songs, noticing rhyming words.	I can write a sentence on my own I can join my sentences to make a story
Maths	Addition and Subtraction within 10 Geometry: Shape Place value within 20	White Rose Maths	<u>Addition and Subtraction:</u> Represent and use number bonds and related subtraction facts within 10. <u>Geometry: Shape</u> Recognise and name common 2d and 3d shapes. <u>Place Value:</u> Count to 20 forwards and backwards. Count, read and write number to 20 in numerals and words. Identify one more or one less. Identify and represent numbers using objects and pictorial representations.	<u>Addition and Subtraction:</u> I can represent and use number bonds and related subtraction facts within 10. <u>Geometry: Shape</u> I can recognise and name common 2d and 3d shapes. <u>Place Value:</u> I can count to 20 forwards and backwards. I can count, read and write number to 20 in numerals and words. I can identify one more or one less. I can identify and represent numbers using objects and pictorial representations.
	Materials of toys,	Ask simple questions and recognise that they can be	Test for various uses e.g. waterproof, movement	<i>I can ask questions and know they can be answered in different ways.</i>

<p>Science</p>	<p>Identify and name the materials that toys are made from. Materials</p>	<p>answered in different ways . Use simple equipment to observe closely. Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions . Gather and record data to help in answering questions 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.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>I can describe the weather in autumn, winter, spring and</p>	<p>Daily weather checks.</p> <p>Seasonal walk.</p>	<p><i>I can look closely, using equipment.</i></p> <p><i>I can do tests.</i> <i>I can name and group.</i> <i>I can use my observations and ideas to suggest answers to questions.</i></p> <p><i>I can collect and record data to help answer questions.</i></p> <p><i>I can tell the difference between an object and the material from which it is made</i> .</p> <p><i>I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</i></p> <p><i>I can describe some everyday materials.</i></p> <p><i>I can make groups of materials based on what they are like.</i></p> <p>I can explain changes through autumn, winter, spring and summer.</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter</p>
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		summer and that the days get longer and shorter.		
PE	Dance Paired games	Link skills and actions in different ways to suit different activities I Describe and comment on performance	Autumn and fireworks https://www.bbc.co.uk/radio/play/p0440m7w Nutcracker – bbc	I can perform a sequence of actions which have a clear start, middle and ending I can analyse my own, and others' performance
Art/DT	Toys: making a toy Looking at a variety of different toys, old and new, and how they work	Experiment with different materials to design and make products Explain what I like about the work of others Know the name of tools techniques and elements that he/she uses Use a variety of tools including pencils rubbers crayons pastels felt tips charcoal ball points chalk and other dry media to represent objects in lines Make simple structures by joining simple objects together Explore mark making using a variety of tools Sort cut organise and trim materials to create images	Design and make a toy Make representations of different toys Sketch old toys Make a large toy work shop role play area	I can try out different materials to design and make products I can say what I like about other people's art work I can name the tools techniques and elements I use in my art work I can draw things I have seen or imagined using lines I can create a simple design for my product I can use pictures and words to describe what I want to do I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing I can ask simple questions about existing products and those that I have made I can use wheels and axles in a product

		from a variety of media eg photocopies fabric crepe paper magazines.		<p>I can make structures by joining simple objects together</p> <p>I can try out ways of mark making using different tools</p> <p>I can cut trim and glue materials to create new pictures</p> <p>I can sort cut and shape fabrics and experiment with ways of joining them</p>
PSHE	Me and My Healthy Lifestyle	<p>Find out:</p> <p>about how healthy people look and feel</p> <p>what messages healthy people might give us</p> <p>about the things that healthy people do to keep healthy</p> <p>about what activities could make up a healthy day</p> <p>about what they can do to keep themselves healthy and some choices they can make</p> <p>about people who help them to stay healthy and what they might do</p> <p>about the importance of sun protection</p> <p>about ways that they can take care of themselves in the sun</p>	<p>What constitutes a healthy lifestyle?</p> <p>What are the benefits of physical activity, rest, healthy eating and dental health?</p> <p>What is the importance of and how do you maintain personal hygiene?</p>	<p>I can describe how healthy people look and feel</p> <p>I can identify some 'healthy messages'</p> <p>I can describe some of the things that healthy people do to keep healthy</p> <p>I know what activities could make up a healthy day</p> <p>I identify some of the things they do to keep healthy during their day</p> <p>I can identify people who help them to stay healthy, and describe what they do</p> <p>I know the importance of taking care in the sun</p> <p>I can describe ways that they can take care of themselves in the sun</p> <p>I know why it is important to exercise their bodies</p> <p>I can describe the kinds of exercise that I do to keep healthy</p>

		<p>about the importance of exercise for physical and emotional health</p> <p>about what exercise they can do for good health</p>		
RE	<p>The Christmas Story</p> <p>Advent: getting ready for Christmas</p> <p>Saying thank you</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>A nativity walk around the church</p> <p>Looking at Christmas cards</p> <p>A thank you paper chain decoration</p> <p>Getting ready for a baby</p>	<p>I know the story of Jesus' birth</p> <p>I know why the Christmas story is important to Christians.</p>
Computing	<p>Use subject specific software</p>	<p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <p>Predict the behaviour of simple programs</p> <p>Understand what algorithms are and how they are implemented on digital devices</p>	<p>Use subject specific software</p>	<p>I know to tell an adult if I see anything worrying online</p> <p>I can predict the behaviour of a programmed toy</p> <p>I can explain that an algorithm is a step by step set of instructions</p>
Geography	<p>Make a plan of the toy workshop</p>	<p>Make simple maps and plans e.g. pictorial place in a story</p>	<p>Make a plan of the toy workshop:</p> <ul style="list-style-type: none"> • As part of design process • After construction.... Where to put 	<p>I can make simple maps and plans</p>

			our equipment	
History	The history of toys: what my grandparents used to play with	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Ask and answer relevant basic questions about the past</p>	<p>Talk about the toys they play with.</p> <p>Find out about toys from the past: our grandparent's toys and toys from Victorian times</p> <p>A toy collection</p> <p>A talk about toys from a grandparent</p>	<p>I can describe some simple similarities and differences between man-made objects</p> <p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can sort historical objects from 'then' and 'now'</p> <p>I can ask and answer relevant basic questions about the past</p> <p>I can place known events in the order of when they Happened</p> <p>I can relate my own account of an event and understand that others may give a different version.</p> <p>I can sequence events and recount changes within living memory (chronological understanding)</p>
Music		<p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p>Work and perform together with others as an ensemble or as a group singing</p>	<p>Nut cracker</p> <p>Christmas play.</p> <p>Play instruments in Christmas play.</p>	<p>I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.</p> <p>I can work and perform as [art of an ensemble or as a group singing.</p>
Local focus	A talk from a family member of member of the community about toys they used to play with			
Visitors or trips	A talk from a family member of member of the community about toys that they used to play with			
Special Focus Days/Weeks	"Bring your own toys to school" day			

Key Vocabulary	Toy, game, entertainment, fun, children, before, present, past, history, design
Language Enrichment Opportunities	Talking about our favourite toy Explaining how a toy works or how to play a game Toy workshop role play