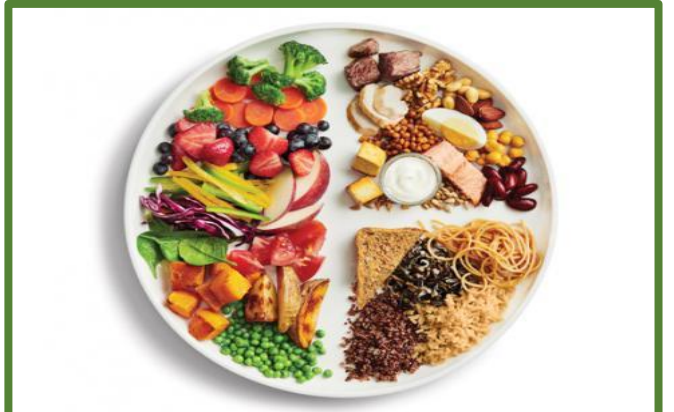




# Ashill V.C. Primary School

## My Learning Discovery

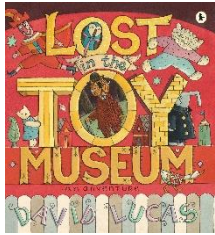
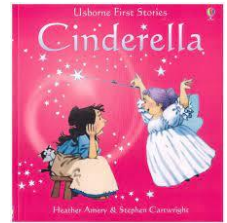


**Year 1/2**

**Toys – Summer Term 2026**

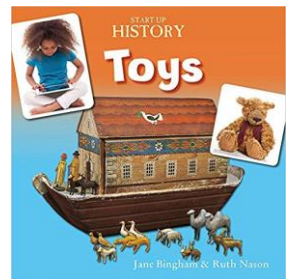
# Toys

We are exploring fairy tales in literacy and will be focusing on the story of Cinderella. We will begin with a simple version of the story to explore the characters, settings and main events before moving onto to using the original Disney DVD version of Cinderella and other versions of this story.

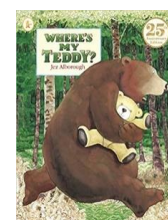
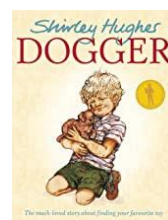
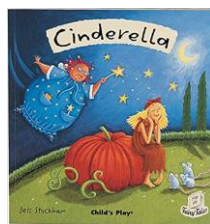
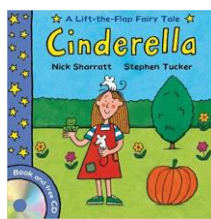


Later in the term, we will be using the story *Lost in the Toy Museum*. One night, when the lights go out at the toy museum, everyone runs off and hides. Left all on his own, Bunting, the sensible old toy cat, sets out to look for them. We will use this as inspiration to write descriptions about toys and create toy fact files.

We will be using the non-fiction text *Start-up history: Toys* to begin researching different type of toys our parents and grandparents would have played with. This book explores the history of toys from the wooden and metal toys of the early 20<sup>th</sup> century, through to the emergence of plastic toys and electronic toys played with today.



Additional texts and visuals we will be using during our topic and literacy lessons.



## Further opportunities for Spirituality:

### Experiences of Awe and Wonder:

- **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder.
- **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion.
- **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality.

### Developing Emotional Awareness: through PSHE, RSHE and RE lessons

- **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development.
- **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others.
- **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose.

### Opportunities for Reflection: through all subjects

- **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings.
- **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable.

### Connecting to Something Bigger: through RE, History, Geography and PSHE lessons

- **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others.
- **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose.
- **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science we are learning that that animals, including humans, have offspring which grow into adults. We will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). We will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Science	
Year 1	Year 2
<p>I can begin to explain how baby animals (including humans) change and grow, including those where the adults are different to the young.</p> <p>I can begin to talk about the basic needs of animals and what they need to stay alive (e.g. water, food, air, exercise).</p> <p>I can name some food groups (e.g. vegetables, fruit, meat).</p> <p>I can talk about healthy and unhealthy foods.</p> <p>I know we need to exercise to stay healthy.</p>	<p>I can explain how baby animals (including humans) change and grow, including those where the adults are different to the young e.g. caterpillars and ladybirds.</p> <p>I can identify the basic needs of animals and what they need to survive and stay healthy (e.g. water, food, air and exercise).</p> <p>I can name different food groups (e.g. vegetables, fruit, meat, dairy and grains) and I can name food from each group.</p> <p>I can name and sort healthy and unhealthy foods.</p> <p>I can begin to explain the amounts of different types of foods we should eat to stay healthy e.g. not eat too many foods high in sugar and fat.</p> <p>I understand the importance of exercise to stay healthy.</p>

In History we are learning about the changes in toys within living memory. We will explore the different toys we play with, our parents played with and our grandparents toys. We will look at the similarities and differences between these toys and look at how toys have changed and developed over time. We will go on a trip to King's Lynn museum to look at toys from the past and further explore the different toys children use to play with.

