

Year 1 **What would Christmas
be like without batteries?**

(Children in the past)

Autumn 2

	Literacy	History	Science	DT/Other
Entry Point (Wed of week 1)	Found a box of toys in attic. Who could they belong to? Are they like the toys we play with? Why/how are they different?			
Wk 1 (2 days - Hindu Focus Mon/Tues) 3 days topic Enrichment:	Focus: Toys today			
	Writing (inclu. Role play): Writing about favourite toys - labels, captions. Make class book. Adding -s or -es as plural marker for nouns	Following on from entry point: how are the toys different > Do they think they are older or newer than their toys? Why? Links with science - how have materials that toys are made out of changed? Are there any other differences? - electrical toys. Why did they not have them?	Are our toys made from the same materials as the toys we found in the attic? Looking at wood, plastic, metal and glass (and rubber & china?). What are their properties? Sort toys into different materials. Links with history - Electrical toys: identify common toys that run on electricity.	DT: make simple puppets with moving parts - using a template effectively and using split pins to join parts. Other: observational drawings of favourite toy
Wk 2 Enrichment: Bring your fav toy day? Writing & maths/science sorting link	Cross curricular literacy: Lists Descriptions Factual writing Q'naire/child's letter asking which toys parents/grandpaents played with sent home at end of week.			
Wk 3 INSET (Mon) (Anti-Bully Day - Tues) 3 days topic	Focus: Parents/Grandparents toys			
	Writing (inclu. Role play): Factual writing about toys using old, older, oldest language (adding er and est) Cross curricular literacy: Labelling timelines Descriptions	Could the toys belong to their parents or grandparents? Compare parents/grandparents toys with children's current toys and toys in attic box. Use words such as past/present, older/newer to label toys/ timelines. Look at how one type of toy has changed over time - link with DT	Recap materials and their properties when looking at parents/grandparents toys	DT: Look at how design of one type of toy has changed over time - e.g. dolls. How could they improve dolls further in the future? Other: play circle games/skipping games that parents/grandparents may have played.
Wk 4 Enrichment: Science - materials day	Focus: Science day then Victorian Toys			
Wk 5	Writing (inclu. Role play): Writing based around <i>Traction Man</i> Factual writing about toys Writing about Queen Victoria Cross curricular literacy: Science experiment Labelling timelines/ materials/ toys Instructions for making cup and ball toy	We think the toys from the attic might be even older... Use <i>Magic Grandad Toys</i> film (you tube) as stimulus. What were toys like in Victorian times? How/why are they different? How do we know about their toys - artefacts, museums, photos, etc.. Why is it called	Science day focus - base around <i>Traction Man</i> story. <i>Traction Man</i> needs an outfit/rain coat - what would be the best material for the job? Setting up a fair test to see if materials are waterproof. Recap materials and their properties when looking at Victorian toys	DT: Make cup and ball toy by rolling card into a cone to make the 'cup' Other: Victorian parlour games e.g. Charades, Blindman's Buff, Squeak Piggy Squeak and Kim's Game.

		Victorian times? - brief look at Queen Victoria. Compare on timeline with Queen Elizabeth II		
		Compare rich and poor children - would everyone have had the same toys?		
Wk 6	Focus: Victorian Schools/Child Labour			
Enrichment: Victorian school morning	Writing (inclu. Role play): Factual writing about schools/ child labour Diary or letter as a Victorian child	What would school have been like in victorian times? Role play.How is it different? Do they like it? Why?	Links with history - Electrical appliances: identify common appliances that run on electricity. E.g. would they have had a IWB in the classroom? What did they have instead? Would they have had torches to take down the mine? What would they have had instead?	DT: Simple sliding mechanism - picture of chimney sweep going up and down chimney.
Wk 7 3 days topic (2 days Judaism focus) Enrichment: Panto (Mon)	Cross curricular literacy: Labelling timelines Writing about electricity - labels and captions	Would everyone have gone to school? Look at child labour - chimney sweep, mines etc (role play with cardboard box - pinterest)		Other: link PE to Victorian schools 'drill' RE Link: games Jewish children play at Hanukah - make/play a dreidal game
Wk 8 3 days	Focus: Christmas			
Exit point: what would Xmas be like without batteries?	Writing (inclu. Role play): Christmas story writing Christmas cards Cross curricular literacy: Writing jokes for crackers	What do they think Christmas would have been like in Victorian times? What would Christmas be like without batteries?		DT: Christmas is coming... Tom Smith invented the first crackers in Victorian times. Evaluate cracker designs/toys, then design, make and evaluate their own using skills learnt in previous weeks.

Suggested Texts:

Lost in the toy museum
The water babies - chimney sweep
The Little Match Girl - Hans Christian Anderson

Suggested Role Play:

Toy shop
Toy museum
Toy workshop
Puppet Theatre