

**Entry Point:** Artifacts box with toys/ Classroom set out like a Victorian classroom.

**Exit Point:** Victorian dress up day, trip to Black Country Museum to look at toys

Role play ideas: Shop, toy area, school

### Literacy.

- Read non-fiction book about toys.
- Write a list of things they would like to put in role play area.
- label the toys.
- Talk about their favourite toy for Christmas.
- Pretend to be shopkeepers and customers in a role play toy shop.
- Diary entry of a day in the life of a school child then and now.
- Write about what children got for Christmas
- Traditional tales.
- Alice in wonderland/Water babies
- Fables

### Numeracy

- Toy shop - adding 2 quantities together when buying 2 toys. - subtraction- how much change? - division - sharing out pocket money into purses or piggy banks. - buying toys with coins
- Ordering numbers of toys and matching correct numeral to 20 Counting in 2's, 5's and 10's.
- Graphs - children select favourite toy.
- Compare bears - sorting. One more/less. Ordering sizes.
- Use a doll/teddy to discuss positional language.
- Use plastic coins to pay for toys in a role play toy shop.
- Include toys, where appropriate, in mental starters and class / group activities.
- Compare the weight of three toys.

### DT

- Creating Christmas products to sell at the Christmas fayre.

### PE – Bat and ball games, football skills

- Acquiring and Developing Skills
  - Learn how to travel with, send and receive a ball.
- Evaluating and improving performances:
  - Observe and copy what others have done.
- Selecting and Applying Skills, Tactics and Compositional Ideas
  - Develop ball skills for simple games.
- Victorian games

### PSHE –taking turns

- Teamwork jigsaw - each child contributes a piece showing they have to work as a team.
- Talk about what it means to share toys.
- Games and turn taking.

Art - Look at a variety of toys and represent them on paper using pencil, paint, pastel and wax crayon.

- Use a variety of materials and techniques.
- Adapt and improve their own work.

### Science – (materials/forces)

- Comparing materials and looking at their physical properties.
- To find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction]
- That both pushes and pulls are examples of forces
- To recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].
- ask questions and decide how to find answers
- use first-hand experience and simple information sources to answer questions
- think about what might happen before deciding what to do
- recognise when a test or comparison is unfair
- follow simple instructions
- explore, using the senses, and make and record observations and measurements

ICT – Use the internet to find images of old toy and write a sentence about them.

- To use text, images and sound to develop ideas
- To begin to plan and give instructions to make things happen.

Use 2create a story to write about their favourite toy and animate.

Useful website:

[http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/toys\\_and\\_games/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/toys_and_games/)

## Children of Victorian Britain



History - Sort toys in chronological order from Victorian to now. Compare toys. Compare school life from now and then. Compare life as a child from then and now. Look at the importance of Florence Nightingale in Victorian times.

- Place events and objects in chronological order.
- Use common words and phrases relating to the passing of time.
- Know about events and people in the past.
- Identify differences between ways of life at different times
- Find about the past from a range of sources.
- Impact of significant men, women and children drawn from the history of Britain

### RE/P.S.H.E.

This term we will be looking at belonging and caring for others. We will mainly study Christianity but will also look at celebrations within other religions. Christmas & Diwali