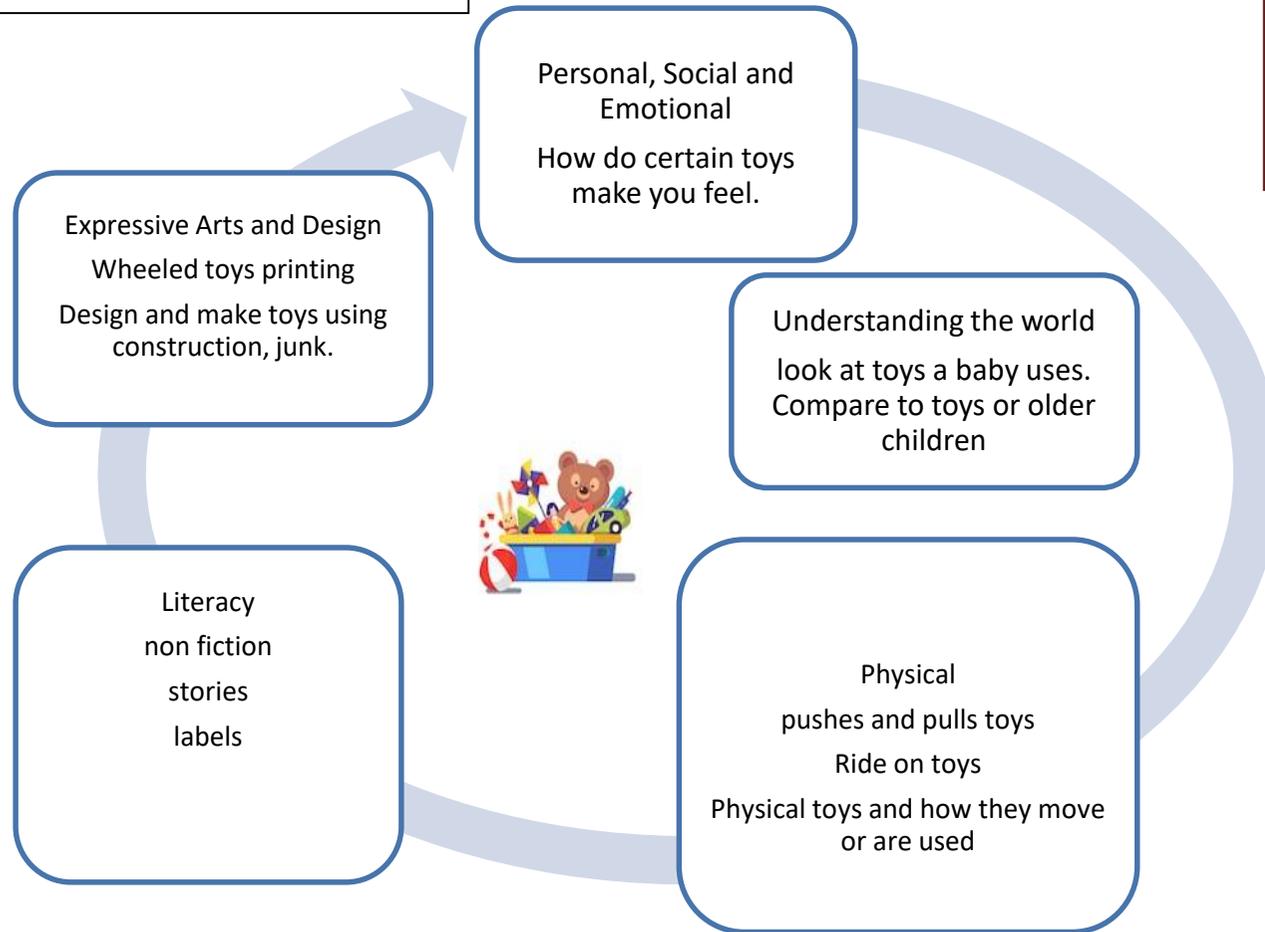


## Spring 1- Kippers Toy- box

At the end of this unit children will have had experience of a range of moving toys. They will be able to talk about the materials and textures of Toys and talk about the similarities and differences.



### Key Learning:-

- ❖ Children will show interest and task about significant events and their own experiences.
- ❖ Children will talk about their past and compare to now
- ❖ Children will look closely at similarities and differences.
- ❖ Children will talk about things they observed.

**As Artists, and designers** we will use wheeled toys to make marks. We will design toys and make them using a range of materials.

**As Historians.** we will learn time vocabulary that will help us to describe old and new toys and toys we played with when we were a baby. We will use words such as past, mended, shiny, modern

**As Scientist** we will make observations of different toys and talk about similarities and differences. They will talk about how things work and move.

<b>4Rs</b> Characteristics Active Learning	<b>Oracy</b> Communication and Language	<b>Be excited and curious to learn</b> Characteristics Playing and Exploring	<b>Spirituality</b>	<b>Nurture: soar in talents</b>	<b>Wisdom</b> Characteristics Critical Thinking	<b>Serve others courageously</b> Responding
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Being involved and maintaining focus. Paying attention to details. Keep on trying. Enjoying achieving what they've set out to do.	Listen to others one to one and in a small group. Listen to stories and follow instructions. Understands, responds and builds up vocabulary in response to other. Connects ideas and more complex sentences.	Finding out and exploring. Similarities and differences when exploring. Be willing to 'have a go' and try new activities. Join in play and learn to fit in with the ideas of others.	How do toys make you feel and how does that effect you as a person.	Flourish and excel in imagination and creativity. Use their God-given talents to impact on others.	Learn about the causes and consequences actions and be able to follow rules and routines, including simple instructions. Testing their ideas	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding
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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 write thank you letters/news of Toys they got for Christmas.	What do we know about toys? What Toys could be in Kippers toy box? Make a list	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 through cross curricular learning.	Children will present their learning in different ways one to one or in a small group using question and answer boxes.	Display Role play area
<b>Links to British Values</b> <b>We understand the consequences of our actions</b>			<b>Other Curriculum Areas</b> Dance, fine and gross motor, PSHE,		

**Parental involvement and Wider Community involvement**  
**Home learning**

**Use their talents and deeper understanding to benefit others**  
See individual Subject policies for ideas and examples