



Key Questions: How have toys changed over time? What materials are they made of? Why has this changed over time?

English Links: e.g. Class Novel / **Cross-curricular Writing:** Dogger, The Day the Crayons Quit, Kipper’s Toybox, Non-chronological report about old toys.

<p>Science Content: Seasonal Changes Skills:</p> <ul style="list-style-type: none">• observe changes across the four seasons• describe weather associated with the seasons and how day length varies. <p>Assessment Notes:</p>		
<p>Computing Content: digital literacy – basic skills, logging on. Skills: Year 1</p> <ul style="list-style-type: none">• Log into own user area on PurpleMash.• Save and reopen work.• Understand information comes from different sources and use them.• Use age appropriate websites.• Follow links to find the information that I require.• Use a mouse or touchscreen to follow the appropriate buttons to navigate websites or saved information.• Explore a variety of electronic information as part of a given topic.• Use a variety of different sources to find information. I understand that ICT can give quick access to a wide variety of resources and talk about this.• Follow links to find the information that I require.• Talk about how I used ICT to find information. <p>Year 2</p> <ul style="list-style-type: none">• Talk about different forms of information (text, images, sound and video) and understand that some are more useful than others.• Find relevant information to answer a specific questions by navigating different pages on a website.• Ask key questions about a specific topic and find information to answer them.	<p>History Content: Changes of toys over time Skills:</p> <ul style="list-style-type: none">• Identify how toys have changed over time.• Understand why the materials that toys are made of have changed over time.• Explain why some toys are more expensive than others.• Identify the similarities and differences of the same toy in the Victorian times compared to today. <p>Assessment Notes:</p>	<p>RE Content: The Christmas Story Skills: Beliefs, teachings & sources</p> <ul style="list-style-type: none">• remember a Christian story and talk about it <p>Forms and expression</p> <ul style="list-style-type: none">• say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about e.g. say that the cross reminds Christians that Jesus died on a cross <p>Meaning, purpose & truth</p> <ul style="list-style-type: none">• talk about some things in stories that make people ask questions <p>Assessment Notes:</p>

<ul style="list-style-type: none">• Recognise the layout of a webpage, recognise web addresses, menu buttons and links.• Recognise that the internet contains a large amount of information and recognise the need to use a child friendly search site.• Know that not all information found online is useful.• Use a child-friendly search engine to find specific given websites.• I understand that websites have a specific address <p>Assessment Notes:</p>	<p>DT</p> <p>Content: Puppet sewing</p> <p>Design</p> <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, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria <p>Assessment Notes:</p>	<p>PSHE</p> <p>Content: Dringhouses Value – Respect (Mutual Respect) Anti-bullying week</p> <p>Skills:</p> <p>Health and Well Being</p> <ul style="list-style-type: none">• Think about themselves, learn from experiences, recognise/celebrate strengths and set simple but challenging goals.• Learn about good and not so good feelings and have the vocabulary to describe these.• Knowing how to keep themselves and others safe, including that they do not need to keep secrets. <p>Relationships</p> <ul style="list-style-type: none">• Learn to communicate feeling and recognise how others show feelings.• Recognise when people are being unkind, how to respond, who to tell and what to say.• Recognise that their behaviour can affect other people.• Recognise differences between nice surprises and secrets, the importance of not keeping any secret that makes them feel uncomfortable.• Understand people’s bodies and feelings can be hurt.• Judge what kind of physical contact is un/acceptable, un/comfortable, and how to respond.• Recognise different types of teasing and bullying and understand they are wrong/unacceptable.• Have strategies to resist teasing or bullying (to them or others), what to do and where to go for help. <p>Assessment Notes:</p>
<p>Geography</p> <p>Content: Weather in the local area (compared to places further away) and how it changes in different seasons.</p> <p>Skills:</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Assessment Notes:</p>	<p>PE</p> <p>Content: Gymnastics</p> <p>Skills:</p> <ul style="list-style-type: none">• To support their body weight on hands when creating balances.• To hold a balance still.• To create different ways to travel on apparatus using a pushing or pulling motion.• To use different body parts to travel on.• To create shapes and tucked position.• To create a sequence using jumps and bounces.• To find different ways to enter and exit apparatus.• To find different ways to travel under, over and through apparatus.• To travel in different directions when using apparatus.• To create different balances using small and large body parts.• To work collaboratively to create and mirror balances <p>Assessment Notes:</p>	<p>Music</p> <p>Content: Singing, Circle Games, Listening, Dance</p> <p>Skills:</p> <ul style="list-style-type: none">• Sing Do Mi So La songs with increasingly accurate pitch & related hand signs• Improvise & copy using Do Mi So La• Circle Games: Mulberry Bush, Going for a Walk, Jump Jim Joe• Listen to ‘Dance of the Toy Soldiers’ from ‘The Nutcracker’• Dalcroze activities: use sticks and torches to get to know this piece• Rehearse school Christmas song repertoire and songs for nativity <p>Assessment Notes:</p>

<div><div>Forest School</div><div><div>Content:</div><div>Autumn into Winter / Environmental effects on forest animals</div><div><div>Skills:</div><div><ul style="list-style-type: none">Explore forest animal habitatsUnderstand hibernation in animalsUse natural materials to create dens for forest creaturesInvestigate feeding and how forest animals survive during severe weather</div></div><div><div>Assessment Notes</div></div></div></div> <td></td> <td></td>		
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