



Let's Play – Term 4

Southville Primary School

Year 1

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Visit a local museum or library to explore examples of pop-up books and moving pictures.	Invite a local artist or designer to talk about how they create interactive designs or moving pictures.	Inventor of Lego/story of Lego	Understand the different mechanisms used to create moving pictures, and will be able to design and create their own moving picture using a variety of mechanisms.
Diversity, Equity and Inclusion	Linked Learning		
Play and toys across different times and cultures	Science: Materials Literacy: reading and exploring pop-up books and interactive stories		
Driver 1: Design and Technology How do we make a moving picture?	Driver 2: History How have toys changed over time?		
Driver 1 Objectives	Driver 2 Objectives		
<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, IT select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria explore and use mechanisms in their products 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Substantive Historical Concept: Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> Community and culture Conflict and disaster Exploration and invention Hierarchy and power 		
Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Designer')	Driver 2 Disciplinary Knowledge and Skills ('Thinking like a Historian')		
<ul style="list-style-type: none"> Investigate: this includes researching and finding about existing products and designers. Design: the art or process of deciding how something will look or work. Make: create something by combining materials or putting parts together. Evaluate: form an opinion of the value or quality of something after careful thought. Apply: use something or make something work in a particular situation. <p>Additionally, we teach children that a designer:</p> <ul style="list-style-type: none"> Problem Solves Uses tools safely Tests, reworks, adapts and improves Evaluates and uses feedback Works as part of a team 	<p>This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.</p> <ul style="list-style-type: none"> Chronology – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied Sources and Evidence – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability Cause and Consequence – the reason and result of the things that happened in history Change and Continuity – how key people, places and events changed or stayed the same over time Similarity and Difference – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? 		

<ul style="list-style-type: none"> Follows instructions carefully Is technically accurate 	<ul style="list-style-type: none"> Historical significance – why people, events and ideas are important in our studies
Driver 1 Key Vocabulary	Driver 2 Key Vocabulary
<ul style="list-style-type: none"> Tier 2: design, make, evaluate, product, materials, mechanism, test, model, shape, strong, tool, join, function, compare, contrast, order, resources, effect, purpose, classify, creation, innovation Tier 3: slider, lever, hinge, pivot, spring, pop-up, mechanism, construction, movement, interactive, electrical, craftsmanship, assembly 	<ul style="list-style-type: none"> Tier 2: history, change, adaptation, present, explain, discover, interact, observation, purpose, compare, contrast, classify, timeline, chronological, artefacts, evolution, categorization, preservation, explore, memory Tier 3: Victorian, 20th century, industrial, plastic, toy, historical, materials, manufacture, play, electrical, preservation

Driver 1 Sequence	Driver 2 Sequence
<ol style="list-style-type: none"> WALT: investigate pop-up books and how they work. WALT: investigate lift-the-flap/hinges and springs. WALT: investigate levers and sliders. WALT: design a moving picture using different mechanisms. WALT: make a moving picture using the mechanisms. WALT: present our moving picture to an audience. 	<ol style="list-style-type: none"> WALT: compare and contrast old and new toys. WALT: explore the different features of toys and why we play with them. WALT: order toys I have played with on a timeline. WALT: use sources to explore toys from history (Victorian toys). WALT: use sources to explore toys from history (20th century toys). WALT: use sources to explore modern-day toys.
Ongoing Continuous Provision	Ongoing Continuous Provision
<ul style="list-style-type: none"> DT Focus: Junk modelling with various ‘joining’ resources (split pins, cellotape, hole punches, etc.) to explore and make a free product; Loose parts table/outdoor play; Split pin characters; ‘Design an outfit for teddy’ proforma. Fine Motor: Toys colouring; Toys pattern tracing; ‘Design a teddy’ cut and stick; Teddy pencil control. Writing: ‘My teddy is...’ writing proforma. <p>Books/Stories: <i>Old Bear</i> by Jane Hissey; <i>Spot’s Favourite Toy</i>.</p>	<ul style="list-style-type: none"> Children will present their own toys from home, reflecting on why they like them, and how long they have had them. Opportunities to play with toys and discuss how to play nicely with others. Children will write questions to an older relative about the toys they used to play with. Children will take pictures of themselves with their toys, which will be used in the timeline lesson.