

History

Pupils should be taught about:

- changes in toys within living memory. These should be used to reveal aspects of change in national life e.g. the technology used in toys

Through this, the following skills and knowledge should be developed:

- using common words and phrases relating to the passing of time
- know where the toys fit within a chronological framework
- identify similarities and differences between toys in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features
- understand some of the ways in which we find out

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Puppets(textiles)

When designing and making, pupils should be taught to:

Design

Design a purposeful, functional, appealing puppet based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use textiles, according to their characteristics

Evaluate

Explore and evaluate a range of existing products
Evaluate their ideas and products against design criteria

Science – Everyday Materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Notes and Guidance (non-statutory):

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

**Toys
Autumn Term 2
Robin Class**

(Discrete subjects taught in blocks over the term)

about the past and identify different ways in which it is represented

Art (minor focus)

Practise these skills:

- experiment with a variety of media such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk
- control the types of marks made with the range of media
- observe and draw shapes from observations
- investigate tone by drawing light/dark lines, light/dark shapes

The above to lead into observational drawings of toys where these skills to be applied.

Pupils might work scientifically by:

- *performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'*

Ongoing throughout the year:

Seasonal Changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Notes and Guidance (non-statutory):

Pupils should observe and talk about changes in the weather and the seasons.

Note: *Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.*

Pupils to work scientifically by:

- *making tables and charts about the weather and*
- *making displays of what happens in the world around them, including day length, as the seasons change.*