

Terrific Toys

EYFS Spring 2020

Key Question - How have toys changed?

Subject	Content to be covered	Key Skills	Key Vocabulary
<p><i>Literacy</i></p>	<p><i>Writing - recounts of Christmas, instructions for toys, thank you letters, science investigation write up. Using and applying our knowledge from phonics sessions. This term's challenge will be reading our writing back to an adult.</i></p> <p><i>Reading - stories about toys, non-fiction books about toys in the past, introduce guided reading sessions (use books about toys)</i></p> <p><i>SPAG/Phonics - Phase 3 Letters and Sounds (learning new letter sounds, practicing and applying using these sounds and consolidating sound knowledge from Phase 2)</i></p>	<p><i>I can hear and say the initial sound in words.</i></p> <p><i>I can segment and blend the sounds in words.</i></p> <p><i>I can attempt to write short sentences in meaningful contexts.</i></p> <p><i>I can write for a range of different purposes.</i></p> <p><i>I can use capital letters and full stops appropriately and consistently.</i></p> <p><i>I can form my letters correctly.</i></p> <p><i>I can write my name.</i></p> <p><i>I can keep my writing on a line.</i></p> <p><i>I can use finger spaces between words consistently.</i></p> <p><i>I can read simple words.</i></p> <p><i>I can read some irregular common words.</i></p> <p><i>I can read and write a range of tricky and high frequency words.</i></p> <p><i>I know that information can be retrieved from books and computers.</i></p>	<p><i>Non-fiction, fiction, story, true, toys, information, blend, segment, thank you, letter, instruction</i></p>

<p>Maths</p>	<p>Fractions in real life - sharing, doubling and halving. Measures - using non standard units to measure toys. Comparing length / weight of toys. Addition and subtraction - how many toys do you have? How many do I have? How many are there altogether? What about if you take some away? Writing 'number sentences' to show our working. Number and place value - counting and matching quantities to number cards, positioning numbers on a number line. Toy races - who is first, second, third etc.</p>	<p>I can solve problems involving sharing, doubling and halving. I can share a group of objects fairly so that everybody has the same number. I can say the number that is half a number (to 10). I can draw the number that is half a number (to 10). I can say the number that is double a number (to 10). I can draw the number that is double (to 10). I can place objects in order according to their length, height or weight. I can use everyday language relating to measures. I can use non standard units (such as unifix cubes, paperclips) to measure toys. I can select the correct numeral to match 5, then 10 and then 20 objects. I can use the correct vocabulary when talking about adding and subtracting. I can use quantities and objects to add and subtract two single digit numbers, counting on or back to find the answer. I can recognise numbers to 20. I can order numbers to 20. I can write numbers to 20.</p>	<p>Share, equal, half, double, measure, more, less, same, add, plus, take away, minus, subtract, more, less, first, second, third</p>
<p>Understanding the World (Science, History, Geography, Computing)</p>	<p>Talking about toys - what did we get for Christmas? What did our parents / grandparents get when they were children? Looking at old toys.</p>	<p>I can show an interest in the lives of people who are familiar to me. I can talk about significant events in my own experience.</p>	<p>Before, now, then, look, feel, touch, move, slope,</p>

	<p>Investigating how toys move. Forces - cars & ramps Senses - describing and exploring toys. Operating programmable toys. Science Experiments -floating and sinking, why are certain toys made out of particular materials?</p> <p>E-Safety: Online Safety - act safely online - always ask for help from an adult - follow the internet safety rules.</p>	<p>I can look closely at similarities and differences. I can talk about changes. I can operate simple equipment. I can use technology for a particular purpose. I can use my senses to explore toys. I can talk about what I notice and find out through my investigations.</p> <p>I can go to exciting places online, but I need to follow rules to remain safe. I understand the importance of asking for help from an adult when on the internet. I should always be nice to people online.</p>	<p>materials (plastic / wood / metal)</p> <p>ONLINE SAFE BE NICE TELL</p>
<p>Expressive Art and Design (Art, DT, Drama, Music)</p>	<p>Designing a new toy - we will look at a range of different toys and think about similarities and differences. We will talk about why some toys are different because of their purpose (a soft cuddly toy vs a bath toy). We will draw pictures of our new toy invention / design, which we will paint (children will explore mixing colours themselves). The children will have the opportunity to make their toy (using available materials) and consider any adaptations they need to make.</p> <p>Music & Dance - We will be listening to The Nutcracker and using it to tell the story as well as express ideas about what each character is like. We</p>	<p>I can explore what happens when I mix colours. I can construct with a purpose in mind using a variety of resources. I can select and use tools appropriately and safely. I can adapt my work where necessary. I can make music and dance. I can choose particular colours to use for a purpose. I can initiate new combinations of movement and gesture in order to express my feelings, ideas and experiences.</p> <p>HEARING AND LISTENING I can express ideas about music and how it makes me feel.</p>	<p>Design, invent, create, make, same, different, change, adapt, colour, mix, construct, instruments, music, dance, move, feel, listen</p>

