

Topic: A Volcano of Toys...

Year group: 1

Term: Autumn 2017

Starting point: Autumn 1
Naughty elves have stolen toys from the toy maker and dropped them around the school.

Starting point: Autumn 2
Mission from toymaker - needs more elves as he cannot trust the naughty elves anymore.

MOTIVATION:
Engaged in the trip to the city museum (learning about toys from different eras)
Shake, Rattle and Roll will motivate children in music
Children will feel proud when they perform to their parents

What the children want to know:

- What our grown-ups play with
- How the toys are made/work

End product:
Make toys for the toymaker
Design and make a toy to present
Performance to parents

VALUES:

- **Challenge Charlie:** To find out about the past and explore technology today.
- **Creative Christoph:** Learn new art techniques and share creative ideas with each other.
- **Teamwork Trio:** Make a group Toy, advertise and present it working together in a group.

British Values - democracy-sharing views and working together
British Values - mutual respect - caring for each other

Multicultural/Community cohesion

- Toys from other countries
- Finding out what toys were played with by other generations

R.E. (See unit plan)
Specialness Hindu - Ganesh
Light - Candles

Subject areas/cross curricular links:

History
Design Technology
Science
Maths
English
See Topic connections overview

PE/Dance:
Real PE
Toy dance

Music:
(JG unit plans)

SEAL/PSHE/Citizenship
New Beginnings
Getting on and Falling Out
Developing a healthier, safer life style.

VALUES - How/when will these be taught?

- **Challenge Charlie:** children will find out about new things and will be challenged in each topic activity.
- **Creative Christoph:** Children will learn new art techniques and share creative ideas with each other.
- **Teamwork Trio:** Children will make a group Toy, advertise and present it working together in a group.

PSHE/Citizenship learning objectives

- I know I belong to a community
- I feel safe and content within my class
- I feel good about the ways we are similar in the group and the ways I am different.
- I know how to make someone feel welcome.
- I can tell you how I am the same as and different from my friends.
- I feel good about my strengths.
- I know some more ways to calm myself down when I feel scared or upset.
- I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.
- I know some ways to solve a problem.

Subject skills (Learning objectives)

History

- Can construct their own timeline by placing objects or events in chronological order.
- Can recognise the distinction between past and present in their own and other people's lives.
- Can use everyday terms about the passing of time - Yesterday, first, next.
- Can use common words and phrases relating to the passing of time. (before, after, along time ago, past)
- Can find answers to some simple questions about the past from sources of information.
- Can recognise that there reasons why people acted the way they did. (Edison-significant individual)

Science

- Can describe the simple physical properties of everyday materials
- Can investigate how an electrical circuit works using simple equipment (light up a bulb)
- Can observe changes across the four seasons/weather
- Can identify, name and label basic parts of the human body - associated with what senses

Computing

Unit 1.1 -We are writers (non-fiction page) NC organise, create, store

- To develop basic keyboard skills through inputting and formatting text.
- To develop basic mouse skills.
- To develop skills in opening and saving files.
- To develop skills in combining text and images
- To choose and select an appropriate image from a bank of pictures for their e-card.

To use technology safely and respectfully

Unit 1.5- filming a TV advert

To use different features of a video camera/recorder/ipad.(common uses of ICT)

To use a video camera to capture moving images.

To develop collaboration skills when working as a part of a group.

DT

Can use a variety of materials and processes to communicate their ideas and meanings.

Can evaluate my products and think about how I can make it better

Can use pictures and words to describe what they want to do.

Can explain what they are making and which tools they are using to assemble join and combine materials and components. (with help, where needed)

Can use tools and materials with help, where needed to measure, mark out, cut and shape a range of materials. .

Can use tools and assemble, join and combine materials and components in a variety of ways.

Can understand a healthy and varied diet.