



Please read this planning guide fully before starting the workshop.

Timing:

This Key Stage 1 workshop should last for an afternoon, however you are best placed to know how long pupils need for each activity. Use the step-by-step workshop outline to plan timings that will work for you.

Playtimes can take place at any time but would work best between Activity 3 and Activity 4. If you aren't able to spend the whole afternoon taking part in the workshop, split the workshop into two, with Activities 1, 2 and 3 in the first lesson, then Activities 4 and 5 as a follow up.

Differentiation:

Most of the activities can be differentiated through teacher led discussion or by outcome but in the main activity (Activity Three) there are differentiated worksheets and you can select the most appropriate.

Choice of craft:

We have provided two craft activities to choose from. Time has been allowed for one, but you are free to use the activity sheet for the other after the workshop, should you want to.

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Activity 1 5-10 mins	Watch Video 1 (lasts approx. 2 mins)	Discuss as a class: 'Have you been to a museum before? What did you see there?'
Activity 2 15-20 mins	Watch Video 2 (lasts approx. 4 mins)	Two tables, set up with objects to sort (see list for examples). Split class in half, sending each group to one of the tables. Materials Sort Let's look for things made from plastic. How can we tell? <i>I wonder if any of these things are made from wood?</i> I think there are some things made from metal. <i>How do we know?</i> Are some things made from more than one material? Power Sort Let's look for something that uses electricity. How can we tell? <i>I can see some things that are definitely not electric. How do we know?</i> I wonder if any of these things need batteries? <i>I wonder if any of these things need charging?</i> Children discuss ideas and sort the objects, then muddle them back up before swapping tables. Come back together and discuss. The activity breakdown gives some suggested prompts.
Activity 3 20-30 mins	Watch Video 3 (lasts approx. 4 mins)	Following on from the examples in the video, children sort the rest of the toys into the modern or Victorian toyshop using pictures and a worksheet. Four levels of differentiation to choose from. Extension: Draw a Victorian toy and label it with the clues you used to guess it was not modern.
Playtime		
Activity Four 10-15 mins	Watch Traditional Toys Videos (Each lasts 1-2 mins)	Play all 5 videos, or just choose two or three to watch if running low on time. After each short video give the children 2 minutes to discuss what they have just seen in talk partners , using prompt questions such as 'Have you seen that toy before?' , 'Are there any toys you play with now a bit like that?' , 'Do you think it would be fun to play with that toy?'
Activity Five 20-30 mins	Craft	Children make their own traditional Victorian toy to play with. Choice of Pop-up-Puppet, Cup 'n' Ball, or both.
Plenary 5 mins	Discussion	Consolidate the afternoons learning with a whole class discussion asking the children to recap what they have learned, and what they can tell you about Victorian Toys.



Materials List

Activity One

Smartboard/Screen

Activity Two

Smartboard/Screen

Objects for sorting activity (**please see examples on following page**)

Activity Three

Smartboard/Screen

Photocopied (in colour) worksheets and image banks

Scissors

Glue

A couple of traditional style toys/modern toys from around school

Activity Four

Smartboard/Screen

Activity Five

Cup 'n' Ball

Each child will need...

Plain paper cup

String (approx. 30-40cm)

Tinfoil

To share...

Felt tip pens

Scissors

Sticky tape

Pop Up Puppet

Each child will need...

Photocopied cone template

Paper straw

To share...

Felt tip pens/colouring pencils

Scissors

Sticky tape

Glue Stick



Activity Two- Materials Sort

This list is to give you inspiration and get you started on finding objects in your classroom and school that the children can sort. These objects are intended to be everyday objects - **they are not intended to be toys**, which will be looked at later in the workshop.

If you are borrowing objects from other areas of the school, or bringing objects from home, please ensure that you follow your school's procedures for sharing equipment between bubbles, whether this means cleaning or quarantining.

For this activity to work best, there should be at least 20 objects on each table. Remember though, that they don't have to be big! This list of examples will help get you started...

Materials Sort- Examples

Plastic pencil pots
Metal scissors
Wooden rulers
Plastic cups
Plastic straws
Cutlery (metal and plastic)
Coins (metal and plastic)
Metal keys
Wooden pegs
Wooden pencils
Felt tip pen

Power Sort- Examples

iPad / Tablet
Battery powered torches
Computer mouse
CD Player / Radio
Battery powered clock
Whiteboards / pens
Books
Headphones
Plant in pot
Glue
Ballpoint pen



Activity One: What's in a museum?

Please watch Video One as a class. (Video lasts approx. 2 mins)

Activity

As a class, please discuss the final question asked in the video: **'Have you been to a museum before? What did you see there?'**

- Encourage children who have visited museums before to share that experience with the class. Share your experience of museums, and that of other adults in the classroom, with a couple of examples of interesting things you saw while visiting.

Learning value:

Visits to museums are a crucial part of children's cultural experiences and help them feel welcome in these spaces. In other words, museums help to build pupils' 'Cultural Capital' - part of Ofsted's inspection framework.

Many children only have experience of museums through school trips. In the current climate, even families who are normally regular visitors to cultural venues may not be visiting these venues as they normally would.

Sharing their own memories and hearing their friends and trusted adults talking about museums helps children to understand what a museum is and that everyone has a right to cultural experiences.



