

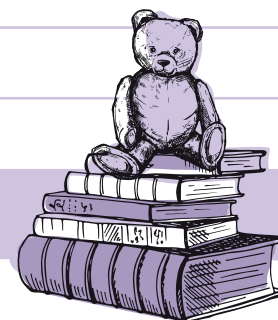
Toys and Rhymes 100 Years Ago

Life in the
1920s

Activities

Activity 1:	Northern Ireland is 100
Activity 2:	Toys from 100 Years Ago
Activity 3:	Old Nursery Rhymes

See individual activities for resources required.



Suggested Learning Intentions

Children will:

- learn that Northern Ireland is 100 years old;
- understand how toys have changed over time;
- learn about the concepts of modern and old; and
- appreciate that they have some things in common with children long ago.

Teacher Notes:

The activities focus on childhood 100 years ago, specifically learning about the toys children played with and the rhymes and songs that they learned.

By considering birthdays and people they may know or have heard of who are 100, pupils are introduced to Northern Ireland being 100 years old in 2021.

Pupils will learn about how some play activities have changed over time and how some have stayed the same. Pupils will be able to compare modern toys with those from the past.

Pupils will have opportunities to explore old nursery rhymes using Makaton, art and practical activities.

Each activity begins with shared work followed by practical activities.

The activities can be used as a stand-alone resource or as an extended piece of work. Alternatively, adapt individual activities to link with other themes/topics and ability levels.

Shared Education opportunities: the activities lend themselves to Shared Education opportunities, for example recording and sharing digital clips of children singing, reciting rhymes and participating in the activities.

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Activity 1: Northern Ireland is 100

You will need:

- Toys and Rhymes 100 Years Ago PowerPoint slides 3 to 6
- Chalk
- Biscuits, melted chocolate and/or icing and icing pens

Shared Work

Use PowerPoint slides 3 to 6.

- Introduce Northern Ireland @ 100 by discussing birthdays with the pupils – *What age were you on your last birthday? How many candles did you have on your cake? What age will you be on your next birthday?* Show slide 3 – *What number is on this cake?* Discuss the other image – *what is it?* Discuss Northern Ireland – *it is 100 years old. Do you know of anyone who is 100 years old?*
- Ask the pupils if they have heard of Captain Tom – show slide 4. *What do they know about Captain Tom? What age did he live to? What was he famous for?* Discuss people they know, or might have heard of, who are 100 years old.
- Discuss young and old. Ask a few pupils to sort themselves from youngest to oldest – *Who is the youngest in the group? Who is the oldest?* Show slide 5 and ask – *Who is the youngest in the picture? Who is the oldest? How can you tell? Can you put them in order?*
- Explain to the pupils that school was very different for children 100 years ago, for example children didn't talk in class and they didn't have much playtime.
- Watch some of the clips from the CCEA video: 1921 – A Day in the Schoolroom (slide 6). *You may find the School Routine and the Physical Drill clips most suitable.* Discuss with the pupils – *What was school like? What was different about the classroom, the teacher, the activities? Was anything the same as your school today?*

Practical Activities

Counting 100 steps

- Divide the class into small groups.
- Mark a starting point. Each group takes 10 steps from the starting point, stops and marks where they stop with chalk. Continue until ten lots of ten steps have been taken. Discuss with the pupils – *How many steps were taken altogether?*
- Ask for a volunteer to take 100 steps while everyone counts together (all the pupils and adults in the class).
- Invite pupils to count aloud to 100.



100

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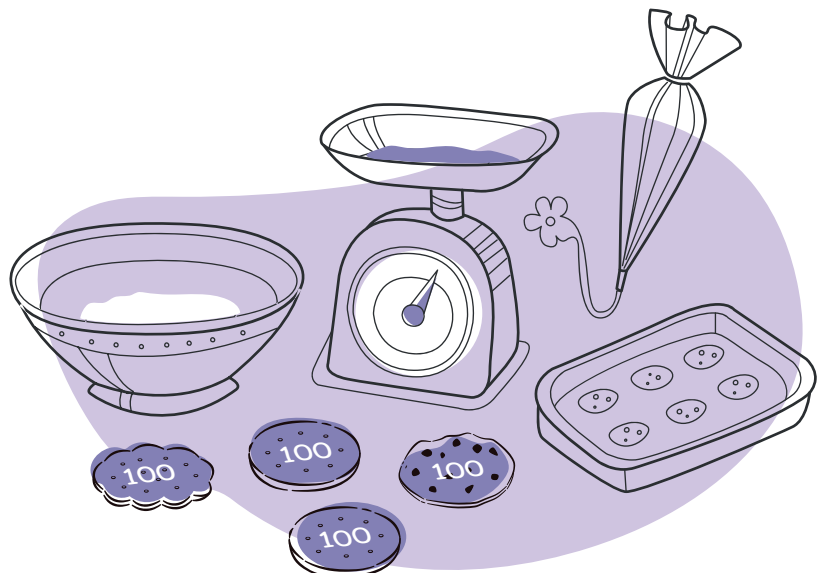
Activity 1: Northern Ireland is 100 (Continued)

