

Toys Through Time



What I should already know:

"I know that the past is what happened before now. I can talk about things that happened when I was younger and things that happened before I was born. I know that some things were different in the past, and I can use pictures, objects and stories to find out about the past."

By the end of this topic I will be able to:

- Talk about things that happened now and in the past.
- Compare my toys with toys my parents or grandparents played with.
- Use words like now, then, yesterday, old and new.
- Spot how toys have changed over time.
- Notice that old toys might be made from wood, while new toys might be made from plastic.
- Answer simple questions about old toys, such as who, what and when.
- Learn about the past by **looking at old toys and photographs**.

Then and now

Then	Now
wood and metal	plastic and electronics
made by hand	made in factories
fewer toys	many different toys
simple games	digital games

Key words

- **past** – a long time ago
- **present** – now
- **material** – what something is made from
- **old-fashioned** – from the past
- **modern** – from now

Think like a historian

- What is your favourite toy?
- What is it made from?
- Would a child from the past have played with it?





Look, compare and ask questions!





Words you will learn:



calm
A feeling when everything feels peaceful and okay.



fair
Allowing everyone the same chance.



friendly
Being kind and welcoming towards others.

We are all special. Your **strengths** are the things you are good at or do well.





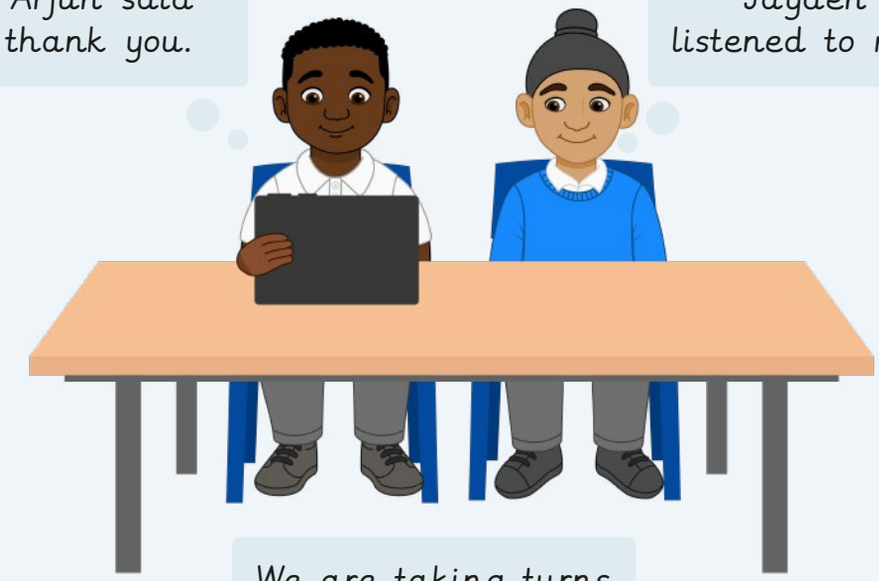

We can practise and try hard to get better at something.




We show respect by being **polite**, listening and taking turns.

Arjun said thank you.

Jayden listened to me.



We are taking turns.

We can be **kind** even if we are angry or upset.

I feel sad.

I am sorry.

Please stop.

That has upset me.

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Friends can:


help


share


listen


care


support

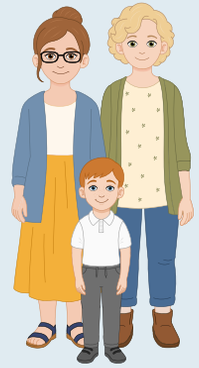
Friendship can stop us feeling **lonely**, but friends will not always agree.


I help my mum.


My gran reads with me.

Every **family** is special.


Nina's family


Daniel's family


Priya's family

Home should feel **safe**. If you do not feel **safe**, tell a **trusted adult.**

A **trusted adult** is a grown-up who can help you and keep you **safe**.







Can you name a **trusted adult**?

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Computing: Creating Media

Digital Painting • Year 1



What is digital painting?

Digital painting is making pictures on a computer.
You use tools to draw, colour and add words.

Simple Tools

- **Pencil:** draw freehand by clicking and holding the left mouse button.
- **Brush:** paint freehand and choose a colour.
- **Eraser:** rub out a mistake.
- **Undo:** take back your last action.

More Tools

- **Fill:** colour inside a shape. If there is a gap, the colour may spread everywhere.
- **Line:** draw a neat straight line.
- **Shapes:** draw circles, squares and rectangles. Click and drag to make them bigger or smaller.
- **Save:** keep your painting safe.
- **Text:** add letters or numbers with the keyboard.
- **Size and colour:** choose thick or thin lines and colours.

Making careful choices

Choose the right tool for the job

1. Choose a tool
2. Click or click and drag
3. Pick a size and colour
4. Use undo or the eraser if you make a mistake

Remember

Tools are buttons with different jobs. We can use digital devices and paint programmes to draw, paint and create different effects.



Important vocabulary

- Tool: a button with a job.
- Erase: rub something out.
- Fill: add colour inside a shape.
- Undo: take back your last action.
- Primary colours.
- Shape tools: make circles, squares and rectangles.
- Line tool: make neat lines.
- Brush style: the kind of mark a brush makes.
- Pointillism: making a picture with lots of tiny dots.

Year 1 Term 2

Design technology

What I should already know:

- That we can make objects out of clay.
- That we can roll, pinch and shape clay.
- That clay dries and goes hard over time.

What I will learn:

- That we can design and make products for a particular purpose or for particular people.
- Clay working skills including rolling, pinching, carving and shaping.
- That we can evaluate the effectiveness of designs.

Key Facts

- Clay is a natural material that comes from the ground.
- We can leave clay to dry over time or use a kiln.



Vocabulary

Clay	Candle	Tealight	Carve	Paint
				



Year 1 Term 2: Incarnation

Learning about Jesus, Christmas and what Christians believe



What I should already know:

- Christians believe in God, and they learn about God in the Bible.
- Christians believe God is loving, kind and fair, and is also Lord and King. Some Bible stories show this.
- Christians worship God and try to live in ways that please him.

What I will learn:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible teaches that Jesus' birth showed that he was extraordinary and that he came to bring good news.
- Christians celebrate Jesus' birth. Advent is a time for Christians to get ready for Jesus' coming.

Key facts

Christians believe:

- Jesus is God's Son.
- Jesus brought good news.
- People worshipped Jesus like a king.



Key vocabulary



Christian: A believer in Jesus Christ and God.



God: A supreme being.



Bible: The Christian holy book.



Nativity: The story of Jesus' birth.



Christmas Day: The day Christians celebrate Jesus' birth.



Creation: The act of God bringing the world into ordered existence.

The Christmas story



1. Advent preparation



2. The journey to Bethlehem



3. The baby Jesus in the stable



4. The star guides the way



5. Christmas celebration

Can you explain what Christians believe about Jesus?



Science Knowledge Organiser

Year 1 - Term 2

Topic: Changing Seasons

AUTUMN
September-November



WINTER
December-February



SPRING
March-May



SUMMER
June-August



What I will know by the end of the unit:

- Know that there are four seasons and when they occur
- Name the four seasons
- Identify the differences between the four seasons
- Identify and design weather symbols for the different types of weather

Skills/Working Scientifically:

- Make observations and measurements over time throughout the seasons including day length, temperature, rain fall, wind strength etc.
- Describe and record findings
- Compare findings across the seasons
- Observe changes to plants in their local environment e.g. the school grounds
- Investigate how seasons are different in different places at different times

Links to prior learning:

Exploration of weather and seasons in 'Understanding the World' elements of the Early Years Curriculum.