Killamarsh Infant & Nursery School
'Brighter Beginnings'

KS1 2025-2026 Medium Term Planning Summer 1 Toys through Time

Planning adapted from Hamilton Trust, The Literacy Trust, White Rose Education, Primary Stars, Plymouth Science and Kapow Primary.

Week 1 –

English: Stuck by Oliver Jeffers

Read the story Stuck by Oliver Jeffers if you have a copy at home or watch the following:
https://youtu.be/qhJcrdQARxU?si=Zd3kwPusQFR9awtX

Think carefully about what was thrown into the tree in the story. If you were Floyd, what would you have thrown into the tree to get the items down? Write a sentence explaining what you would throw into the tree if you were Floyd.

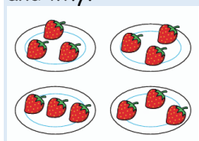
e.g. I would throw a huge teddy bear into the tree.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths –: Make arrays, make doubles.

Can you get two plates. Choose a number of skittles to go on plate 1 up to 10. Then can you put the same amount on the other plate to show the double. Can you find the double? Maybe you could practise with all the numbers up to 10.
Challenge: Can you write the number sentence to match?

Reasoning and Problem Solving: Tony says that these groups are not equal because they look different. Do you agree or disagree and why?



Learning with Parents:
Maths: Doubling and halving within 20.

Science – Materials
What do you know about materials?
This half term we will be learning all about materials and their properties. Watch the following clips all about materials.
https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z6jm7yc

Now choose an object from your home such as floor mop or a glass. Can you create a information poster about your object? Think carefully about what your object is used for and therefore what properties the materials that make it will need. E.g. a mop will need to be made out of a material that is absorbent. Think carefully about how objects look, feel, what they are used for and how this affects what material they are made from. Your poster needs to include diagrams, labels and scientific vocabulary such as absorbent, waterproof, solid.

Week 2 –

English
Stuck by Oliver Jeffers

Read the story Stuck by Oliver Jeffers if you have a copy at home or watch the following:
https://youtu.be/qhJcrdQARxU?si=Zd3kwPusQFR9awtX

This week we are looking at conjunctions which are words that we use to join words, clauses and sentences together.

Write sentences to show how each of the items from the tree managed to get down. Can you join the two of the items together in a correctly punctuated sentence?

e.g. The milkman drank all of his milk and made himself too heavy for the tree.

Maths-: Make equal groups (grouping/sharing)
Can you get 12 sweets and share them equally between you and a friend? How many do you get each? Can you try and share them equally between 3 friends? How is this different?

Reasoning and Problem Solving: Holly and Kim each have the same number of sweets.
Holly has 6 equal groups of 2
Kim puts her sweets into equal groups of 4
How many equal groups of sweets does Kim have?

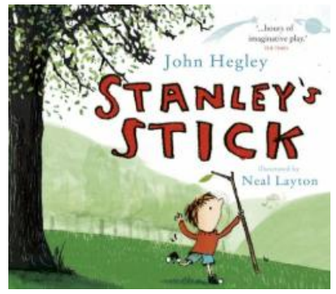
Learning with Parents:
English: Questions

Science – Sorting Materials
Home activity: Can you go on a scavenger hunt and collect 15 different objects from inside and outside your home? Look carefully at each object and then sort them into metal, wood, plastic, paper and fabric. Can you sort the objects in any other ways such as how their properties e.g. smooth, bumpy, rough? Take photographs of your sorted materials and label them according to your sorting (classifying) criteria.

Topic – History – How have Toys Changed
Did your parents and grandparents play with the same toys as you?
Talk to the older member of your family. Ask them about the toys they played with in their childhood. Are they the same as you play with now? Can you divide a piece of paper in half and draw a toy from the present and the past. Use the internet, books and asking people to help with your research.

