



SOUTH DARLEY C.E. PRIMARY SCHOOL THEME OVERVIEW

Toys Through Time (KS1)

Celebrating our own toys and linking them to our parents’ and grandparents’ experiences of childhood as we explore things that have changed and things that have stayed the same about toys and the ways we play with them.



Living as Children of Light:
Our ‘Shine’ Curriculum

School Trips:

10th March- Museum of
Childhood, Sudbury Hall

Vocabulary:

Past
Modern
Timeline
Material
Clockwork
Electronic

Micro-habitat
Mini beast
Urban
Rural

Peaceful
Sacred
Belonging

Moral dilemma for discussion:

Are new toys ‘better’ than old ones? Why?

History	Geography	Art	DT	Science	Literacy
Children look at a variety of toys and decide from what era each one originates. They sort the toys in a variety of ways Children look at how the materials used for making toys have changed over the last 50 years. Children look at paintings of toys, old and new. Identify old and new toys from images. Invite a parent/ Grandparent to visit with their favourite books. Children explore children’s books from their parents and grandparents era, looking at themes, styles and trends. They identify a favourite story and say what they like best about it. Ask questions of our visitors to find out how books have changed/ stayed the same. Children explore the illustrations in children’s books and how these have chang		Sketch three toys after they have been sorted – one from each era. Identify and experiment with techniques used by artists. Discuss different techniques some artists have used to paint toys (Watercolour paints and ink pens? Acrylic or oil paints and ‘B’ pencils). Paint a picture of an old toy using watercolour and ink techniques Watch Lauren Child demonstrate her work and have a go ourselves to create a picture of o our own toy.	RE link to Special Places) Think about what features we value in a special place. What do we value about the plantation? How could we make that a space where people feel more peaceful, relaxed, part of their surroundings etc? Use a range of natural materials to decorate the plantation, including use of tools, paints etc. Spend time in the plantation, enjoying the decorations. How are we feeling? Create an invitation for the parish magazine to include our community	Habitats and Homes ☑ Understand that allotments are habitats and that gardeners attract some mini-beasts to adopt their allotments as their habitats. (Exploring, problem solving, researching and analysing secondary sources). ☑ Year 1 - Design and plan an allotment together. Year 2 -Understand that growing conditions need to be right for plants to grow and what those conditions are. ☑ Observe the allotment, paying close attention to the living things that can be found there. Consider why they are there. ☑ Year 1 - Consider how to create micro-habitats to encourage these mini-beasts. Year 2 -Understand that different habitats provide for the basic needs of different kinds mini-beasts and plants and that they depend on each other. Make micro-habitats to encourage certain mini-beasts. Create the right conditions to attract those specific living things. ☑ Visit a farm or have a farmer visit the school. Understand the jobs a farmer has to do and why. Understand the role farms play in the food chain and why they are important. (Exploring, pattern seeking). ☑ Year 1 -Play farms in small world play and set up a role-play farm in the classroom. Year 2 -Weed and tend to the allotment, understanding why the weeds need to be pulled out. Identify the weeds. Make flap pictures of micro-habitats and the min-beasts. ☑ Year 1/2 in groups, design a layer of a bug hotel, incorporate specific microhabitats agreed for that group by the class. Build a bug hotel according to the group designs (Problem solving) ☑ Predict what each micro-habitat will attract and annotate the photographs with these predictions. (Seeking patterns) ☑ Year 1 - Observe over time what happens to the bug hotel. Year 2 -Evaluate their micro-habitat	Fiction: Stories about feelings Key texts- The Crocodile Who Didn’t Like Water; The Dark Non-fiction: recounts about getting up to mischief Key texts- Oh No George! Poetry: poems with an element of fantasy and humour Key texts- Read Me First and The Works Fiction: traditional tales from other cultures Key texts- Stories From The Billabong, Rainbow Bird and Dingo Dog Non- fiction: Letters and Books Key Text- It’s A Book

Maths	Music	Computing	PSHE	PE	RE
White Rose Maths Units: Y1 • Length and height • Weight and volume Y2 • length and height • Mass, capacity and temperature	Charanga Units: My Stories- including a range of children’s songs and nursery rhymes	‘Heads Up’ Exploring creativity through game design	Derbyshire PSHE Matters Units: Money Matters	• Gymnastics P.E provided by Qualitas.	Which places are special and why?