Variation

- Ask the pupils what age they are. Invite them to use the same starting point to count out the number of steps for their age and mark where they stop by drawing a smiley face with chalk.
- Ask for an adult volunteer to count out their age in steps and mark where they stop with a smiley face.

Make and decorate a biscuit to show the number 100

- Make biscuits together by following a simple recipe or use a packet of plain digestive biscuits.
- Ask the pupils to decorate a biscuit with melted chocolate or icing.
- Use icing pens and help the pupils to write 100 on their biscuit.



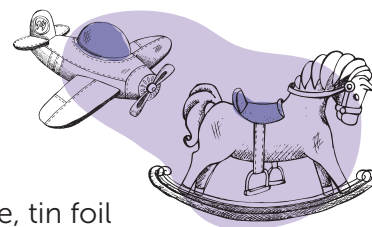
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Activity 2: Toys from 100 Years Ago

You will need:

- Toys and Rhymes 100 Years Ago PowerPoint slides 7 to 10
- A range of modern and old toys or images of toys
- Resources 1 and 1a: Sort the Toys
- Scissors and glue
- Materials to make a Cup and Ball toy – plastic or cardboard cups, string, tape, tin foil



Shared Work

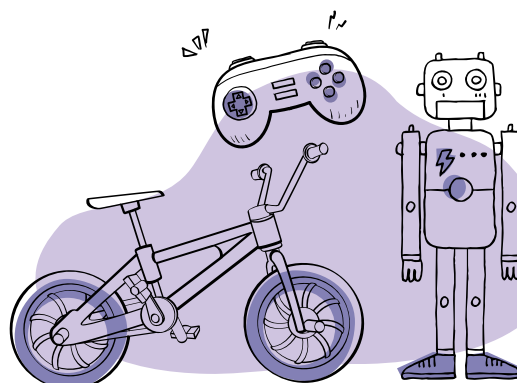
Use PowerPoint slides 7 to 10.

- Discuss toys with the pupils: *What is your favourite toy?*
- Show slide 8 – *What toys do you see? Are any of them the same as the toys you play with? Do you think these photographs were taken a long time ago? Why? What are the children wearing?*
- Discuss slide 9. *Ask the pupils if they can spot which one of these toys was in the photographs of the children on the previous slide. Check back by showing the slide 8 (answer: the teddy).*
- Explain that these types of toys have been played with for many years and that their parents, grandparents and great grandparents might have played with these toys.
- Discuss slide 10. *Which toys are modern (today's toys) and which are old?*

Practical Activities

Sort the toys

- Use a range of toys or images of toys and discuss if they are old or modern (use toys that can be clearly identified as modern or from a long time ago).
- Discuss the materials used to make the toys and other features – *Is it made from plastic or metal? Is it soft or hard? Is it a wind-up toy? Does the toy have batteries? Does it have wheels? Is it remote-controlled?*
- Pupils use Resources 1 and 1a: Sort the toys to complete the cut and stick activity on modern and old toys.



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Activity 2: Toys from 100 years ago (Continued)

Make a Cup and Ball toy

- Tell the pupils they are going to make a toy that children played with a very long time ago, called the Cup and Ball toy. Distribute materials needed for the activity.
- Instruct pupils, with the help of an adult, to make a small hole in the bottom of the cup.
- Tie a knot at the end of the string, carefully thread the length of string through the hole from the inside of the cup. Secure it on the inside of the cup by sticking down the knot with tape.
- Use a piece of tinfoil to create the ball. Cut a square of tin foil and place the other end of the string into the middle of the foil. Scrunch the tin foil up into the shape of a ball (this will secure the string inside the tinfoil).
- Ask the pupils to decorate the cup. The aim of the game is to swing the silver ball (tinfoil) and catch it in the cup!