Week 3 –

English
Stanley's Stick by John Hegley



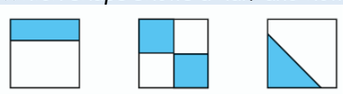
Look at the front cover of the book. What can you see? What do you think the story might be about? Can you write a prediction about what you think might happen in the story?

e.g. I think that Stanley loses his stick in the deep, dark forest.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths – Fractions – recognise/find half of object/shape and a quantity.
Can you split a pizza into half. (If pizza is not on your menu this week, you could always draw one to help you).
Challenge: Can you try this with different foods that you eat during the week?

Reasoning and Problem Solving:
Which shape shows a half and how do you know?



Learning with Parents:
Maths: Doubling numbers to 10.

Science – Famous Scientist – Charles McIntosh
Home activity: Can you research and find out information about Charles McIntosh and why he is a famous scientist today? Can you use your facts to create a fact file about Charles McIntosh including a title, sub headings, pictures and amazing facts!

	Topic – History – How have Toys Changed **What is your favourite toy?** Work with a grown up at home to discuss your favourite toy. Think carefully about the following questions: What is your favourite toy? Why is that your favourite toy? When did you get it? Who gave you it? What is it made from? What games do you like to play with it? **Topic – Design & Technology –Puppets** This term we are going to be making a puppet from the story of Little Red Riding Hood. Read the book or watch the story on https://youtu.be/0W86K1jBJFI?si=Y5NQeDfe-KblUlLU Think carefully about how you could join two pieces of fabric together without sewing. E.g. pinning, stapling, gluing. Have a go at joining two pieces of fabric together using the three techniques listed above. **Vocabulary** **English:** punctuated, predict, imagine, react, flung, thrown, chucked. **Maths:** double, half, array, same, amount, **Science**: material, wood, plastic, fabric, 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. **History:** memory, play, remember, special, toy **Design & Technology – Textiles:** join, pin, stitch, staple, fabric, design, hand puppet, glue, equipment, hand puppet, safety pin.	**Topic – Design & Technology – Puppets** Re-watch the Little Red Riding Hood story on https://youtu.be/0W86K1jBJFI?si=Y5NQeDfe-KblUlLU or read the book. Choose your favourite character and design a hand puppet using a sock or glove. Think carefully about what colour should you use for the material? What colour hair will they have? What kind of eyes, nose, eyebrows, etc.? **Vocabulary** **English:** conjunction, join, reason, explain. **Maths:** equal groups, share, group, between, equal, number. **Science**: classify, materials, properties, observe, metal, wood, plastic, paper, fabric, label, material, wood, plastic, fabric, 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. **History:** grandparent, past, present, toy, remember, parent, children, living memory, play. **Design & Technology – Textiles:** decorate, fabric, model, template, design, inspiration, stencil.	**Topic – History – How have Toys Changed** **What were toys like in the past?** **Watch the following clip** **https://youtu.be/iuovpz2O3Xc?si=6dxp-KcbKZUXJ7FR** Choose one of the toys in the video and answer the following questions. What is the toy made of? What does it look like? (Colour, shape, size.) How does it feel? How might children have played with it? Do you think it was important to the person who owned it? Why? How do you think this toy was made? **Topic – Design & Technology – Puppets** *Using your design sheet from last week and an old pillowcase (or similar) chalk out your deign into the fabric.* *https://youtu.be/1yowMLIbKiY?si=YAUbufke8ri-sbXf* *Use one the joining techniques from a previous week to make your puppet.* **Vocabulary** **English:** punctuated, predict, prediction, explain, imagine. **Maths:** fraction, part, whole, half, halves, numerator, denominator, **Science**: material, wood, plastic, fabric, 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. **History:** historian, modern, present, artefact, clue, decade, century, evidence, source, past, timeline, sequence, living memory, modern. **Design & Technology – Textiles:** equipment, glue, technique, safety pin, fabric.

Week 4 –

English

Stanley's Stick by John Hegley - Describing a character.

