

KS1 Topic: Changes within Living Memory Block E: Toys and Books

Look at contemporary toys and study toys parents, grandparents and even great-grandparents may have played with. Look at similarities and differences and identify changes in materials and technology. Paint a picture of a chosen toy then move on to study changes in children's book illustrations. Finish by setting up a toy and book museum.

<p>Block: Toys and Books</p>	<p>Main outcomes: History and Art Other outcomes: Science, English (speaking & listening and writing), D&T, Computing</p>
<p>Toys and Books (7 sessions) History and Art All sessions are essentially building up content for the sixth session – a class toy and book museum to which other classes and children's carers will be invited. The sessions will also build up children's knowledge and confidence in order to take on the role of curators. <i>(NB since the Block on Communications (Staying in Touch) also builds up to creating a museum, this Block and that one can be combined so that the children's 'Museum' contains toys and communications artefacts.)</i></p>	<p>Children will</p> <ul style="list-style-type: none"> • Sort toys and books according to age and type • Understand how toys have changed over time and so have the materials they are/were made from • Produce museum labels to accompany toy displays which identify the changes from previous times to present day • Explore the artwork of illustrators from the past and present • Create pieces of art that reflect various techniques and that depict old and new toys • Identify the materials used to make toys, and their fitness for purpose • Listen to a range of stories about toys • Produce captions to accompany a photography exhibition • Role play curators and museum education officers • Make a traditional toy out of everyday wooden items • Use digital equipment to take and manipulate photographs
<p>Session 1 History and Art Sorting Toys: old and new Children look at a variety of toys and decide from what era each one originates. They sort the toys and then sketch three – one from each era.</p>	<p>Children will</p> <ul style="list-style-type: none"> • Understand how toys and books have changed over time • Sort toys and books (their own and those of parents and grandparents) into old and new, and create a time line • Sketch three toys: one that belongs to them, one belonging to a parent and one belonging to a grandparent
<p>Session 2 History and Science and D&T Toy Materials and Making a Traditional Toy Children look at how the materials used for making toys have changed over the last 50 years. They then design/create their own simple wooden toy.</p>	<p>Children will</p> <ul style="list-style-type: none"> • Understand that the materials used for making toys have changed and diversified over time • Recognise and identify a range of everyday materials, describing their properties. • Explore and make decisions about the fitness for purpose of various materials used to make toys • Design and make a traditional toy out of a wooden spoon
<p>Session 3 History and Art Painting Pictures of Toys Children look at paintings of toys, old and new. They study different art techniques and create their own toy paintings.</p>	<p>Children will</p> <ul style="list-style-type: none"> • Explore pictures and paintings of old toys • Identify and experiment with techniques used by artists • Paint a picture of an old toy using a chosen technique

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<p>Session 4 History and English Children's books: old and new <i>Children explore children's books from their parents and grandparents era, looking at themes, styles and trends. They identify a favourite story and say what they like best about it.</i></p>	<p>Children will</p> <ul style="list-style-type: none"> ● Explore children's books from their parents and grandparents era, looking at themes and trends ● Identify a favourite story and say what they like best about it
<p>Session 5 History and Art Book Illustrations: old and new <i>Children explore the illustrations in children's books and how these have changed in style and content over the last 50 years. They replicate the style of a current illustrator.</i></p>	<p>Children will</p> <ul style="list-style-type: none"> ● Explore illustrations from children's books over time, looking at themes and trends ● Identify a favourite illustrator and attempt to replicate the style for a class story about a lost toy
<p>Session 6 Computing and History and English A Photographic Study of Old Toys and Books <i>Children look at photographs of toys from different ages. Then they set up a photography studio and take photographs of a toy to show the features of the time in which it is made.</i></p>	<p>Children will</p> <ul style="list-style-type: none"> ● Use digital cameras or tablets to create, manipulate and retrieve both full photographs and close ups of a focus 'old' toy ● Create a display that includes a selection of photographs from one toy that highlight features that reflect the toy's age ● Write captions to accompany photographs of an old toy ●
<p>Session 7 History and English Class Toy and Book Museum <i>Today we set up our museum – arranging the toys and books and labelling them properly. Children take different roles in the museum.</i></p>	<p>Children will</p> <ul style="list-style-type: none"> ● Organise toys and books into categories and by age ● Share their knowledge and understanding of toys and books through time with museum 'visitors' ● Role play being museum curators and education officers

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Session 1

Provided: Images of toys, old and new; Sketching guide.

You will need: Cartridge paper for sketching; Toys/books from different decades (see below session plan); Drawing pencils (use 'b' standards).

Session 2

Provided: Sorting labels; Wooden spoon puppet guide.

You will need: Range of material samples (see sorting labels resource); Range of fabrics/decorative materials; Wooden spoons; Range of toys from different decades including old wooden toys and modern plastic toys (also some with batteries); Glue, paint, pens, tape, scissors.

Session 3

Provided: Images of paintings of toys.

You will need: Watercolour paints and ink pens; Acrylic or oil paints and 'B' pencils; High quality paper for painting; Paintbrushes with various brush sizes; Old-style wooden toy and bear to paint.

Session 4

Provided: Images of children's books from different decades; Images of Winnie the Pooh covers; Speech bubble template.

You will need: Children's books from different decades.

Session 5

Provided: Images of illustrations from different eras; Story scenes for a lost toy story.

You will need: Wallpaper, fabrics, toy photos, paper, drawing & colouring pencils, scissors, glue.

Session 6

Provided: Photos of toys from museum collections; Label templates (differentiated).

You will need: Cameras

Session 7

Provided: Museum roles sheet.

You will need: Previously made resources.