


<p><b>Topic Name – Changes in Living Memory</b>  <b>Dispositions Developing Choice:</b> Being accountable and Living with Integrity</p> 	<p><b>Year Group - Year 1 Autumn 2</b>  <b>Topic Purpose Question – How have toys changed over time?</b></p>	<p><b>Curriculum Coverage: History</b>  <b>Topic Purpose</b> –Pupil should development an awareness of the past starting with them, using common words relating to the passing of time. They should start to understand where people fit into the chronological framework and identify similarities and differences between life in different periods.</p>	<p><b>Class Novel: The Large Family Collection</b>  <b>Purpose-</b> Topic specific vocabulary and setting as well as being a classic author.</p>
<p><b>Links to previous topics.</b>  EYFS Who am I?   <b>Links to future topics.</b>  Year 2 Explores (Where does our family come from?)  Year 6 Who am I?   <i>Starting with History using the child as the centre from their life experiences before moving onto History through the ages.</i></p>	<p><b>Science</b>  <b>Everyday Materials</b>  Distinguish between an object and the material 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.   Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of the material and properties such as: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/no absorbent, opaque/transparent.  Pupils should explore and experiment with a wide range of materials.   Key Vocabulary: wood, plastic, glass, brick, paper, fabric, elastic, foil, rock, water, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent</p>	<p><b>History</b>  Introduction:  1. Who I am within my family?  2. What are the similarities and different between now and then?  Look at our school (their own environment) <b>Link to Every Journey Matters Project.</b>  Compare pictures of our school – now and then.   Toys through time:  3. What were our grandparents’ toys like and how do we know?  4. What are the similarities and differences between the toys from the past and the toys of today?   Key Vocabulary: Before I was born, Then/Now, Same/different, Remember, Material, Modern, Traditional</p>	
<p><b>DT</b>  <b>Textiles</b> – To make a toy puppet – see planning.  <b>Textiles Skills</b> – template and joining techniques – gluing, stapling, safety pin, simple running stitch.  <b>Finishing techniques</b> – glitter, textile paint raised, adding sequins and shiny fabric and fabric crayons.  <b>Design:</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  <b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.  <b>Evaluate:</b> Evaluate their ideas and products against the design criteria.  Explore and evaluate a range of existing products.   Key Vocabulary: template, dye, sew, felt, fabric, thread decoration, tie and dye, decorate, print, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p>	<p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think...</li> <li>I know...</li> <li>I can see....</li> <li>I can hear....</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>Also...</li> <li>And...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>I disagree with...because...</li> </ul>	<p><b>Music</b>  <b>Taught by Junior Jam</b>  Steel Pans  Lite Level 1   <b>PSHE</b>  <b>Celebrating differences</b>  The same as...  What is bullying?  Celebrating me  Anti-Bullying Week  Parliament Week</p>	
<p><b>PE</b>  <b>Games (Send and Return – Sports Coach Led)</b>  Unit 1 will cover:</p> <ul style="list-style-type: none"> <li>To slide a beanbag to a target.</li> <li>To hit a ball in different ways with our hands.</li> <li>To move towards a ball to return it.</li> <li>To work with a partner to stop and return a beanbag.</li> <li>To know what a rally is and rallying with a partner.</li> <li>To send a ball into space to make it harder for the opponent.</li> </ul> <p><b>Gymnastics – PPA (Teacher Led)</b>  Unit 1 will cover:</p> <ul style="list-style-type: none"> <li>To perform like actions in a sequence.</li> <li>To carry and set up apparatus safety.</li> <li>To perform shapes on large and small body parts.</li> <li>To take off and land and to use shapes in the jumps.</li> <li>To travel on our feet and show good body tension.</li> <li>To learn how to create different levels in our performance.</li> </ul>	<p><b>RE</b>  Theme: Christmas   Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?   Religion: Christianity   Disposition:  Expressing Joy</p>	<p><b>Computing</b>  <b>Taught by PPA by Junior Jam</b>  iProgram - iCode</p> 