

Jennett's Park Creative Journey Planner YEAR 1 TERM Spring 2

Empowering our children to flourish and achieve under God's love

Name of Unit: Toys

The Context (Why): To explore the history and background to some of our favourite toys

By the end of this unit, all children should be able to:

- Explain what they know about toys today.
- Explain how we can find out about the past.
- Describe features of different toys.
- Recognise old and new toys.
- Use words relating to the passing of time.
- Identify different sources we can use to find out about the past.
- Ask and answer simple questions.
- Compare two toys from different time periods, identifying similarities and differences.
- Use words and phrases relating to the passing of time.

**Educating for Wisdom,
Knowledge and Skills**

To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.

**Educating for Hope and
Aspiration**

To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds

**Educating for
Community and Living
Well Together**

To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.

**Educating for Dignity
and Respect**

That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Immersion Activity- What do they need to know? How are you going to start with a bang?

Inviting families to get involved!

We will write to parents and grandparents to share their toys with us via letters, emails and Seesaw

The Challenge or Big Questions

How do toys change over time and across the globe? Why?

Real life context and links to Wider World (International/ Charity/ World of Work)

- Toys in living memory interviews with older generations
- Toys around the world. Do we have preconceptions about what they may be like?

Activities (Possible Route of learning)

1. History of toys in living memory interviews
2. Science investigation on motion toys and materials
3. Recreation of Andy Warhol Toys series
4. Design and make own paper toys
5. Research of toys around the world. How do they change?

Trips/ Visits / Experiences

Interviews with family

Lego building challenge

Challenge 10 activities

Visual thinking – what best represents...

Ordering ideas/images from best to worse and chronologically

Oracy Links

Performance-Reciting story maps. Practising tone, speed and body language.

Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information about castles/ history period

Debate- What toy is the best?

Vocabulary

Toys, past, living memory, source, design, create, material, attach, motion, history, similar, different, changes,

Literacy, Maths and Computing Links

Using Seesaw to share learning

Filming interviews to share

Links to Traction Man and Toys around the World

How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥Love ♦Honesty 🌿Respect 🕊Peace

👉Forgiveness ☺Patience 🤝Support

😊Kindness & Joy

Home Learning

Children will be encouraged to discuss their toys at home and find out about toys their parents and grandparents played with.

A grid of activities for home learning will be sent via Seesaw to be explored by families as suits them best.

Final Quality Products

Artwork in the style of Andy Warhol

A home-made paper toy range

An interview about the past

A fact file on toys

E-books on iPads

How to Share and Celebrate Success

Online Celebration of the topic work through Seesaw.

Display of art and DT projects with class members and Seesaw.