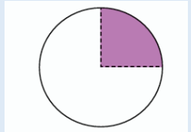
Who is the main character in the story? Can we think of ways of describing Stanley? What colour is his hair? What colour are his eyes? What clothes is he wearing? Personality? How he does things?

Can you write a sentence that describes Stanley? Maybe you could use a conjunction to join your ideas together?

e.g. Stanley is a boy with brown hair and he wears bright clothes.
Remember to use capital letters, full stops and finger spaces in your sentence.

Maths– Fractions – recognise/find quarter of object/shape and a quantity.
Can you make a sandwich (with a grown-up) and cut it into quarters.
Challenge: Can you draw a square, rectangle and circle and split them into quarters. Can you colour one quarter of each shape?

Reasoning and Problem Solving:
Mo draws a circle and colours one part.



He says that it cannot show a quarter because there are only 2 parts. How you agree or disagree with Mo and why?

Learning with Parents:
English: Using 's' and 'es' for more than one.

Science – Scientific Enquiry – What is the best material to make an umbrella out of?
Choose four different materials e.g. cotton, paper, plastic and cardboard. With your grown-ups support, can you put a tablespoon of water on each of the four materials and observe what happens. Can you record your findings?

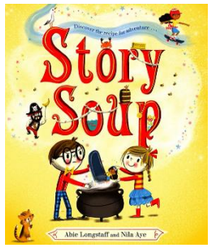
Topic – History – How have Toys Changed
What is similar and different about toys no wand in the past?
Choose two toys from the past and two from the present. Can you make a list of similarities and differences from the toys? You could present your comparison in a table. Think carefully about the material they are made from, how the toys move and how they were made.

Topic – Design & Technology –Puppets
Decorate your puppet with sequins, buttons, glitter, wool ribbon and any other decorations you think would be suitable.

Week 5 –

English

Story Soup by Abie Longstaff



Read the story 'Story Soup' by Abie Longstaff or watch the following clip:
https://youtu.be/_BiUiYiyBJE?si=0DDK0IxI8J6ddLqh

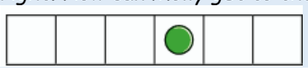
Can you retell the story to your grown up? What happens at the beginning, middle and end of the story? Can you write three simple sentences describing what happens at each part of the story?

e.g.
Ollie was mixing a story in a big soup pot.
Then there was a gust of wind and more objects fell into the pot.
Finally, the new characters went off to save the world.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths – Position and direction. Describe turns, position (left, right, forwards, backwards, above, below) and ordinal numbers.
Play a game of Hide and Seek. Hide your favourite teddy bear somewhere in your house of garden. Direct a relative or friend to the hiding place using positional language such as left, right, forwards and backwards.

Reasoning and Problem Solving:
Molly moves the counter 3 squares to the left. She then moves it 5 squares to the right. How can Molly get to the same place in one move?



Learning with Parents:
Maths: Counting in 10s.

Science – Scientific Enquiry – Make a boat that floats!
Home activity: Can you create a boat using any materials/objects you can find. You can be as creative as you can and use whatever you would like. Once your boat is ready, can you fill your sink or bath up and place your boat on the water. Does it float or sink? Describe why you think this might be? If it sinks, have a think about what you could change to make it float and try again!

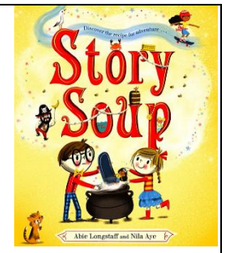
Topic – History – How have Toys Changed
How have teddy bears changed over time?

This week we are looking at the history of teddy bears. Use a variety of sources such as the internet to research about how teddy bears have changed since they were first made in 1902. Think carefully about how they looked, what they were made of and how they moved compared to the present day. Why not take your favourite teddy outside and have a teddy bears picnic?

