

Unit of Work on Toys for Junior Classes

<p>Class: Infants – Second</p> <p>Strand: Myself and My Family</p> <p>Strand unit: Myself</p> <p>Also links very closely with:</p> <p>When My Grandparents were Young</p> <p>Games in the Past</p> <p>Feasts and Festivals- <i>Christmas and Birthdays in the Past</i></p>	<p>Content objective(s):</p> <p><u>Myself:</u></p> <ul style="list-style-type: none"> · collect and examine simple evidence · <i>photographs of oneself when younger, first toys</i> · compare photographs, clothes worn or toys used at different ages, noting development and things which have stayed the same. · construct simple personal timeline or storyline. <p><u>When my Grandparents were young</u></p> <ul style="list-style-type: none"> · explore and record aspects of the lives of people when his/her grandparents were young · <i>their games, hobbies, toys,</i> · listen to adults talking about their own past· collect and/or examine simple evidence in school or in a local museum <i>toys or games</i> · compare lives of people in the past with the lives of people today, noting differences and similarities · learn songs and dances, or <u>play games from the past</u> · record material on appropriate timeline. <p><u>Games in the Past</u></p> <ul style="list-style-type: none"> · explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents : <i>street games, local games, house games Halloween games, May Day games, Christmas games</i> · collect information on rules, traditions, songs or rhymes
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	<p>associated with the games</p> <ul style="list-style-type: none"> · handle, collect or reconstruct articles used in such games, where possible.
<p>Activities:</p> <p>Starting with children’s own ideas:</p> <ul style="list-style-type: none"> ✓ Ask children to describe their favourite toy- what it looks like, how they play with it, why they like it, who gave it to them etc ✓ Draw a picture of your favourite toy- <i>older and better-able pupils can write words, phrases or sentences to describe their toy</i> ✓ Look at toy catalogues- cut out a picture of your favourite toy- <i>older and better-able pupils can write words, phrases or sentences to describe their toy</i> ✓ Make a class toy catalogue ✓ Make a class display of favourite toys using the actual toy or a photograph/picture of the toy. Write a card to go with each toy to tell its “story”- <i>parents, SNA, teacher can help younger and less-able pupils to write the card</i> <p>Main Lesson</p> <ul style="list-style-type: none"> ✓ Bring an old and a new teddy to the class. The old teddy should/could be brought along by the adult who owned it eg teacher, a parent or grandparent ✓ Pupils describe each, say how they would play with it, why they like/dislike it etc.-emphasis on language used soft/hard, smooth/rough, new/old, clean/dirty, shiny/dull, in good repair/broken etc ✓ Owner tells the “story” of each toy, emphasising the uniqueness or special memories invoked by the older toy. ✓ Children ask questions from the owner to find out more about the toys <i>older and better-able pupils can collaborate in pairs and write the questions that they would like to ask</i> ✓ Pupils draw a picture of each toy- <i>older and better-able pupils can write words, phrases or sentences to describe each toy</i> ✓ Discuss who might be able to tell them more about toys from the past or where they could go to find out more. ✓ Pupils listen and respond to poem “Old Ted” 	

Follow-on activities

- ✓ Read story “Little Teddy left Behind” to class
- ✓ Pupils are asked to describe an old toy that they have at home- describe, tell the toys “story”
- ✓ Make a class display of old toys belonging to pupils when they were younger-actual toys, pictures or photos and a card describing the toy
- ✓ Look at and discuss pictures of old and new toys. What is the same and what is different about old and new toys of similar types? Show the children old and new toys of similar types, eg two teddies, two trains. Ask the children to talk about what is the same and what is different between the toys. Discuss and draw their attention to the design, materials, movement and appearance of the toys. Ask the children to draw a picture of each toy.
- ✓ Use hula hoops to create a venn diagram to sort toys or pictures of toys into new and old. Older and more able pupils could sort into old and modern or could add a third hula hoop to create three categories-modern/new, old and very old
- ✓ Older and better-able pupils can help to design a questionnaire for parents/grandparents about their favourite old toys
- ✓ Make a class museum/display of old toys that belonged to their parents/grandparents time
- ✓ Make a big book of new and old toys
- ✓ Create a class timeline of toys using actual toys, pictures of toys or photographs Ask the children to arrange toys on a shelf in a three-dimensional timeline or to make a two-dimensional timeline using pictures of toys.
- ✓ Create a timeline of toys that would be used by a child at different ages- use actual toys or photograph
- ✓ Ask the children to write about an old toy, making up a story about it. Use the photos or pictures of old toys for inspiration. Or the children could make up a story together and create a class book.
- ✓ Compare a current toy catalogue with one from the early 20th century (downloaded from www)
- ✓ Get an adult to talk to the class about Christmas and birthdays in the past. Show old photographs if possible
- ✓ Group sorting cards of old and new toys
- ✓ Watch Toy Story 1 and 2- it tells the story of an old “cowboy toy” being replaced by a new “space ranger” toy and deals with the issue of collector items and the value of old toys
- ✓ Learn the song: “When She Loved Me” from Toy Story as it tells of the feelings of an older toy when their owner grows up and no longer wants them
- ✓ Design a toy using household material

