

Year 1 Knowledge Organiser: The Old Toy Box

Cross-curricular subject links: Design & Technology, Science, Computing

English- Recount, Narrative and Instructions.

Maths- Measurement

Curriculum Driver: Memories, Discovery, Happiness

GASP/GARP/Equalities: Where do our toys come from? Do children in other countries have the same toys? Where are games consoles made?

SCARF - Keeping Myself Safe

British Value - Tolerance

Subject/Conceptual knowledge/skills:

Chronology, Knowledge and Understanding, Historical Interpretations, Enquiry, Organisation and Communication

LEAPS:

Chronology

I can understand the difference between past and present.

I can sequence some objects, pictures and events in chronological order.

I can remember parts of stories and memories about the past.

I can use words and phrases such as old, new, young, days, months, years.

Knowledge and Understanding of events, people and change in the past

I can tell the difference between past and present in my own life and other people's lives.

Historical Interpretations

I can begin to use sources to identify and recall some details about the past.

Historical Enquiry

I can ask simple questions.

I can find answers to simple questions about the past using different sources of information.

I can sort sources into now and then.

Organisation and Communication

I am beginning to use historical language in discussion.

Core Knowledge

- Old toys were made out of wood, tin or porcelain.
- Some were mechanical or clockwork toys that were mostly handmade.
- New toys are made from plastic, rubber, nylon or foam.
- They are powered by electricity or battery motors and are produced in factories



BBC Bitesize- how children played in the 1950s

Vocabulary

Words	Meaning
Similarities	Things that are the same
Difference	Things that are different
Past	History
Present	Now
Chronological	In order of time
Old	Related to the past
Modern	Related to the present
Clockwork	A mechanism that uses springs and wheels to make an object move.
Toys	Objects children play with

Key Visuals:

Old



rocking horse



cup and ball



marbles and wooden whip and top

Modern



robot

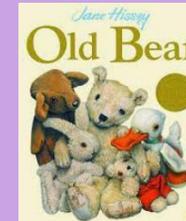
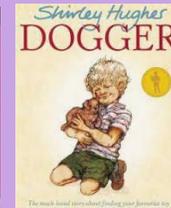
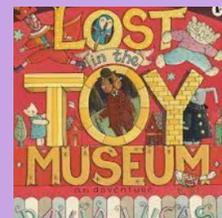


plastic dolls



computer consoles

Books/associated reading:



Compare an old toy to a new toy.



Made of tin

Powered by clockwork.

Travels in straight lines



Made of plastic

Powered by batteries.

Can be steered by a remote control.

Subject/Conceptual knowledge/skills:

Science- Everyday Materials

Working Scientifically

LEAPS:

I can distinguish between an object and material.

I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

I can describe the simple physical properties of everyday materials.

I can compare and group a variety of materials based on their properties.

I can raise questions about everyday materials

Core Knowledge

An object is the item.

The material is what the object is made from.

Materials include: wood, plastic, glass, metal, rock, rubber, fabric

Wood: hard, stiff, rough, not see through

Plastic: hard, bendy, waterproof, smooth

Glass: hard, see through, smooth, stiff

Fabric: soft, floppy, absorbent



Subject Key Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

Subject/Conceptual knowledge/skills: SCARF- Keeping myself safe. How our feelings can keep us safe- Keeping Healthy-Medicine Safety

Healthy-Medicine Safety

LEAPS:

Understand that the body gets energy from food, water and air (oxygen).

Recognise that exercise and sleep are important parts of a healthy lifestyle.

Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.

Recognise emotions and physical feelings associated with feeling unsafe.

Identify people who can help them when they feel unsafe.

Recognise the range of feelings that are associated with loss.

Understand that medicines can sometimes make people feel better when they're ill.

Explain simple issues of safety and responsibility about medicines and their use.

Understand and learn the PANTS rules;

Name and know which parts should be private;

Explain the difference between appropriate and inappropriate touch;

Understand that they have the right to say "no" to unwanted touch;

Start thinking about who they trust and who they can ask for help.

British Values - Tolerance



Core Knowledge

Humans get their energy from food, water and oxygen.

To stay healthy, sleep and exercise are important.

Go to bed at the same time each night to promote healthy sleep.

We might feel upset or nervous if we feel unsafe. We can tell adults if we feel unsafe- Mum, Dad, teachers.

Medicine helps people to get better when they are ill.

Privates are private

Always remember your body belong

No means no

Talk about secrets that upset you

Speak up, someone can help



Subject Key Vocabulary

Food, water, energy, oxygen, air, exercise, sleep, healthy lifestyle, emotions, unsafe, worried, sadness, sad, upset, medicines, safety, PANTS, private, appropriate, inappropriate, touching, trust, help, no.

Subject/Conceptual knowledge/skills:

Music- Percussion-Listening and Creating

LEAPS:

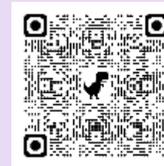
I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low).

