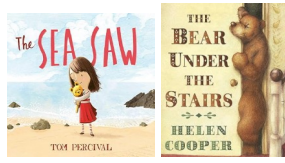


Key Stage 1—Toys—Summer 1st 2025

Week 1:



Week 2:



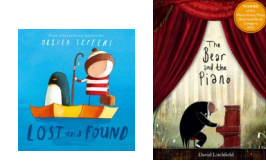
Week 3:



Week 4:



Week 5:



Session 1: Science (Assessment)

LO: Assessment

Children to visit the environmental garden to observe and discuss things of interest. Children to identify any minibeasts or plants they spot.



Session 2: Science—Dead or Alive!

LO: I am learning to explore and compare the differences between things that are living, dead, and things that have never been alive.

Children going on a hunt around the school to observe things which are alive, dead and things that have never lived. Children return to class and categorise.



Session 3: Science— Microhabitats

LO: I am learning to identify and name a variety of plants and animals in their habitats

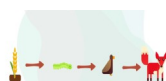
Children to visit the forest and identify different plants and animals within a microhabitat. Children to record their findings.



Session 4: Science — Exploring Food Chains

LO: I am learning to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.

Children to look at what living things eat. Children to explore simple food chains.



Session 5: Science—Constructing Food Chains

LO: I am learning to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

Children to use their knowledge of what living things eat to recreate food chains. Year 1 children to create giant lift the flap food chain. Year 2 to make paper chain food chains.



Session 6: DT: Design a roly-poly Toy,

LO: I am learning to design a purposeful and functional product based on a design criteria.

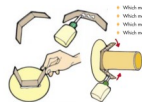
Children will design a roly-poly Toy after researching different designs.



Session 7: DT: Make a roly-poly Toy

LO: I am learning to select from and use a wide range of materials and components.

Children will make their roly-poly by following their design brief.



Session 8: DT: Evaluate a roly-poly Toy

LO: I am learning to evaluate a product against the design criteria.

Children will evaluate their roly-poly products against their design criteria.



Session 9: History— Toy Swap Shop

LO: I am learning about changes in living memory

Children to look at the toys their parents and grandparents played with and decide how they are similar and different to today's toys. Children to discuss if they would swap them with today's toys.



Session 10: History—Brueghel's Toys

LO: I am learning about changes beyond living memory

Children to look at Brueghel's famous painting and list all of the games and toys they can see. Children to discuss if the games have changed to the games they play today.



Session 11: History—Toy Timeline

LO: I am learning about changes in living memory

Children to look at a variety of toys through time. They will identify which ones are the oldest and which ones are the newest. They will create a toy timeline.



Session 12: History— Toys Of The Past

LO: I am learning about changes in living memory

Children to explore a toy from the past. Children to discuss how they think it is used. Children to write a list of instructions for how to use the old fashioned toys.



Amazing Artist Day—Banksy

Wednesday 21st May 2025

Children to find out about the life of Banksy. Children to explore different art techniques and recreate one of Banksy's famous pieces.



Immersion Day— Thaumatrope

Children to have a day exploring old fashioned toys and games. Children will design a thaumatrope and make their own.



PE: GetSet4PE

**Year 1+ 2: Gymnastics +
Invasion Games**



RE: Jewish

**Why do Jewish families say so many
prayers and blessings.**



PSHE: 1Decision

Year 1: Growing in our world
+Hoax Calling.

Year 2: Living in our World,
Working in our World, is it
safe to eat and drink?



Music: Charanga

Year 1: Having fun with improvisation

Year 2: Exploring improvisation



Computing: Purple Mash

Year 1: Unit 1.6 + 1.7

Year 2: Unit 2.6: Creating Pictures

