

Outcome: Create a model of a toy robot

Owls will research the history of toys and how they evolved. Using our research, we will then design and create our own model bus.

History

While the word ‘toy’ can be traced back to the 14th century, dolls have been found to date back 4000 years. We will explore how toys were made and played with throughout the ages.

Computing

As part of our research, we will use the computers to find out about our favourite toys. This gives us the opportunity to discuss e-safety and how we can use the internet safely and securely. We will then look at all the different types of bus and how these have been replicated as a toy.

Design and Technology

Once we have identified a range of toys, we will look at drawing our own functional toy robot to make. Our designs will need to appeal to other children and serve the purpose of a toy that has moving parts. We will need to carefully choose the correct materials (from donated recycling) and work out how it can be constructed. Then we will use tools to shape, join and finish our toys. Finally, we will test the functionality of our toys and display them in a museum.

Outcome: Write a recipe

Toy Story is a film about friendship and coming together in times of need. Using this premise for inspiration, Owls will explore the concept of friendship and what it takes to be a friend. This will form the basis of a friendship recipe.

PSCHE

Using circle time, Owls will discuss the ingredients needed to be a good friend. We will focus on positive language and how we can use the recipe to make sure that we are being good friends.

Writing

As a bit of fun, we will take our ingredients and look at how we can apply weights and measurements and turn our ideas into a written recipe.

Outcome: Retell the story of The See Saw

Using the exciting book ‘The See Saw’ by Tom Percival, Owls will learn, and using a range of resources retell the story.

Writing

We will consolidate our understanding of a story mountain and start to focus on the construction of our sentences. By ensuring that we are using capital letters and full stops we can then start to link our ideas using conjunctions ‘and’ and ‘so’ and ‘but’.

Using the story as inspiration we will retell the events changing the character in the book for our own toy.

Year 1 – Spring 2

Tremendous Toys



Inspired by Lost in the Toy Museum: An Adventure by David Lucas, Owls will curate their own exhibition. We will explore the history of toys; from their humble beginnings to the more complex models using AI. We will use our findings to create the simpler versions and display these in our very own museum.

Outcome: Create a poster

In order to promote the opening of our bus museum, we will research and create a poster to advertise our toys.

Art

We will research posters promoting events and discuss what makes them effective. We will use our findings to create our own posters advertising our toy museum.

Outcome: To create an algorithm

For toys using AI to work, they need to follow algorithms, which are a set of instructions. We will explore the concept of algorithms and look at how we can control Harold the Robot and Beebots and get them to follow our instructions.

Computing

Thinking about computer programmes, Owls will need to create an algorithm (set of instructions) for a robot to follow. The robot in this game is another child; the aim is for the child to follow a set of instructions to build a tower from blocks. The robot can only literally follow the given steps. This demonstrates that computers follow algorithms precisely. Once this has been understood, we will the look at programming a beebot to find its way out of a maze.

Geography

To allow our devises to navigate and follow a set of coordinates it is important that we understand simple compass directions (North, South, East and West), directional language (for example, near and far, left and right) and to be able to describe the route on a map.

Outcome: To open a museum

Our topic concludes with exhibiting our buses in a museum. Families and other classes will be invited to come along, look at and carefully play with each bus.

Maths

Following on from our learning on place value, we will start to explore addition and subtraction (within 10 and 20). This will result in gaining a secure knowledge of the number bonds to 10 & 20, as well as recognise + - = symbols. During this time we will also cover shape, where we will learn to recognise common 2-D and 3-D shapes.

P.E

During this half term we will be joined by Premier Sport. In our lessons we will be developing our balance, agility and coordination through gymnastics. We will learn a number of shapes and how these can be linked, both on the floor and on the apparatus. Each week we will progress, culminating in our ability to show a sequence of linked shapes and moves.

PSHCE

This half term we will be valuing difference, how we are all different and that this is OK. We will look at the people we recognised on our ‘special people balloons’ (at the start of autumn), in more detail and identify differences. In addition, we will explore the difference between being unkind, teasing and bullying.

Music

All the learning will be focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). We will Listen and Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.

R.E

This half-term we will continue to look at Christianity. At the start of the half-term we will discuss whether the world is a fair place. Following this, we will explore why Christmas is important to Christians and learn the Christmas story. Our learning will include lots of discussions as well as fun activities.

French

This term we will be learning a range of colours and to recognise the French flag. The children will learn about the Festival of the 1st April : le poisson d’avril.