

As Historians...

we will understand what the term **history** means by using toys as a familiar artefact. We will explore who toys are aimed at throughout history and create a chronological timeline. We will ask questions about the materials used to help identify the period of time they were popular. We will recognise any **differences or similarities** between modern and historical toys. We will explore our favourite toys, looking at when and why we got them.

As scientists...

as scientists the children will identify, classify and group everyday **materials**, such as wood, plastic, metal, glass and fabric. They will distinguish between an object and the **material** that it is made from. They will predict which **materials** are most suited to a specific purpose and they will perform tests to investigate this. During these investigations they will ask questions and observe the **materials** to help them to interpret their results and conclude which **material** is best suited. **The children will make links with prior learning** about the differences between **materials** and changes that they notice.

In Jigsaw we will be learning about...

dreams and goals.

In RW we will be learning about...

worship

As readers...

we are continuing to practise phonics using Read Write Inc to develop our reading. We will continue to read our books at home and school, these books will be closely linked to our phonics level. We will continue to listen to stories for enjoyment too. Clarifying, making predictions and summarising books. We will also be asking and answering questions about our class texts "The old toy room", "The three little pigs", "On the Sudden Hill" and "Duck in the Truck".

As geographers...

the children will know and identify the **physical** and **human** features of their local area. They will undertake simple **fieldwork** and use **observational skills** to study the geography of their school and its grounds and the key **human** and **physical** features of its surrounding environment. They will be able to name and locate the four countries and **capital cities** of the UK using compass points to say where they are in relation to Hull. They will create a simple map of their **local area** using symbols and a key.

Year 1 Spring Term What materials were used to make toys in the past?



As mathematicians...

we will be introduced to addition as augmentation, and subtraction as reduction (take away), using a 'first..., then..., now...' story representation and abstract notation (+, - and =); we will explore the inverse nature of the two operations.

We will be equipped with a range of useful strategies for addition within ten, including adding and subtracting zero and one, commutativity, adding and subtracting two to/from odd and even numbers, and doubling and halving.

As writers...

we will be developing and improving our sentence structure using features such as adjectives. We will be learning to write in the past tense using the 'ed' suffix.

Children will continue to use capital letter, full stops and finger spaces in their writing. We will develop their imagination through story writing.

As artists...

the children will develop their **collage** skills through the exploration of different colours and textured materials. The children will **collage** will create artwork in the style of Matisse/Picasso. The children will also explore natural textures, creating rubbings in layers and with different colours. **Children will make links with prior learning** about painting and compare this with collage. They will develop the ability to describe the differences and similarities between artists studied and make links to their own work. They will further develop their understanding of collage techniques and how these can be used to create abstract artwork.

As designers...

the children will identify the requirements for their product through exploration and evaluation of existing moving toys (**mechanisms**). They will experiment with attaching axles and wheels (**mechanisms**) to a chassis to develop their understanding of how the **mechanisms** work more clearly. With this knowledge, they will create their own designs using appropriate materials and components. Following their designs, they will make their moving toy (**mechanisms**) using appropriate tools and equipment using the given success criteria. **The children will make links with prior learning** about materials in science in Year 1 as this will help inform them of materials to use in their design.