



Picture News




What's going on this week?

Doctors from Moorfields Eye Hospital in London have warned that what's expected to be at the top of many children's Christmas lists, The Nerf gun, may also be one of the more dangerous choices. The doctors have treated 3 people with serious injuries caused by the toy. The doctors have recommended wearing protective goggles and having a minimum age of 8 for their use.

Main question:

How safe are the toys we buy?

Listen, think, share

-  Ask the children to talk about the toys that they have played with. Talk about which are their favourite and why.
-  Think of different ways we could group toys e.g. electronic, soft toys, vehicles, large toys, small toys, outdoor toys etc. Do we think any of these groups pose any more dangers than others? Why?
-  Look at the assembly resource which shows 2 toys that have been 'recalled' (which means the companies have been forced to stop selling) in the past. Talk first of all about what we think the toys are and if we think they would be toys we would like to play with. Then, think about the possible risks that these toys may pose and ask the children to suggest why they may have been removed from the shops. Tell the children that the spider was taken off the shelves in case children swallowed the balls and the monkey posed a heating risk as he got very warm when he was being used. Explain that the toys in the UK have to follow very strict testing to ensure their safety.

Reflection

We are very lucky to have such a wide variety of toys and sources of entertainment available to us and guidance to help keep us safe. We must remember to think carefully about how we use them, and make sure we keep ourselves as safe as possible by following instructions!








Picture News

KS1 Focus

Question:

How can we make playing with our toys safer?

Listen, think, share

-  Write a list of all the different toys we can think of. Sort the list into indoor and outdoor toys. Talk about what makes them suitable for playing inside or outside?
-  Talk about any toys that we may have come across that aren't safe, why is this? If we find a toy that is unsafe, maybe it is old or broken – what should we do? Explain we should give the toy to an adult to be repaired as it would be unsafe to leave for others to play with.
-  Lots of toys come with instructions. Why do we think we have these? Talk about how they explain how to use the toy properly and that they give guidance on the ages that they are safe for.
-  Look at the toys from the KS1 resource. Together, talk about what we think the toys might be used for. What are the dangers for the toys and why?
-  Talk about why we think some toys have more guidelines than others and which of our own toys wouldn't be suitable for younger ones.

Reflection

Lots of our toys come with rules and instructions. These are included to help keep us safe and make sure we can still have lots of fun using them!






Picture News

KS2 Focus

Question:

Are there any hidden dangers in our toys?

Listen, think, share

-  Ask the children to think of their favourite childhood toys and how some toys may have changed over time. Has anyone had any accidents with toys? Was this our fault or the fault of the toy manufacturer? Talk about why we think our toys come with instructions and guidelines.
-  Look at the toys from the KS2 resource and rank them according to how safe we think they are from the safest to the least safe. Talk about the ages we think the toys are best suited for and talk about the reasons why. Make a list of rules/instructions for each to ensure it is used safely. What are the kinds of things that we need to think about with regards to safety?
-  Tell the children that even adults have to run 'risk assessments' for things like school trips, which consider possible risks and dangers and how we can avoid them (if time and available, show the children an example!)

Reflection

As we get older we will have more freedom to choose the toys we play with. However safe the choices we make, there are always risks in everything we do so it's important to follow the instructions provided and make sure that we encourage others to do the same!



KS2 Cross-Curricular Ideas

English: 'All nerf guns have been recalled due to safety reasons.' Allow the children time to discuss this statement. Do they agree with the action? Consider points for and against the recall. Children could write a discussion text based around the statement.

Maths: Think about the speed the bullet from the nerf gun travels. How can we calculate speed? We need to know the distance an object travels and the time it takes. $\text{Speed} = \text{distance} \div \text{time}$. Children could create a cardboard ramp and measure the distance. Place a toy car at the top and let go. Time how long it takes to get to the bottom and calculate its speed.

Science: Ask the children to consider how the foam bullet from the gun moves. How does it set off, travel and eventually stop? Discuss the forces using push, pull, gravity, air resistance. Allow the children time to explore forces using equipment available in school.

PE: Using PE equipment at school, challenge children to create their own target game. Examples are throwing beanbags into hoops, quoits over cones, cricket ball to stumps, football knocking over cones etc.

Computing: You could use a program such as Scratch to create a target game. This could be built up over several weeks.

History: Allow the children time to research dangerous toys throughout history. There are some fantastic websites with information about dangerous toys that the children will enjoy discovering but not all content is appropriate for primary aged children.



KS1 Cross-Curricular Ideas

English: Ask the children to think about their favourite toy from home. Ask them to describe to a talk partner what it looks and feels like, how it works and why they love it. Children can create a description of their favourite toy using words and pictures. You could even create a 'Missing' poster.

Maths: Tell the children that some toys can be very expensive and they need to be saved for the future. Show the children a number of coins. How much is there? How much might our favourite toy cost? Encourage children to recognise coins. Allow time for them to explore money at an appropriate, individual level of challenge.

Science: Show the children a selection of toys. Ask them to describe them. Think about their shape, what they are made from, how they work, their colour etc. Ask the children to think about ways the toys could be sorted. Allow children time to explore and then explain how they have sorted the toys.

History: This fits perfectly with looking at toys children played with in the past.

DT: Design and make a very simple toy such as a puppet set using pictures and lolly pop sticks. The children could create a play using their characters and perform it to one another.

Role-play: A toy shop. Reinforce the maths session by encouraging children to price toys and recognise and use coins.

Art: Ask the children to sketch, paint or use textures to create a piece of artwork of their favourite toy.



This Week's Useful Websites

This week's news story
<http://bit.ly/2jEVgTB>

KS2 History (teacher reference only, not appropriate for children)
<http://bit.ly/2wC71jy>

V&A Museum of Childhood
www.vam.ac.uk/moc/collections

This Week's Useful Videos

Toys safety testing
www.bbc.co.uk/education/clips/zsdg9j6