

Spring Term Cycle A - Toys

As Historians we will:

- Identify different toys for different age groups - babies, toddlers, children etc.
- Investigate changes in toys from the past. (materials link)
- Recognise that there are reasons why toys are made from different materials.
- Ask questions such as: What were toys like when you were a child?
- Set up a timeline of toy progression.
- Use words related to time - past, present, older, newer, modern etc.
- Use different sources of information eg. Photos, artefacts, posters. What is it? How do you think you use it?

As Writers we will :

- Write stories based around traditional tales, using toys and small world to retell tales and using the language of traditional tales.
- Write stories with own toys as central character and use imaginative description to create a setting for the character (eg lego characters/angry birds).
- Write instructions, using the features of instruction texts for how to complete different techniques that we have learnt as designers.
- Use the features of non-chronological reports to write reports detailing what they have found out, as historians, about toys and, as scientists, about materials.
- Write poems and riddles to describe their favourite toys, using imaginative description for how they look or move.
- Produce labeled diagrams of different designs of toys and their own designs for toys.
- Write recounts (year 1) or news reports (year 2) - visits/special curriculum days/trips. Some of which may be published on the school website.
- Write short descriptive pieces based on either settings or characters or their own toys (using vocabulary as Historians to describe toys from different periods of time.)

As Scientists we will :

- Investigate the physical properties of materials in relation to their usage/ purpose as toys.
- Sort toys according to their materials - Venn diagrams etc.
- Test materials **outside**.
- Investigate materials through our senses - blindfolds to identify and describe materials.
- Use words related to the properties of materials - rough, smooth, rigid, flexible, transparent, waterproof etc.
- Experiment to find out which materials can be changed eg. Changing shape by using forces twisting, pushing, bending and stretching etc (Introduce the idea of reversible changes.)

As Designers we will :

- Take inspiration from design through history by exploring a range of toys.
- Say what we like/dislike about toys and will decide how we can make them better.
- Explore how a range of toys have been created eg. Materials, joining techniques and mechanisms.
- Explore how to make moving parts such as levers, wheels and winding mechanisms.
- Use materials to practice drilling, screwing, gluing and nailing.
- Learn how to cut materials safely.
- Measure and mark out to cm.
- Learn how to use a range of cutting and shaping techniques.
- Use a range of joining techniques.
- Design a toy with a clear purpose and decide on an intended user (eg. Age of child)

As Artists we will :

- Master a range of techniques including drawing, painting, collage.
- Design and adapt their designs.

Spiritual and Moral

In our spiritual and moral development we will :

Think about the following question - What if we did **not** have any toys?

Culture and the Arts

In our artistic and cultural development we will :

Make instruments from other cultures and explore toys from different cultures and how the materials used are different.

Environment

As people concerned about our environment we :

Consider what people should do with their old toys.
Talk about recycling possibilities.

Enterprise and Possibilities

As enterprising people we will :

Think about what to do with old toys after getting new ones at Christmas; charity donations/fundraising opportunities.