Home Activity

- Ask the pupils to find out about a favourite toy of an older person they know. Ask the pupils to talk about, draw a picture or bring in a photograph of the toy.
- Give the pupils an opportunity to talk to the class about the toy.



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Activity 3: Old Nursery Rhymes

You will need:

- Toys and Rhymes 100 Years Ago PowerPoint slides 11 to 12
- Lego or other bricks that join together
- Nursery Rhyme Art – hard boiled eggs, paint, markers
- Nursery Rhyme Cooking – plain biscuit, chocolate, Smarties, sweetie strings

Shared Work

Use PowerPoint slide 12.

- Introduce nursery rhymes and discuss – *What nursery rhymes do you know? Can you say, sing or sign any nursery rhymes?*
- Show slide 12 – *Which nursery rhyme does each picture show? Which is your favourite nursery rhyme?*
- Explain to the pupils that most nursery rhymes are very old and that the children at school 100 years ago might have been singing the same nursery rhymes as us.

Practical Activities

Ring a Ring a Roses

- The pupils form a circle and move clockwise singing:

*Ring a ring a Roses, a pocket full of posies,
A tissue, a tissue, we all fall down. (The pupils fall to the ground.)*

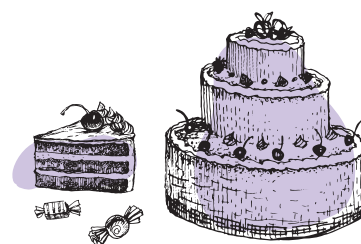
Show the pupils a video of the [Ring a Ring a Roses](#) rhyme.

Patty Cake, Patty Cake

- Pupils work in pairs, sing and do the actions to the rhyme – they tap both hands against their partner's hands, then clap to the beat of the song.

*Patty cake, patty cake, baker's man,
Bake me a cake as fast as you can,
Roll it and pat it, and mark it with a B
Put it in the oven for baby and me!*

Show the pupils a video to see the actions to go with the [Patty Cake](#) rhyme.



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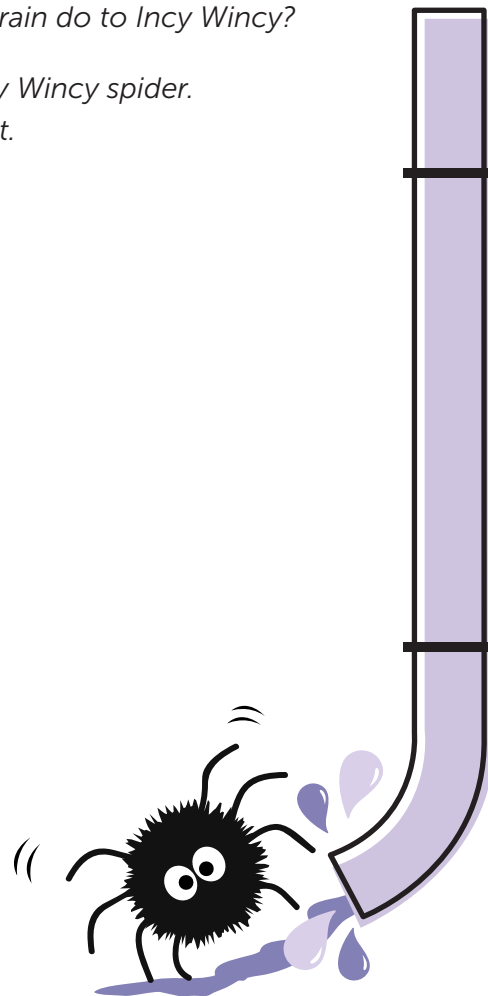
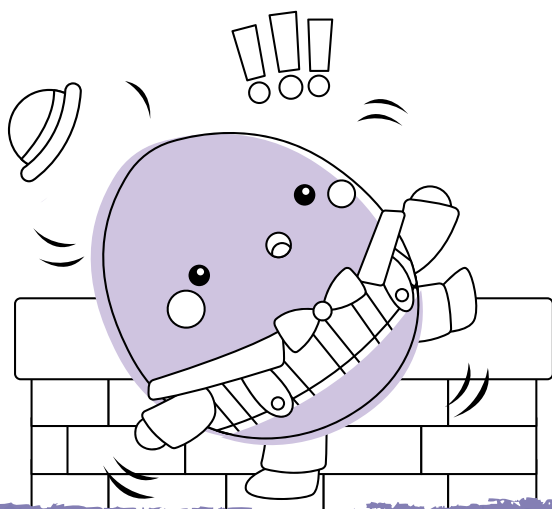
Activity 3: Old Nursery Rhymes (Continued)

