

Repton Manor Primary School Topic Planning - Topic Coverage

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Greater Depth Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Year Group: 1+2	Big Questions	Learning Opportunities	Subject Coverage Objectives Covered	Mind Map symbols
Term(s): 3&4				
Topic: Toys				
<p>SS: Trip to toy shop / factory.</p> <p>MM: Creating an app – a toy for the future.</p> <p>FF: Parents in to help make toys.</p> <p>Learning Environment: Toy factory / shop in cloakroom.</p> <p>Toy shop role play area.</p> <p>Money in Maths area and toys to</p>	<p>What is a toy?</p> <p>Big Answer: Here's a piece of paper – create a toy.</p> <p>Term 3, 2 weeks</p>	<p style="background-color: #00ff00;">Chn's Pupil Voice plans to be photographed and stuck into books.</p> <p style="background-color: #00ffff;">SS: Trip to toy shop / factory. Picture collage in books with brief recount from chn.</p> <p>What is a toy? 1. Bring in a favourite toy --- sketch their toy (colour, texture, pattern) – practise art sketching skills in books prior to drawing, once sketch drawn, photocopy to stick on lockers. Create learning environment in small groups with TA's – Toy shop entrance to Y1+Y2.</p> <p style="background-color: #d9ead3;">Creating</p> <p>2. What makes these objects toys? Chn to critically evaluate what all toys have in common – are there common themes? What makes them toys – discussion and debate.</p> <p style="background-color: #d9ead3;">Evaluating</p> <p style="background-color: #d9ead3;">Analysing</p> <p>3. Chn to write a bubble to attach to their favourite toy to explain why it is their favourite and what makes it special --- objects to be placed on display on top of lockers (discuss how special this display space is – to keep safe and to keep toys precious etc.).</p>	<p>Reading <u>Old Bear – Jane Hissey</u> <u>Train – Mike Vago</u></p> <p>writing <u>The story of Lego (How Lego came to be)</u> Mood mapping Debate – what is better Lego or Mechno or modern games? <u>The story of Hornby Train</u> Biography - chronological report</p> <p>Maths Multiplication – questions linked to toys.</p> <p>Life Skills Happiness, sharing, well-being, kindness.</p> <p>Art to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>1) Pencil (sketching), Rainbow (colour), cross hatch (texture), counting in 2s (pattern), light bulb (ideas for learning environment), paint brush (painting toy shop entrance)</p> <p>2) Question mark (what makes a toy), Symbols to show what chn decide makes objects toys --- take from chn's ideas.</p> <p>3) Star (special</p>

<p>measure/ compare.</p>		<p>Are all toys objects? 4. Look at games - PE games. Can you have a square football? ICT games – animations (scratch) Educational toys. Are all toys objects? Are games toys? Discuss. Chn to sort pictures of “toys” into toys and not toys (or other ways they feel they could sort them ability dependent – e.g. due to level of enjoyment gained from playing with them / popularity) and explain how and why they sorted them as they did.</p> <p>Evaluating Analysing</p> <p>Are all toys for children? 5. Parents to come in and play with toys with chn.... Did you enjoy it? Do adults enjoy playing? Use school toys... encourage sharing, turn taking. Staff to list a toy they have --- chn to match the staff member to the toy? (focus on chn’s inference skills- what makes you think the person has that toy?) Look at age restrictions of toys. Why do we have age restrictions? What do they mean?</p> <p>Evaluating Analysing</p> <p>Do toys make you happy? 6. What is happiness? How do you know if you’re happy? Look at photos of different people – are they happy and how do we know (could challenge stereotypes here too --- do possessions make someone happy? Is it always possible to look at someone and see if they’re truly happy?) Chn to add photo’s of them being happy in books and speech bubbles in books... being unique?</p> <p>Evaluating Analysing</p> <p>PE LESSONS – TEAM GAMES.</p>	<p>Computing understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs</p> <p>PE They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. participate in team games, developing simple tactics for attacking and defending</p>	<p>objects)</p> <p>4) Sorting hoops (sorting), Stick man running (Games), Computer (pc games), Square football.</p> <p>5) Big stick person with small stick person (adult playing), number 5 in balloon with cross through (age restrictions)</p> <p>6) Smiley face (happiness), money (do possessions = happiness)</p>
	<p>Which toys are the best toys?</p> <p>Big Answer: Lesson 1: Create a questionnaire to find out the best toy.</p>	<p>Which toys did our parents enjoy? 1. Parents and grandparents to be invited to bring in their toys. Compare materials, functions, design, etc. Chn to draw a picture of their parent’s favourite toy in books, label functions, materials, design etc. – parent to add a bubble to say why it was so special to them.</p> <p>Evaluating</p>	<p>Reading <u>Toy Story</u> <u>History of Toys – Jane Bingham</u></p> <p>Writing <u>The story of Lego (How Lego came to be)</u> Mood mapping Debate – what is better Lego or Mechano or modern games?</p>	<p>1)Big toy, small toy (adults toys), a piece of wood (materials), a wheel (function), toy car (design)</p> <p>2) Arrow with 0 at one end and 2017</p>

