

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p><b>Milestone 1</b></p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<p><b>I can draw a picture of my favourite toy and ask questions about toys long ago.</b></p> <ul style="list-style-type: none"> <li>- English through theme - Draw and label your favourite toy -</li> <li>- think of a question you would like to find out about in our topic of toys</li> </ul>	<p><b>I can describe what toys are made of today and ask questions about toys long ago.</b></p> <ul style="list-style-type: none"> <li>- English through theme - draw and describe your favourite toy</li> <li>- think of a question you would like to find out about in our topic of toys</li> </ul>	<ul style="list-style-type: none"> <li>- English through theme - Write a riddle about a toy so others can guess what it could be - start off with easy clues and get trickier.</li> <li>- think of a question you would like to find out about in our topic of toys</li> </ul>	<ul style="list-style-type: none"> <li>• My Favourite toy activity sheet</li> <li>• new and old toys</li> <li>• question words</li> </ul>
<p><b>Milestone 1</b></p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- Identify some of the different ways the past has been represented</li> </ul>	<p><b>I can explore old photos and old toys to ask and answer questions.</b></p> <p>Look at photographs and talk about what they see - note responses and questions asked around the picture</p>	<p><b>I can use online sources to find out about toys and to answer questions</b></p> <p>Use Ipads to answer questions about toys - What were toys made from 100 years ago? What did children play with 100 years ago? etc</p>	<p><b>I can use various sources to answer questions about toys from long ago.</b></p>	<ul style="list-style-type: none"> <li>• Ipads</li> <li>• pictures of old toys</li> <li>• books about toys</li> </ul>

<p><b>Milestone 1</b></p> <p>To investigate and interpret the past</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- Identify some of the different ways the past has been represented.</li> </ul>	<p><b>I can identify similarities and differences in toys now and then</b></p> <p>Crayons then and now - 2 pictures - children talk about the similarities and differences - adult to annotate around the pictures</p>	<p><b>I can identify and write about similarities and differences in the same toys now and then</b></p> <p>Crayons then and now - 2 pictures - children talk about the similarities and differences - children to annotate around the pictures</p>		<ul style="list-style-type: none"> <li>• pictures of toys now and then</li> <li>• similarities and differences activity sheet</li> </ul>
<p><b>Milestone 1</b></p> <p>To understand chronology</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>- Place events and artefacts in order on a time line.</li> <li>- Label time lines with words or phrases such as: past, present, older and newer.</li> <li>- Recount changes that have occurred in their own lives.</li> <li>- Use dates where appropriate.</li> </ul>	<p><b>I can place pictures of old and new toys on a simple timeline</b></p> <p>Place 4 pictures in chronological order and talk about them and how they have ordered them.</p>	<p><b>I can place pictures of toys on a timeline including dates and labels to match each image</b></p> <p>Place 5 pictures on a timeline and match with approximate dates</p>	<p><b>I can place toys on a timeline and also write about each toy using Historical vocabulary</b></p> <p>Place 5 pictures on a timeline and underneath write about the toys they have placed.</p>	<ul style="list-style-type: none"> <li>• timeline</li> <li>• pictures of old and new toys</li> <li>• vocabulary word bank</li> </ul>

<p><b>Milestone 1</b></p> <p>To build an overview of world history</p>	<ul style="list-style-type: none"><li>- Describe historical events.</li><li>- Describe significant people from the past.</li><li>- Recognise that there are reasons why people in the past acted as they did.</li></ul> <p><b>Ole Kirk Christiansen - The Inventor of the Lego brick</b></p>				<ul style="list-style-type: none"><li>•</li></ul>
--	--	--	--	--	---