Contents

Cross-curricular links

Chapter	History SoW	Geography SoW	PSHE and Citizenship	Science SoW	Literacy framework	Numeracy framework	ICT SoW
1	Unit 1		2a 5c	1E	YR, W11 Y1, Term 1, W8 Y1, Term 2, W5, W10 Y1, Term 3, W8 Y2, Term 1, W5, W10	Y1, 2 Y1, 88 Y1, 90, 92 Y2, 91, 93	1E
2	Unit 1		2a 3d 5c 5e	1E	YR, W11 Y1, Term 1, W8, W9, W12; T14; S4 Y1, Term 2, W6, W10; S3 Y1, Term 3, W3, W4 Y2, Term 1, W5, W10	Y1, 82 Y1, 88	1B 1C
3	Unit 1	Unit 3	2a 5c	1C	YR, W11 Y1, Term 1, W8, W9, W12; T14; S4 Y1, Term 2, W6, W10; S3 Y1, Term 3, W3, W4 Y2, Term 1, W5, W10		1C
4	Unit 1	Unit 4	2a 3d 5c		YR, W11 Y1, Term 1, W12; T15 Y1, Term 2, W5; T25 Y1, Term 3, W3 Y2, Term 1, W5, W10		1C
5	Unit 1	Unit 5	2a 3d 5c 5e	1C	YR, W11 Y1, Term 1, W8, W12; T14; S4 Y1, Term 2, W10; S3 Y1, Term 3, W3 Y2, Term 1, W5, W10		1A 1C 1D
6	Unit 1		2a 5c	1C	YR, W11 Y1, Term 1, W8, W12; T14; S4 Y1, Term 2, W10; S3 Y1, Term 3, W3 Y2, Term 1, W5, W10	Y1, 88 Y2, 87, 89	1C 1F
7	Unit 1		2a 5c	1F	YR, W11 Y1, Term 1, T16; S4 Y1, Term 2, T22, T23, T25 Y2, Term 2, S5	Y1, 88	1C 1F
8	Unit 1		2a 5c	1C 2D	YR, W11 Y1, Term 1, S4 Y1, Term 2, T22, T23, T25		1B 1C

Introduction

Curriculum Focus: Toys helps to make history fun by giving you (especially those of you who are not history specialists) the support you need to plan stimulating and exciting lessons.

This book will help you to plan and teach a unit of work based on the QCA Exemplar Scheme of Work for History at Key Stage 1. Also, where appropriate, this book gives indications as to how the work can be linked with other areas of the curriculum.

The material in this book gives you a sound foundation from which to plan a unit of work for your classes. This includes:

- detailed **Teachers' notes** giving background information on each topic and/or the concept to be taught
- fully illustrated **Generic sheets** offering a wealth of reusable resource material
- a **Lesson plan** full of ideas for introducing and developing the lesson
- photocopiable and differentiated **Activity sheets** to support individual and group work
- a photocopiable word bank and pictures of toys from the past.

Any unit of work on toys will be enlivened by the use of photographs, coloured illustrations and real toys (both modern and old). Making a collection of old-fashioned toys can be time-consuming, but try friends of the school, children's families, jumble sales and car boot sales. The chapters are supported by a list of books and other printed materials, websites and addresses of museums from which pictures and other materials can be obtained (see **References and resources** on page 88 and 89). Indications are also given of the types of toys that the children's parents/carers, grandparents and older relations and friends might be able to lend to the school, or about which they might be willing to talk to the children.

There are also suggested questions for the children to ask people in order to elicit interesting and informative memories from their childhood, and ideas for helping the children to record what they find out. Local enthusiasts might be able to offer valuable help that will stimulate the children's interest and excitement.

Apart from Chapter 1, which should be used to introduce the work, you can select the chapters you want to use as a basis for a unit of work, and the chapters can be presented in any order.

The material in each chapter is designed to be used flexibly, and not necessarily consecutively with the whole class. It is recognised that many teachers of children of this age group prefer to organise their classes so that, after an initial teacher input, different groups work on different activities.

Curriculum Focus: Toys recognises that there will be different levels of attainment among the children and that their developing literacy skills will require different levels of support during individual and group work. To help you to provide activities suitable for children of different abilities, each chapter contains three photocopiable sheets based on the same material, but aimed at children of different levels of attainment. This enables the whole class to take part in a similar activity:

- Activity sheet 1 in each chapter is intended for lower-attaining children.
- Activity sheet 2 should be suitable for most children.
- Activity sheet 3 challenges the higher-attaining children.

Our toys today

Children need to develop awareness of different kinds of modern toys in order to be able to compare them later with toys from the past.

