Toy stories
Hook:
Day where chn learn old playground games
Citizenship:

To help construct & agree to follow, group & class rules and to understand how these rules can help them.

WHAT IS SPECIAL TO US?

(Dogger was special to Dave) Adults/chn bring in toys (and other items) that are special to them

- *They bring in their own toys and tell the story of them or show others how to play with them*
- *Similarities and differences*
  - *Talk about how different people like different things*

How not all toys are the same (purposes / materials / ways of playing with them)

Relationships:

To identify their special people (family, friends, carers), what makes them special & how special people should care for one another.

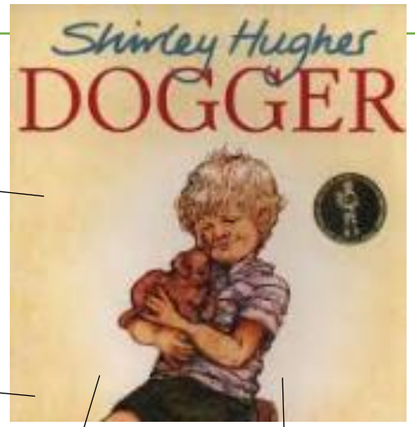
To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class.

To offer constructive support & feedback to others.

RE – WHAT IS SPECIAL TO FAITH COMMUNITIES?

MATHS ACROSS THE CURRICULUM

Statistics – product research
Sorting – classifying toys
Sequencing



PSHCE – HOW DO I KEEP MYSELF SAFE WHEN OUT WALKING?

Risk:

To know rules for and ways of keeping physically & emotionally safe including road safety, cycle safety (through the Bikeability programme) and safety in the environment (including rail, water and fire safety).

WHY ARE TOYS MADE OF? WHY ARE THOSE MATERIALS SELECTED?

Science knowledge:
-They can identify and name a variety of everyday <u>materials including wood, plastic, glass, metal, water and rock</u>
-They can describe simple <u>physical properties</u> of a range of everyday materials using language such as <u>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; water-proof/not waterproof; ab-sorbent/not absorbent; opaque/transparent.</u>

Science skills:
Distinguish the difference between an object and the material it is made from
- Begin to compare and group together everyday materials and their physical properties
- Raise and answer simple questions about everyday materials
- Explore questions by per-forming simple tests e.g. what is the best material for an umbrella?
- Use observations and ideas to suggest answer to questions
-Record findings scientifically using classification of objects

Science concepts:
-They understand we can compare and group things according to their physical properties
-Objects are made from particular materials in order to carry out its job effectively.

WRITING

Instructions for new game/toy

Fictional story

HOW HAVE TOYS CHANGED SINCE 1950?

Knowledge:
To know how toys and technology have changed since 1950

Skills:
To use 1st and 2nd hand sources of evidence (artefacts, books, video, pictures) to gather information
Identify similarities and differences and can explain these
To offer opinions on which they would prefer
To speculate why changes may have occurred
To evaluate the impact of the changes

Concepts:
We use different sources of evidence to find out about the past
The purpose of these historical objects/events remain constant but the way people carry these out over time will change

ART

MONDRIAN

Skills:

To use a pencil and ruler to draw straight lines

DESIGN

Learn To join in different ways:

-split pin characters

Treasury tags

Gluing/sellotaping/masking tape/double sided/string/white tac/hole punches

SELL TOYS

Parents' event to sell toys and toys made
Sell toys (like Dogger)

Proceeds go to a charity decided by the children – Bradford Children's Hospital

WHAT TOY SHALL I DESIGN?

Product research – toy shop visits

Design a new toy (junk modelling):

Design:

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

Make:

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate:

Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria

Technical knowledge:

Build structures, exploring how they can be made stronger, stiffer and more stable