

Year 2 - History / Computing based unit – Toys! (6 weeks)



History skills

Specific skills for this unit

Understand chronology

- Explain changes that have occurred in my life and describe memories of these key events e.g. When I was 4 I went to school, When I was 2 my sister/brother was born (**Chronological Understanding**)
- Label time lines of artefacts/ pictures with words such as: past, present, older, newer (**Chronological Understanding**)
- Beginning to use dates when appropriate (**Chronological Understanding**)
- I can use an object to answer questions about the past (**Historical Enquiry**)

Able to communicate historically

- I can use phrases such as: years, decades, and centuries to describe the passing of time (**Organisation and communication**)

Big questions? What innovations/inventions have changed toys over time? How do you know if it is old or new? Who would have played with it? (**change and continuity**) (**Similarities and differences**)

How have they stayed the same? (**Historical enquiry**)

Why is this significant? What was it like before and now?

Historian – Tim Lambert ‘History of Toys’ Historical interpretation

Innovation/ inventions:

Knowledge for this unit

- Among the earliest known toys are small stone and clay balls or marbles. Marbles were found in a child's grave in Egypt and date from 4000 BC.
- Some toys have always been around but just look different now, such as dolls.
- The way toys have changed over the centuries shows what materials people had to work with, such as stone, wood, clay, iron or plastic.
- One of the oldest toys found in Britain is around 2,000 years old.
- You can visit a museum and look at the exhibits of old toys.
- Moving toys can have wheels and hinges instead of batteries.
- Teddy bears were made in the early 1900s, and are named after Teddy Roosevelt, an American president.

Previous knowledge

- **Street Detectives –** School history built 1857, Mr Samuel and Mrs Tyler-Pina, School Bell **Key Vocab:** past, previous, old, new sources of evidence, worship, education

Key Vocab:

years, decades, centuries
Historian, ,museum
Inventions, same, different

Computing skills

Specific skills for this unit

- observe and describe carefully what happens in computer games
- use logical reasoning to make predictions of what a program will do and test these predictions
- think critically about computer games and their use
- create sequences of instructions for a virtual robot to solve a problem
- work out strategies for playing a game well
- be aware of how to use games safely and in balance with other activities.
- **understand the age restrictions of certain games and the need for age restrictions**
- **understand playing games in moderation**
- **understand that if encounter content or comments which cause distress, to let an adult know straight away**
- **where else to go for help**

Knowledge for this unit

- explain the use of computer games and how they work
- understand algorithms are a sequence of instructions
- code a sprite effectively
- evaluate and debug

Previous knowledge

- break down a process into simple, clear steps (an algorithm)
- that a programmable robot can be controlled by inputting a sequence of instructions
- to develop and record sequences of instructions as an algorithm
- to program a robot to follow their algorithm
- to debug programs
- to predict how their programs will work.
(skills learnt previously in We are Astronauts)

Key Vocab:

- Input
- Output
- Remix
- Repetition
- Source code
- Sprite

PSHE skills

<p>Specific skills for this unit</p> <p><u>Health and well-being (keeping safe online)</u></p> <ul style="list-style-type: none"> • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. 	
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> • Know who are trustworthy people to them • Know what an unsafe and risky situation might be • How to know when they are feeling pressured and uncomfortable 	<p>Previous knowledge</p> <ul style="list-style-type: none"> • Being safe • Online relationships • Internet safety and harms <p>Key Vocab:</p> <ul style="list-style-type: none"> • Trustworthy • Risky • Unsafe • Pressure • Uncomfortable • Secrets

Science skills

<p>Ongoing enquiry skills</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely using simple equipment • performing simple tests • identify and classifying • use observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<p>Specific skills for this unit</p> <p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Science Big Questions: How are plastics made? (Research using secondary sources) Which material would be the best one to make a (choose a toy) out of? (Comparative and fair testing)</p>
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> • Know that some materials have particular use • Link to history and DT • History – we can tell what era a toy comes from based on its material • DT – what material would be suitable to use to make a mechanical toy? 	<p>Previous knowledge</p> <ul style="list-style-type: none"> • At the seaside – materials • Identify and name everyday materials and their simple physical properties <p>Key Vocab:</p> <ul style="list-style-type: none"> • Material • Properties • Suitability

DT skills

Specific skills for this unit

Design

- Generate simple design criteria as appropriate through talking, using their own experiences.
- Design a functional and appealing product for a chosen user and purpose based on simple design criteria communicating their ideas through drawing, templates, mock-ups and information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and textiles according to their characteristics.

Evaluate

- Explore and evaluate a range of products with wheels and axles and existing textile products relevant to the project being undertaken
- Evaluate their ideas throughout and their final products against original design criteria

Knowledge for this unit

- Know that axels are rods that rotate wheels
- Know that mechanisms are small parts that work together to form part of a machine/toy/car
- Know that construction is the act of building something together.
- Know that the product is the final outcome

Previous knowledge

- Bird feeders – levers & sliders

Key Vocab:

- Mechanism
- Construction
- Product