

Spring 1 Curriculum Unit –Year 1

At the end of this unit children will have an understanding of how toys, and their properties, have changed over time.

Science
 Everyday materials. What materials have certain properties? Which materials are waterproof? Are all plastics waterproof? Do all plastics float?

Art/DT
 Designing and making various toys

Key Learning:-
 To describe how toys have changed over time.
 To investigate the properties of plastics.



Science
 Researching plastics and their properties. Why were most toys wooden but now they are plastic?

As scientists, we will compare the properties of different types of plastics and look at how we can sort them.
As reader and writers, we will read about stories featuring toys and write in the style of the author. We will write instruction for how to make simple toys.
As historians we will compare how toys have changed from the past.

English
 Writing instructions for how to make toys eg a paper aeroplane, a forky and a Victorian cap and ball game.
 Reading and writing stories featuring toys.

History
 Research some toys from the past

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Nurture: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> Working as a team to solve problems in science. Investigating the properties of plastics. Are all plastics the same? How can we sort them? 	<ul style="list-style-type: none"> Verbally describing findings Explaining how things are similar and different. 	<ul style="list-style-type: none"> How have toys changed? Why did toys change? Why are some wooden toys becoming popular again? 	<ul style="list-style-type: none"> To learn about homes with religious connotations. The 'home' of God. To learn about how some toys are 	Flourish and excel in imagination and creativity. Use God-given talents and understanding to benefit others (see the subject policies for further detail).	<ul style="list-style-type: none"> How have toys changed over time? How are toys different in different countries? 	<ul style="list-style-type: none"> Learn what it is to be a courageous advocate for change. How can we reduce or use of plastics?

			used/given to support religious teachings. <ul style="list-style-type: none"> • What if toys didn't exist? 			
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term. Letters to parents previous term and via homework.	How have toys changed over time? Children bring in to school, or a picture of, their favourite toys.	Teacher to provide necessary knowledge to develop skills and understanding.	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, English and history.	Children will present their learning in different ways Including: writing instructions, writing in the style of an author, presenting science investigation outcomes in tables, fact sheets and diagrams.	Write instructions and display in the classroom.
Links to British Values What have we done in Britain to reduce plastic consumption? What more can be done?			Other Resources Photos of toys from the past.		
Parental involvement Support children with the looking into different toys from the past and present. Look at and talk about what toys their parents played with as a child.			Links with Experts /visitors/visits Potential for trips to local museums looking at toys from the past and present.		