



Toys Year 1

Essential Knowledge

By the end of this unit children will know...

- Recognise the difference between toys of the past and those of today.
- Compare toys from the world and consider whether all children have the same access to toys.
- Investigate toys made from recycled materials.
- Use their scientific knowledge to consider the properties most suitable for different toys and design a toy for a specific purpose.
- Create art work based on their own toys.
- Create dances and music based on a magic toyshop.

Launch

Children plan and take part in a teddy bears' picnic bringing their own bear or soft toy to school.

Explore

Children research types of toys in their family - what toys did your parents play with?
What materials are toys made out of? (Possible trip to local toy shop).

Energise

Visit a toy museum to have hands on experience of old toys.
Have old toys into school through a museum outreach scheme or grandparent.

Celebrate

Invite parents and carers into school for a celebration event.
Working with parents complete toy making activities such as creating a toy out of recycled materials or create a sock puppet.

Core Subjects:

Links to theme

English

- Write captions — photos from the Teddy Bear's Picnic.
- Traditional tales — Goldilocks and the 3 Bears.
- Descriptive writing — describe a favourite toy.

Mathematics

- Data collection: What is your favourite toy? Create a pictogram to show the results.
- Sorting — sorting toys according to one criterion.

Science

- Recognize and name a variety of materials toys are made out of.
- How do toys move? Investigate pushes and pulls.

Toys Year 1: Theme Content

Personal Development

Spiritual

- Compare birthing and/or naming rituals between different cultures.

Moral

- What rights do children have? Is it fair that not all children can have new toys?

Social

- Working collaboratively.
- Consider whether all children have the same access to toys.
- Fundraise for a children's charity.

Cultural

- Compare toys from around the world.
- Investigate toys made from recycled materials.

Foundation Subjects

History, Geography and Citizenship

History:

- Recognise the difference between toys of the past and those of today.
- Sequence toys from today and those from previous generations in a timeline.
- Ask and answer questions about toys from the past.
- Use time language such as yesterday, last week, a long time ago.

Geography:

- Compare toys from the world.

Art and Design and Design Technology

Art:

- Teddy bear art work based on work by A. A. Milne
- Toy collages

Design Technology:

- Design and make a peg doll or sock puppet.

Music, Languages and Physical Education

- Create and perform a dance sequence about a magical toy shop.
- Create a piece of music to represent a toy shop.

Computing

- Create pictures of toys using a paint package.
- Take photos and type a caption.

Toys Year 1: Links to National Curriculum Framework

Core Subjects:

English

- To listen carefully and understand.
- To write captions.
- To write descriptive sentences.
- To retell stories orally, with the language of traditional tales.
- To plan by talking about ideas and writing notes.
- To tell stories with a structure.
- To sequence sentences to form a short narrative.

Mathematics

- Interpret and construct simple pictograms.
- Ask and answer questions about data.

Science

- To investigate and compare the uses of different materials.
- To compare and group together a variety of everyday materials on the basis of their simple physical properties.
- To notice and describe how things move, using simple comparisons such as faster and slower.
- To compare how different things move.

Foundation Subjects

History, Geography and Citizenship

History

- Use artefacts, pictures and stories to find out about the past
- Ask questions such as: What was it like for people
- To place events in order on a time line?
- Label time lines with words or phrases such as: past, present, older, newer

Geography:

- Ask and answer geographical questions such as: What do people do in this place?

Art and Design and Design Technology

- Respond to ideas and starting points.
- To use thick and thin brushes.
- To use a combination of materials that are cut, torn and glued.
- To sort and arrange materials.
- To mix materials to create texture.
- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Demonstrate a range of cutting and joining skills.

Music, Languages and Physical Education

Music:

- Create a sequence of long and short sounds.
- Create a mixture of different sounds.
- Take part in singing, accurately following the melody.

PE:

- Move with control and coordination.
- Link two or more moves to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

Computing

- Use a device to communicate ideas and work.

Toys Year 1: Assessment Opportunities/Tasks within theme

Core Subjects

English

- Children write captions to accompany photos from the Teddy Bear's Picnic.
- Children use traditional story language to orally retell Goldilocks and the Three Bears.
- Children use descriptive language to describe a favourite toy.

Mathematics

- Children create a pictogram to show their favourite toys.
- Children are able to sort toys using at least one criteria and discuss their choices.

Science

- Children can name the different types of materials that toys are made out of and discuss their properties.
- Children can decide which materials would be the most suitable for a specific toy.
- Children can explain the different ways in which toys move, using language such as push and pull.

Foundation Subjects

History, Geography and Citizenship

History:

- Children can compare old and new toys and talk about the differences.
- Children can order toys chronologically and place them on a time line.
- Children use speaking and listening skills to ask questions about toys from the past.
- Children use historical vocabulary such as: yesterday, long ago, to describe toys.

Geography:

- Children compare toys from around the world and talk about similarities and differences between them.

Art and Design and Design Technology

Art:

- Children can create a painting of their own bear, mixing colours to create tones.
- Children select and layer a variety of materials to create a collage of a toy.

Design Technology:

- Children design and make a peg doll or sock puppet, using a variety of fixing and joining techniques.

Music, Languages and Physical Education

PE:

- Children create and perform a dance about a toy shop, using a variety of different movements.

Music:

- Children create a piece of music containing long and short sounds in response to represent a toyshop.

Computing

- Children create pictures of toys using a paint package.
- Children can take digital photos and type a caption to accompany it.