History	
Year 1	Year 2
<p><u>Historical Interpretation</u></p> <p>I can look at books to find out about the past.</p> <p><u>Knowledge and Understanding</u></p> <p>I can recount events or changes that have happened.</p> <p><u>Chronological Understanding</u></p> <p>I can put at least 3 pictures, artefacts or events in chronological order.</p> <p>I can use words and phrases e.g. old, new, a long time ago, before and after.</p> <p>I can retell a familiar story from the past.</p> <p><u>Historical Understanding</u></p> <p>I know that some objects belong to the past.</p>	<p><u>Historical Interpretation</u></p> <p>I can use books, pictures and the internet to find out about the past.</p> <p>I can find out some way people have impacted our lives.</p> <p><u>Knowledge and Understanding</u></p> <p>I can begin to identify objects from the past and the main difference between old and new objects.</p> <p><u>Chronological Understanding</u></p> <p>I can use a timeline to place important events in order.</p> <p><u>Historical Understanding</u></p> <p>I can ask questions about the past.</p>

In Design Technology through a variety of creative and practical activities, we will learn how to design, make and evaluate a product with a purpose. We will experiment with a range of materials to design and make hand puppets, create a monster with moving parts and design and make healthy wraps.

<b>Design Technology</b>	
<b>Year 1</b>	<b>Year 2</b>
<p><b><u>Making a puppet</u></b></p> <ul style="list-style-type: none"> <li>• To use a template to create a design for a puppet.</li> <li>• To join fabrics together using different methods</li> <li>• To join two fabrics together accurately.</li> <li>• To embellish my design using joining methods.</li> <li>• To evaluate the finished product and say what I like or dislike.</li> </ul> <p><b><u>Design and Make a moving monster picture</u></b></p> <ul style="list-style-type: none"> <li>• To create design criteria for a moving monster as a class.</li> <li>• To design a moving monster for a specific audience in accordance with design criteria.</li> <li>• Make linkages using card for levers and split pins for pivots.</li> <li>• Experiment with linkages adjusting the widths, lengths and thicknesses of card used.</li> <li>• Cut and assemble components neatly.</li> <li>• Evaluate own designs against design criteria.</li> <li>• Use peer feedback to modify a final design.</li> </ul> <p><b><u>Balanced nutrition: design and make a wrap</u></b></p> <ul style="list-style-type: none"> <li>• Name the main food groups and identify foods that belong to each group.</li> <li>• Describe the taste, feel and smell of a given food.</li> <li>• Think of three different wrap ideas, considering flavour combinations.</li> <li>• Construct a wrap that meets the design brief and their plan.</li> </ul>	

In Music we will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. We will listen with concentration and understanding to a range of high-quality live and recorded music. We will experiment with, create, select and combine sounds using the interrelated dimensions of music.

<b>Music</b>	
<b>Year 1 &amp; 2</b>	
<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>• To explore pulse through listening and performing</li> <li>• To recognise the relationship between dot notation and movement of pitch.</li> <li>• To use dot notation to compose a simple melody.</li> <li>• To perform from dot notation as a pair.</li> <li>• To perform as a class following dot notation.</li> <li>• To improvise a rhythm within a performance.</li> </ul> <p><b>Senses</b></p> <ul style="list-style-type: none"> <li>• To find the pulse and follow simple instructions when performing.</li> <li>• To sing and play exploring pulse and tempo.</li> <li>• To explore dynamics, duration and graphic notation.</li> <li>• To explore timbre and pitch.</li> <li>• To explore pulse and rhythm.</li> <li>• To perform as a class ensemble.</li> </ul>	

In Physical Education pupils will 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. They will participate in team games, developing simple tactics for attacking and defending.

