

	Year group	1	Academic year	2021-2022	Term	Spring 1	Duration	7 weeks		
	Half-term topic knowledge Organiser									
	Topic Title	Inside the toybox								

Topic Overview

	Key Questions	Key events	PSHE, SMSC and British Values	Opportunities for 6 Rs
	How have toys changed over time? Which toys were popular when your parents/grandparents were younger? How have the materials of toys changed over time? How do we know that some toys are from the past? What different types of toys are there? Can we put toys into chronological order? What is your favourite toy? Can you describe your favourite toy?	Hook – Pupils and adults to bring in toys to put inside the toybox. Share toys that are inside. Adult visitor will come in to share their favourite toy from when they were younger.	In PSHE we will be focusing on 'Dreams and Goals: Celebrating Success'	Ready: Children to show that they are ready to learn and share ideas with others. Respectful: Children listen and respond appropriately to the ideas and thoughts of others. Resourceful: Children work in small groups to solve problems and share ideas.
Summary	Vocabulary (tier 3)	Key dates	Prep/ homework task	Reflective: Children will reflect on how toys have changed over time and how lucky we are to have the toys and play opportunities we get.
Inside the toybox will start by examining toys today. Pupils will share their favourite toys, before looking at the favourite toys of special visitors from the past. Pupils will be history detectives by grouping and classifying toys based on their characteristics and distinguishing between old and new, focusing on similarities and differences. At the end of the unit, pupils will be able to consolidate what they learnt through creating a toy museum in the classroom.	Subject specific vocabulary that will be encountered during the topic: Category, characteristic, chronological, exhibit, future, material, modern, museum, timeline	Tuesday 4 th January 2022 – children to bring in their favourite small toy. Tues 4th Jan - first day back after Christmas break Mon 24th Jan - Inset day - school closed to children	Homework in primary in changing! As always, we ask that children read at home daily. Reading independently, sharing a book with an adult/sibling, or listening to a book being read, is highly encouraged. From spring term, instead of half-termly prep work, there will now be weekly homework set, which will alternate between Maths and English tasks.	

Key English stimulus	Computing	Music	Spanish	RE	Maths
This half term we will reading the book 'Dogger'; within this we will be understanding the text through inference and comprehension. We will continue to work on sentence structure in order to create our own lost poster.			Students will continue to revise the basics of the Spanish language. They will be able to share how they are feeling using a range of emotions, count to 10 and perform simple sums using these numbers in Spanish, and will learn more about Spanish and where it is spoken.	Remembering: Passover During this theme, the children will be looking at the concept of remembering. They will think about what it means to remember and the sorts of things that they can remember. Children will then think about how Jewish people remember the Passover Story.	This half term we will develop our understanding of place value. We will be moving on to look at numbers within 50.

History / Geography National Curriculum Objectives	Science National Curriculum Objectives	Art / Design technology National Curriculum Objectives
<ul style="list-style-type: none"> Changes within living memory (toys) How were they invented and how did they change? Design your own toy	Everyday materials <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties (<i>link with what we have learnt so far the previous half term</i>) Seasonal changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and day length varies (<i>link back to Autumn term, how has it changed?</i>) 	(Making a toy) Design <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing and templates Make <ul style="list-style-type: none"> 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 Evaluation <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge <ul style="list-style-type: none"> Explore and use mechanisms in their products (moving toy – cam, slider and handle)