Categories of modern toys

People and animals
This category of toys includes dolls, teddy bears, soft toys and model people and animals. Modern toys include many representing famous people, including pop stars, actors and characters from films, television programmes and books.

Models
This category of toys includes dolls' houses, replicas of other buildings, domestic and workplace equipment, vehicles, aeroplanes, spacecraft and boats. The rapid development of technology has given rise to innumerable model toys based on films, television programmes and books. For example, the *Star Wars* films all have an extensive range of model toys featuring spacecraft, alien buildings and landscapes.

Outdoor games and toys
This category of toys includes tents and play-houses, bicycles, cars, skates, scooters, swings, kites, games equipment and radio-controlled toys.

Indoor games and toys
This category of toys includes board games, electronic/computer games, torches, dressing-up outfits and radio-controlled toys.

Musical toys
The toys in this category include whistles, drums, guitars, keyboards and electronic instruments. More and more toy manufacturers are producing electronic-based instruments incorporating computer programs, allowing the user to compose their own music at the touch of a button.

Making and learning
This category includes paints, modelling materials and kits, as well as learning toys incorporating sophisticated computer programming.

Sources of illustrations

Retailers' brochures are useful sources of illustrations to cut out and glue on to cards for the children to sort. They can also be used ready sorted, since many brochures group toys in categories similar to those listed above.

Modern influences on toys

Toys today are influenced by factors such as books, films and television programmes. It is almost commonplace now for a range of merchandise (including toys) to be released at the same time as a major children's film.

Toys today also reflect everyday life. Many toys are replicas of the things adults use, such as domestic items (vacuum cleaners and washing machines), model cars (and other vehicles) made to look exactly like the real thing, dressing-up clothes, grooming kits and tool kits.

Today, children's choices of toys are strongly influenced by advertising, particularly during the period leading up to Christmas. Toys become 'must haves', and fads or crazes develop. Sometimes it seems that every child is playing with a particular toy and then, after a short time, it will be forgotten, only to be replaced by a new fad or craze. Examples of such fads include rollerblades, micro-light scooters, collectors' cards and stickers, and certain types of dolls and computer games.

Our toys today

History objectives (Unit 1)
- To describe the characteristics of new objects.
- To sort objects in different ways [develop skills of classifying toys].
- To use everyday words and phrases to describe an artefact.

Resources

- A collection of modern toys of different types:
  – **People and animals**: dolls, teddy bears, soft toys, model people and animals
  – **Models**: dolls' houses, replicas of other buildings, domestic and workplace equipment, vehicles, aeroplanes, spacecraft and boats
  – **Outdoor games and toys**: tents and play-houses, bicycles, cars, skates, scooters, swings and games equipment
  – **Indoor games and toy**s: board games, electronic games, torches, dressing-up outfits
  – **Musical toys**: whistles, drums, electronic instruments
  – **Making and learning**: paints, modelling materials, kits
  – **Computer games**: adventures, simulations, battle games, competitive games and those which aid learning
- Pictures of toys from each of the above categories from brochures, catalogues and websites
- Scissors and glue
- Generic sheets 1 and 2 (pages 9 and 10)
- Activity sheets 1–3 (pages 11–13)

Starting points: *whole class*

Before the lesson ask the children to bring in a toy, preferably from a list you have made to ensure a variety. Write labels for the toys in the collection. Invite the children to come out and talk about the toy they have brought in. Ask them to name it and describe it, saying what colour it is and talking about parts of the toy and any shapes or patterns on it. They could talk about any important parts of the toy and say what they are for. They could also talk about when they play with it and with whom, and what they do when playing with it. Encourage the others to ask questions about the toy.

Questions to ask include:

- How do you use the toy?
- How does it work?
- Do you play with it alone? If not, who with?
- Do you play with it indoors or outdoors?
- Do you have any other toys like it?
- How are the toys alike?

After some of the children have described their toys, ask the class to think of a way in which to group the toys with others of the same kind. Ask them how the toys they have grouped together are alike. Introduce terms such as 'doll', 'soft toy', 'game', 'indoor game', 'computer game', 'outdoor game', 'outdoor toy', 'model', 'musical', 'for learning things' and 'for making things' and ask the children to point out a toy of each type.

Give the children copies of Generic sheets 1 and 2 and read the information with them. Ask them if they can recognise and name any of the toys in the pictures, and if they own any of these toys. Reinforce the idea that toys can be split into different types. Ask the children if they can think of any other kinds of toys.

Tell the children that they are going to cut out pictures of toys and sort them into sets of the same kind. Provide pairs of children with scissors and pictures of toys from each category. The children can choose how to group the toys. As they do so, talk about the groupings, which could be very simple: for example, 'computer games', 'dolls', 'play-house things' and 'cars' (introduce the word 'vehicle'). Help the children to label their sets.

