Title: Entertainment (Toys and Entertainment)	Year: Y2 Duration 6-8 weeks	
Teaching Ideas	**Subject**	**National Curriculum Objectives**
How has life been fun for children in the last 100 years? Changes in last 100 years – toys and games and technology Use of modern technology – creating own simple games/programming Investigating toys from past and present including how they work and evaluating. Designing and making own working toys - Research toys from past and present. How do they work? What are they made of? Who were they for? How have toys changed? - Explore different existing toys, games and computer APPs - Show skills of making different kinds of toys (including how to create an APP game) - Create own APP game and put on APP store including creating advertisement - Final project to choose own toy/game (including electronic) to design and make. Create own advert for their toy and a 'pitch' to sell their design (i.e. Dragon's Den – Speaking and Listening) to the other classes in their own school. - Toy fair (with parents invited in) to sell and use their toys/games created. Changes in entertainment in last 100 years - cinema/movies/theatre, circus Changes in music - Study physical changes of theatres/buildings - Changes in entertainment – what forms of entertainment have there been for children in the past? Which of these still exist? How have they changed? - Learn skills of different forms of entertainment including evaluating existing performances, e.g. writing and performing a play / comedy show, circus show, dance show, making a film, animation. Write invitations to parents inviting them to the show. - Create final show and perform in front of an audience. Visits in: Circus skills Visits out: Theatre (comparing different theatres, e.g. modern and Victorian, e.g. Lyceum / Crucible / Lamp Room theatre) Western Park Museum Darfield Toy Museum Abbey House Museum Cannon Hall Museum/workshops LITERACY LINKS:	History Design Technology Computing Music	H – Learn about changes within living memory H – know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods H – understand some of the ways in which we find out about the past Comp – understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Comp – create and debug simple programs M – listen with concentration and understanding to a range of high quality live and recorded music DT – design purposeful, functional, appealing products for themselves and other users based on design criteria DT – explore and evaluate existing products DT – generate, develop. Model and communicate their ideas through talking, drawing and templates DT – select from and use a wide range of materials and components, including construction materials and textiles DT – explore and use mechanisms in their

Traditional stories Fairytales as plays Explanations – How to use familiar objects (e.g. toy) Reviews – e.g. play / film/ book Persuasive - Advertisements and speeches Invitations Class novel based around the children's author play at Lyceum/Crucible that year		products