











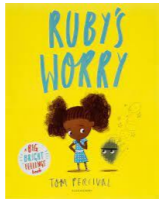

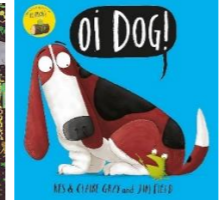
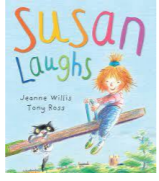

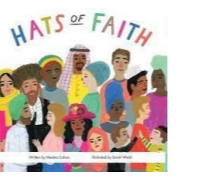


Class: Y1 Seedlings **Term:** Autumn 2
Curriculum theme: The Toy Museum
Curriculum driver: History
Value: Respect

Locality **Engaging** **Ambitious & Aspirational** **Purposeful**

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	<p><u>Intent:</u> children understand changes within living memory.</p> <p><u>Toys from the past:</u> children can recognise how toys have changed since Grandparents were children.</p> <p>Enquiry Question: How have toys changed since my grandparents were children?</p>	<p>How has our school and classroom changed over time?</p> <p>To understand that the school has older and newer sections.</p> 	<p>How has technology in our school changed?</p> <p>To describe the differences between technology in the past and present.</p> 	<p>What are our toys like today?</p> <p>To be able to understand how technology has influenced our toys today.</p> 	<p>How can we tell that some toys are old?</p> <p>To be able to compare toys, and describe how I can tell that toys are old or new.</p> 	<p>What kind of toys did my grandparents play with when they were children?</p> <p>To be able to interview someone about toys from their childhood.</p> 	<p>Who played with these toys a long time ago?</p> <p>To use pictures, photographs and artefacts to give us information about life beyond living memory.</p> 	<p>Children will be able to recognise and compare toys from the past to the present day. Children will begin using sources to collect factual information to help with these comparisons. They will be exposed to vocabulary to use within context (past, present, old, modern) and be able to have a discussion with a visitor about what toys were like before their time.</p>
Computing	<p><u>Creating media:</u> digital painting</p> <p><u>Intent:</u> children will be able to use online software to create a digital picture.</p>	To understand what freehand tools do.	To be able to use the shape tool and the line tool.	To be able to make careful choices when painting a digital picture.	To understand why I chose to use different tools.	To be able to independently use a computer to paint a digital picture.	To be able to compare painting a picture on a computer and paper.	Children are equipped with the skills to use a software programme to develop a digital picture with accuracy and detail. They will experiment with online tools to add marks and line detail to their drawing before evaluating it.
Art	<p><u>Intent:</u> To create artwork using their bodies: Spirals</p> <p><u>Drawing</u></p>	To be able to create art inspired by an artist (Molly Haslund)	To be able to draw spirals from my fingertips, wrist, elbow, shoulder and body.	To be able to draw 'snail drawings' using oil pastels and chalk.	To be able to create a continuous line drawing of a shell.	To be able to draw from observation and create experimental mark making with water soluble pens.	To be able to talk about what I like in my drawings, and what I'd like to try again.	Children will understand that artwork can be created to be significant and purposefully.
PE & Sport	<p><u>Real PE:</u> Balance and Agility</p> <p><u>Sport:</u> Gymnastics</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Gymnastics: Shapes - floor</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Gymnastics: Shapes - low apparatus</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Gymnastics: Travel - floor</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Static Balance: Seated</p> <p>Gymnastics: Travel - low apparatus</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Static Balance: Seated</p> <p>Gymnastics: Shapes - large apparatus</p>	<p>To be able to work sensibly with others, taking turns and sharing.</p> <p>Static Balance: Seated</p> <p>Gymnastics: Travel - large apparatus</p>	Children will be able to demonstrate different balances with agility and control.

Music	<u>Intent:</u> To learn songs to perform in the Nativity	To learn songs to perform in the Nativity. To learn about the structure of songs.	To learn songs to perform in the Nativity. To learn about the structure of songs.	To learn songs to perform in the Nativity. To learn about the structure of songs.	To learn songs to perform in the Nativity. To learn about the structure of songs.	To learn songs to perform in the Nativity. To learn about the structure of songs.	To learn songs to perform in the Nativity. To learn about the structure of songs.	Children will learn songs to perform confidently in the Nativity.
RE	<u>Intent:</u> to have awareness of different faith. What does it mean to belong to a faith community?	Do we all belong to something? To be able to explain what is special and important about belonging to a group that is important to me. 	How do Christians show that they belong? To be able to recognise symbols of belonging for Christians. 	How do Muslims show that they belong? To be able to recognise symbols of belonging for Muslims. 	Is every person valuable? To be able to explain what Jesus said about loving other people. 	How do Christians and Muslims welcome a new baby? To be able to identify some similarities and differences between two different religious welcoming ceremonies. 	How do some people show that they belong to one another? To be able to identify two ways that people show they love and belong to each other when they get married (Judaism and Christianity) 	Children will have an awareness of different faith and what it means to belong to a community.
RHSE	<u>Similarities and Differences:</u> Intent: Children will understand and respect that everyone is different and unique.	I am special. To be able to describe what makes me and others special.	Who I am makes me unique. To understand what unique means, and how we are all unique.	We don't all feel the same way. To be able to recognise how I feel and understand that others may feel a different way.				Children will learn about what makes them unique and will understand that everyone feels and thinks differently.
Natterhub	<u>Using devices safely</u> Intent: Children will understand how to find information online in a safe way.				Villains in our fairytales To be able to describe ways that people can be unkind online.	Internet Quest To identify devices that use the internet and use them to find information.		Children will be able to find the answer to a simple question using a device.

Reading Opportunities	     
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