

<p>Theme read:</p> <ul style="list-style-type: none"> <li>• <i>Toys in Space/Traction Man is Here</i> – Mini Grey</li> <li>• <i>Kipper’s Toybox</i> – Mick Inkpen</li> <li>• <i>The Teddy Robber</i> – Ian Beck</li> <li>• <i>Toys (What Was It Like in the Past?)</i> by Kamini Khanduri</li> <li>• <i>Toys and Games (Ways Into History)</i> by Sally Hewitt</li> <li>• <i>Toys in the Past</i> by Joanna Brundle</li> </ul>	<p>Year 1 Autumn: Enquiry Question</p> <h2>Is an iPad more fun than a skipping rope?</h2> <p><b>Key driver:</b> Ambition</p> <p><b>Key skills:</b> I can understand chronology</p> <p><b>Year Enquiry:</b> How does learning about the past inspire my future?</p> <p><b>Topics:</b> Toys (intergenerational project)</p>	<p>Resources</p> <ul style="list-style-type: none"> <li>• Old/new toys (from classroom)</li> <li>• Children’s toys (brought in from home)</li> <li>• Victorian toys (from Library lending service)</li> <li>• V &amp; A Museum of Childhood: <a href="https://www.vam.ac.uk/moc/">https://www.vam.ac.uk/moc/</a></li> <li>• <i>Lost in the Toy Museum: An Adventure</i> by David Lucas</li> <li>• <i>Old Bear</i> by Jane Hissey</li> <li>• <i>This is the Bear</i> by Sarah Hayes</li> </ul>
<p>Key Vocabulary:</p> <p>Past, present, new, old, timeline, 20<sup>th</sup> century, 21<sup>st</sup> century, Victorian, material (plastic, wood, fabric, metal)</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>What is your favourite toy? Why is it/what is it made of? WALT: I can find out about toys today. I can explain how we can find out about the past. What do you think was a favourite toy when you were a baby? Outcome: Chdn can draw a picture of their favourite toy ‘now’ and ‘then’ and write what it is.</p>	<p>Lesson 2</p> <p>What were popular toys when my parents were my age? Family favourites. What did people play with in Oxford? WALT: I can find out about toys in the past. I can use sources to help ask and answer questions about toys from the past. Outcome: Chdn can write sentences describing a picture of a toy from the past.</p>	<p>Lesson 3</p> <p>Looking at toys from previous decades, spotting similarities and differences. WALT: I can compare similar toys from different times and say whether one is older than another. Outcome: Chdn can cut out pictures of toys and sort into ‘past’ and ‘present’.</p>	<p>Lesson 4</p> <p>Looking at toys from another era (Victorian). WALT: I can compare Victorian toys with modern toys and describe how toys have changed. Outcome: Chdn can finish sentences comparing Victorian and modern toys. ‘This toy is different from Victorian toys because’...<i>it is made of plastic.</i></p>	<p>POP Quiz</p>
<p>Lesson 6</p> <p>How have toys changed/stayed similar?</p>	<p>Lesson 7</p> <p>Learning old games e.g. skipping, hopscotch. Comparing to new</p>	<p>Lesson 8</p> <p>Making a toy (doll? Car?) that might have been made in the past.</p>	<p>Lesson 9</p> <p>WALT: I can order pictures of toys on a timeline.</p>	<p>Celebration</p> <p>Show the chdn’s toys in a toy ‘museum’</p>

<p>WALT: I can recognise how toys have changed over time. Outcome: Chdn make a Venn diagram showing how some toys are still popular today (e.g. teddy bears).</p>	<p>games on the iPad (Minecraft, Roblox) WALT: I can play some games from the past. Outcome: Chdn can play a game from the past and talk about how it compares to a game from the present.</p>	<p>WALT: I can use words relating to the passing of time. Outcome: Chdn can make their own toy.</p>	<p>Print twinkl KS1 Recent History Timeline. Look at events they may know &amp; locate them on the line. Outcome: Chdn can order toys on a timeline pictorially.</p>	
---	--	---	--	--

<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>• Change within living memory</li> <li>• Match objects to people from different ages (chronological understanding)</li> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts (historical enquiry)</li> </ul> <p>I can be a historian. It is like being a detective. I can do this!</p>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>• Follows on from History of Me topic in FS - not only do I change but the world &amp; things in it around me do too.</li> <li>• Develops simple chronology – measuring time not only through my life but my parents' and grandparents' lives too.</li> <li>• Introduces the concept of a timeline to show past and present, before and after – links to number track/number line.</li> </ul> <p>I can build on what I've learned in the past and use that to help me learn new things.</p>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>• Communicate knowledge through drawing pictures and writing about our favourite toys.</li> <li>• Making a 'museum' display of toys made from junk modelling materials.</li> <li>• Making a display of self-portraits we make of ourselves as dolls/action figures/robots from the present and the past.</li> <li>• Learn to play games from the past such as hopscotch.</li> </ul> <p>I can show my learning in interesting ways and do my best work.</p>	<p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>• Role play/small world play with toys - playing with each other.</li> <li>• Circle time – how can we share toys/allow others into our play? How do we feel when our toys are mistreated?</li> <li>• Learning to take turns and think of others' feelings through playing 'old' games.</li> </ul> <p>I can help others through learning about toys and games by including them.</p>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>• Talk to family about toys our parents and grandparents played with – photographs.</li> <li>• Take pictures of toys/games played in Breakfast Club and get chdn who go there to describe them.</li> <li>• Look at games played in BLAP – possible visit to see the kinds of things they have.</li> <li>• Investigate games played in nearby parks and the leisure centre.</li> </ul> <p>I can think about the people around me and the place where I live, they're part of my learning too.</p>
--	--	--	--	---