I can experiment with different types of sound through voice, body, percussion, music ICT and classroom instruments.

I can experiment with duration (long/short), tempo (slow/fast), dynamics (quiet/loud) and pitch (low/high)



Ways to use instruments



Core Knowledge

Tempo is how slow or fast music is
Dynamics is how loud or quiet a piece of music is

Duration is how long or short the note is
Pitch is how high or low the music is

We can create sound using our voice, body, percussion or instruments

Percussion is an instrument which makes a sound when hit

Subject Key Vocabulary

Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low
Sound, voice, body, percussion, music, instruments

Subject/Conceptual knowledge/skills:

RE - Christianity- friendships

"Was it always easy for Jesus to show friendship?"

LEAPS:

Personal Resonance and Reflection

I can talk about my friends and why I like them.

Knowledge and Understanding

I can remember a story about Jesus showing friendship and talk about it.

Evaluation and Critical Thinking

I can say how Jesus tried to be a good friend.

Core Knowledge

Good friends are kind and helpful.

Jesus showed friendship in some of the stories in The

Bible: Story of Zacchaeus, Stilling the Story, Mary, Martha and Lazarus

Jesus found it easy to show friendship in these stories

Subject Key Vocabulary

Friendship, forgiveness, gentile.

Story of Zacchaeus



Subject/Conceptual knowledge/skills:

Design and Technology - Textiles, design - make - evaluate, (Science - materials cross - curricular link).

LEAPS:

Understanding contexts, users and purposes

I can say how my products will work in simple terms.
I can say how my products will help the user.
I can use a simple design criterion to develop my ideas.

Generating, developing, modelling and communicating ideas

I can begin to develop my ideas through talk and drawing.

Planning

I can select materials from a limited range that will meet a simple design criteria.

Practical skills and techniques

I can begin to work safely and hygienically.
With help, I can measure, mark out, cut and shape a range of materials.
I can begin to assemble, join and combine materials and components together e.g. glues or masking tape.

Own ideas and products

I can begin to talk about my products' strengths and possible changes I might make.

Existing products

I know what products are.
I can discuss how products work, how and where they are used and who they can be used by.
I can select materials which products are made from.

Making products work

I can assemble two fabric shapes.

How to make a sock puppet.



Core Knowledge

A puppet is a moveable model of an animal or a person. Puppets are used to entertain people.



A sock puppet is a type of puppet that can be used as a toy. Sock puppets are made from fabric. Which materials will be suitable for making a sock puppet? What should a sock puppet look like? Who would use a sock puppet and why?



Felt - Is a type of cloth, made from wool. It feels soft, can keep things warm and can hold lots of liquid without feeling wet.

Running stitch - simple stitch which travels in a straight line, showing small, even stitches.



Subject Key Vocabulary

Product, material, measure, cut, shape assemble, join, like, dislike, fabric, combine, running stitch
Combine means join together
A fabric is a woven or knitted material

Subject/Conceptual knowledge/skills:

PE- Dance, fundamental movement skills - balance, agility, coordination, control (running, jumping, sending and receiving - catching and throwing)

LEAPS:

I can copy and explore basic movements and body patterns.
I can sequence three or more movements in a routine.
I can recall simple movements and dance steps.
I can link movements to sounds and music.
I can move in time to a beat.
I can move in time to music.
I can express ideas to a range of music genres.
I can respond to a range of stimuli.

Fundamental:

I can send a ball into space.
I can explore ways of stopping the ball.
I can control my body when retrieving a ball.
I can show correct technique when rolling and sending a ball.
I can begin to use hand, eye co-ordination skills.
I can point and look at a target.
I can begin to perform a range of throws.
I can receive the ball with basic control.
I can travel in a variety of ways including running and jumping.

Core Knowledge

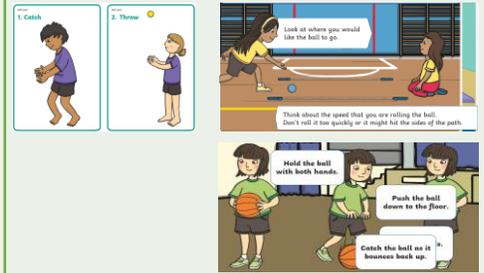
Sequence: join movements together
Agility: to move quickly and easily
Co-ordination: Moving different body parts together
Beat: the rhythm of a piece of music

Move with different speeds and heights, with control.



Subject Key Vocabulary

Sequence, timing, beat, movement, agility, balance, co-ordination, speed, control.



Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass, kicking.

Subject/Conceptual knowledge/skills:

Computing - iWrite

LEAPS:

I can recognise that text can be created in a number of ways.
I can use word processing software to create a text.
I can insert text into a word processing application.
I can open and save a word document.

Core Knowledge

We use the keyboard to create text on a computer. We can use word processing to create a text. We can insert text into a word processing document.



Subject Key Vocabulary

Return, backspace, spacebar, scroll, text, keyboard, shift, open, save, cut, font.

