

Knowledge Organiser

The Toys That Time Forgot

Curriculum Driver: Memories, Discovery, Happiness

Trips/Enrichment: Charnwood Museum

Cross-curricular subject links: English - Traction Man.

GARP/GASP: Inclusion of toys and games reflecting diversity.

Subject: History
Concepts and LEAPS:

Chronology:
I can understand the difference between past and present.
I can sequence some objects, pictures in chronological order.
I can use words and phrases such as old, new, young, days, months, years, etc.
I can use dates where appropriate. (Year 2)

Knowledge and Understanding:
I can tell the difference between past and present in my own life and other people's lives.
I can use sources and artefacts to describe the past. (Year 2)

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 make predictions. (Year 2)
I can find answers to simple questions about the past using different sources of information (and artefacts Y2).
I can group different sources and artefacts.

Organisation and Communication:
I can use some historical terminology to describe objects, people and events of the past.



Clockwork



Batteries



Grandparents - Past



Core Knowledge

Old toys were often made of wood. Modern (new) toys are often made of plastic.

Old toys were mechanical or moved by hand. Modern (new) toys use batteries or electric.

Old toys were usually made by hand. Modern (new) toys are usually made by machines.



rocking horse	robot
cup and ball	plastic dolls
marbles and wooden whip and top	computer consoles

Vocabulary

Similarities Things that are the same. same same	Differences Things that are different. 	Past Things, events and people from history.												
Present Things that are happening, invented or made now.	Old Related to the past. Something that isn't new.	New Made, invented now.												
Modern Things that are made, invented now in the present.	Clockwork A mechanism that uses springs to make an object move. 	Toys Objects that children play with. 												
Day 24 hours 	Month 28 to 31 days. <table border="1"> <tr><td>JANUARY</td><td>JULY</td></tr> <tr><td>FEBRUARY</td><td>AUGUST</td></tr> <tr><td>MARCH</td><td>SEPTEMBER</td></tr> <tr><td>APRIL</td><td>OCTOBER</td></tr> <tr><td>MAY</td><td>NOVEMBER</td></tr> <tr><td>JUNE</td><td>DECEMBER</td></tr> </table>	JANUARY	JULY	FEBRUARY	AUGUST	MARCH	SEPTEMBER	APRIL	OCTOBER	MAY	NOVEMBER	JUNE	DECEMBER	Year 12 months or 365 days.
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Quiz

- What can you tell me about a modern toy?
- What can you tell me about toys from the past?
 - What are modern toys usually made from?
 - Can you name some toys from the past?
 - How do modern toys move?
 - How were toys from the past made?

Subject/Conceptual knowledge/skills: PSHE - SCARF Me and My Relationships

LEAPS:

Our ideal classroom

Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.

How are you feeling today?

Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.

Let's all be happy!

Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.

Being a good friend.

Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.

Types of bullying

Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

Don't do that

Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies.

Core Knowledge



The majority of our language is through body language.



To know that we can fall out with others including our friends but this can be resolved (fixed).

To understand that family, friends and trusted adults (doctors, fire brigade, police, paramedics, teachers) are here to help us.



Being able to listen with our eyes and bodies to show great attentive skills.

Key Vocabulary

Feelings, bullying, behaviour, friendship, relationships, help, support, rules, safe, feeling, emotions, help, friendship, conflict, anger, happiness, nervous, worried, scared, unhappy, sad, excited.

Subject/Conceptual knowledge/skills: Science - Animals Including Humans Biology

LEAPS:

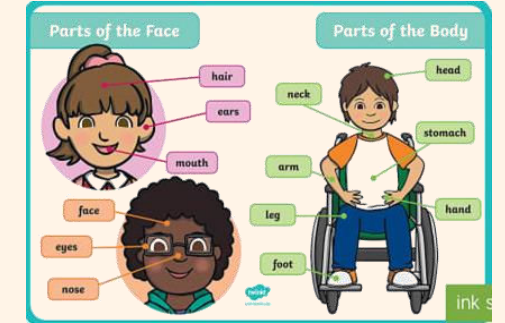
I can identify, name, draw and label the basic parts of the human body. I can identify which part of the body is associated with each sense. I can use my senses to compare different textures, sounds and smells. I can describe what humans need to survive. I can describe the importance of exercise and healthy eating for humans. I can observe how humans grow. (Measuring Chart - In each Seasonal Changes Lesson)

Seasonal Changes

I can observe the weather and take measurements.

Core Knowledge

- We feel with our skin but some parts of the body are more sensitive than others.
- Humans are similar but these vary from person to person.
- Humans have 5 senses and these are linked to different parts of the body



Key Vocabulary

Humans Year 1

Head, neck, arms, elbows, legs, knees, face, body, eyes, ears, eyes, hair, mouth, teeth, leg. Animals, meat, plants.

Humans Year 2

Exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples - meat, fish, vegetables, bread, rice, pasta)

Subject/Conceptual knowledge/skills: Music - Singing

LEAPS:

Year 1

I can sing and chant in time, keeping a steady pulse. I can sing songs with some control of pitch, breathing and clarity of words. I can convey different moods (happy, sad and angry) whilst singing.