Nursery Rhyme Art – Humpty Dumpty

- Recite the Humpty Dumpty rhyme with the class. Use Makaton signs as appropriate, for example: [Makaton signs for Humpty Dumpty – YouTube](#)
- Discuss – *Who is Humpty Dumpty? (a character in a nursery rhyme usually portrayed as an egg). What does Humpty Dumpty sit on? What happens to Humpty Dumpty?*
- Pupils make their own Humpty Dumpty:
 - » build a wall for Humpty Dumpty to sit on, using Lego or other bricks that join together; and
 - » decorate a hard-boiled egg to make Humpty Dumpty, using paint for his clothes and a marker to draw on his face.

Nursery Rhyme Cooking – Incy Wincy Spider

- Recite the Incy Wincy spider rhyme with the class. Use Makaton signs as appropriate, for example [Makaton Signing: "Incy Wincy Spider" – YouTube](#)
- Discuss – *Who is Incy Wincy? (a character in a nursery rhyme from a long time ago). How many legs does a spider have? Where did Incy Wincy climb? What did the rain do to Incy Wincy?*
- Ask the pupils to decorate a plain biscuit to make their own Incy Wincy spider.
 - » Melt the chocolate and use a spoon to spread it on the biscuit.
 - » Add the Smarties for eyes and the sweetie strings for legs.



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Curriculum Links

Q Skills References

Using Communication

Talking and Listening

- **Q1–Q5** At a level appropriate to their ability, the pupils will listen, interact, and communicate their thoughts, feelings and ideas

Reading

- **Q1–Q5** At a level appropriate to their ability, the pupils will listen and respond to stories and songs

Writing

- **Q1–Q5** At a level appropriate to their ability, the pupils will listen to and create digital recordings and express themselves through simple drawings or writing

Using Mathematics

Measures

- **Q1–Q5** At a level appropriate to their ability, the pupils will understand the passing of time and associated language
- **Q1–Q5** At a level appropriate to their ability, the pupils will compare different lengths and associated language

Number

- **Q1–Q5** At a level appropriate to their ability, the pupils will experience counting within 10

Thinking Skills and Personal Capabilities

Working with Others

- Listening actively and sharing opinions
- Developing routines of turn-taking, sharing and cooperating

Q Skills Assessment Framework

The Arts

Music

- Listen to, join in and remember a range of rhymes, simple songs and singing games
- Take part in singing activities as a class, group or individual
- Listen to a variety of music, responding to the beat using appropriate actions, for example clapping hands

Art

- Experiment with a range of media, materials, tools and processes such as drawing, painting, malleable materials and 3D construction

The World Around Us

Place – Explore

- Where do I live?
- What is in my world?
- How has this place changed?

Change over time – Explore

- How things change
- What kind of changes have happened over time?

Personal Development and Mutual Understanding: Strand 1

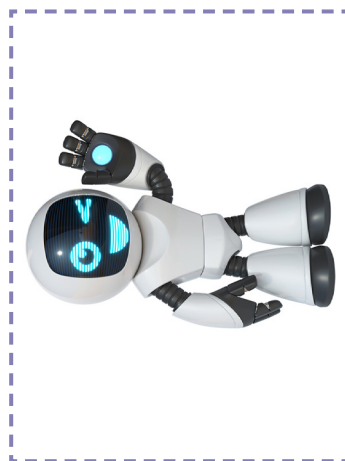
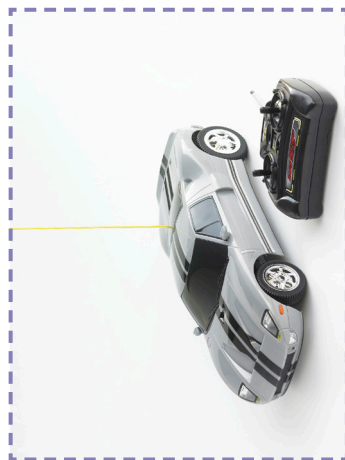
- Self-Awareness: identifying their favourite things, for example their favourite toy or rhyme

Physical Development and Movement

- Listen to and follow simple instructions and rules

Resource 1: Sort the Toys

Cut out the pictures of the toys. Sort the toys into modern toys or old toys.



Resource 1a: Sort the Toys

Sort the toys into modern toys or old toys. Stick the pictures of the toys on to the table below.

Old toys	Modern toys