



How has children's interest in toys and technology changed over time?

Why This? Why Now?

This topic builds on the previous learning in the Foundation Stage where pupils were encouraged to investigate how toys have changed over time. In the Autumn term, children develop greater independence and resilience as they transition into Key Stage 1 learners.

In the Spring term, the pupils enjoy learning about the history of toys and how they have evolved and become more advanced. They find out about the materials toys were made from and how toys owned by rich and poor families varied. The pupils work collectively to produce pieces of work to showcase to their parents and carers at the Y1 Toy Museum. They are introduced to Paddington Bear and enjoy learning about the geography of his adventures by exploring his connections with London and Peru. The pupils enjoy getting their paws sticky as they discover the delights of marmalade sandwiches and challenge themselves in Science by testing materials suitable for his new raincoat as they become cutting edge coat designers!

English -National Curriculum / Skills	OVERVIEW
<p>Plan sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives <p>Write sentences with:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Recall information and retell stories and poems using the following texts:</p> <ul style="list-style-type: none"> • Old Bear – Jane Hissey • Paddington Stories – Michael Bond • Instructions – Marmalade Sandwiches • Information about London • Information about Peru • Old Toys • Modern Toys

Check sentences by:

- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Science – National Curriculum / Skills

OVERVIEW

Everyday materials:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

- Paddington's coat – waterproof investigation
- Design Paddington's new coat
- Materials – old and new toys were made from
- Sorting – natural or man-made
- Float or sink experiment (materials)
- Design and build a boat for a toy

Geography – National Curriculum / Skills	OVERVIEW
<p>Location knowledge</p> <ul style="list-style-type: none"> Introduce name, and locate on a world map the 4 countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> Compare and contrast characteristics of the two countries. 	<p>Children will locate England, Scotland, Wales and Ireland on a large map of the UK and identify capital cities including London on a map of the UK.</p> <p>Paddington Bear travels from London to Peru. Children compare and contrast both countries.</p>
DT – National Curriculum / Skills	OVERVIEW
<p>Design</p> <ul style="list-style-type: none"> Use experiences and research to inform design ideas. Communicate design ideas through talking <p>Make</p> <ul style="list-style-type: none"> Make a product using simple techniques. Use tools safely <p>Evaluate</p> <ul style="list-style-type: none"> Talk about what is good about a product <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Use techniques such as cutting and spreading 	<p>Design and make a new coat for Paddington.</p> <p>Peg dolls</p> <p>Marmalade sandwiches</p>

<ul style="list-style-type: none"> Prepare simple dishes safety, without using a heat source 	
PSHE – National Curriculum / Skills	OVERVIEW
Keeping safe and looking after myself <ul style="list-style-type: none"> What are the rules of food hygiene? How can I keep my food safe for my friends? 	Children learn how to prepare marmalade sandwiches hygienically.
History – National Curriculum / Skills	OVERVIEW
Chronological Understanding <ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods Historical Enquiry and knowledge <ul style="list-style-type: none"> To understand that artefacts represent the past To begin to use historical vocabulary. 	<p>Explore the development of toys over the past 100 years and how periods of life affect the technology and materials that were available at the time.</p> <p>Compare similarities and differences between toys and decide if they are from the past or present.</p> <p>Can use words such as old and new when comparing things in the past. Including: how they have changed.</p> <p>Y1 Toy Museum</p>

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>How do toys differ through the decades?</p> <p>How and why have the materials of toys changed?</p>	Toy Museum	<ul style="list-style-type: none"> Old Bear – Jane Hissey Paddington Stories – Michael Bond



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Normanby Primary School

Year Group: 1

Supporting Your Child at Home

<https://www.bbc.co.uk/bitesize/topics/zrsgk7>