

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Knowledge (Direct Pathway)

ELG - Past and present (in relation to own life and that of their family members)

Science - Materials – study of materials used for toys (see Science planning)

DT – Project involving levers/slides – design and make puppet

Art – Collage – focus on teddy bears

Music – Appreciation – The Nutcracker

Prior Knowledge (Indirect Pathway)

ELG – Children are aware of what is around them e.g. natural materials.

ELG – Children will use and explore a variety of materials, explaining their process and using equipment safely.

Enquiry Question?

How have toys changed through time?

Content on direct pathway

Children will learn about how toys have changed throughout the ages. They will have the opportunity to handle and investigate a variety of artefacts from different eras. They will learn how to play with different toys and which significant people played with them in the past. They will compare the similarities and differences between toys that they have at home and discuss why they are different from the toys from the past that their grandparents may have played with. They will make their own toys and think about what toys would look like in the future.

Enquiry Outcomes

Class book showing old toys and new toys and how they have changed through time.

(English content)

Children will read the book 'Lost in the Toy Museum', writing descriptions about different toys.

Children write lists, captions and labels.

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<u>Year Group:</u> 1	<u>Term:</u> Autumn 1
Title: How have toys changed through time?	Key Focus : History
Project Enhancements: To start the project, the children will visit Preston Park museum to discover more about toys through time. We will also borrow an artefact box so that children can look at a range of toys and play with them appropriately. We will invite children to bring in their own toys to share with each other and we will invite families in to discuss the toys that people played with in the past.	
<u>How can you help?</u> At home, please can you: <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser.• Learn any spellings sent home. You could also: <ul style="list-style-type: none">• Visit a local play park and create a list of equipment. Are they pushes or pulls?• Design your own board game or toy.• Write a short story about a toy that comes to life – can you use ‘Toy Story’ for inspiration?• Interview a grandparent/older relative and ask about the toys they used to play with when they were younger. Write down some of their answers.• Create a picture of your favourite toy using 2D shapes.• Bring in an old toy for a class toy museum – can you find out any interesting facts about the toy? How old is it? Who did it belong to?	

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Subject Specific Vocabulary		Key Knowledge
Word	Definition	
Toy	An object for a child to play with.	<ul style="list-style-type: none"> ○ Toys have changed over time and have also changed within living memory e.g. electronic devices.
Old	Belonging to a time before you were born.	<ul style="list-style-type: none"> ○ Some toys are old but we still use them today.
Past	The time before now.	<ul style="list-style-type: none"> ○ We can find information about toys from the past by using different sources e.g. pictures, talking to adults, workshops etc.
Present	The things that are happening now.	<ul style="list-style-type: none"> ○ To make judgements about whether toys have been improved.
Ancient	The time where things no longer exist.	
Game	An activity we do for fun.	
Mechanical	The working parts of an object.	<ul style="list-style-type: none"> ○ How to handle and play with historical artefacts and understand their importance.
Fragile	Something that is easily broken.	<ul style="list-style-type: none"> ○ Understand what the different toys are and how they work.
Delicate	Something that is easily broken.	<ul style="list-style-type: none"> ○ Toys have changed over time in how they have been made e.g. do we still use metal/wood/glass to make toys?
Materials	What things are made out of.	
<p>History Skills:</p> <p>Planning and carrying out a historical enquiry:</p> <ul style="list-style-type: none"> • Ask and answer questions. • Choose and use parts of stories and other sources to show they know and understand key features of events, people and places. • Use a wide vocabulary of everyday historical terms. <p>Using sources as evidence:</p> <ul style="list-style-type: none"> • Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 		

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Science Planning		
Objective	Activities	Resources
<p>Distinguish between objects & materials</p> <p>Identify & name everyday materials, including (fabric, pottery), wood, plastic, glass, metal, water and rock</p>	<p>Introduce 'material munchers' to the children:</p> <ul style="list-style-type: none"> • What are the material munchers made from? E.g. the metal muncher only eats metal. <p style="text-align: center; color: #00AEEF;">Identify typical uses of a range of materials.</p> <ul style="list-style-type: none"> • Look at items left behind – can you name the object? Which muncher would eat which item? • Activity around the classroom – each child is given an object and should sort onto the correct table (labelled with different munchers) • Paired work – cut and stick the pictures correctly. Name the object. Which muncher would eat it? Label. To include pictures of toys. • Introduce Chatterpix app. <p>What materials are toys made from?</p> <ul style="list-style-type: none"> • Re-visit material muncher and meet their other family members (munchers from the past) • Which old toy would go with each material muncher? • Encourage chn to start questioning the differences between objects, comparing old and new toys. <p style="text-align: center; color: #00AEEF;">Compare the same object made from different materials in terms of its effectiveness.</p>	
<p>Describe simple physical properties of everyday materials</p>	<p>Introduce physical properties to the children:</p> <ul style="list-style-type: none"> • Create a class word bank – introduce vocab 'observe' and 'properties'. • Trays on tables including lots of materials – how would we describe them e.g. bumpy, rough, waterproof (see NC pg150). • Create a lift the flap feely board to share with peers. Chn to write property word under the material. • Children to create 'that's not my toy' book using properties learnt. 	
<p>Compare & group together materials on the basis of their simple physical properties</p>	<p>Sorting materials into groups:</p> <ul style="list-style-type: none"> • In groups, chn should sort objects into 2 piles (e.g. soft and not soft). Model a couple together. • Can you choose a property to sort objects and sort correctly without telling another group how have you have done it? Can the other group figure it out? • Can we do this using the properties of toys? <p style="text-align: center; color: #00AEEF;">Compare the physical properties of different everyday materials. Use simple physical properties to suggest classification of materials.</p> <p>Chatterpix (POP task):</p> <ul style="list-style-type: none"> • Chn to choose a toy to use. What are the different parts made from? What are the properties? 	