

EYFS TERM 2 – TOYS

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		Focus Text: 'Nothing'	Hook: Bring in their own teddy	
		Pupils Learn...	Key Vocabulary/Language	Continuous Provision/Learning Experience
COMMUNICATION AND LANGUAGE	LISTENING, ATTENTION AND UNDERSTANDING	<p>To answer how and why questions.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To understand what instructions are and what they can be used for.</p> <p>To follow two step instructions. For example first...then...</p>	<p>Because</p> <p>First Next Then After that Finally</p>	<p>Answering questions about the focus text.</p> <p>Learning songs for the nativity.</p> <p>Following instructions to make Christmas decorations.</p>
	SPEAKING	<p>That talk helps them to organise themselves and their play.</p> <p>To initiate conversations in order to invite others into their play.</p> <p>To recite songs, rhymes and stories using copying and repetition.</p>	<p>I'm playing...</p> <p>Would you like to...</p> <p>You can be the...</p>	<p>Role play areas linked to toys – toy shop, build a bear factory, Santa's workshop.</p> <p>Learning songs for the nativity.</p> <p>Learning the focus text ('Nothing') with actions to support this.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	SELF REGULATION	<p>Relationships (PSHE) To show increasing consideration of other people's needs. Such as offering to share a resource they are using.</p> <p>To gradually use more impulse control in favourable conditions. For example, starting to negotiate when a peer has a toy they would like to use.</p> <p>To understand their own and other people's feelings, offering empathy and comfort, such as when a peer is hurt or upset.</p> <p>To recognise a feeling such as happy and sad and what may have caused that.</p>	<p>Would you like a turn next?</p> <p>Please can I use that after you?</p> <p>Are you okay?</p> <p>How can I help you?</p>	<p>PSHE lessons through circle time, with a focus on emotions.</p> <p>Turn taking routines with the resources, such as waiting their turn for the bike.</p>
	MANAGES SELF	<p>To describe a range of different food textures and tastes when trying a new food.</p> <p>To notice changes when food items are combined and baked in the oven.</p> <p>To notice changes that happen when objects and foods are exposed to cold temperatures.</p>	<p>Soft Hard Chewy Stringy Crunching Soggy</p> <p>Hot Baking Cooked Temperature Cold Frozen Melting</p>	<p>Trying a range of popular Christmas foods from around the world.</p> <p>Baking Christmas food using an oven.</p> <p>Putting toys in water in the freezer to look at what happens.</p>

	BUILDING RELATIONSHIPS	<p>Relationships (PSHE)</p> <p>That a supportive adult can help them to resolve conflict and problems.</p>	Please can you help me with...	<p>Storytimes linked to people who help us.</p> <p>Playtime focus on how the adults can help them to resolves an issue and what they can try to resolve themselves.</p>
PHYSICAL DEVELOPMENT	GROSS MOTOR SKILLS	<p>Ball Skills – Unit 1 Dance – Unit 1</p> <p>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>How to move freely in a range of ways. eg. Running, jumping, skipping, hopping.</p> <p>How to control an object by pushing, patting, throwing and kicking it.</p>	<p>Under Over Through Balance</p> <p>Run Jump Hop Skip</p> <p>Push Pat Throw Kick</p> <p>Harder Softer Faster Slower</p>	<p>Large play equipment to focus on balancing.</p> <p>Tennis set up in the outside area. Focus on control a ball.</p> <p>Beanbags and footballs to promote object control.</p>
	FINE MOTOR SKILLS	<p>To make anticlockwise movements and retrace vertical lines.</p> <p>Begin to form recognisable letters independently.</p>	<p>Circles Lines Zig zags</p> <p>Tripod grip (Quack quack fingers)</p>	<p>Role play areas linked to toys – toy shop, build a bear factory, Santa’s workshop – All promote writing through making receipts, labels for toys, letters, cards and envelopes.</p> <p>Writing on a large scale in the outside area, using chalk, paint, crayons, water.</p> <p>Cutting out toys for the toy shop.</p>
LITERACY	COMPREHENSION	<p>Vocabulary, comprehension & metacognition:</p> <p>To sequence a simple story.</p> <p>To raise simple questions like ‘What if...?’ ‘What do you think?’</p> <p>Responding & questions: To discuss likes and dislikes about the stories</p>	<p>What if...?</p> <p>What do you think?</p> <p>I think that...</p> <p>I like the part when...</p> <p>I didn’t like it when...</p>	<p>Story sequence cards for a range of toy themed texts.</p> <p>Regular story time and book corner themed around toys.</p> <p>Book review sessions, with the opportunity for children to share their opinion with the class.</p>
	WORD READING	<p>Decoding:- Fluency & Word Reading:</p> <p>To segment the sounds in three-phoneme words and blend them together.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>The Phase 3 GPCs: y z qu ch sh th th ng e ear oa or oo oo ai igh ear ow ur oi air ure er ue</p>		<p>Phonics games – such a phonics lego, roll and read, phonics bingo.</p> <p>Interactive phonics displays.</p> <p>Access to technology to play phonics games.</p> <p>Decodable books readily available.</p>

