

	<p>Year group: Reception</p>	<p>Area/topic: Toys - Past and present (Spring 2)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story (the toys they play with and enjoy) and family's history (the toys their parents and grandparents might have played with).</li> </ul> <p>ELG: Understanding the world:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them (the toys their parents or grandparents might have played with).</li> <li>• Know some similarities and differences between things in the past and now.</li> </ul>	

<p>Prior learning</p>	<p>Future learning</p>
<ul style="list-style-type: none"> <li>• Children would have already began learning about the past and present but with regards to themselves and a well known topic of dinosaurs. This unit will then allow the children to learn about the past beyond their living memory but will give them a chance to use a familiar topic of toys to discuss changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to look at objects to discuss changes and similarities will support the children in their future topics of 'Once Upon a Time' (Summer 1) and 'Towns' (Summer 2) where they will begin to use photographs to discuss changes and similarities.</li> <li>• Looking at artefacts and using these are a key resource for finding out about changes in the past in our history curriculum and therefore will be key in the children's learning both in Year 1 and Year 2.</li> </ul>

## What pupils need to know or do to be secure

### Key knowledge and skills

- Discuss what toys they have in school and which toys are their favourite and why.
- Discuss what toys they have at home and which toys are their favourite and why.
- Understand that in the past, when their parents/carers were little, they had different toys to play with.
- Children begin to understand the terms 'same' and 'different' and explain how the old toys they can see and handle are different from their toys.
- Children begin to understand the difference between 'old' and 'new'.
- A lot of old toys were made from wood whereas our toys are made of plastic.
- Children start to generate their own questions about toys.
- Children to begin to understand timelines by ordering the toys.

### Key vocabulary

- Same
- Different
- Past
- Old
- New
- Change
- Same
- Different
- Toys
- **Artefacts** - An object from the past.
- **Objects** - Something that can be seen or touched.

### Possible evidence

- Show children a range of modern toys (photos and resources) and ask the children to think carefully and discuss what their favourite toy is. This could be discussions about their favourite toy in school or at home.
- Children to handle and play carefully with old toys. History lead to try and source some old toys externally (e.g. Gressenhall museum). The school also own some Victorian toys in the PE cupboard.
- Children to look at photographs of toys.
- Discussions could be had with the children about how we know if a toy is old or new. Children to practice sorting toys and/or pictures of toys into categories - begin by colour, material and then move to 'old' and 'new' and discuss similarities

and differences once the toys are sorted.

- Children could also sketch three toys - one that belongs to them, one that belongs to their parents and one that belong to their grandparents.
- Children to begin to understand the use of timelines by ordering the toys on a line from 'oldest' to 'newest' (e.g. wooden train, plastic train, robot e.g. Beebot).
- Parents/grandparents could be invited in to discuss their favourite toy or toys they had as a child (they could bring the toy in or some photographs).

### Common misconceptions

- Children may think that we always had electronic toys e.g. iPads.
- Children may think they didn't have toys along time ago- we need to explain that children have always had toys but they looked different.
- Children may think none of the toys were the same as today e.g. could show them a wooden skipping rope from the cupboard and compare it to a plastic skipping rope we use today.

### Books linking to this area

- When I was a child - Andy Stanton
- Old Bear - Jane Hissey
- Toys and games - Sally Hewitt
- Lost in the Toy Museum: An Adventure - David Lucas
- Peepo! - Allan Ahlberg and Janet Ahlberg
- The Old Toy Room - Twinkl
- Nothing - Mick Inkpen

- Children need to still understand that some toys might not have changed e.g. we have always played with teddies.

### Memorable first hand experiences

- There are a few Victorian toys in the school's PE cupboard which children could look at and handle and play carefully with, whilst discussing similarities and changes.
- Parents/grandparents could be invited in to discuss their favourite toy or toys they had as a child (they could bring the toy in or some photographs).
- Children could practice sorting and ordering toys from the past and present.

### Opportunities for communication

- Children to handle objects and discuss what similarities and differences they notice between the artefacts and the objects we have now.
- Children will have the opportunity to ask questions.
- Children to have the opportunity to discuss their favourite toy, both at school and at home.

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## Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none"><li>• <i>Visual aids</i></li><li>• <i>Pre-teaching the vocabulary</i></li><li>• <i>Picture timelines</i></li><li>• <i>Consider alternative ways of recording the information</i></li><li>• <i>Role play opportunities</i></li></ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• <i>Picture word banks</i></li><li>• <i>Writing frames</i></li><li>• <i>Videos to support understanding and learning</i></li><li>• <i>Additional thinking time</i></li><li>• <i>Opportunities to verbalise rather than write their ideas and responses</i></li><li>• <i>Consider alternative ways of recording the information e.g. talk tiles</i></li><li>• <i>Use a visualiser to enlarge images and text</i></li><li>• <i>Thicker lines on sheets for writing responses</i></li><li>• <i>Role play opportunities.</i></li><li>• <i>Opportunities to handle real artefacts to support learning.</i></li></ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• <i>Now and next boards</i></li><li>• <i>Allow a quiet space</i></li><li>• <i>Give a special role to increase self esteem</i></li><li>• <i>Provide visual support - what to do if you are stuck</i></li><li>• <i>Movement breaks</i></li></ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• <i>Consider carpet space position during input</i></li><li>• <i>Reduce background noise</i></li><li>• <i>Enlarge images and writing</i></li><li>• <i>Consider alternative ways of recording the information</i></li><li>• <i>Where possible, use artefacts rather than images to allow the child to be more hands on</i></li></ul>