

In Maths we can:

Count amounts of toys.
Continue patterns including toys and bears.
Create a toy shop role play with money.
Solve money problems and giving change.
Make decisions.
Order from oldest to newest.
Use the language of position and direction.

In RE we can:

Answer the questions- How and why do we celebrate special times?
•What do you celebrate and why?
•Why do people celebrate

As Thinkers we can:

Use the Alphabet key. A-Z of toys.
Use the what if key. What if we didn't have toys?



**What's in the toy box?
Toys
Year 1 – Autumn 2**

Does a puppet need strings?

In history we can:

Put different toys into chronological order.
Ask and answer questions about an artefact or a photograph.
Explain about what a toy was used for in the past.
Talk about toys they had when they were little.
Retell a story written in the past.
Ask and answer questions about old and new objects.

In English we can:

Label pictures and objects.
Write instructions about how toys work.
Write a story about their favourite teddies adventure.
Make a lost poster.
Retell stories they read about toys and teddy bears.
Create a leaflet about toys.
Write invitations to a teddy bears picnic.

In PSHE we can:

Understand the role of money in our lives.
Know about the special people in our lives and how they impact on it.
Know what bullying and teasing is.
Understand similarities and differences between each other

In Computing we can:

Make a graph to show the favourite toys of year 1.
Use 2 simple to paint pictures – use the fill tool and different tools.
Take photos using the camera/ ipad and print out.
Program moveable toys – the beebot.

In art we can:

Use fill and brush tools in a painting package to draw their favourite toys.
Create a repeating pattern.
Paint a picture of a toy they can see.
Name primary and secondary colours.
Look at the work of Andy Warhol and make a picture in his style.

In DT we can:

Make a toy that moves.
Make different types of puppets.
Describe how different textiles feel.
Make a product from textiles.
Explain what they are making / explain which tools they use.
Use pictures and words to plan.

In science we can:

Identify and classify things that they observe.
Think of questions to ask.
Show their work using pictures, labels and captions.
Sort materials to make a teddy bear by a given criteria.