

Class: EYFS & KS1

Theme: Toys

Big question: What were toys like in the past?

Length of time: 6 weeks

<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 - 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. 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. 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? Can I compare aspects of the present with the past and describe simple similarities and differences? Can I talk about events, places and people beyond living memory? Can I place objects beyond my own experiences in time order? 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 - <u>Design</u> Can I use my senses to explore a wide range of familiar products? Can I take products apart and talk about the parts and how they work? Can I talk about and/or use words and pictures to plan my design? Can I talk about what I am doing/making?</p> <p><u>Make</u> Can I use simple tools and materials with support, eg. scissors to cut paper? Can I use my senses to explore and talk about materials? Can I join with tape or glue? Can I add paper and card shapes to products?</p> <p><u>Evaluate</u> Can I use my senses to explore a wide range of familiar products? Can I talk about familiar products and what they do? Can I talk about what I am making and what I have done?</p> <p><u>Mechanisms</u> 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? Can I construct a simple lever with support? Can I explore and use construction kits containing gears?</p> <p>Year 2 – <u>Design</u> Can I use knowledge of existing products to support my plan for a similar product? Can I include some knowledge of materials and techniques in my design? Can I explore and investigate products I have disassembled? Can I use construction kits, pictures and captions to plan my design? 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> Can I use simple tools to cut and join a range of materials, eg. scissors, stapler, masking tape? Can I use a hole punch? Can I use a range of simple ways to improve the appearance of my product?</p> <p><u>Evaluate</u> Can I talk about and describe features of existing products? Can I talk about what I am doing and what I might do next? Can I suggest ways in which I could improve my work?</p> <p><u>Mechanisms</u> Can I connect wheels to a chassis using an axle e.g. cotton reels and dowel? Can I use pencils and tubes as rollers to move an object across the floor? Can I construct a simple pulley using rope over a horizontal bar to raise an object off the ground? Can I use construction kits with gears to construct a line of gears that turn?</p>		
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<p>Computing:</p> <p>Learn what algorithms are, how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions. Create a debug simple programmes. Use logical reasoning to predict the behaviour of simple programmes.</p> <p>Music: Making music for toys. Play untuned instruments musically.</p>	<p>Computing:</p> <p>Year 1 –</p> <p>Can I give instructions to my friend and follow their instructions to move around?</p> <p>Can I describe what happens when I press buttons on a robot?</p> <p>Can I press buttons in the correct order to make my robot do what I want?</p> <p>Can I describe what actions I will need to do to make something happen and begin to use the word ‘algorithm’?</p> <p>Can I begin to predict what will happen for a short sequence of instructions?</p> <p>Can I begin to use software/apps to create movement and patterns on a screen?</p> <p>Can I use the word ‘debug’ when I correct mistakes when I program?</p> <p>Year 2 -</p> <p>Can I give instructions to my friend (using forward, backward and turn) and physically follow their instructions?</p> <p>Can I tell you the order I need to do things to make something happen and talk about this as an algorithm?</p> <p>Can I program a robot or software to do a particular task?</p> <p>Can I look at my friend’s programme and tell you what will happen?</p> <p>Can I use programming software to make objects move?</p> <p>Can I watch a programme execute and spot where it goes wrong so I can ‘debug’ it?</p> <p>Music:</p> <p>Year 1 -</p> <p>Can I explore sounds and how they can be changed through play?</p> <p>Can I handle instruments with control, learning some of the names of them?</p>		<p>Computing:</p> <p>Instructions, forward, backward, turn, algorithm, software, app, debug, program.</p> <p>Music:</p> <p>Instrument names, pulse, rhythm, melody, long/short</p>
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