



Wow Starter: Bring in our favourite toys and discuss them.

Final Event: Make our own hand puppets.

## UNDERSTANDING THE WORLD

### Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions

### Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### Location Knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe

- **ge3** I can find and name the four countries of the UK on a map

### Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about

### KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi7** I can use sources of information to find out about the past
- **hi9** I can talk about differences between my life and the lives of my parents and grandparents
- **hi13** I can talk about some famous people from the past
- **hi14** I understand what the famous people did to make them so important that they are remembered today and how people from different times did similar things

## COMMUNICATION AND LANGUAGE

### KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

## MATHEMATICS AND COMPUTING

### Number - number and place value KS1

- **m34** identify, represent and estimate numbers using different representations, including the number line

### Measurement KS1

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money
- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

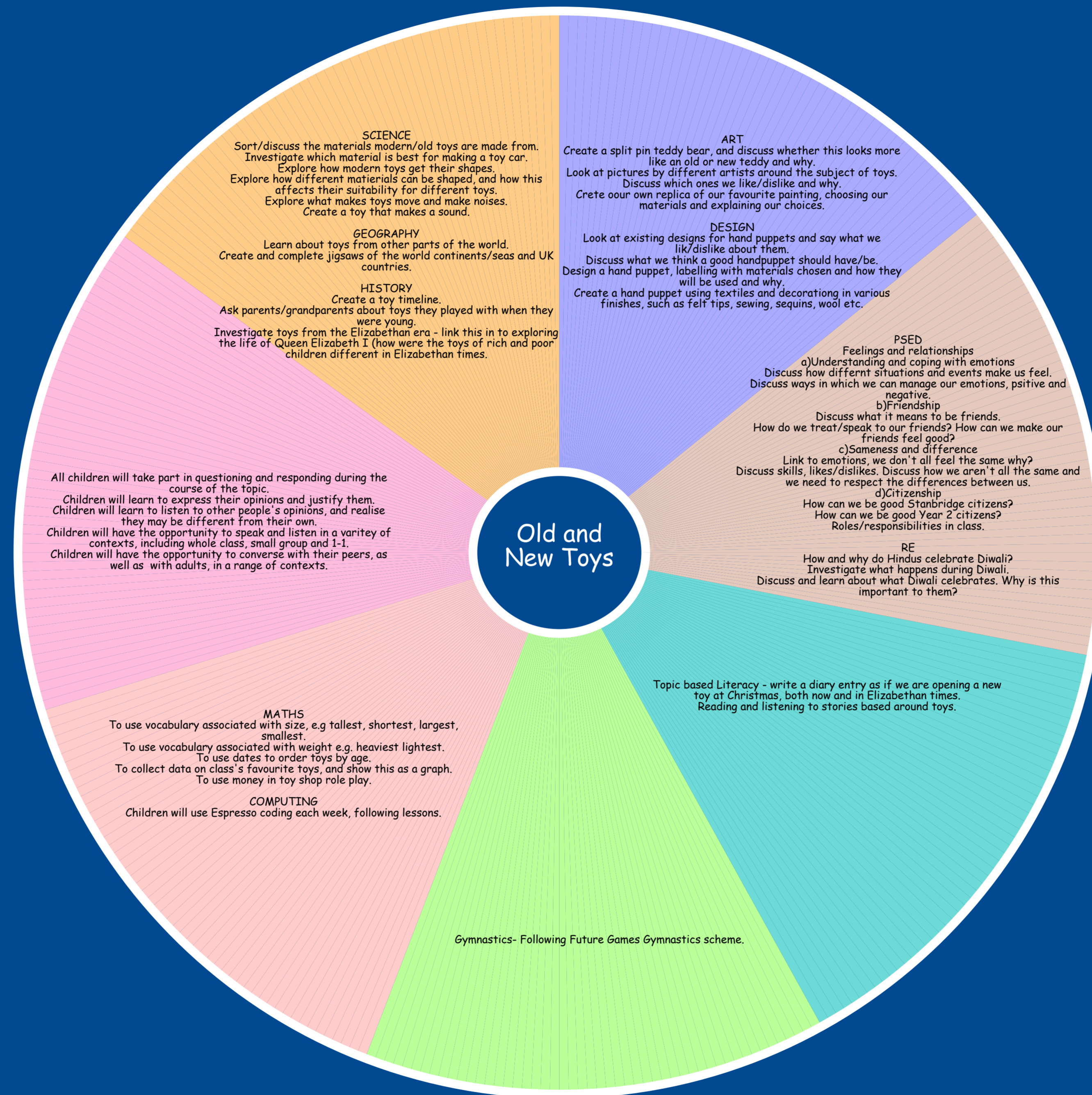
- **m60** compare and sequence intervals of time

### Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **m70** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- **m71** ask and answer questions about totalling and comparing categorical data.

### Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables



## EXPRESSIVE ARTS AND DESIGN

### KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad9** I can show you how ideas from famous people have helped me to create my own work

### Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make

### Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **dt8** I can use simple finishing techniques to improve my product

- **dt9** I can select the appropriate materials and tools for my design
- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt11** I can create things from textiles
- **dt13** I can explain why I have chosen particular materials, components or ingredients

### Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens KS1

- **pa12** Listen and respond in group discussions.

- **pa13** Express own views with increasing confidence.

## LITERACY

### Reading - comprehension KS1

- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **e71** discussing the sequence of events in books and how items of information are related
- **e73** being introduced to non-fiction books that are structured in different ways

- **e76** discussing their favourite words and phrases
- **e79** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e81** making inferences on the basis of what is being said and done
- **e84** participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

## PHYSICAL EDUCATION

### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely

- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

# Old and New Toys - Stage Coverage

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- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **ge3** name and locate the four countries of the United Kingdom

### Geographical skills and fieldwork **KS1**

- **ge16** 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

### **KS1**

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi5** They should ask and answer questions
- **hi7** They should understand some of the ways in which we find out about the past
- **hi9** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- **hi13** the lives of significant individuals in the past who have contributed to national and international achievements.
- **hi14** the lives of significant individuals in the past, some should be used to compare aspects of life in different periods (e.g. 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 Edith Cavell)

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- **m71** ask and answer questions about totalling and comparing categorical data.

### Statistics **KS1**

- **m78** interpret and present data using bar charts, pictograms and tables

## PHYSICAL EDUCATION

### **KS1**

- **pe1** master basic movements including running
- **pe1.3** aster basic movements developing balance co-ordination
- **pe1.4** master basic movements, developing agility

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad1** to use a range of materials creatively to design and make products
- **ad2** to use drawing to develop and share their ideas, experiences and imagination
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt2** design for themselves and other users based on design criteria
- **dt3** generate and communicate their ideas through talking and drawing templates

### Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt10** select from and use a wide range of materials and components including construction materials
- **dt11** select from and use a wide range of materials and components, including textiles
- **dt13** select from and use a wide range of materials and components according to their characteristics

### Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt15** evaluate a range of existing products
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

## LITERACY

### Reading - comprehension **KS1**

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- **e84** participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

## COMMUNICATION AND LANGUAGE

### **KS1**

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s16** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s110** gain, maintain and monitor the interest of the listener(s)
- **s111** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **s112** select and use appropriate registers for effective communication.

## PSED & RELIGIOUS EDUCATION

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#### **KS1**

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