

Year 3 Autumn 2 At The Toy Shop



Curriculum Driver:

DT – Construction and mechanics
(toys, musical instruments
and recording,)

Create Explore Discover

Year 3 Autumn 2 – At The Toy Shop



Key Curriculum Driver: DT

Other Curriculum Areas: Science

Rationale: At The Toy Shop will provide the opportunity for children

By the end of this topic, most children will have:

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

- Have confidence and competence in a full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- A passion for science and its application in past, present and future technologies.

Design with purpose by identifying opportunities to design.

- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Improve upon existing designs, giving reasons for choices.

Children's knowledge will be shown by:

Extended Writing:

English - Persuasive writing for buying your toy.

Fact file – pick a toy to create a fact file about. How does it work?

Children's own research of the

Best toys. What can you

Find out? What do you know?

Persuasive poster for toy.

Create Explore Discover



Year 3

Autumn 2 – At The Toy Shop

Chris Quigley Milestones Covered



Subject	Milestone
Science	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.
DT	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques <ul style="list-style-type: none"> • Create series and parallel circuits • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p>

Create Explore Discover

Topic Hook

Bring your toy to school day

Title: At The Toy Shop

Curriculum Driver: DT and Science

Topic Outcome

To understand how mechanisms and circuitry works inside toys.

Coverage (Main Focus)

Begin topic with a bring your favourite toy to school day. Bring a toy that requires electric / batteries to work. How are they different? How are they the same to none-electronic toys?

Compare some old and new toys – talk about and investigate similarities and differences.

Create a toy fact file – what are the features? How does it work? Investigate it's technology and explain how it is used.

Science – Set up simple, practical enquiries and comparative and fair tests.

Identify differences, similarities or changes related to simple, scientific ideas and processes.

- Use straightforward, scientific evidence to answer questions or to support their findings. Use electric and circuitry to create a moving toy.

Children record the results and investigate the strengths and weaknesses of their design.

DT – design, create and evaluate a toy. Using electricity and circuitry to create a moving and working toy. Use cogs and mechanisms to create a moving toy.

Evaluate other children's toys. What are their strengths? What are their weaknesses? Can you use them?

Free Writing Stimulus

Children's own research of the Best toys. What can you Find out? What do you know?

Persuasive poster for toy.

Extended Writing Genres and Activities

English - Persuasive writing for buying your toy.

Fact file – pick a toy to create a fact file about. How does it work?

Trips and Experiences

Bring toy to school day.

Other subject Coverage

Art – design your own toy. Draw, create and use a variety of materials to design and create own toy.

History – How toys have changed over time. How were they made in Victorian times? How different are they to now? What were they made from? How expensive were they? Did all children have toys? Why? Why not?

Geography – Toys from around the world. How are they different? How are they the same?

Linked Texts

A most Peculiar Toy Factory, Runaway Robot, Electricity and magnets, You wouldn't want to live without simple machines,