



## Topic: Is the iPad cooler than our grandparents' toys?

### Science: Which material is best to use for Traction Man's new suit?

Question 1: What is your favourite toy?

Question 2: What was life like before batteries?

Question 3: Are all toys made from plastic?

Question 4: Can you put your toys in chronological order?

Question 5: What was on Grandma and Grandad's Christmas and birthday list?

Question 6: Would you prefer to play with your toys or your grandparents' toys? Why?

As Historians can we?

- Identify the difference between old and new objects.
- Place objects in chronological order to show changes over time.
- Use vocabulary to show an understanding of 'now' and 'then'.
- Ask and answer questions about old and new objects.
- Use artefacts to find out about the past and consider what they were used for.

As musicians can we ...?

- Use our voices to join in with singing new songs.
- Perform confidently in front of an audience.
- Make different sounds with instruments.
- Respond to different moods in music.

In PSHE we will...

- Identify people at home, in school and in other contexts of our lives who we can go to if we have a concern.
- Know what to do if we ever get lost and who we can trust.
- Know what is good and bad and understand that we can say 'no' to people and tell someone in our safety circle.

In Religious Education we will...

- Know about special places.
- Understand the Easter Story.

Hook for learning: exploring modern day toys, old toys and a visit from the 'Toy Specialists'

Sticky Words...

Old, new, a long time ago, before, after, past, present, distant, grandparents, wooden, plastic, clean and dirty.

As speakers can we ...?

- Explain how toys move.
- Explain the features of our favourite toys and give reasons why.
- Use vocabulary that demonstrates changes in time.
- Take turns and listen to what others say.
- Discuss what we have written with the teacher or other pupils.
- Read our writing aloud, clearly enough to be heard by everyone.

As writers can we ...?

- Recognise the features of instructions.
- Use the suffix 's' and 'es'.
- Add 'ing' and 'ed' to a root word.
- Retell a familiar story.
- Compose a sentence orally before writing it down.
- Choose the correct punctuation to punctuate sentences accurately.
- Sequence sentences to form short narratives.
- Re-read what they have written to check that it makes sense.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher

As Scientists can we ...

- Recognise and identify different materials.
- Describe what materials feel like.
- Sort materials into groups.
- Describe the properties of materials.

As mathematicians can we ...?

- Count to and from 50.
- Order objects and numbers.
- Count in 2's and 5's.
- Solve addition and subtraction word problems.
- Compare lengths and heights.
- Measure lengths using a ruler.
- Compare and measure weight.
- Compare and measure capacity.
- Solve weight and capacity word problems.

As athletes can we ...?

- Develop movement using changes of level, direction and space.
- Create a group "Dance of the Toys" that tells a story.

As designers can we ...?

- Describe how wheeled toys move.
- Think of our own ideas for a wheeled toy.
- Use pictures and words to plan and communicate ideas.
- Use scissors safely to cut materials.
- Explore different joining techniques.
- Talk about and evaluate their own work.

In computing we will...

- Understand that devices respond to commands.
- Understand how a computer processes instructions and commands.
- Understand that they can program a simple sequence of commands into a programmable toy/robot to send it in a direction.