Topic title: Why have some toys stayed the same and other changed?

Key outcomes:	Maths	Science:	Writing:
This Toys unit will teach the children about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children.	**EYFS** • **Growing 6, 7, 8** -combining groups -subitising • **Length, height and time** • **Building 9 & 10** -comparing numbers -1 more/ 1 less - bonds to 10 -doubles to 10 **Year 1** -Doubling/halving -Numbers 0 - 20	*Living things and their habitats:* **Am I dead or alive?** To name, sort and compare living and non-living things. **Why am I alive?** To be familiar with the life processes that are common to all living things. **How do I stay alive?** All living things have certain characteristics that are essential for keeping them alive and healthy	**Texts:** Non-Fiction: Telephones Fiction: Toys in Space by Mini Grey **Purpose for writing:** To inform (leaflets) To narrate a story based on an adventure
Reading: Daily story vote for end of the day story time Weekly 1:1 reading **Phonics** EYFS – Phase 3 Year 1 - Phase 5	**History: Toys** - What are our favourite toys? Are they all the same? Old / new - What were toys like in the past? - How are toys similar and different? Different time periods - Why have toys changed? Changes since 1960s.	**Creative Learning:** (Art) *Collage* Create collages by folding, crumpling and tearing materials.	**Healthy Mind and Healthy Body:** (PE, Anti-bullying/cyber bullying) **Indoor PE (FnF)** Gymnastics (Balance) **Real PE (Creative)**
Music Pitch & Tempo	**R.E.** **Christians, Jewish and Muslims** What can we learn from sacred books?	**PSHE:** **Taking on Challenges** Why do we have Rules? Team Building Healthy and Safer Lifestyles	**Computing:** **Programming: Algorithms unplugged** • *Create and debug simple programs* **EYFS Unit 4:** Programming 2: Bee-Bots