		The Common Exception Words: me was my of		
	WRITING	<p>Transcription: To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</p> <p>To write many of the term 1 initial sound letters from stories learned and invented, plus some simple CVC words in line with learned phonic patterns.</p> <p>To write the Phase 3 GPCs: y z qu ch sh th th ng e ear oa or oo oo ai igh ear ow ur oi air ure er ue</p> <p>Composition: To retell a story using familiar language features such as - Once upon a time there was a... who... So,... And then,...</p> <p>To innovate a learned story by substituting animals.</p> <p>To invent their own stories using the basic 5 part structure to embed concept of characters, settings, and basic language patterns.</p> <p>To use and explain instructions for a specific purpose.</p>	<p>Tripod grip (Quack quack fingers)</p> <p>Sound mats</p> <p>Initial sounds</p> <p>Labels</p> <p>Story maps</p> <p>Innovate</p> <p>Instructions – First Next Then After that Finally</p> <p>Once upon a time there was a...who...so..and then...</p> <p>Characters</p> <p>Settings</p>	<p>Bringing in their own Teddy from home and writing labels for them.</p> <p>Toys have escaped from the classroom onto the playground! Writing letters to tell the rest of the school.</p> <p>Toy themed writing opportunities, e.g. price tags, labels for toys in the shop, designing their own bears, letters to Santa.</p> <p>Focus on story maps – on a large scale, using chalk/water/paint outside.</p> <p>Writing areas – inside and outside</p> <p>Letter formation using a variety of media, sand, glitter, water, on a large scale outside.</p>
MATHEMATICS	NUMBER	<p>To develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</p> <p>To identify when a set can be subitised and when counting is needed.</p> <p>To link numerals to their names and amounts, up to 5.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>To spot smaller numbers hiding inside larger numbers.</p>	<p>Subitising</p> <p>Altogether</p> <p>In total</p> <p>Whole</p> <p>Parts</p> <p>Smaller</p> <p>Larger</p> <p>Make it</p> <p>Draw it</p> <p>Write it</p>	<p>Creating their own subitising cards.</p> <p>Role play areas - toy shop, build a bear factory, Santa's workshop – All promote language around how many, in total, altogether.</p> <p>Counting songs</p> <p>Subitising and counting games e.g skittles, dominoes, matching dice games.</p> <p>Range of manipulatives to 'make' a number. Writing materials to encourage drawing and writing alongside this.</p>

