

## 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
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b>	<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>
	<b>SPEAKING</b>	<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>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>SELF REGULATION</b>	<p><b>Relationships (PSHE)</b> To show increasing consideration of other people's <b>needs</b>. Such as offering to <b>share</b> 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 recognise a feeling such as happy and sad and what may have caused that.</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>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>First Next Then After that Finally</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>
	<b>MANAGES SELF</b>	<p>To describe a range of different food <b>textures</b> and <b>tastes</b> when trying a new food.</p> <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 <b>combined</b> and <b>baked</b> in the oven.</p>	<p>Soft Hard Chewy Stringy Crunching Soggy</p> <p>Hot Baking Cooked Temperature</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>

		<p>To notice changes that happen when objects and foods are exposed to cold temperatures.</p> <p>To bake biscuits using an oven.</p>	<p>Cold Frozen Melting</p>	
	<b>BUILDING RELATIONSHIPS</b>	<p><b>Relationships (PSHE)</b></p> <p>That a supportive adult can help them to <b>resolve conflict and problems</b>.</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>Please can you help me with...</p> <p>Can I help you?...</p> <p>Are you okay?...</p>	<p>Storytimes linked to people who help us.</p> <p>Playtime focus on how the adults can help them to resolve an issue and what they can try to resolve themselves.</p>
<b>PHYSICAL DEVELOPMENT</b>	<b>GROSS MOTOR SKILLS</b>	<p><b>Ball Skills: Unit 1</b></p> <p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p> <p><b>Fundamental skills: Unit 2</b></p> <p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p> <p>To develop hopping.</p> <p>To explore different ways to travel using equipment.</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>
	<b>FINE MOTOR SKILLS</b>	<p>To make anticlockwise <b>movements</b> and <b>retrace</b> vertical <b>lines</b>.</p> <p>To begin to form recognisable letters independently.</p> <p>To use <b>lines</b> to create an enclosed space.</p> <p>To make anticlockwise movements and retrace <b>vertical lines</b>.</p> <p>To use scissors to cut out around an <b>outline</b>.</p>	<p>Circles Lines Zig zags Patterns</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**

<b>COMPREHENSION</b>	<p><b>COMPREHENSION</b></p>	<p><b>Comprehension focus(es):</b> The structure/plot: Simple sequencing of a story.</p> <p>Questioning the text: Raising simple questions like 'What if...?' 'What do you think?'</p> <p><b>Reading as a habit:</b> To discuss likes and dislikes about the stories, giving simple justifications.</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>The teddy is...because...</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>
	<b>WORD READING</b>	<p>Become familiar with books, stories &amp; rhymes: Nothing, Kipper, Story Songs x 6</p> <p><b>Decoding - Fluency &amp; Word Reading:</b> 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>The Common Exception Words: (the to I is) me, was, my, of</p>	<p>Story songs</p> <p>Segment</p> <p>Blend</p> <p>Sounds</p> <p>Digraph</p> <p>Rainbow Words</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>
	<b>WRITING</b>	<p><b>Transcription:</b> How to draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</p> <p>To write <u>many</u> 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>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>The Common Exception Words: (the to I is) me, was, my, of</p> <p>To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>To write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p><b>Composition:</b> The oral composition of innovated and invented stories</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>

