

# LIVING IN THE PAST. TOYS

**Learning outcome:** to understand more about how toys have changed. What changes have there been within generations and over recent time? Can pupils identify and discuss changes between Victorian and today's toys.

**Assessment criteria:**

As an outcome produce a short piece of writing that describes at least four key points relating to toys and the toy being focused on. This could be extended by asking each pupil to create a labelled drawing of their toy. Each pupil to discuss their toy with the class also reading aloud what they have written about their toy.

**National Curriculum links.**

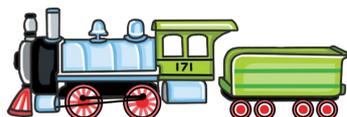
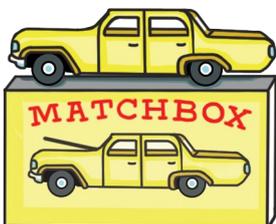
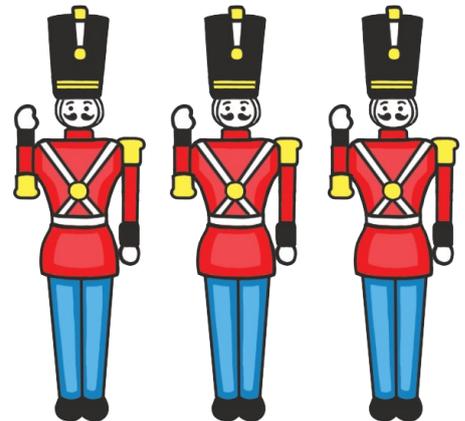
**English: Year 1**

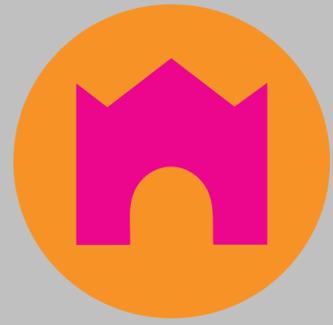
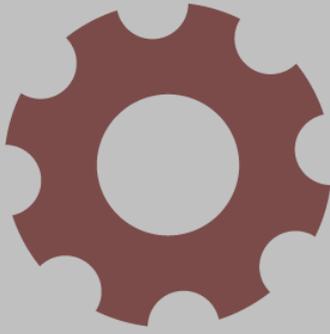
**Writing – composition**

**Pupils should be taught to:**

**write sentences by:**

- \* saying out loud what they are going to write about.
- \* composing a sentence orally before writing it.
- \* sequencing sentences to form short narratives.
- \* re-reading what they have written to check that it makes sense.
- \* discuss what they have written with the teacher or other pupils.
- \* read aloud their writing clearly enough to be heard by their peers and the teacher.





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## Year 2

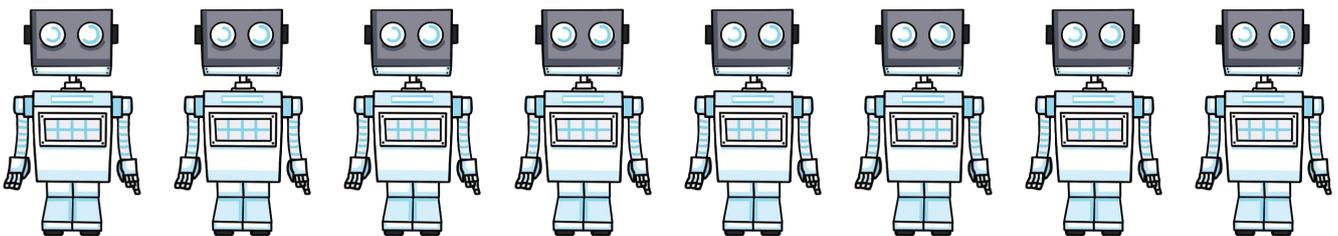
**Pupils should be taught to:**

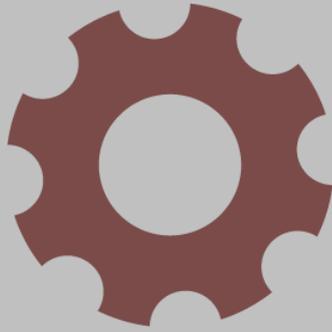
**develop positive attitudes towards and stamina for writing by:**

- \* writing poetry
- \* writing for different purposes

**consider what they are going to write before beginning by:**

- \* planning or saying out loud what they are going to write about.
- \* writing down ideas and/or key words, including new vocabulary.
- \* encapsulating what they want to say, sentence by sentence.
- \* make simple additions, revisions and corrections to their own writing by:
- \* evaluating their writing with the teacher and other pupils.
- \* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- \* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].





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- \* read aloud what they have written with appropriate intonation to make the meaning clear.

**Resources needed: Paper and pencil. Plus either a photograph of the toy or the actual toy in class. This could be set as homework where each pupil is asked to do a drawing of the toy at home, bringing into school to complete the written and aural part of this activity.**

Suggested discussion questions:

- **Activity: What were our parents and grandparents toys like?**

Encourage your pupils to talk to a parent/ carer/ grandparent about the toys they had when they were children. Ask them to bring one of these toys to school if possible; if not maybe they could email the school a picture of this toy or set the task as homework.

Discuss and ask pupils: what do you call this toy? Who might use this toy? What is this toy made from? Do we play with toys like this today? How are they different from toys today?

Pupils could draw a picture of the old toy and write a sentence about it, adding labels.

- **Additional activity: Could you write a poem about your toy? It could be describing what your toy looks like or a story of the kind of things your toys does whilst you are out at school, just like in Toy Story.**

- **Additional activity: this toy be compared to Victorian toys. Watch the short film, making a list of some of the Victorian toys mentioned and then comparing the differences.**

- **Proof read and read aloud with appropriate intonation to make the meaning clear.**