<p>Lesson 2: Can you present your data?</p> <p>Term 3, 3 weeks</p>	<p>Which toys did children enjoy in the past?</p> <p>2. Chn to learn about and create a timeline of toys in the past - BBC Bitesize video.</p> <p>Which toys were played with in different eras? Why have toys changed so much through time? Are there similarities to toys now? Timeline to be added to books.</p> <p>Chn to pick two toys to compare and contrast (my choice with modelled e.g. Your choice with their choice).</p> <p>Evaluating Analysing</p> <p>What toys do children around the world enjoy?</p> <p>3. Look at some pictures of chn playing with toys from places around the world (throw in some curveballs to challenge stereotypes) – can chn guess where in the world the chn are from? Chn to add guesses to books next to pictures. Discuss each picture in turn – look at where in the world the people are from --- can we locate the country on a world map? What is the country like? Is the whole country the same? Is everyone rich / poor? --- Look at Locational knowledge of areas.</p> <p>Canada – pen pals. Try to make links with a school in Canada – chn to write emails / letters to chn to see which toys they like playing with and to tell them about their favourite toy.</p> <p>Evaluating Analysing</p> <p>What are the toys of the future?</p> <p>4. ICT games – look at a range of ICT games - analyse ICT games. What do they have in common? What makes people want to play them? Beebots / Robots? Make an app using expresso coding. Make a theme tune for the app (Listen to theme tunes first – different types of Music are used – how does it make us feel? Create their own theme tune music). Put the app together with the theme tune music. Chn to play each other’s apps. Evaluate each other’s games – give a green and a pink feedback.</p> <p>MM: Creating an app – a toy for the future. App skills and evaluation to go into books. Can we add the apps to the school website / to the ipads / rainbow room computers for other chn to play (so they have a real life purpose?)</p> <p>Evaluating Analysing</p>	<p><u>The story of Paddington</u> Biography - chronological report</p> <p>Maths Division – questions linked to toys. Data handling – how to present data of the questionnaire.</p> <p>Life Skills Stereotypes Age restrictions of toys</p> <p>History changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Computing understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p> <p>Geography use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage key human features, including: city, town, village, factory, farm, house, office, port, harbour and</p>	<p>at the other end (timeline of toys), two toys the same (compare), two toys different (contrast)</p> <p>3) A globe (toys around the world), compass points (using maps), two hands linked (pen pals)</p> <p>4) Computer (ICT games), 1,2,3 (coding), musical note (theme tune), green and pink dot (evaluation)</p> <p>5) Big Answer: Big Q (questionnaire), simple graph axes (present data)</p>
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	<p>What makes an object important?</p> <p>Big Answer: Can you create an important object? Why is it special?</p> <p>Term 4, 3 weeks</p>	<p>How can we express our special object in different ways?</p> <p>Art – Important objects: 1) Matisse – His style, analyse some pieces of art (art work in middle of page, chn mind map how they feel, what they see, what it makes them think of, colours they like, etc.). Chn create a still life scene of their special objects. Teach chn to draw a still life in style of Matisse – observational drawing. Skills lessons beforehand to draw what they see (e.g. apple). PHOTOCOPY AT SKETCHING STAGE. Teach primary colours – paint sketches.</p> <p>2) Lichtenstein – His style, analyse some pieces of art (art work in middle of page, chn mind map how they feel, what they see, what it makes them think of, colours they like, etc.). Pointillism. Use the photocopy of their still life, change into style of Lichtenstein. Felt pens.</p> <p>3. Debate – which is the best piece of art and why? Can we mark art work? What makes a great piece of art work? Is it the same for everyone?</p> <p>Evaluating Analysing Creating</p> <p>Which objects are important to different groups of people?</p> <p>4. RE – special objects (Christianity, Sikhism, Buddhism). 5. Christianity: Look at symbols and important objects in Christianity ... Easter - The cross, the egg, simnel cake, hot cross buns, chicks. 6. Sikhism: Repeat for symbols in Sikhism... 5 K's (uncut hair, steel bracelet, wooden comb, cotton underwear, steel sword) – symbols and mentalities... not all of these important symbols are objects. Do important things need to be objects? Importance of materials. 7. Buddhism: Buddhist monks – the non-importance of objects. Get chn to create Buddhist art work from sand, chalk, rice (things that won't last forever (Buddhist sand mandala) ... does it matter that they won't be here forever? Why do Buddhists destroy the art work once they are completed?