

# Why is the iPad more fun than Grandma and Grandad's old toys? (Year 1)



1. What is my favourite toy and why?
2. How can we find out what our grandparents' toys were like?
3. How are toys from the past similar to our toys today?
4. What would be on your Christmas list in Victorian times?
5. How have toys changed over time?
6. Can we create a timeline to show toys from different periods?
7. Can I write about toys using words to show the passing of time?

## Hook for Learning:

Dogger Book  
Variety of old toys – spinning top, board games etc  
Interview grandparents  
Wow – challenge Mrs Jones to an iPad game.

## Vocabulary

**old, older, oldest, new, young.**  
**Younger, youngest, a long time ago,**  
**past, present, grandparents,**  
**wooden, clean, dirty, dull, then,**  
**now, before, after, compare,**  
**changes, today, yesterday, present.**

## We learn the following historical knowledge and skills

- Know that the toys their grandparents played with were different to their own **(2)**
- Know what a number of older objects were used for **(2,3,4,5,6,7)**
- Know the main differences between their school days and that of their grandparents **(2,3,)**
- Learn about changes within living memory by exploring toys from today **(1)**
- Understand some of the ways we can find out about the past by identifying different sources (talking to an older person, books, stories, photographs,) **(2,3,4,5,6,7,)**
- Spot old and new things in a picture **(3,5,)**
- Organise a number of artefacts by age. Put a few events or objects in order of when they happened, recognising that some belong in the past and some in the present (create a timeline of toys from Victorian era to present day) **(6)**
- Use words relating to the passing of time (long ago, before, after, past, present, old, new) **(7)**

## As Thinkers can we...?

- Ask questions using what, when and where.
- Work together to find solutions and outcomes that are of value
- Think about how toys move
- Think about the difference between old and new toys.

## As Dancers can we...?

- Explore and perform basic body actions and movements
- Create a simple dance sequence
- Move in different ways with control
- Describe how our lungs and heart work when dancing.

**(Toys coming alive)**

## As Talkers can we...?

- Ask and answer questions about old and new objects using photographs and artefacts.
- Share own experiences of what happened when they were little. What toys have you got/had?
- Interview grandparents about their toys.
- Explain the features of our favourite toys and give reasons why.

## As Designers can we...?

- **Investigate shapes and structures with air drying clay and different tools**
- **Look at crockery designs and design toy sized crockery**
- **Make and paint our crockery sets**

## Using Technology can we...?

- Design a lost poster for their favourite toy – Link to Dogger story
- Research old and new toys
- Use the wii

## As Writers can we...?

- Create a set of questions to ask their grandparents.
- Describe differences between old and new toys