



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 Pinocchio.

Launch

Children find out what they know about toys already and talk about what they would like to find out.

Explore

Children research types of toys in their family - what toys did your parents play with?
What materials are toys made out of? How do toys move?

Energise

Have old toys into school through a museum outreach scheme.

Celebrate

Invite parents and carers into school for a celebration event.
Children share homework with parents/carers.

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, sock puppet or moving 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.