

Area of Learning: In the Toy Box Year Group: 1 Autumn 2

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p>History- old and new toys, differences and similarities</p> <p>C.C Language and Literacy To explore and discuss the variety of toys on the carpet</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> ■ What is a toy box? ■ Who has a toy box? ■ What is in the toy box? ■ What would I put in my toy box at home? <p>Activity:</p> <p>Gather children together on carpet. Show them the powerpoint about old and new toys, discuss. Sitting in a circle, children will explore a toybox filled with old and new toys.</p> <p>Bring toys out one by one and encourage discussion, giving encouragement where appropriate to encourage children to generate ideas about old and new toys.</p> <p>Show children a sorting circle and explain how they are going to sort the toys into old and new. Explain that this is what children will now do in groups at their table.</p> <p>Follow up: take a photo of the sorted toys and send home on seesaw.</p>	<p>Power point about old and new toys (saved in year 1 folder)</p> <p>A laminated/ real toy box, filled with real toys and images of toys</p> <p>sorting circles (1 per table)</p> <p>selection of old and new toys for each table to sort</p> <p>Visit from Mount Stewart – Nanny’s Toybox</p>	<p>Self and peer assessment.</p> <p>Use a range of effective questioning techniques.</p> <p>Book monitoring</p> <p>Management book lift</p>
<p>Science</p> <p><u>Keep on Moving</u></p> <p>To make a poster for moving toys.</p> <p>C.C ICT- using iPad apps independently</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> ■ Do all toys move? ■ How can we move toys? ■ How can we stop toys? ■ Do I have any toys at home that move? 	<p>IWB- images of toys that move</p> <p>Range of photo images/ real life objects of moving and non-moving toys.</p> <p>Pic Collage app on iPad</p>	

<p>Literacy- talking and listening</p>	<p>Activity:</p> <p>Children will move around tables to find toys that move and toys that don't. Ask the children what is making the toys move? E.g wheels, springs etc</p> <p>Children will take photos of the toys that can move. They will use these images to create a Pic Collage.</p> <p>Ask children to return to the carpet. Encourage children to showcase their work through Apple Tv.</p>		
<p><u>Special Delivery</u> <u>ICT</u> To design a toy you want delivered. Explore the internet using online shopping</p> <p>C.C</p> <p>Geography- origin of toy and how it travels</p> <p>Numeracy- Money</p> <p>Literacy- Talking and listening</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> ■ Where do we buy toys? (shops/ online) ■ What if we can't get to the shops? ■ How do we pay for toys? (with card, not money) ■ How are toys delivered that we order online? ■ How does the delivery man know who it is for? <p>Activity</p> <p>Gather children on the carpet. Create a discussion using the ideas and questions above. As a class choose a toy we want to order. Take the children through the steps of ordering a toy online. Order toy online with the children. Show them the bank card that is used to pay for the toy. Explain to children why the delivery address is so important. Explain to children that the toy will take a number of days to be delivered. Children will then independently design their own toy and write their name on the delivery label. Children will take a photo of their completed design and Seesaw this home. When the toy arrives to school show the children how it is parcelled. Are their stickers on it and stamps? Explain the importance of these. Is it</p>	<p>Online shopping websites Parcel activity</p>	

	fragile?		
<p>Science <u>Material Explorers</u> Explore materials of toys, deciding whether they are hard or soft</p> <p>C.C</p> <p>Literacy- talking and listening</p>	<p><u>Lesson 4</u></p> <ul style="list-style-type: none"> 🎬 Have children heard of the word 'fragile' 🎬 What does it mean? 🎬 Ask children what is their favourite toy? Do they know what it is made from? 🎬 How does it feel? Is it hard or soft? How do we know? 🎬 Why do you think a teddy is soft? Why is a toy car hard? 🎬 Can you think of any other materials that toys can be made from? <p><u>Activity</u></p> <p>Gather children in a circle on the carpet. Begin the discussion using the questions above about toys and materials. Show the children the selection of toys. Allow children to touch and explore the toys. How do they feel? Can they sort them into the hard or soft sorting circle.</p> <p>Show the children the activity that you would like them to complete.</p> <p>Children complete their activity independently if possible.</p>	<p>A range of toys in a toy box Sorting circles for <u>hard</u> and <u>soft</u> toys Sorting hard and soft activity</p>	
<p><u>Travelling Toys</u> To create a puppet pals of what happens to a letter after it is posted.</p> <p>C.C</p> <p>Literacy- talking and listening</p> <p>ICT- using iPad apps independently</p>	<p><u>Lesson 5</u></p> <ul style="list-style-type: none"> 🎬 Recap on lesson three and the delivery of toys. 🎬 Ask them how toys are delivered. 🎬 Do they remember who delivers letters and parcels? 🎬 Does anyone a postman/ woman? 🎬 What is Postman Pat's job? 🎬 What happens after you post a letter/parcel in the post box/ post office? <p><u>Activity:</u></p>	<p>Clip of Postman Pat and his job (you tube) If possible a trip to a sorting office or a postman visiting school to explain his job Saved images Sand/ water tray</p>	

	<p>After a detailed discussion about the role of a postman/ woman teacher will talk through the routine of a postman/ woman. Highlight the importance of collecting letters from a post box, sorting them and delivering them to the right person. Ask children, individually or in small groups to use the printed images in the sand or water tray to create the journey of a postman/ woman's day. Talk about what the children have learned during the plenary session of the structured play lesson.</p> <p>Area for extension: What happens to a parcel/ large letter if you are not at home?</p>		
<p>Language and Literacy Christmas Delivery</p>	<p><u>Lesson 6</u></p> <ul style="list-style-type: none"> ■ Recap on lesson 5 in relation to who delivers parcels. ■ Who delivers parcels at Christmas time? ■ How does Santa deliver his parcels? ■ How could Santa find out what you would like for Christmas? ■ How will Santa receive your letter and know that it is from you? ■ What do you need on your envelope? (An address and a stamp) <p><u>Activity</u></p> <p>After the teacher has discussed the above questions with the class, children will use catalogues to select items that they would like to receive from Santa. Using cutting and sticking materials children will add these to a stocking letter. Emphasise the importance of adding their name to the end of the letter so that Santa will know who it is from. Children will then put these letters into envelopes. Show them where the stamp goes. Model the address. Perhaps group one could write this address. Remaining children can trace over address. It is hoped that children will post these letters, or possibly visit the sorting office and post their letters there.</p>	<p>Stocking letter Catalogues with a selection of toys Cutting and sticking materials Envelopes/ stamps</p>	

	<p>Finish the lesson by asking children if they can remember the important features of a letter.</p> <p>Further discussion of this is possible when all children will receive a letter from Santa.</p>		
What have we learnt?	<p><u>Lesson 7</u></p> <p>Explore the topic and talk about what children have learnt.</p> <p>What did they enjoy/ not enjoy?</p> <p>Is there anything else they would like to find out about?</p>		