</p> <p>Evaluating Analysing Creating</p> <p>PE LESSONS – TEAM GAMES.</p>	<p>Reading <u>The Teddy Robber – Ian Beck</u> <u>Jinny Ghost – Berly Doherty</u></p> <p>Writing The story of creation (beads) Write creation stories for other religions</p> <p>Maths Fractions (discrete)</p> <p>Life Skills Opinions, resilience, resourcefulness</p> <p>RE Learning about key features of Christianity. Learning about key features of at least one other religion or non-religious worldview. Learning about the place of religion and belief in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life</p> <p>Art As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>PE They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>1) hills (Matisse, still life), eyes (obs drawing), pencil (sketching), red, blue, yellow dots (primary colours), orange dot (mixing colours)</p> <p>2) lots of small dots close (pointillism, Lichtenstein), felt pen (felt pens)</p> <p>3) big tick (can we mark art work)</p> <p>4) A key (special objects)</p> <p>5) Cross, egg, cake, hot cross bun, chicks (Christianity)</p> <p>6) hair, bracelet. Comb, pants, sword (Sikhism)</p> <p>7) sand timer (Buddhist mandala)</p>
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			<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>	
	<p>Can you design and make a toy for Traction Man?</p> <p>Big Answer: Present and evaluate your toy.</p> <p>Term 4, 3 weeks</p>	<p>Which outfits does Traction Man have? Read Traction Man – look at the outfits he has. What is special about each outfit? What qualities does it have? 1) Distinguish between an object and the material it is made from? Y1, Lesson 1. Y2, lesson 1. <u>What</u> materials may Traction Man’s outfits be made from? 2) Y1, Lesson 2+3 – Properties of materials. <u>Why</u> are Traction Mans outfits made from certain materials? 3) Y1, lesson 4 – Changing materials – heating and cooling. How can the materials in Traction Man’s outfits change if he comes into danger? Evaluating Analysing</p> <p>Can you make Traction Man a new outfit? 4. Y2, Lesson 2 – Best materials for different purposes. Y1, Lesson 6 – Which fabric is best for a new jacket for Traction Man? State what the purpose of the new outfit is, so that chn can design with the purpose in mind. Creating Stick outfit into book --- make a pocket page to fold it into.</p> <p>Can you design and make your own Toy for Traction Man? 5. Research toys Design Toy for Tracton Man Make Toy for Tracton Man Evaluate Toy for Tracton Man Toy has to meet certain DT skills: levers, sliders, wheels and axils (has to have one of these) FF: Parents in to help make toys. Photos of toys in books. Evaluating Analysing Creating</p> <p>How can we sell our toy?</p>	<p>Reading <u>Traction Man – Minnie Grey</u> <u>Traction Man and Turbo Dog - Minnie Grey</u></p> <p>Writing Persuasion – adverts Y2: Discussion – which game is best and why.</p> <p>Maths Measuring – units of measure – can we use non-standard units. Money – costs of materials – value of money.</p> <p>Life Skills Advertising, wider audiences, suitability, tying a shoelace</p> <p>DT <u>Design</u> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <u>Technical knowledge</u> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Music use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>1) coat (Traction Man’s outfits), symbols of the materials --- use chn’s findings.</p> <p>2) rain on a coat (properties of materials), symbols to show other properties -- - use chn’s ideas (e.g. fire proof, warm, keep cool, etc.)</p> <p>3) a fire (heating), an ice flake (cooling)</p> <p>4) needle and thread (design new outfit)</p> <p>5) Book (research), a board (design), hammer (make), green and pink dot (evaluate), their symbol for their DT skill (either lever, slider, wheel, axil)</p> <p>6)TV (advertising), music note (jingle), Pound sign (selling)</p>

		<p>6. Advertising for their toy. What is the best way to advertise? TV advert, Radio advert, Magazine advert? Can you create a jingle to accompany your advert? – Look at adverts and pieces of Music within... different styles.</p> <p>Evaluating Analysing Creating</p> <p>PE LESSONS – TEAM GAMES.</p>	<p>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Science Working scientifically. Everyday Materials.</p> <p>PE They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>	
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
<ul style="list-style-type: none"> • Debating the best toy. • Working as a group and agreeing on different things. • Turn taking and sharing. 	<ul style="list-style-type: none"> • Health and safety of toys. • Age restrictions of toys. • Advertising. • Rules within DT etc. 	<ul style="list-style-type: none"> • Likes and dislikes. • How our likes change through time. • Our right to make changes, mistakes. • Respecting others views and opinions. • Positive sense of self. 	<ul style="list-style-type: none"> • Stereotypes in toys around the world / favourite toys. • Different people's views. • Evaluations of own learning and other peoples.