Week 6 –

English

Story Soup by Abie Longstaff



Read the story 'Story Soup' by Abie Longstaff or watch the following clip:
https://youtu.be/_BiUiYiyBJE?si=0DDK0IxI8J6ddLqh

If you could add anything to the story soup, what would it be and why? Write a sentence to describe what you would add and why.

E.g.
I would add a football because I like to play it.
I would add a superhero because I want them to come to the rescue.

Be as creative as possible and remember to use capital letters, full stops and finger spaces.

Maths – Place value within 100. Count from 50 to 100, tens to 100, partition tens and ones.
Choose five numbers from 50-100 and then under each number, partition the number into its tens and ones. To do this, you could use a part whole model, tens and ones (dienes) or Numicon.

Learning with Parents:
English: Question marks.

Science – Spring – Cloudy days

In the spring the weather changes very quickly and we see a lot of clouds in the sky. Did you know that there are several different types of clouds that indicate the different weather we might be about the experience. Watch the following video to find out more:
https://www.bbc.co.uk/bitesize/articles/zj3fhcw#zrr6vj6

Next go outside and look carefully at the sky. Can you try to identify the type of clouds you can see.
Use the meaning of the names of each cloud to help you remember them. Would cirrus clouds indicate a heavy rainstorm? What do darker clouds often tell us?

Cloud in a glass. Let's observe how a cloud is made.
Follow the instructions below.
-Place ice into metal dish
-Pour a small amount of warm water into the bottom of the glass.
-Wait until the dish is really cold. Then place it on top of the glass.
-Watch the inside the glass carefully. You should see a 'cloud' form near the top of the glass.
In the real world, clouds form when warm, moist air, like that in your glass, is cooled (your ice). When it is cooled it condenses into tiny water droplets, which appear as clouds.
Now draw your cloud in the jar- labelling the different equipment used.

Vocabulary **English:** describe, adjective, sentence, features. **Maths:** half, quarter, divide by 2 or 4, split, part, whole, fraction, denominator, numerator. **Science**: waterproof, famous, scientist, life, history, invention, inventor, material, wood, plastic, fabric, 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, test, investigate, observe, predict, hypothesis, record, effective, suitable, results. **History:** past, present, similar, different, wood, plastic, metal. **Design & Technology – Textiles:** decorate, design criteria, equipment, inspiration, model, technique, sequins, buttons, glitter, wool, ribbon, decorations.	**Vocabulary** **English:** rhyme, describe, features, sequence, beginning, middle, end, finish. **Maths:** Y1: left, right, forwards, backwards, first, second, third, above, below, turn, face. **Science**: boat, float, sink, waterproof, amend, predict, join, results. **History:** past, present, similar, different, wood, plastic, metal, mohair.	**Topic – History – What might toys be like in the future?** Using all of the information you have learnt about the history of toys can you now think about what toys might be like in the future? Design your own toy that you think children will want to play within 100 years. Make sure you add labels to your design. **Vocabulary** **English:** sequence, reason, punctuation, explain, because, why. **Maths:** tens, ones, part whole model, Numicon, dienes, partition, split, represent. **History:** future, past, present, toy, old, modern, design, label.

Outdoor Learning

Telling the time	Greater than and Less than	Water Filtering
Making a clock out of rocks. Can you number the rocks with mud and use sticks for the hour and minute hands? 	Create more than and less than number sentences using rock and sticks. 	Filtering water experiment -using tissue and a funnel. 
Teddy Bear's Pic-Nic	**Butterflies**	**Venn Diagrams**
Take a selection of your teddies outside into the Spring sunshine and enjoy a teddy bears picnic. Maybe you could read your favourite story to your teddies. 	Painting spring leaf butterflies. Remember a butterfly is symmetrical, both sides are equal. 	Using two hoops can you create a Venn diagram using different things you can find in nature? Remember if the object fits in both categories it goes in the middle section where the two hoops overlap.