

Year 1 Autumn B Medium Term Plan 2024: Toys Through Time

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Lit	Autumn Poems	Traction Man - Character Description - Identify good and evil characters	Traction Man - Character speech/thought bubble writing introduce 'and'	Traction Man - Recounts T4W introduce time openers - Drama	Traction Man Recount T4W	Traction Man - Recount T4W	
Science	The chn will learn to name materials and find them in class. They will handle materials and describe them using properties such as hard, shiny, rough. They will ask questions to discover the material in the feely bag, distinguishing material / object.	The children will learn to classify materials and record groupings. They will have a range of materials to sort. They will sort into sets choosing their own criteria and recording in Venn diagrams using photos of materials.	Traction man's Problem TM has made things out of unsuitable materials! The children will discuss useful properties and suggest materials suitable for purposes They will explain their choices using properties.	Traction Man <u>Planning a test</u> Traction Man's next adventure is under the sea, what's the best material for his waterproof suit. Investigate in groups	Explore magnets and understand why some materials might be magnetic and some might not be.		
History	New toys discussion. Introduce our Big Question: How have toys changed over time? Explore how we can find this out? Understand chronology and build a timeline with before living memory and within living memory. Compare timelines e.g Mrs Hedley being born, the children being born.	Chn to explore the old and new toy box. Chn to comment on the materials the old toys are made out of, their appearance and how they work. Chn to be able to explain why some old toys may be broken. Chn to sort the toys into old and new. Chn to use the vocabulary past and present.	Chn to understand chronology and place grandparent toy and own toy on their timeline. Understand we are talking about something within someone's living memory. Compare their toy with their grandparent's toy. How is it different? How do we know which toy is older/newer?	Chn to prepare questions to interview a living source on what toys were like in their childhood? How could we find out about toys beyond living memory?	Explore how toys have changed over time. Discuss advancements in technology, better / cheaper materials and sources of power. Children to order 4 toys of the same type onto chronological timeline in order of age	Re-cap on old toys, how they were made, what happened to them over time and other features.	
Art	Create Christmas Cards and calendars						
R.E What do Christians	Revise Christianity. Identify what a parable is and give	The lost sheep and the lost coin parables. What do Christians	Forgiveness and what it means to Christians. The forgiving servant.	The four main types of prayer and Christian song.	The Lord's prayer.	Evaluate artwork depicting God as loving and forgiving.	NA - Xmas

Believe God is Like?	clear accounts of what the story of the lost son means to Christians.	believe about God from these parables?					
P.E	Toy Shop Dance	Toy Shop Dance	Toy Shop Dance	Toy Shop Dance	Toy Shop Dance	Toy Shop Dance	Toy Shop Dance
Computing	BLOCKED JIT						
Music	Introduce the story of the Nutcracker. Explore different sections of music and move to them. Children to choose percussion instruments to match the toy.	Children to explore the word tempo. Listen to the sections of music. What are the different tempos? How does it change the feel of the pieces of music? Chn to move their bodies to the tempo. Explore the tempo of the 4 characters with percussion instruments.	Children to explore the word dynamics. Chn to listen to the different sections and explain what the dynamics are like. How does it change the feel of the pieces of music. Chn to make their own dynamics using percussion instruments. Would the character be loud or quiet?	Chn to explore 2 sections of the nutcracker. They will explain what the tempo and dynamics are for each piece. They will explain what they think about each piece and why? Do they think this part is from the problem of the story? How do you know?	Read the part of the story where the nutcracker comes out of the box to save Clara and then fights the mouse king. What tempo and dynamic would our music start like? How would it change? Chn in groups to create a piece of music for this scene. Use symbols to write their music	Practice their music by reading their music sheet. Then perform their piece to the class.	
Respectful Relationships PSHE	Explain how I am the same or different to others and know how to treat myself and others with respect	Respectful Relationships Anti-Bullying Week Understand the difference between kind/unkind behaviour and how it can impact mental health	Recognise and explain what is fair and unfair, kind and unkind SCARF: It's not fair!	Respectful Relationships: Project evolve - online relationships - online bullying	Respectful Relationships: Who are our special people?	Economic Wellbeing Needs, not wants - thinking of others at Christmas time	