<b>Physical Education</b>	
<b>Year 1</b>	<b>Year 2</b>
<b>Athletics</b>	
<ul style="list-style-type: none"> <li>To move at different speeds over varying distances.</li> <li>To develop balance.</li> <li>To develop changing direction quickly.</li> <li>To explore hopping, jumping and leaping for distance.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To develop the sprinting action.</li> <li>To develop jumping for distance.</li> <li>To develop technique when jumping for height.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> <li>To select and apply knowledge and technique in an athletics carousel.</li> </ul>
<b>Ball Skills</b>	
<ul style="list-style-type: none"> <li>To develop dribbling a ball with your hands.</li> <li>To explore accuracy when rolling a ball.</li> <li>To explore throwing with accuracy towards a target.</li> <li>To explore catching with two hands.</li> <li>To explore dribbling a ball with your feet.</li> <li>To explore tracking a ball that is coming towards me.</li> </ul>	<ul style="list-style-type: none"> <li>To develop rolling a ball to hit a target.</li> <li>To develop stopping a rolling ball.</li> <li>To develop dribbling a ball with your feet.</li> <li>To develop kicking a ball.</li> <li>To develop throwing and catching.</li> <li>To develop dribbling a ball with your hands.</li> </ul>

In PSHE we use aspects of PATHs (Promoting alternative thinking strategies) curriculum and SEAL (Social, emotional aspects of learning) to develop children's self-control, emotional awareness and problem solving skills. This term we will learning about...

## Personal, Social and Health Education

### Year 1 & 2

#### Mental Health and Wellbeing

##### Physical Health

- I understand that active lifestyles including regular exercise can keep our bodies more healthy
- I appreciate that some people live with disabilities or are differently abled.
- I understand that we can't always have healthy bodies, because sometimes we get ill or injured.
- I can identify the components of a balanced diet.
- I understand that germs are spread by coughs, sneezes and physical contact with dirt and other people
- I understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell
- I understand that we can prevent tooth decay by brushing our teeth regularly
- I can identify common dangers that they may encounter both at home and in the wider world.
- I know what to do in an emergency situation.

##### Mental Health

- I understand that we have a range of emotions, depending on our experiences and situations.
- I know what to do when we experience strong emotions.
- I understand that each of us has skills and talents that are valuable.
- I understand that we are important, unique people who deserve kindness and respect. I appreciate that other people are important, no matter how good they are at certain things.
- I understand the connection between their actions and the feelings of themselves and others.
- I know how our choice of activities can affect our happiness.

##### In our RSHE lessons we will be...

- Looking at communicating our feelings and understanding how others feel.
- Be able to celebrate their strengths and achievements.
- Recognise how they will grow and change as they get older.
- Correctly naming the external parts of our body including external genitalia.
- The importance of listening to others and being able to resolve arguments through negotiation.
- Understand different types of teasing and bullying and that these are wrong and unacceptable.
- Identify and respect differences between people, understand how people and families are unique.
- Understand how some diseases and illnesses are spread and how to protect themselves and others.
- Understand what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.
- Be able to identify the people who look after them and who to go to when they are worried.
- Understand the difference between secrets and surprises and the importance of not keeping a secret that makes them feel worried or anxious.

In Computing we will be taught to begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.

## Computing

### Year 1 & 2

#### Data and Information – Grouping data

To label objects.

To identify objects can be counted.

To describe objects in different ways.

To count objects with the same properties.

To compare groups of objects.

To answer questions about groups of objects.

#### Data and Information - Pictograms

To recognise that we can count and compare objects using tally charts

To recognise that objects can be represented as pictures.

To create a pictogram.

To select objects by attribute and make comparisons.

To recognise that people can be described by attributes.

To explain that we can present information using a computer.

In Religious Education we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a “big question”. This term we are looking at...

## Religious Education

### How does a celebration bring a community together?

#### I will be able to...

- To recognise the meanings of the term Christian and Muslim.
- To recognise practices associated with the festivals of Easter and Eid-ul-Fitr.
- To recognise ways in which a celebration can encourage a sense of belonging within a faith community.

#### I will understand...

- To explain how Christians celebrate Easter.
- To explain how Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.
- To understand how these festivals help to bring the religious communities together.

## Religious Education

### Why do people have different ideas of God?

#### I will be able to...

- To give a reason why a member of at least one religious community might believe in God.
- To give a reason why a person might not believe in God.
- To give an example of what a member of a religious community might believe about God.
- Make connections between people’s beliefs of right and wrong and their belief about God.

#### I will understand...

- The word ‘God’ is a name.
- The key beliefs about God from at least two different religions/worldviews.
- How a person’s behaviour is connected to their view of God.
- Two different stories/narratives that illustrate beliefs about God.