



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: FS2	Term: Spring 1	Teacher: Mrs Eason	Subject lead: Dionne Sanati	Overview: Past and Present –Toys and Games	Key End Points: Past and Present ELG Children at the expected level of development will:
Common Misconceptions: Some children may think: <ul style="list-style-type: none"> toys have always been made out of plastic 		Unit key Vocabulary: Model and encourage children to use vocabulary such as: <ul style="list-style-type: none"> old, new, wooden, plastic, wool, past, now, puppet, puppet show, timeline Expose children to supplementary vocabulary such as: <ul style="list-style-type: none"> porcelain, china doll, cloth, present day 		<ul style="list-style-type: none"> Share stories about people from the past who have an influence on the present. Describe what they see, hear and feel whilst exploring artefacts Remembers and talks about significant events in their own experience 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;
Links to other learning:	Prior Learning: <ul style="list-style-type: none"> Explore how things work. (Nursery) finding out about poems and nurisery rhymes from the past (Nursery) Look at timelines from their own lives i.e. their life from baby to now and our class timeline (Reception) 	Future Learning:	High Quality Text: Non-fiction texts: <i>Puppets</i> by Wendy Sadler (Heinemann Library) <i>Toys and Games</i> by Sally Hewitt (Franklin Watts) <i>Toys and Games</i> by Liz Gogerly (Hodder Wayland) Fiction texts: <i>The Toymaker</i> by Martin Waddell (Walker Books, 1993) <i>Too many toys!</i> By Heidi Deedman (Walker Books, 2015) <i>Lost in the Toy Museum: an adventure</i> by David Lucas (Walker Books, 2011) <i>Dogger</i> by Shirley Hughes (Random House, 1979) <i>Brown Paper Bear</i> by Catherine Allison (Macmillan, 2005) <i>Major Glad, Major Dizzy</i> by Jan Oke (Little Knowall)	Teacher CPD: Staff meetings	
				Traditional stories, songs and nursery rhymes Flashback memory point – ring a ring a roses, Polly put the kettle on, The famers in his den’, ‘Here we go around the mulberry bush’ etc	
				Role Play opportunities: <ul style="list-style-type: none"> Hopscotch 	

- Dolls – looking after babies
- Playing marbles
- Puppet show – story telling

Characteristics of Effective Learning

PLAYING AND EXPLORING		ACTIVE LEARNING	CREATING AND THINKING CRITICALLY		
<p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to ‘have a go’ <i>Initiating activities, seeking challenge</i> <i>Showing a ‘can do’ attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>		<p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p>		
Provision:		<p>Puppet show: use puppets from familiar stories for children to create their own shows and books about puppets. Creative area: make your own puppets Investigation area: photos of children from the past playing games and books linked to toys and games from the past Outside provision: hopscotch, marble games, skipping ropes In the environment: children’s own timeline of events, All About Me books available for children to look back at and discuss events from their past, photos of the children and their family from the past.</p>			
<u>Learning Intention – Linked to ELG</u>		<u>Lesson Outline</u>		<u>Resources</u>	<u>Vocabulary</u>
1	Understand the past through settings, characters and events encountered in books read in class and storytelling	Read the non-fiction text <i>Puppets</i> by Wendy Sadler. Investigate a range of traditional puppets. This could include: marionettes, shadow puppets, stick puppets or glove puppets. Look at photographs from Victorian times of Punch and Judy shows. Show the children video footage of traditional Punch and Judy shows.		Old puppets, puppet book, video of (school appropriate Punch and Judy show). Puppets for children to use during provision	

		<p>Questions: Looking at photos from the past do you think Punch and Judy shows were popular? How do you know? Do you think puppet shows are still popular? Why? Have you ever been to a puppet show? What story did you watch? Do you think parents like the Punch and Judy shows? Why?</p> <p>Continuous provision: Use recycled materials to build a theatre, and socks to create their own glove puppets. Encourage the children to create simple narratives using the puppets they have made.</p>	from familiar stories e.g three little pigs.	
2	Talk about the lives of the people around them and their roles in society	<p>Look at the non-fiction text <i>Toys and Games</i> by Liz Gogerly (only the pages about tradition toys and games from the past). Look at photographs of children playing games from 1930s to 1950s – BBC bitesize – childhood through time Childhood through time - KS1 History - BBC Bitesize.</p> <p>Teach the children how to play a range of traditional playground games. These could include:</p> <ul style="list-style-type: none"> • Circle games ('The famers in his den', 'Here we go around the mulberry bush' etc.) • Skipping games • Games with hoops • Counting games (e.g. 'What's the time Mr Wolf?') • Throwing games (e.g. hopscotch or marbles) <p>Questions: Looking at photos from the past do recognize any of the games they played? Which ones? Do you play any of these with your friends? Do the children wear the same clothes as us now? What is different?</p> <p>Continuous provision: Allow children to play the traditional games.</p>	Marbles, skipping ropes, chalk, hoops, photographs of games from the past	
3	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<p>Arrange two large plastic hoops on the floor and ask children to sort a range of toys into two groups – toys they play with now and toys they played with when they were a baby.</p> <p>Questions: What toys do babies like to play with? Why? What toys do we like to play with today? Why? Are there any toys and games that we still like to play with? Why?</p> <p>Continuous Provision: Continue to investigate different toys in the home role play area.</p> <p>Class teacher: Create a question prompt sheet for dojo story about favourite toys for the children to discuss with their parents/carers at home.</p>	A range of toys for different ages from birth to five, hoops, parent question sheet	
4	Know some similarities and differences between things in	<p>Read the dolls section of the non-fiction text <i>Toys and Games</i> by Liz Gogerly.</p> <p>Show the children a variety of dolls made from different materials: a wooden peg doll, a cloth rag doll, a china doll, a plastic doll. Encourage the children to explore the different dolls and use them in their play.</p>	A range of dolls made from different	

	<p>the past and now, drawing on their experiences and what has been read in class</p>	<p>Questions: What are the dolls made of? How were the dolls made? How are they similar? How are they different? How could we sort the dolls into different groups?</p> <p>Look at the clothes the dolls wear and how dolls' clothes can often tell us what real people wore in the past and today.</p> <p>Continuous provision: set children the task of dressing the dolls in clothes from the past and present.</p>	<p>materials from the past and the present.</p>	
5	<p>Talk about the lives of the people around them and their roles in society</p>	<p>Look back at all the different toys and games we have learnt about throughout this unit of work. As a class create a simple survey for children to take home to share with parents/carers or grandparents.</p> <p>Questions: <i>What was your favourite toy? Why did you like it? Where did you buy toys from? What games did you like to play? Who did you play with?</i></p> <p>Ask the children to bring in their completed surveys into class. Children could write a speech bubble showing different responses. Present as a class display. Create a class museum of different toys and invite family members for a stay and play (e.g. grandparents) to visit. Children can write captions for the objects and act as museum guides.</p>	<p>Collect photographs and speech bubbles for display.</p>	