


## Science

### "What are toys made from?"


1	Identifying and describing a variety of materials used to make toys.
2	Investigating and describing wooden toys and their properties.
3	Exploring plastic toys, how they are made and the similarities and differences between them.
4	Investigating and describing metal toys and their properties.
5	Investigating and describing fabric toys and their properties.
6	Consolidating their understanding of the different materials toys are made from, and considering suitable materials for a variety of different toys.
Objectives:	<ul style="list-style-type: none"> <li>• Year 1 - distinguish between an object and the material from which it is made</li> <li>• Year 1 - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Year 1 - describe the simple physical properties of a variety of everyday materials</li> <li>• Year 1 - compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>



## DT

### "Puppets"


1	Investigating and describing a range of different puppets and their features.
2	Working with felt to create a simple finger puppet, using glue to join fabric.
3	Practising sewing skills to perform simple stitches and add features to fabric, such as buttons.
4	Designing a glove puppet.
5	Following a design to make a glove puppet.
6	Evaluating a finished glove puppet.
Objectives:	<ul style="list-style-type: none"> <li>• KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>• KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• KS1 - explore and evaluate a range of existing products</li> <li>• KS1 - evaluate their ideas and products against design criteria</li> </ul>



## History

### "Toys Past and Present"

1	Using a varied vocabulary to describe their favourite toys now, and when they were younger.
2	Discovering and describing toys our parents and grandparents played with.
3	Exploring how toys have changed over time and due to technological developments.
4	Using historical enquiry skills to examine a selection of toys and sort them according to their characteristics.
5	Developing understanding of chronology by looking at how the design of Lego sets, and the experience of playing with them, has changed over time.
6	Organising old and new toys to create a toy museum.
Objectives:	<ul style="list-style-type: none"> <li>• KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>



## RE

### "Special Objects"

1	Using a toy of Noah's Ark to introduce the story of Noah in the Bible.
2	Exploring the Jewish dreidel game to explore Hanukkah.
3	Using religious ornaments to explore what different religions believe.
4	Exploring the special books of Islam, Christianity and Judaism.
5	Exploring the special clothing and jewellery of different religions and considering their meanings.
6	Learning about special cups, plates and bowls in different religions and how they are used.
Objectives:	N/A

# Toys

## Teacher's Topic Planner

Maths

English

Science

"What are toys made from?"



Computing

History

"Toys Past and Present"



Geography

RE

"Special Objects"



Art

DT

"Puppets"