Year 2:

I can sing a range of songs and perform to an audience using clear words and actions with accuracy of pitch, dynamics and tempo. I can copy back short phrases from a song. I can identify where pitch rises, falls or stays the same and copy this with my voice.

Core Knowledge

Music history- Music is a form of communication. / Music can convey different emotions and tell stories.

Notation- Music can be represented using art/dance/movement



QR Code BBC Ten pieces KS1 - Kerry Andrew

BBC Teaching Songs

- Take you home.
- The big ship sails.
- Hands in the air.
- Happy

Key Vocabulary

Duration-length of a sound (how long or short a sound is)

Pulse = the beat of the music.

Subject/Conceptual knowledge/skills: Computing iSafe

LEAPS:
Y1

- I can understand what being online may look like, the different feelings we can experience online
- To understand the importance of seeking permission before being on internet.
- I can understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.
- I can understand that photos can be shared online

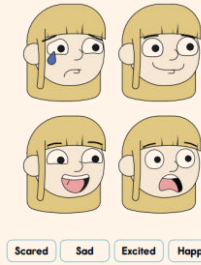
Y1/2 I can understand the meaning of personal information, and when it should be given to trusted adults.
Y2

- I can identify a risky situation when a trusted adult's help may be needed.
- I know that my emotions can help me stay alert to unsafe situations.
- I can identify characteristics of people that are trustworthy in my life.
- I can understand when to discuss online experiences with a trusted adult.

Core Knowledge

Being online may feel different to real life.

Discussions about online content can be with adults at school or at home.
Childline can be contacted 0800 1111



Key Vocabulary

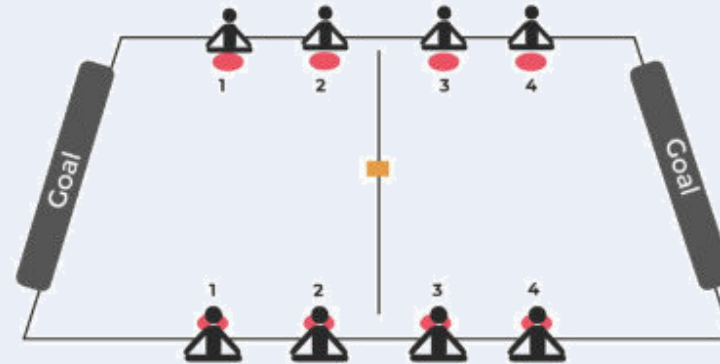
Online, feelings, worried, happy, sad, permission, internet, manipulate, sharing, emotions, trusted, help

Subject/Conceptual knowledge/skills: PE

Attack, Defend and Shoot - Unit 1

LEAPS:

- I can show correct technique to throw towards a target.
- I can show the correct technique to defend a target.
- I can roll and slide balls and beanbags with the correct technique.
- I can shoot in a game situation.
- I can use teamwork as part of a game.
- I can use teamwork to score a point.
- I can use teamwork to defend a point.
- I can use attacking and defending skills in a game.



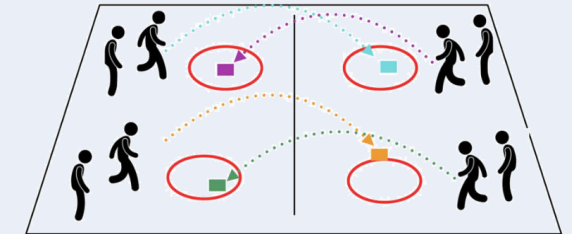
Core Knowledge

Throwing: to propel an object:
Underarm throw: forward throw below the shoulder.
Overarm throw: Ball is thrown over the shoulder.
Agility - The change direction with control.
Balance: To control body whilst holding a position.
Co-ordination -To control movements to complete a task. Catching a ball etc.



Key Vocabulary

Attack, catch, compete, defend, over-arm, play, against, receive, roll, rolling, send, throw, under-arm



Subject/Conceptual knowledge/skills: RE:

Christianity: Is it possible to be kind to everyone all the time?

LEAPS:

- I can tell you when I have been kind to others even when it was difficult. (A1)
- I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. (A1)
- I can say if I think Christians should be kind and give a reason. (A1)

Jesus healing the paralysed man. (Mark 2:1-12)

Core Knowledge

The story is based on Jesus' summary of the Ten Commandments- "Love God with all your heart, soul and strength and love your neighbour as yourself."

The story of 'The Good Samaritan'
Samaritans were hated by the Jews.

Priest- represents religious acting people who know a lot (commandments) but didn't act on it.
 Levite (legal expert) - knew the law which told Jews to help someone in need yet didn't obey it.
 Jesus taught everybody is their neighbour, show compassion and kindness to all, even if it goes against expectation or tradition.

Key Vocabulary:

Samaritan, Commandment, kindness, compassion, paralysed

