

Class: EYFS & KS1

Theme: Toys

Length of time: 6 weeks

Big question: What were toys like in the past?

<u>Key learning Outcome for theme</u>		<u>Maths links</u>	<u>Key Vocab essential to comprehension and learning</u>
<u>National curriculum objectives</u> <u>English:</u> No-bot the Robot? <u>Science:</u> <u>History:</u> The history of toys and how they have changed. Year 1 & 2 - Learn about changes within living memory. Finding out about the past. (Chronology)	<u>National curriculum key skills</u> <u>Science:</u> <u>History:</u> Year 1 - Can I talk, find out about and share my experiences of the past and present? Can I talk about and describe artefacts from the past and present? Can I ask and answer questions about life for the people and artefacts? Can I talk about my own life and those of people I know? Can I use the terms, 'now' and 'then' when I talk about my experiences? Can I place objects within my experience within time order? Can I use simple, everyday terms to describe the passing of time e.g. new and old, now and then, before, after, long ago, in the past, day, week, month and year. Year 2 - Can I give reasons for and describe changes that have taken place within my experience?	Statistics: Creating tables and charts. Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	<u>History:</u> Year 1 Similarities and differences, past and present, artefacts, now and then, chronology, new and old, before, after, long ago, in the past, day, week, month, year. Year 2 Modern, recent, long ago, older, present, in the past, century.

<p><u>DT:</u></p> <p>Create a toy that uses levers.</p> <p>Year 1 & 2 -</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>	<p>Can I use simple sources of information such as artefacts, photos and picture books, to answer simple questions about the past?</p> <p>Can I compare aspects of the present with the past and describe simple similarities and differences?</p> <p>Can I talk about events, places and people beyond living memory?</p> <p>Can I place objects beyond my own experiences in time order?</p> <p>Can I use an increasing range of historical terms to describe the passage of time e.g. modern, recent, long ago, older, present, century, in the past?</p> <p><u>DT:</u></p> <p>Year 1 -</p> <p><u>Design</u></p> <p>Can I use my senses to explore a wide range of familiar products?</p> <p>Can I take products apart and talk about the parts and how they work?</p> <p>Can I talk about and/or use words and pictures to plan my design?</p> <p>Can I talk about what I am doing/making?</p> <p><u>Make</u></p> <p>Can I use simple tools and materials with support, eg. scissors to cut paper?</p> <p>Can I use my senses to explore and talk about materials?</p> <p>Can I join with tape or glue?</p> <p>Can I add paper and card shapes to products?</p> <p><u>Evaluate</u></p> <p>Can I use my senses to explore a wide range of familiar products?</p> <p>Can I talk about familiar products and what they do?</p> <p>Can I talk about what I am making and what I have done?</p> <p><u>Mechanisms</u></p> <p>Can I explore and talk about books containing moving pictures?</p>		<p><u>DT:</u></p> <p>Investigate, design, make, evaluate, improve, mechanism, product, plan, tools, materials, lever, slider, moving picture, gears, chassis, axle, pulley.</p>
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	<p>Can I construct a simple slider with support?</p> <p>Can I construct a simple lever with support?</p> <p>Can I explore and use construction kits containing gears?</p> <p>Year 2 – <u>Design</u></p> <p>Can I use knowledge of existing products to support my plan for a similar product?</p> <p>Can I include some knowledge of materials and techniques in my design?</p> <p>Can I explore and investigate products I have disassembled?</p> <p>Can I use construction kits, pictures and captions to plan my design?</p> <p>Can I talk about and describe the tools and materials I need and order the key tasks within my plan?</p> <p><u>Make</u></p> <p>Can I use simple tools to cut and join a range of materials, eg. scissors, stapler, masking tape?</p> <p>Can I use a hole punch?</p> <p>Can I use a range of simple ways to improve the appearance of my product?</p> <p><u>Evaluate</u></p> <p>Can I talk about and describe features of existing products?</p> <p>Can I talk about what I am doing and what I might do next?</p> <p>Can I suggest ways in which I could improve my work?</p> <p><u>Mechanisms</u></p> <p>Can I connect wheels to a chassis using an axle e.g. cotton reels and dowel?</p> <p>Can I use pencils and tubes as rollers to move an object across the floor?</p> <p>Can I construct a simple pulley using rope over a horizontal bar to raise an object off the ground?</p> <p>Can I use construction kits with gears to construct a line of gears that turn?</p>		
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<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment? Can I explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds. Can I identify and name common classroom instruments when choosing which to play? Can I repeat short, rhythmic and melodic patterns? Can I respond to moods in movement (through talking and movement)? Year 2 - Can I perform and create rhythms to a given pulse? Can I join in and stop as appropriate? Can I create and choose sounds to create an effect? Can I improvise melodic and rhythmic ideas?</p>		<p>(Legato/stecato) sounds, high/low sounds, loud/quiet (forte/piano) sounds, mood (timbre), improvise.</p>
<p><u>R.E.</u> Which stories are special and why?</p>			