

# Key Stage 1—Toys—Spring 1st 2019

Week 1: (2 days)

Immersion Event

Miraka Puppets



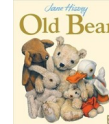
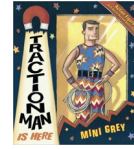
Week 2:



Week 3:



Week 4:



Week 5:



Week 6:

The Lego Story



Week 7

The Lego Story

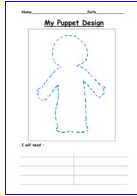


## Session 1: Designing a Puppet

LO: To design purposeful, functional, appealing products for themselves and other users based on design criteria.

Children designing a brightly coloured puppet for a child under 8 to use.

Themed on a story.



## Session 2/3: Making a felt Puppet

LO: To be able to perform practical tasks, cutting, joining, stitching to create a product.

Children making their puppets, from felt + sewing.



## Session 4: Evaluating Felt Puppet

LO: To evaluate products against design criteria and to test if they are fit for purpose.

Children to evaluate the puppets they have made.



## Session 5: Toys Through Time

LO: To understand how toys have changed over time.

Children exploring similarities and differences between toys from the past (Victorian) and toys now. How have the changed and developed?

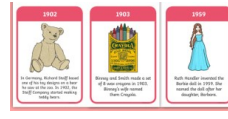


## Session 6: Toy Timeline

LO: To understand how toys have developed over time.

<https://www.tes.com/teaching-resource/back-in-time-6044480>

Children creating a timeline of toys over time + discussion of historical wooden toys.



## Session 7: Toy Shop Swap

LO: To be able to write persuasively.

Children to produce poster (Y1) OR persuasive piece of writing about which historical toy of their choice to bring back to they shops and why.



## Session 8: Materials Mix Up.

LO: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

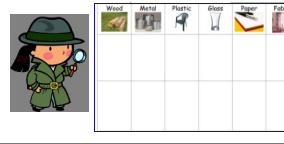
**Key Vocabulary:**  
Materials – wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber.  
Properties – rough/smooth, flexible/rigid, strong/weak, reflective/non-reflective, transparent/translucent/opaque.  
Changing Shape – squashing, bending, twisting and stretching, pushing and pulling.



## Session 9: Material Detectives

LO: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

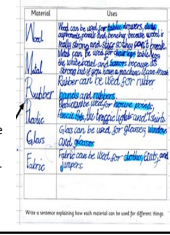
Children to investigate materials and to then group the findings.



## Session 10: Material

LO: Identifying objects and considering the material's properties and what else it could be used for.

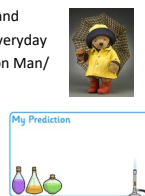
Children to think about different uses for the materials they have learnt about. Providing explanations as to why these are suitable for certain jobs.



## Session 11: Investigation Planning

LO: To plan an investigation to identify and compare the suitability of a variety of everyday materials - Waterproof Cape for Traction Man/ Raincoat for Old Bear.

Children planning their investigation and choosing which materials they would like to investigate. To create a prediction too.



## Session 12: Investigation Stations!

LO: To conduct an investigation to identify and compare the suitability of a variety of everyday materials - Waterproof Cape for Traction Man/ Raincoat for Old Bear.

Children conducting their investigation and recording results.



## Session 13: Investigation analysis.

LO: To conclude an investigation to identify and compare the suitability of a variety of everyday materials - Waterproof Cape for Traction Man/Raincoat for Old Bear.

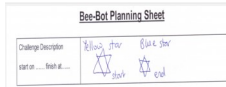
Children to conclude findings of their investigation.



### Session 13: ICT: Bee-bots Basics

LO: I can write an algorithm. I can programme a Bee-Bot. I can de-bug a Bee-Bot.

Introduction to algorithms and programming them into a Bee-Bot.



### Session 14: ICT: Bee-bot Jackets

LO: I can explore different algorithms to programme Bee-Bots in different ways.

Children programme Bee -Bots and writing algorithms.

The Bee-Bot programming language consists of only five main commands:

- forward 150mm,
- backward 150mm,
- right 90 degrees,
- left 90 degrees,
- pause for 1 second and make a tick sound;

Plus two device control commands:

- clear, end
- go - executes commands and makes a sound when complete

An explanation of the Bee-Bot programming language

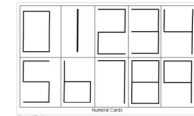


### Session 15: ICT: Bee-Bots 1,2,3

LO: I can program and debug a Bee-Bot to follow my algorithm.

In each paragraph, pupils will take 3 in 3s and have 10 seconds to:

- enter the algorithm to solve the challenge on a pupil's worksheet
- Together they will review their solution and try to solve the problem.
- Show pupils the numerical cards to help them understand how the shapes of numbers need to change for a Bee-Bot to have them.



### Session 16: Andy Warhol Art Attack.

LO: To appreciate Artists who inspire and Influence us.

Children creating a collage of Andy Warhol's Toy art. To discuss his style and respond to the art.



### Session 17: Warhol inspired Print Pt1

LO: To use drawing to share ideas.

Sketching techniques demonstrated and practised. Children to then chose their favourite toy and sketch it on A5 Paper - share ideas.



### Session 18: Warhol inspired Print Pt2

LO: To use paint techniques to create effects and to take inspiration from artists.

Painting toy sketch. x4



PE:



Real P.E: Unit 3 Cognitive Skills

P.E: Invasion Games

Music: Y1: In the Groove

Y2: I wanna Play in a Band



R:E:

Hinduism:

Stories and Books.



P.H.S.E:

Citizenship 3:  
Working Together