	<p>will also be expressing our ideas about music through dance and movement after hearing the music.</p> <p>Moving like our favourite toys, composing music that would be our favourite toys soundtrack e.g. what sounds would we use to accompany a train? What instruments would be appropriate?</p>	<p>I can recognise changes in music such e.g. fast music becoming slow. I can explore how music can help us tell stories and learn about characters.</p> <p>MOVING AND DANCING</p> <p>I can move to different sounds and instruments.</p> <p>I can move in time to the pulse of a piece of music.</p> <p>I can change my movement to reflect changes in the music.</p> <p>I can dance to different genres of music to express how it makes me feel.</p>	
<p>Physical Development (PE, Fine / Gross Motor Skills, Health & Self-care)</p>	<p>Gymnastics</p> <p>Use a range of different PE apparatus and equipment - discussing safety and effective use.</p> <p>Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.</p> <p>Motivate children to be active through games such as follow the leader.</p> <p>Talk about why children should take care when moving freely.</p>	<p>I can experiment with different ways of moving.</p> <p>I can jump and land on my feet safely.</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence.</p> <p>I can travel under, over and through balancing and climbing equipment.</p> <p>I can jump in a sequence forwards, backwards and side to side.</p> <p>I can hop on each leg.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>I can handle equipment and tools effectively.</p> <p>I can show awareness of space, of myself and of others.</p> <p>I can move with control and coordination.</p>	<p>Safe, space, land, move, jump, travel, under, over, through, climb, balance, forwards, backwards, sideways, hop, control</p>

<p>Personal, Social and Emotional Development</p>	<p><i>'Being my best' (growth mindset) - we will talk about what to do when things go wrong and learn 'yes I can' strategies. We will also be thinking about how we can 'be our best' by keeping our bodies healthy (exercise, diet and a good night's sleep). We will relate this to the children's own experiences of a new year being a fresh start and a chance for new beginnings.</i></p>	<p><i>I can talk to other people about my own needs, wants, interests and opinions. I can describe myself in positive terms and talk about my abilities. I know that my actions affect other people. I can negotiate and solve problems. I can talk about how me and my friends show our feelings. I can help other people when they are upset. I can talk about ways to keep myself healthy and safe.</i></p>	<p><i>Feelings, good, happy, sad, bad, wrong, best, sorry, please, thank you, manners, think, care, kind, healthy, safe, exercise, food, diet, unhealthy</i></p>
<p>Communication and Language</p>	<p><i>Speaking and listening - taking turns in conversations, sharing ideas and experiences about toys (Christmas) with the class and in small groups, circle times. Listening to information in non-fiction books and using this information in our writing. Talking about what has been read in guided reading sessions and using computers to find information about old toys. Designing a new toy - explaining decisions about design features and answering questions about adaptations that are made.</i></p>	<p><i>I can maintain my attention during a focused activity. I can listen to stories and information sharing, responding with relevant comments and questions. I can listen to other people in conversations and respond appropriately. I can respond to instructions following a two part sequence. I can answer how and why questions about my experiences and in response to a story or events. I use talk to organize, sequence and clarify thinking, ideas, feelings and events. I can express myself clearly, showing awareness of the listener. I can develop my own explanations by connecting ideas and events.</i></p>	<p><i>Listen, speak, turn, attention, focus, explain, why, how, follow, instruction, because</i></p>