Activity Two: Sort it out

Please watch Video 2 as a class. (Video lasts approx. 4 mins)

Activity (10-15 mins)

In your classroom, set up objects on two separate tables, spaced out well enough that children can group around them. The 'Materials' page earlier in this document gives ideas of objects you could use. (These objects do not need to be toys).

Split your class into two groups– one for each table. Ideally, each group should be led by an adult. Although this is a quickfire activity, adult prompts and questions will enable more critical and creative thinking and deepen the learning.

Explain that children have 5 mins to work together to sort the objects on their table. Then they will swap. Finally, they will come back together to talk about what they noticed. You can use a timer to help children judge the time.

Area One: Power Sorting Activity

Questions and prompts

- Let's look for something that uses electricity. How can we tell?
- I can see some things that are definitely not electric. How do we know?
- I wonder if any of these things need batteries?
- I wonder if any of these things need charging?

Please ensure that children do not test the objects using plug sockets in the classroom.

Area Two: Materials Sorting Activity

Questions and prompts

- Let's look for things made from plastic. How can we tell?
- I wonder if any of these things are made from wood?
- I think there are some things made from metal. How do we know?
- Are some things made from more than one material?

After sorting, ask the children to muddle everything back up again, before swapping places.

Come back together as a class on the carpet and discuss, picking up on ideas explored during the sorting.

Learning Value:

Children are identifying and naming a variety of everyday materials, including wood, metal and plastic. They are comparing and grouping together a variety of everyday materials on the basis of their simple physical properties. Children are identifying and classifying objects powered by electricity.



Activity Three: Toy shop challenge

Please watch Video 3 as a class. (Video lasts approx. 4 mins)

Activity (20 – 30 mins)

Following the examples given in the video, children will sort the rest of the toys into belonging to the Modern Museum Shop or the Victorian Toy Shop using 'cut and stick' activity sheets.

If you have enough examples of modern and older toys in school, all children would benefit from having the chance to also play with and handle these toys at some point in the session.

Download the worksheets for this activity from the workshop webpage. Worksheets are differentiated so please choose the appropriate mix for your class:

Level One (SEN/Lower Ability): No worksheet. Set out several modern toys for the group to play with, and a couple of the oldest style of toys you have available in school, (non-plastic, non-electric toys. Wooden blocks work well, old style skipping ropes, wooden toy animals, etc.) Encourage children to explore the toys as they play, prompting them to describe them and talking about which are modern or older. (Pictures could be taken to record work if needed.)

Level Two: The Level 2 worksheet has two columns - the Victorian Toys Shop and the Modern Museum shop – plus an image bank of modern and Victorian toys. Children cut out and sort the images. Encourage discussion and working collaboratively. This activity works well in pairs. Images could be pre-cut to limit time spent using scissors.

Level Three: The key difference between Level 2 and 3 worksheets is that there are more pictures to sort and slightly more challenging toys.

Level Four: The Level 4 worksheet includes the most toys to sort. It includes toys that encourage more debate to sort - for example a non-electric, non-plastic toy that could be modern, because it is a modern cartoon character.

Extension: History Detective diagram. Ask children to draw one of the Victorian toys and label all the 'clues' they found that helped them decide it was Victorian and not modern.

Plenary: Discuss as a group any Victorian toys they found tricky to sort, and model looking for clues to help the children understand what 'clues' you are looking for.

Learning Value:

Children are further developing their skills of identifying and classifying objects, and using this skill in a historical context. They are developing their understanding of the historical concepts of similarity, difference and significance and are using them to make connections and draw contrasts.

Pupils are developing an awareness of the past, using common words and phrases relating to the passing of time.



Activity Four- Toys in Action

There are 5 individual videos of Caitlin playing with iconic Victorian Toys and explaining how they are used to the children. (Each video lasts between 1-2 mins)

Depending on how much time you have, you could play all five videos, or just choose two or three videos to watch. Any you don't watch now could be used later in your topic. The videos can be watched in any order.

The five toys being shown are:

- Whip and Top
- Booter (Hoop and Stick)
- Zoetrope (Optical Illusion Toy)
- Music Box
- Jacob's Ladder

Activity

After each short video, give the children 2 minutes to discuss what they have just seen in talk partners, using prompt questions such as: 'Have you seen that toy before?', 'Are there any toys you play with now that are a bit like that?', 'Do you think it would be fun to play with that toy?'

Learning Value:

Children will further develop their knowledge of the Victorian era and of Victorian Toys, deepening their understanding of how to play with them and the materials they are made from.



Activity Five- Make Your Own

In this craft activity, children can make their own traditional Victorian toy to play with.

We have provided two craft activities to choose from. Time has been allowed for one, but you are free to use the activity sheet for the other after the workshop, should you want to.

Step by step instructions can be found on the Workshops webpage, so that you can lead children in making:

- a Pop Up Puppet
- a Cup and Ball

Learning Value:

Children will deepen their understanding of traditional Victorian toys and have first-hand experience of making and playing with their own replica toy.

Extension

There is an additional extension activity for the whole workshop, which can be found in the downloads section of the webpage. In this activity, children are introduced to the idea that not all Victorian children could afford expensive toys, and so they often made up their own games with limited resources. The children are then asked to create their own game using just a ball and box.

We have also included a Victorian Toys colouring sheet in the downloads on the workshops webpage.

Plenary

Consolidate the afternoon's learning with a whole class discussion asking the children to recap what they have learned, and what they can tell you about Victorian Toys. (5 mins)

