

# Terrific Toy Box



Spring term 2017

Year One – Mrs H Richardson (Chestnut class) Mrs J Viñas (Oak Class)

<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>+ Say the number 1 more or 1 less and 2 more or 2 less using a number line or hundred square</li> <li>+ Read, write and say 2 digit numbers and understand them as some tens and some ones</li> <li>+ Revise pairs that make 5,6,7, 8,9,10 and doubles up to 10</li> <li>+ Use number bonds to 10 to make pairs to 20</li> <li>+ Use number facts to solve simple addition and subtraction problems</li> <li>+ Adding a 1-digit number to a 2-digit number</li> <li>+ Count on and back in 10s, 5s and 2s from any given number</li> <li>+ Recognise odd and even numbers</li> <li>+ Count objects in 5s and 10s</li> <li>+ Name, recognise and know the properties of 3D shapes</li> <li>+ Relate units of time: weeks, days, hours</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>+ <b>Whole class text (Traction man – by Mini grey Dogger – by Shirley Hughes )</b> <ul style="list-style-type: none"> <li>- To retell the story in words and by using drama and role play</li> <li>- Learn about comic book writing, captions, speech and thought bubbles.</li> <li>- Writing in role as one of the characters in the story</li> <li>- Designing new characters for the story.</li> <li>- To create a new problem for Traction Man.</li> <li>- Write own their own version of the story using a beginning middle and end.</li> </ul> </li> <li>+ <b>Non-fiction - Toy museum</b> <ul style="list-style-type: none"> <li>- Labels for displays in the Year 1 toy museum.</li> <li>- Signs for the museum.</li> <li>- Captions to explain about objects and artefacts in the museum.</li> <li>- Information cards to describe toys and games in the museum.</li> <li>- To write Invitations in order to invite guests to the museum.</li> <li>- Design and make Posters to advertise the toy museum.</li> </ul> </li> <li>+ <b>Whole class text (Silly Billy- Anthony Browne)</b> <ul style="list-style-type: none"> <li>- To be able to follow instructions to make a worry doll</li> <li>- To be able to correctly order instructions</li> <li>- To write a set of instructions for somebody else to follow.</li> <li>- To understand "bossy" verbs</li> <li>- To begin to use adverbs</li> </ul> </li> </ul>	<p><b>RE – The Christian Bible</b></p> <ul style="list-style-type: none"> <li>+ To understand that the Bible is the special book for Christians:</li> <li>+ To know that Christians read from the Bible which contains both the Old and New Testaments</li> <li>+ To know that Christians need the Bible in order to learn about God and how this may affect their daily life.</li> <li>+ To know that the New Testament contains stories about the life of Jesus.</li> </ul>	<p><b>Design technology (DT)</b></p> <ul style="list-style-type: none"> <li>+ Using sewing skills – running stitch and cross stitch.</li> <li>+ Design and make a t-shirt for Traction Man using running stitch(linked to literacy)</li> <li>+ Making toys for the Toy Museum (linked to history and literacy)</li> <li>+ Make a ball and cup toy (linked to history) Show children original Victorian toy.</li> <li>+ Making worry dolls</li> </ul> <p><b>Personal, social , health education (PSHE)</b></p> <ul style="list-style-type: none"> <li>+ <b>Going for goals</b> <ul style="list-style-type: none"> <li>- To recognise, name and deal with their feelings in a positive way;</li> <li>- To think about themselves, learn from their experiences and recognise what they are good at;</li> <li>- To know how to set a simple goal;</li> <li>- To recognise how their behaviour affects other people.</li> </ul> </li> </ul>
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<p><b>History – Toys from the past</b></p> <ul style="list-style-type: none"> <li>+ To explain the differences between their life and that of other children at a different point in history.</li> <li>+ Describe what it might have been like for a child in the past.</li> <li>+ Identify the characteristics of toys which belong to the past</li> <li>+ To give examples of toys and games from the past</li> <li>+ To ask and answer questions about the past.</li> <li>+ To place objects into chronological order.</li> <li>+ To use their own knowledge and information to create a Year 1 toy museum (linked to history and DT)</li> </ul>		<p><b>Physical Education (PE)</b></p> <ul style="list-style-type: none"> <li>+ <b>Gymnastics</b></li> <li>+ To travel safely in a space</li> <li>+ To learn basic gymnastic positions (pike, straddle, hollow, arch, tuck and lunge)</li> <li>+ To learn a series of different rolls, including: <i>log rolls, teddy bear rolls and forward rolls.</i></li> <li>+ Develop jumping and landing skills</li> <li>+ Develop balance, strength and flexibility</li> <li>+ To perform a simple gymnastic sequence in a group.</li> <li>+ <b>Games</b></li> <li>+ To throw over arm onto a target.</li> <li>+ Retrieving a ball to return to a partner.</li> <li>+ To track and intercept a ball.</li> <li>+ Participating in a competitive team game.</li> <li>+ Play some traditional games (linked to topic)</li> </ul>
<p><b>Science</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>+ To distinguish an object (toy) and the material from which it is made.</li> <li>+ To investigate why toys are made of certain materials</li> <li>+ To compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>+ To identify and name a range of common plants and trees.</li> <li>+ To recognise deciduous and ever green trees.</li> <li>+ To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>+ To observe the plants that grow at different seasons.</li> </ul>	<p><b>Trips</b></p> <ul style="list-style-type: none"> <li>+ The museum of childhood – January 26<sup>th</sup></li> <li>+ Local park and woodland area</li> <li>+ Parents and grandparents visitors to discuss toys from the past.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>+ Children to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>+ Play un-tuned instruments musically.</li> <li>+ Experiment with, create, select and combine sounds .</li> </ul>	