



Impact

By the end of this unit, children will...

'To improve is to change; to be perfect is to change often.' Winston Churchill.

During this unit, children will learn about the history of toys as they think about and discuss their favourite toys. They will explore what toys were like in the past and how they are different to toys today. Children will be introduced to the idea of chronology and the impact that the past has on our lives including whether innovations have made life easier or more difficult. The children's learning will include discussions about how and why things change and how we can use the past to make things better in the future.

Intent

It is our vision that the children of St. Mary's recognise that we are called to work for the good of all. Children will learn that change is good and that we should use our God given talents to make the world a better place. Throughout this unit, the children will learn the importance of learning from the past including how they benefit from changes within living memory.

Building the Kingdom

How and why do things change?

Further questions to explore:

- Is change always a good thing?
- Does everyone have toys to play with?

Catholic Life Pledge: (Common Good & Preferential Option for the Poor)

Christmas cards & Shoe Box Appeal

Catholic Social Teaching

Thinking of everyone (Common Good) & Sharing fairly (Distributive Justice)

We are called to work for the good of each and of all.
Everyone should have access to their fair share of resources.

'If you are poor, you need people who can give to you; if you are rich, you need people you can give to.'
Ludwig Borne



Core Subjects

English

During this term, pupils will write:

- Retell- Retell a story.
- Recount- write about a trip to the toy museum
- Poster- create a lost poster for a missing toy.

Spelling: first 25 high frequency words.

Skills focus: Write simple sentences. Use capital letters and full stops to demarcate sentences.

Maths

Numbers to 10

- Sorting groups and grouping objects up to 10.
- One more and one less.
- Introduce a number line to count forwards and backwards.

Part-whole within 10

- Introduce the part-whole model
- Partitioning numbers
- Comparing number bonds

Addition and subtraction within(1) 10

- Develop an understanding of how to add to make numbers to 10.
- Develop an understanding of how to subtract to make numbers to 10.

Addition and subtraction within(2) 10

- Look at subtraction being the inverse to addition,
- Counting backwards to work out the missing part
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Foundation Subjects

History / Geography

Toys

Children will explore the history of toys as they think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today.

- To be able to describe the characteristics of toys.
- To find out what toys our parents and grandparents played with.
- To find out what toys were like at different times 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.

Art / Design technology

Giuseppe Arcimboldo

- To use a range of materials creatively to design and make product.
- To use drawing and painting to develop and share their ideas, experiences and imagination
- To use sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques
- To learn about the work of a range of artists, craft makers and designers.

Playgrounds

- To design purposeful, functional, appealing products.
- To generate, develop, model and communicate their ideas.
- Select from and use a range of tools, equipment and materials.
- KS1 - evaluate their ideas and products against design criteria

Music

PITCH

An introduction, using simple songs and tunes which have repeated notes and small steps of 2nd or jumps of 3rd intervals. E.g. Nursery rhymes and copycat songs.

Computing

Online Safety

- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Grouping and Sorting

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How and why do things change? Y1: Knowledge & Skills

Core Subjects

Science

My Body

Year 1 will learn about parts of the human body and their functions, as well as the five senses. Children will identify and name the different parts of the body and start to explore what different things their bodies can do. They will then go on to find out about each of the five senses in detail through engaging activities and investigations.

Identifying Animals

This series of Animals Year 1 science lessons includes everything you need to teach your KS1 class about mammals, birds, reptiles, amphibians and fish. They will think about the needs of different pets and become familiar with the terms carnivore, herbivore and omnivore.

Religious Education

Creation:
This unit is designed to develop the children's appreciation of themselves and the world around them as part of God's creation. It also helps the children to reflect on the need to thank and praise God for his many gifts.

Families & Celebrations:
This unit is designed to develop the children's knowledge and understanding of what it means to belong to, and celebrate as, a family. The unit will focus on the Mass, the stories of the Presentation and Finding of Jesus in the Temple and the Wedding Feast at Cana as important celebrations in the life of the Church and Jesus.

Prayer:
This unit is designed to develop the children's understanding of prayer as a special way of spending time with God. In the unit the children will also explore the vocabulary, actions, places and aids associated with prayer, with particular reference to the prayer of praise and intercession. The children will also explore how Christians give praise to God in the psalms and in prayers like the "Glory Be To The Father" and the "Our Father".

Oracy

Use gestures to support meaning e.g. pointing at what they are discussing.
Sequence events using the language of time or number.
Begin to use sentence stems with some prompting.
Speak clearly and confidently in a small group of peers.
Include 'because' in their contribution to justify ideas.
Start to answer when, where, how and why questions.
Able to build friendships.

Foundation Subjects

Physical Education

Fundamentals

Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.

Dance

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

French

Nombres 1-10 (Numbers 1-10) & Colours

RSHE / PSHE

- Module 1, Unit 2 This is me Assessment
- Module 1, Unit 2, Session 1 (I am Unique)
- Module 1, Unit 2, Session 2 (Girls and Boys)
- Module 1, Unit 2, Session 3 Clean and Healthy)
- This is me Assessment
- Module 1, Unit 3 Feelings Assessment
- Module 1, Unit 3, Session 1 (Feelings, likes and dislikes)
- Module 1, Unit 3, Session 2 (Feelings inside out)
- Module 1, Unit 3, Session 3 (Super Susie gets angry)
- Feelings Assessment