Ask the children to think up sentences to describe their sets of toys, saying how they are similar and how they are different. For example, vehicles:

- 'They all have wheels.'
- 'Some are big and some are small.'
- 'There are cars, trucks, tractors and a fire engine.'

Group activities

Tell the children that they are now going to sort some pictures of toys into 'toy boxes' for different kinds of toys.

Activity sheet 1
This is for children who can sort familiar objects into sets using given criteria and can sort objects into two groups. With the children, read the headings on the toy boxes on the activity sheet and ask them to find a toy belonging in each box. They have to draw the toys in the correct boxes.

Activity sheet 2
This is for children who can sort familiar objects into sets using given criteria and can sort objects into four groups. With the children, read the headings on the toy boxes on the activity sheet and ask them to find a toy belonging in each box. Read the names of the toys with the children. They have to draw lines to link the toys to the correct toy boxes, then label the toys with the support of a word bank.

Activity sheet 3
This is for children who can sort familiar objects into sets using given criteria and can sort objects into four groups. They can also find objects which belong in different categories. With the children, read the captions under the toy boxes shown on the activity sheet and ask them to find a toy belonging in each box. They have to draw toys in each toy box. On the back of the sheet they have to draw a new toy box and some indoor toys in it.

Plenary session

Invite the children who completed Activity sheet 1 to show their pictures. Ask the class to say if each toy is in the correct toy box. The children who completed Activity sheet 2 could read aloud the headings of the toy boxes and say which toys they have linked to each one. Ask the others if they were right and if not, what was wrong. The children who completed Activity sheet 3 could say what toys they have drawn in their 'indoor games' toy box. Invite the children to suggest other toys to add to each toy box.

Ideas for support

Read the name of each toy on the Activity sheets and ask the children to find the same kind of toy (or a picture of it) in the classroom collection of toys. Point out the initial letters of the words and encourage the children to say the sounds of the letters.

Using Activity sheet 1, encourage the children to point to each toy, and ask them 'Is it an animal?' Ask them where it belongs if the answer is 'Yes' and where it belongs if the answer is 'No'. In the same way encourage the children working on Activity sheet 2 to look at each toy and then look at each toy box in turn to check if it belongs there.

Ideas for extension

Tell the children that they are going to learn about toys from the past. Ask them whom they might ask to find out about older toys.

Linked ICT activities

Ask the children about their favourite toys. What do they enjoy playing with, and why? On a flip chart list the categories: people and animals; models; outdoor games and toys; indoor games and toys; musical toys; making and learning; computer games. As the children talk about their favourites, decide with them which category the toy fits into and enter it on the chart. Then find out which is the most popular type of toy by counting the names in each category. Find out the most and the least popular type of toy.

Use the software *Counter for Windows* and select the program 'Counter'. (See References and resources on page 89.) Type in the information from the flip chart. Use the bar chart facility and the pie chart facility to answer questions based on the information displayed, such as 'How many children have a favourite toy that they play with outside?' Questions can be differentiated for the children's ability.

Create teaching resources by printing off the bar charts and pie charts. Use a word processing program to create your own worksheets based on the graphs. ('Look at the graph. Which is the favourite type of toy that children in our class like to play with?')
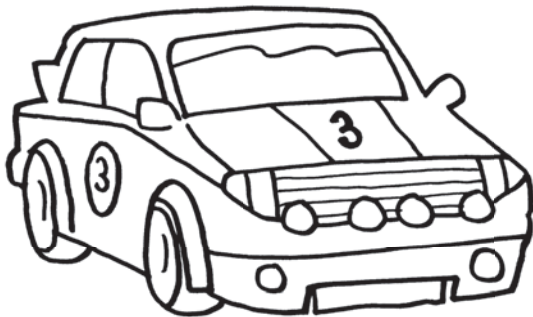
Talk to the children about how fast the computer can print the charts, compared with the time it would take you to draw them accurately.
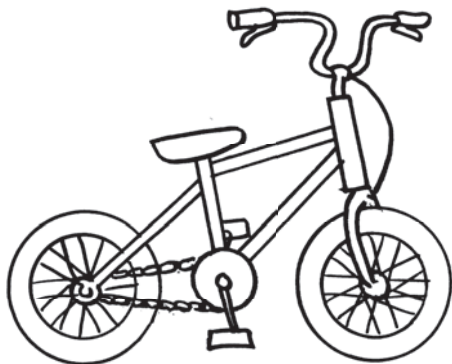
Our toys today

There are many different kinds of toys.

People and animals

Models

Outdoor games and toys