	<p>NUMERICAL PATTERNS</p>	<p>The relationship of one more and one less for consecutive numbers.</p> <p>To discuss their daily routine and use language associated with this.</p> <p>To describe using positional language such as under, above, beside and in between.</p> <p>To recognise the following 2D shapes and describe the number of sides (properties) – circle, square, rectangle, triangle, pentagon, and hexagon.</p>	<p>One more One less</p> <p>More than Fewer than</p> <p>Patterns</p> <p>Repeating</p> <p>First Then Next After that Finally</p> <p>Morning Afternoon Evening Night time</p>	<p>Making repeating patterns with toys.</p> <p>Using instruments to create a pattern.</p> <p>Focus on matching – card games, building matching towers, matching pairs of socks.</p> <p>Role play areas – toy shop, build a bear factory, Santa’s workshop – used to support routine language.</p> <p>Shape hunt in the environment.</p> <p>Construction area – shape making, discussion about how 2D shapes can be seen within 3D shapes.</p>
<p>THE WORLD</p>	<p>PEOPLE AND COMMUNITIES</p>	<p><i>Why some times are special and why? (RE)</i></p> <p>That some festivals are family ones but happen in a Church.</p> <p>That a wedding is when someone gets married and that at a christening the baby has holy water poured on its head.</p> <p>That Easter is a special time for Christians when we remember that Jesus dies on the cross and that Christmas is when Jesus was born in a stable in Bethlehem.</p> <p>To compare the events at two different religious festivals. Why we have festivals and what they are for.</p> <p>That different religions have different festivals.</p> <p>That Eid-al-Adha is a special time for Muslims and what happened to Ismail.</p> <p>That Diwali is a special time for Hindus.</p>	<p>Church</p> <p>Wedding</p> <p>Christening</p> <p>Holy water</p> <p>Eid-al-Adha</p> <p>Muslim</p> <p>Diwali</p> <p>Christmas</p> <p>Easter</p> <p>Muslim</p> <p>Hindus</p> <p>Ismail</p>	<p>Dress up in Rama and Sita costumes and role play the story.</p> <p>Make diva lamps and Rangoli patterns.</p> <p>Identify artefacts from different festivals e.g. christening gown, Easter eggs, gifts from the 3 wise men.</p> <p>Small word role play with nativity characters and setting.</p>
	<p>THE NATURAL WORLD</p>	<p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To know what a map is and compare the different types of maps there are.</p>	<p>Where do we live on the map?</p> <p>Where is... on a map?</p> <p>Maps World Weather Local Area</p>	<p>Map making on a large scale – outside with chalk, paint, water.</p> <p>Trying a range of popular Christmas foods from around the world – focus on comparing these.</p>

		<p>To make links between countries that we are learning about and where they are on a map (Christmas around the world)</p> <p>To recognise toys which are made from the natural world and those that have been made in a factory.</p> <p>To begin to understand that toys can be programmed to complete commands.</p> <p>To programme a beebot to move in a desired direction.</p>	<p>Similar Different The same</p> <p>...has the same weather as us.</p> <p>...looks different to where we live, because...</p> <p>Man made Natural</p> <p>Programme Input Output</p>	<p>Making our own maps for the beebots to follow.</p>
	PAST AND PRESENT	<p>To talk about past events such as birthdays, trips to different places.</p> <p>To talk about a toy that they have at home and when they were given it in the past.</p> <p>To recognise how toys have changed from the past to the present day.</p>	<p>Past Present Recently A long time ago Old New Different Similar (The same)</p>	<p>Role play areas linked to toys – toy shop, build a bear factory, Santa’s workshop – Comparing toys that are made.</p> <p>Opportunities to bring in their favourite toys.</p> <p>Old toys brought in, children will have the chance to compare to their toys.</p>
EXPRESSIVE ARTS AND DESIGN	CREATING WITH MATERIALS	<p>How to create and use sounds intentionally.</p> <p>To use lines to create an enclosed space.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To begin to understand what a mechanism is and how these are used in toys.</p>	<p>Loud Quiet Soft Hard Vibrations</p> <p>Join Build Make Add Fold Stick Bend Cut Shape Fold Roll</p>	<p>Music Area – instruments to explore inside and outside.</p> <p>Creative area – painting, modelling, collaging different toys. Focus on attempting to incorporate a mechanism into their design.</p> <p>Using clay to make Christmas decorations.</p>
	BEING EXPRESSIVE AND IMAGINATIVE	<p>To play alongside or with other children who are engaged in the same theme such as Toys.</p> <p>To initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p>	<p>Toys Shop Labels Price Buy Sell</p> <p>Loud Quiet Soft High Low</p> <p>Fast Slow Rhythm Beat</p>	<p>Role play areas linked to toys – toy shop, build a bear factory, Santa’s workshop</p> <p>Opportunities for singing and dancing – looking at Christmas music from different countries.</p>