Languages

Music

# Toys: Topic Bundle : Year 1/2

## Teacher's notes:

**Year 1 Science**  
What are toys made from?  
6-lesson pack  
Buy as individual lessons or a complete scheme of work

**Science**

**"What are toys made from?"**

**Year 2 DT**  
Puppets  
6-lesson pack  
Buy as individual lessons or a complete scheme of work


**DT**

**"Puppets"**

**Year 1/2 History**  
Toys Past and Present  
6-lesson pack  
Buy as individual lessons or a complete scheme of work

**History**

**"Toys Then and Now"**



**Year 1 RE**  
Special Objects  
6-lesson pack  
Buy as individual lessons or a complete scheme of work

**RE**

**"Special Objects"**



# What are toys made from? : Science : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify and name a variety of everyday materials used to make toys.	Children will learn what different materials are. They will explore and name toys while thinking about the material they are made from and their properties. The children will be encouraged to group the objects in a variety of ways.	<ul style="list-style-type: none"> <li>• Do children know what a material is?</li> <li>• Can children identify a variety of common materials?</li> <li>• Can children describe what different materials feel like?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Special toy box, selection of toys, magnifying glasses</li> <li>• Material Headings</li> <li>• Description Cards</li> <li>• Worksheet 1A/1B</li> <li>• Toys</li> <li>• Scavenger Hunt Sheet (FSD? activity only)</li> <li>• Label Cards</li> </ul>
<b>Lesson 2</b>	To explore and describe wooden toys and their properties.	Children will explore and describe the material wood and identify different things it is used for. They will develop their scientific thinking skills when asking and answering questions about wooden toys and objects.	<ul style="list-style-type: none"> <li>• Can children identify a variety of common materials?</li> <li>• Can children describe the material wood?</li> <li>• Can children talk about the properties of wood relating to its purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Label Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore and describe plastic toys and their properties.	Explore plastic and the many different forms and purposes it has with your class. Your children will begin by identifying and describing some common toys that have different properties. They will be encouraged to think carefully about why a product's purpose affects the properties the material needs.	<ul style="list-style-type: none"> <li>• Can children identify a variety of common materials?</li> <li>• Can children describe the material plastic?</li> <li>• Can children talk about the properties of plastic relating to its purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B</li> <li>• Toys</li> <li>• Sorting Cards (FSD? activity only)</li> <li>• Blank Cards</li> </ul>
<b>Lesson 4</b>	To explore and describe metal toys and their properties.	Children will identify a variety of toys that are made from metal and consider why the properties of metal make it a suitable material for certain toys. They will also start to look at toys that are made from more than one material and why this happens and enjoy sorting toys into material categories.	<ul style="list-style-type: none"> <li>• Can children identify a variety of common materials?</li> <li>• Can children describe the material metal?</li> <li>• Can children talk about the properties of metal relating to its purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C/4D</li> <li>• Toys A/B/C/D</li> <li>• Deconstructing Toys A/B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore and describe fabric toys and their properties.	Children will look at toys that are made from fabrics and use words such as 'soft', 'smooth', 'fuzzy', or 'fluffy' to describe them. They will complete sentences choosing the appropriate material word to complete them and enjoy playing a materials sorting game.	<ul style="list-style-type: none"> <li>• Can children identify a variety of common materials?</li> <li>• Can children describe the material fabric?</li> <li>• Can children talk about the properties of fabric relating to its purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Statement Cards</li> <li>• Game Cards A/B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To recap what we have learnt about what materials toys are made from.	Recap everything that you have learnt about what materials toys are made from, by encouraging your class to think about the purpose and properties of different toys. Your class can identify toys being described or they can be challenged to create a toy safety poster, thinking carefully about the materials used and possible dangers. This final lesson ends with an end of unit quiz.	<ul style="list-style-type: none"> <li>• Can children identify a variety of everyday materials and describe their properties?</li> <li>• Can children distinguish an object from the material from which it is made?</li> <li>• Can children identify materials that are suitable for a particular purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Board A/B</li> <li>• Crossword Sheet</li> <li>• Toy Safety Poster A/B (FSD? activity only)</li> <li>• Magnifying Glasses (FSD? activity only)</li> </ul>

# Puppets : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate a range of puppets and their features.	Children to discuss and explore a range of puppets, their features, what materials are used and what they are used for. They will have the opportunity to choose their favourite puppet, draw and label it.	<ul style="list-style-type: none"> <li>Can children describe what puppets are and how they are used?</li> <li>Can children recognise and describe a variety of different types of puppets?</li> <li>Can children identify the features of a variety of puppets?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Variety of puppets (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to work with fabric to create a finger puppet.	Children will to explore and discuss a variety of different finger puppets. Using the template provided, they will work with fabric to create, make and decorate a finger puppet.	<ul style="list-style-type: none"> <li>Can children use a template to cut out appropriate sizes of fabric?</li> <li>Can children develop ideas by putting components together?</li> <li>Can children discuss their finished work and evaluate what went well and what could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Finger Puppet Templates</li> <li>Challenge Cards (FSD? activity only)</li> <li>Felt</li> <li>Felt glue/fabric glue</li> <li>Items for decoration, e.g. sequins, buttons, ribbon, etc.</li> </ul>
<b>Lesson 3</b>	To develop and practise sewing skills.	Children will learn different sewing techniques to use when creating a puppet. They will practise these skills before making their actual puppet.	<ul style="list-style-type: none"> <li>Can children use running stitch and/or over stitch to join two pieces of fabric together?</li> <li>Can children use a needle and thread to attach buttons and other features to material?</li> <li>Do children know how to work safely with a variety of sharp tools, such as needles and scissors?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Felt and other fabrics</li> <li>Buttons and sequins</li> <li>Needles and thread</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to design a glove puppet.	Children to use the skills they have acquired to design their own glove puppet. They will recap the possible techniques to use and share their ideas to help create their designs.	<ul style="list-style-type: none"> <li>Can children design a glove puppet for a particular purpose?</li> <li>Can children describe what materials and tools they will need to make their puppet?</li> <li>Can children describe the steps they will need to take to make their puppet?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Design Criteria Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to follow a design to make a puppet.	Children to follow their designs to create their glove puppet. They should think about the appropriate materials to use and to work safely and carefully.	<ul style="list-style-type: none"> <li>Can children describe the steps they will need to take to create their puppet?</li> <li>Can children follow their designs to create their puppets?</li> <li>Can children work safely and sensibly when working with a variety of materials and tools?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Designs from lesson 4</li> <li>Puppet Template</li> <li>Felt</li> <li>Needles</li> <li>Thread</li> <li>Felt glue/fabric glue</li> <li>Variety of other fabrics and objects for decoration (e.g. buttons, sequins, ribbons, wool, etc.)</li> </ul>
<b>Lesson 6</b>	To be able to evaluate a finished product.	Children to share and demonstrate their puppets. They will then evaluate their own puppets using the worksheet provided.	<ul style="list-style-type: none"> <li>Can children evaluate their own finished products and say what they think and feel about them?</li> <li>Can children comment on the work of others and offer their opinions?</li> <li>Can children identify ways in which they could improve their work in the future?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Finished puppets</li> <li>Worksheet 6A/6B</li> <li>Question Cards (FSD? activity only)</li> </ul>

# Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To describe my favourite toys.	This oracy-rich lesson encourages children to describe their favourite toys now and when they were younger. First, children practise asking and answering questions about each other's favourite toys, using precise vocabulary to describe them. Then they apply their understanding by recording happy memories of playing with their favourite toys or using drama to re-enact playing with toys.	<ul style="list-style-type: none"> <li>Can children use the present tense to describe toys they play with now and the past tense for toys they played with when they were younger?</li> <li>Can children describe the toys they like to play with and the way they play with them now?</li> <li>Can children share memories of playing with their favourite toys from when they were younger?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Feely bag and selection of toys</li> <li>Word Mat</li> <li>Picture Cards</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the toys my parents, carers and grandparents played with.	In this lesson, children learn how to find out about toys of the past and begin to understand how these toys are the same or different to their own. Children will generate questions and interview their parents, carers and grandparents about the toys they played with and how they liked to play. Alternatively, children can use photographs and memories provided to find out about the toys enjoyed by these generations.	<ul style="list-style-type: none"> <li>Do children understand what the term 'living memory' means?</li> <li>Can children ask questions and use sources, such as memories, photographs and artefacts, to find out what toys were like further back in the past?</li> <li>Can children describe what they have found out about toys of the past from people's memories, photographs and artefacts?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Toy Cards 2A/2B/2C/2D/2E/2F/2G/2H/2I</li> <li>Toy Chart 2A/2B</li> <li>Question Builder (FSD? activity only)</li> <li>Question List (FSD? activity only)</li> <li>Template 2A/2B/2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To know how toys have changed within living memory.	In this session, children focus on the changes in modern technology which have led to changes in toy design and variety - specifically the use of plastic and electronics. Children will learn how to arrange dates in chronological order and apply their understanding by ordering toys on a timeline.	<ul style="list-style-type: none"> <li>Do children understand what a timeline is and how to use it?</li> <li>Can children sequence decades in chronological order?</li> <li>Can children explain how modern technology has changed toys and the way that children play?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Timeline 3A/3B/3C</li> <li>Toy Cards 3A/3B/3C</li> <li>Toys through the decades ebook (FSD? activity only)</li> <li>Toy Box Timeline 3A/3B/3C/3D/3E/3F/3G/3H/3I (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To examine and sort toys by their characteristics.	In this lesson, children are given the opportunity to develop their historical enquiry skills by examining a selection of toys and sorting them by their characteristics. Children will use what they have learned about toy characteristics to decide whether toys are 'old' or 'new', presenting their findings and explaining their decisions to their peers.	<ul style="list-style-type: none"> <li>Can children identify whether a toy is old or new from its characteristics?</li> <li>Can children use the vocabulary 'old' and 'new' accurately?</li> <li>Can children sort toys into categories according to their characteristics, e.g. material, type, age.</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sorting Sheets 4A/4B/4C</li> <li>Picture Cards 4A/4B/4C</li> <li>Word Mat 4A</li> <li>Sorting hoops or hula hoops, a selection of old and new toys (FSD? activity only)</li> <li>Sorting Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To compare and contrast toys over time.	Children recap their understanding of chronology by investigating how the design of a specific toy has changed over time and ordering these chronologically from the most recent back to the earliest. Children investigate the evidence to identify which toys are modern and which are from further back in time. At the same time, children will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> <li>Do children know that some of the toys they play with now were played with by children in the past?</li> <li>Can children identify which toys are modern and which are from an older time period?</li> <li>Can children identify the similarities and differences between toys from different time periods?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Lego Cards 5A/5B/5C/5D/5E/5F</li> <li>Record Sheet 5A/5B/5C/5D/5E</li> <li>Lego Timeline</li> <li>Word Bank</li> <li>Prompt Sheet</li> <li>Table Template</li> <li>Lego sets from different decades, tablets and Stop Motion animation app, (FSD? activity only)</li> </ul>

# Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To summarise how toys have changed within living memory.	In this last session, children consolidate what they have learned about the changes to toys in living memory by organising the classroom into a toy museum. Children must select toys for inclusion and explain their choices and decide what information to offer visitors. Alternatively, children create a time capsule to showcase the toys of the last century for future generations.	<ul style="list-style-type: none"> <li>• Can children organise and sort toys into categories and order toys chronologically?</li> <li>• Can children explain what the toys they have selected tell us about toys in the past?</li> <li>• Can children summarise what they have learned about changes to toys in living memory from a range of sources?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Toy Cards 6A/6B/6C (<b>Teaching Input</b>)</li> <li>• Photograph Cards</li> <li>• Museum Display Templates 6A/6B/6C</li> <li>• Word Bank</li> <li>• Time Capsule Templates 6A/6B/6C (FSD? activity only)</li> <li>• Toy Fact File (FSD? activity only)</li> <li>• A selection of toys, containers and sound buttons (FSD? activity only)</li> </ul>

## KS1 Aims and Objectives:

Objective
<ul style="list-style-type: none"> <li>• changes within living memory (where appropriate, these should be used to reveal change in national life)</li> </ul>

Aims
<ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• develop an awareness of people, events and changes of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer historical questions, using stories and other sources to show knowledge and understanding</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> </ul>

Vocabulary
<p>past, present, then, now, year, today, a long time ago, recent, before, after, old, new, younger, lifetime, remember, living memory, generation, parents, carers, grandparents, time period, decade, century, chronology, chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, toys, play, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life</p>

Teacher notes
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# Special Objects : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To compare own special toys and objects with special religious objects.	Children will think about special toys and objects they have at home. They will look at an image of a toy Noah's Ark, listen to the Bible's version of the story and discuss why some children play with a wooden Ark. The children will have opportunities to sequence the story as well as retell it using puppets.	<ul style="list-style-type: none"> <li>Can the children say what object is special or important to them?</li> <li>Do they understand what is special or important to someone else and why?</li> <li>Do they recognise special religious objects?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Sequencing Pictures</li> <li>Word Bank</li> <li>Story Puppets</li> <li>Story Masks (FSD? activity only)</li> <li>Ark (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To compare own special objects with religious special objects.	Children will learn about the Jewish festival Hanukkah and the story of the oil lamps burning for eight days. They will learn about the traditional Dreidel game played during Hanukkah as well as make their own Dreidel and play it.	<ul style="list-style-type: none"> <li>Can the children say what outdoor objects are special or important to them?</li> <li>Do they recognise what and why something is special to someone else?</li> <li>Can they explain what special religious objects are used during Hanukkah?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Cards</li> <li>Dreidel Template (FSD? activity only)</li> <li>Instruction Card (FSD? activity only)</li> <li>Dreidel Song - optional (FSD? activity only)</li> <li>Dreidel Song Sheet - optional (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand and describe what a special religious object is.	Children will explore what ornaments are, which people may have them and why. They will compare small special ornaments with larger religious artefacts. The children will have opportunities to create their own special ornament or recreate one they have explored.	<ul style="list-style-type: none"> <li>Do the children understand what a special object is?</li> <li>Do the children understand what an ornament is and why people have them?</li> <li>Can the children distinguish between special objects that are ornaments and special objects that aren't?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards</li> <li>Design Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To compare own special books with special religious books.	Children will compare their favourite special books with special religious books and the objects used with them. They will also find out where you would find the religious books and who uses them. They will have the opportunity to use their acquired knowledge to complete matching activities.	<ul style="list-style-type: none"> <li>Can the children say which book is special or important to them?</li> <li>Do the children recognise books that are special to different religions?</li> <li>Can the children explain what special objects are used to take care of special religious books?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Cards 4A/4B/4C</li> <li>Blank Book Cover (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To understand and compare own special religious clothes with religious special clothes and objects.	Children will learn about special religious clothes and the objects associated with them. The children will match the correct clothes and special objects to a figure and label the clothes. They will also have the opportunity to learn about and make prayer beads.	<ul style="list-style-type: none"> <li>Can the children say if they have any special clothes and why they are special?</li> <li>Do the children recognise any special religious clothes?</li> <li>Do the children recognise any special religious objects that are associated with the clothes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Clothes Cards 5A/5B</li> <li>Labels</li> <li>Prayer Bead Instruction Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To understand and compare special religious objects with their own special objects.	Children will explore special religious objects and compare them to everyday objects. They will learn about what they are used for and who uses them. They will complete activities to sort everyday non-religious items with special religious ones as well as creating their own special plate for a special occasion.	<ul style="list-style-type: none"> <li>Do the children recognise any religious special objects?</li> <li>Can they say if they have any special objects at home?</li> <li>Can they match the descriptions to the religious object?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Cards</li> <li>Labels</li> <li>Plate Design Sheet (FSD? activity only)</li> <li>Large Picture Cards (Plenary only)</li> </ul>