<p>Methodologies:</p> <p>Story- pupils listen to the story of an old teddy that was left behind</p> <p>Personal and Family History-find out about what toys parents or grandparents used when they were smaller</p> <p>Using Artefacts-make a class museum display of old toys</p> <p>Using pictures and photographs-use of pictures and photographs of old toys</p> <p>Oral Evidence-parent/grandparent is invited to talk to class about their old toys</p> <p>Documentary Evidence-if possible let pupil look at an old receipt or document relating to the toy</p>	<p>Use of ICT</p> <p>The following websites provide invaluable photographs, video clips and on-line activities:</p> <p>http://www.archives.gov.on.ca/english/exhibits/toys/index.html</p> <p>http://www.bbc.co.uk/schools/teachers/ks1/dynamo_history_ks1.shtml</p> <p>http://www.toystimeforgot.com/shop.cfm</p> <p>http://www.museumeducation.bedford.gov.uk/bedfordbytes/toys/teacher_intro.htm</p> <p>http://teachers.eusd.k12.ca.us/encinitas/toys_and_games.htm</p> <p>http://www.victorians.org.uk/</p> <p>Differentiation-</p> <p>Older pupils will refine their understanding to include the difference between old/new v old/modern</p> <p>Older and more able pupils will be asked to write words, phrases and sentences to describe toys and will write questions to ask the toy owner. Younger and less-able pupils will record their understanding of old and new toys through picture and will present their questions orally</p> <p>Pupils can be organised into pairs or groups to examine the pictures of old and new toys. Pupils in each group can be given roles according to their ability</p>
<p>How will I find out what the children know already?</p> <p>Talk and discussion about their own toys</p> <p>Pictures of own toys</p>	<p>How will I know what the children have learned?</p> <p>Question pupils on their understanding of the differences between old/new or old/modern toys</p> <p>Examine pupils drawings</p>

	<p>Teacher observation</p> <p>Ask pupils to sort pictures of toys into “old” and “new” categories</p>
<p>How will the children record their work?</p> <p>Pictures, photographs, making big book, class displays</p>	<p>Resources and materials</p> <p>Old and new toys</p> <p>Person willing to visit class to show their old toys</p> <p>Pictures of old and modern toys and worksheets from http://www.museumeducation.bedford.gov.uk/bedfordbytes/toys/teacher_intro.htm</p> <p>Sorting cards of old and new toys</p> <p>Toy catalogues</p> <p>Poem: Old Ted</p> <p>Book: Little Teddy Left Behind or other similar book about an old toy</p> <p>Video: Toy Story 1 and 2</p> <p>Eureka Series from Independent newspapers- resources sheet on toys</p> <p>Shaws have a teddy bear timeline, photopacks and resource packs of old toys, big books etc on the topic of toys</p>
<p>Integration: SESE Integrated project on Toys</p> <p>Geography- caring for my possessions</p> <p>Science- Properties and Characteristics of materials that toys are made from; Forces-push and pull. Design and make a toy from household materials</p> <p>Music- Learn the song: “When She Loved Me” from Toy Story as it tells of the feelings of an older toy when their owner grows up and no longer wants them</p> <p>Art- make a peg doll toy</p> <p>English-creative writing: Ask the children to write about an old toy, making up a story about it. Use the photos or pictures of old toys for inspiration. Or the children could make up a story together and create a class book.</p>	

