

A differentiated unit of work with key vocabulary and objectives on the

'History of Toys'

Key Stage 1



LESSON 1

What are our toys like?

To consider differences between old and new toys

Key Vocabulary

Plastic

Metal

Rubber

Wood

Babies

Toddlers

Young children

Teenagers

Children Should Learn

Children will know how to describe modern toys

Success Criteria

All children should be able to describe the difference between toys in terms of colour, most will be able to describe the material the toy is made from, some will have progressed further and be able to describe the age range that the toy is targeted at.



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Suggested Classroom Activities

Ask the children to bring in their favourite toy or game.

Share favourite toys as a class during circle time or on a display table.

Describe a toy without telling the others what it is and see if they can guess the toy, use a feely bag. (They must describe the toy in terms of age range and materials, colours etc)

Discuss colours, materials and use the key vocabulary

Homework

End the discussion by asking children to ask their grandparents or parents what their favourite toy was.

Do any of the children have an old toy that could be brought into school?

Resource Or Activity

LESSON 2

What were our parents and Grandparents' toys like?

Learning to speak about toys from the past and present

Key Vocabulary

Differences

Similar

Old

New

Soft

Hard

Plastic

Expensive

Children Should Learn

Success criteria

All children will be able to recognise old and new toys. Most children will be able to talk about objects that come from the past and be able to describe similarities and differences between old and new toys.



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Suggested Classroom Activities

Look at the borrowed old toys if they are available and/or use the images of old and new toys to start a discussion on the differences between old and new toys.

Ask children to get into pairs, they should choose a toy and describe it to their partner, using the same criteria as week one - can their partner guess the toy they are describing?

Ask the children why they think the toys are different?

Look at the materials used to make an old teddy compared to a modern teddy, can they give any reasons for this such as safety and expense.

Resource Or Activity A4

Download pictures from the [BTHA History of toys appendix document](#) on the BTHA website, these images show very old, traditional and modern day toys for comparison by the children.

LESSON 3

What were other people's toys like?

Consider the effects of technology and how toys have changed over the years

Key Vocabulary

Artefact

Exhibits

Museum

Caution

Careful

Electricity

Modern

Children Should Learn

Success criteria

All children will be able to identify toys and games from the past. Most will be able to identify similarities and differences. Some children will be able to question similarities and differences, and suggest the reasons for them.



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Suggested Classroom Activities

Try to arrange a class visit to a local toy museum or ask a member of staff from the museum to come into the classroom with some old toys to show the children.

Discuss what children do today with their toys.

Ask the children what they would do without modern day toys.

Encourage the children to ask questions about the past and the toys. Perhaps they could think of two questions in a literacy lesson that they could ask the museum worker.

Discuss as a class what children from many years ago might have played with when there was no television, no computers and no batteries. Ask the children how many of them still do some of the things children from the past used to do?

Do a class survey to find out the most popular boys or girls toy in your class – and display the findings in graph form. (Cross curricular with numeracy)

Resource Or Activity

To view a full list of UK toy museums and their websites visit:

www.toy.co.uk/museums/index.php

LESSON 4

What is the same and what is different about these toys?

Observation activities and recognition of differences and similarities

Key Vocabulary

Images

Real toys

Children Should Learn

Success criteria

Children should be able to classify toys on their similarities and differences. All will be able to group them on their physical appearances. Some will group them based on technical differences such as electrical.



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Suggested Classroom Activities

Using examples of images or real items ask children to tell you what is the same about the two toys then what is different (the toys may be from the same or different eras).

Guide the discussion by highlighting materials, design and structure such as - push along trains both have wheels and carriages and go along a track but a new train might have batteries to push it along.

Use the toyshop shelf activity sheet.

Homework

Ask the children to draw a picture of a toy they wish existed.

Resource Or Activity A5

Use the images from the [BTHA History of toys appendix document](#) on the BTHA website, these images show very old, traditional and modern day toys for comparison by the children.

Toy Shop Shelf activity sheet

This sheet can be used as a classroom activity for the children to cut and paste the toys onto the appropriate posters. (This can also be done as an ICT lesson or as a hands on scissors lesson)

LESSON 5

Why should toys be safe?

Considering the effects of unsafe toys and why safety is so important

Key Vocabulary

Safety
Wrong
Right
Careful
Symbols
Labels

Children Should Learn

Success criteria

All should recognise that toys must be safe and suggest reasons for this.

Most will learn that toys must meet certain standards and that they should look for certain symbols on their own toys. Some will have progressed further and understand how the toys are tested (the choke test).



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Suggested Classroom Activities

Show an example of a toy with a label on for the children to see.

Class discussion on what is safe and what is dangerous when it comes to toys.

Talk about what can happen if children play with toys that are not safe and are too old for them.

Show children the safety symbols that they should learn to look for on all toys when they are brought.

Explain the choke test cylinder to illustrate to children how careful they must be around younger siblings –ask the children to test things in the cylinder to see if they are safe.

Homework

Suggest that the next time they go shopping they look for safe toys and look for the safety symbols on toys and their packaging.

Resource Or Activity

Choke test cylinder.

The cylinder is a device used by toy safety experts to assess the suitability of certain objects and parts. Children may find it of interest to look at things in the classroom and see if they would be deemed safe for 0-3 year old children to play with.

Download the choke test and safety symbols from the [BTHA History of toys appendix document](#) on the BTHA website, these images show very old, traditional and modern day toys for comparison by the children.

LESSON 6

How can we show visitors what we have found out?

Explanation of museums and how toys fit into timelines

Key Vocabulary

Exhibit

Timeline

Sequences

Display

Children Should Learn

Success criteria

All children will find out how museum exhibits are organised, most will be able to sort objects, some will have progressed further and be able to sequence objects along a timeline.



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Suggested Classroom Activities

Suggest that the children make their own class toy museum with their own toys and label them.

Introduce the concept of a timeline then ask the children to arrange the images of toys into a timeline as a wall display.

Invite the head teacher (or another class) to come and see your class' very own museum and give them a guided tour.

Children could also make a brochure or poster for the class toy museum with 3 interesting facts and 3 interesting exhibits.

Resource Or Activity

Lettering.

This lettering spells out 'The History of Toys' for use on a wall display.

Images of old and new toys.

The old images from Lesson 2 can also be used to create the timeline or real toys can be used.