

Past and present toys

This colourful collection of images will attract the children's interest and encourage them to consider similarities and differences between those of familiar toys from the present and toys from the past

Activities across the curriculum

Personal, Social and Emotional Development

- Explore the poster together. Invite the children to take turns to point to their favourite image and say why they like it. Emphasise that it is alright to have different preferences. Encourage individuality of opinion and respect for the choices of others by reacting positively to all the children's comments and prompting further discussion.
- Suggest that small groups of children work together to find out more about toys from the past by visiting an appropriate websites and looking in books.

Communication and Language

- Invite a grandparent in to the setting to discuss the poster with the children and talk about toys that they played with as a child. Ask them to bring along examples, if possible.
- Suggest that the children take turns to describe an image on the poster without naming it, while the others guess whether it is a toy from the past or present and identify which one it is.

Mathematics

- Encourage the children to explore the images of Noah's Ark and make comparisons with the way the animals are positioned. Draw their attention to the fact that the animals beside the old Ark are in pairs, whereas those next to the new Ark are placed randomly. Invite the children to find the pairs of animals on this image. Let the children play with a toy ark and some animals and encourage them to match them together and count the pairs.
- As you explore the poster together, reinforce appropriate mathematical language through appropriate

questions, for example, 'Which toys can you ride on/push along/pick up and cuddle/put inside an ark?'

Understanding the World

- Look closely at the pairs of images on the poster together and ask the children to identify which of each pair of toys is from the past and which is from the present. Encourage them to give the reasons for their answer.
- Invite the children to decide what each toy is made of. Make comparisons, for example, between the metal and rubber wheels on the push-along horse and the plastic wheels on the push-along car. Talk about how old dolls were fragile because they were often made of china, or porcelain, whereas dolls today are usually made of unbreakable plastic.

Physical Development

- Explore the images of the rocking horses and encourage the children to decide which one works with simple rockers and which one has a more complex mechanism. Invite the children to ride on some rocking horses, see-saws and rocking boats and talk about the body movements that they use to create the rocking motion.
- Compare the images of the old and new push-along toys and talk about how they both have wheels and a handle. Provide the children with a range of push-along toys to play with and explain that similar simple toys were popular with their grandparents.

Expressive Arts and Design

- As you look at the poster, ask questions to establish the children's concept of what is meant by 'the past'. Talk about what they can remember



Using the poster

Create a 'Past and present toys' interactive display. Make an old-fashioned, three-dimensional, bow-shaped toy shop window on a display board using card and Cellophane. Display images and real examples of toys from the past behind the window (Search for images of 'Toys from the past' in a well-known search engine, such as Google). Display toys from the setting on a table and on the floor underneath the window. Hang the poster to one side at child height.

Let the children visit the display freely and join in their discussions.

about things they played with in the past when they were babies. Provide some baby toys and baby dolls in the home area, as well as toys suitable for the children in your setting, so that the children can make links with their own past as they play.

- Hang the poster and other selected images of old toys in the creative area to encourage the children to produce their own representations of these images, using a variety of different drawing materials and paints.

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