		<p>including typical story language features from the below: Once upon a time there was a... who... So,... And then,...</p> <p>Simple innovation on learned stories through substituted animals.</p> <p>Story invention sessions to use basic 5 part structure to embed concept of characters, settings, and basic language patterns.</p>		
<b>MATHEMATICS</b>	<b>NUMBER</b>	<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 practise counting each object, action or sound once.</p> <p>To hear and join in with the counting sequence to 10.</p> <p>To tag each object with 1 number word (1:1 correspondence)</p> <p>To say and make numbers to 10 on their fingers.</p> <p>To use a die frame to represent 5.</p> <p>To count 5 and 5 to make 10 altogether.</p> <p>To match different representations of quantities to 5 with amounts shown on their fingers.</p> <p>To begin to recognise numerals to 5</p> <p>To "identify the 'whole' when shown 1 part of a familiar object</p> <p>To hear the language of 'whole' and 'parts' and identify parts of their own body.</p> <p>To recognise that some whole objects have parts that cannot be removed.</p> <p>To investigate ways to compose and de-compose numbers to 5.</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>Sequence</p> <p>Die frame</p> <p>Match</p> <p>Recognise</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, how much, 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><b>NUMERICAL PATTERNS</b></p>	<p>To make collections of 5 in different ways.</p> <p>To revisit 'more than' or 'fewer than' by looking.</p> <p>To compare groups of up to 3 objects by matching them 1:1</p> <p>To say when they have an equal number and to develop their understanding of equal amounts.</p> <p>To say when there is an equal number, too many or not enough.</p> <p>To begin to understand that when a set of objects is rearranged, its quantity remains the same.</p> <p>To represent quantities in more abstract ways, such as by clapping or jumping.</p> <p>To discuss their daily routine and use language associated with this.</p> <p>To describe using positional language such as <b>under</b>, <b>above</b>, <b>beside</b> and <b>in between</b> for routes and locations.</p>	<p>One more One less</p> <p>More than Fewer than</p> <p>Patterns</p> <p>First Then Next After that Finally</p> <p>Morning Afternoon Evening Night time</p> <p>Under Above Beside In between</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>Using the construction area to build and compare amounts they have used.</p>
	<p><b>SHAPE, SPACE AND MEASURE</b></p>	<p>To talk about and explore 2D and 3D shapes.</p> <p>To use informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>To select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</p> <p>To combine shapes to make new ones – an arch, a bigger triangle, etc."</p> <p><b>Circles and Triangles:</b> To identify and name circles and triangles.</p> <p>To compare circles and triangles.</p> <p>To notice and identify shapes in the environment.</p> <p>To describe the position of shapes.</p> <p><b>Shapes with 4 sides:</b> To identify and name shapes with 4 sides.</p>	<p>2D</p> <p>3D</p> <p>Shapes</p> <p>Corners</p> <p>Straight Flat</p> <p>Round</p> <p>Circles</p> <p>Triangles</p> <p>Position</p> <p>Next to</p> <p>Above</p> <p>Below</p> <p>On top</p> <p>Behind</p> <p>Under</p> <p>Sides</p>	<p>Using shapes to create pictures of different toys.</p> <p>Identify shapes when using construction materials to build.</p> <p>Creating patterns with shapes, with a range of different media.</p> <p>Shape hunt in the environment.</p>

		<p>To combine shapes with 4 sides.</p> <p>To notice and identify shapes in the environment.</p>		
<b>THE WORLD</b>	<b>PEOPLE AND COMMUNITIES</b>	<p>Which times are special and why? (RE)</p> <p>That a <b>festival</b> is a <b>celebration</b> and different religions have different festivals.</p> <p>That <b>Christians</b> will have a festival in a <b>Church</b> and this is when families will spend time together.</p> <p>That a <b>wedding</b> is when someone gets married and that at a <b>christening</b> the baby has holy water poured on its head. These are Christian festivals.</p> <p>That <b>Easter</b> 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>That <b>Eid-al-Adha</b> is a special time for <b>Muslims</b> and celebrates the end of the fasting.</p> <p>That <b>Diwali</b> is a special time for <b>Hindus</b> and it is the festival of light. This is why we make diva lamps.</p> <p>To compare the events at two different religious festivals.</p>	<p>Festival</p> <p>Celebration</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>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>
	<b>THE NATURAL WORLD</b>	<p>To comment and ask questions about aspects of their familiar world such as the place where they live or the <b>natural world</b>.</p> <p>To know what a <b>map</b> is and <b>compare</b> the different types of <b>maps</b> there are and that we live in the <b>United Kingdom</b>.</p> <p>To make links between <b>countries</b> that we are learning about and where they are on a <b>map</b> (Christmas around the world)</p> <p>To recognise toys which are made from the <b>natural world</b> and those that have been made in a <b>factory</b>.</p> <p>That there are 4 seasons in the year. These are Autumn, Winter, Spring and Summer and the weather varies in each.</p>	<p>Where do we live on the map? Where is... on a map?</p> <p>Maps World Weather Local Area</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>Season</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>Making our own maps for the beebots to follow.</p> <p>Small world figures from different cultures</p> <p>Puppets and role play resources</p> <p>Toys to sort – natural and manmade</p> <p>Explore the seasons – in autumn – leaves. Notice patterns and change.</p>

		What a <b>mechanism</b> is and how these are used in toys.	Autumn Winter Spring Summer Weather	Create seasonal pictures with a focus on Autumn.
		<p>That a <b>beebot</b> is <b>robot</b> moves when we press its buttons.</p> <p>That computers do what they are told to by people.</p> <p>That the arrows give it an <b>instruction</b> to move forward, left, right and back.</p> <p>That pressing the buttons a number of times, will make it go different distances. This is called <b>programming</b>.</p> <p>That a <b>robot</b> remembers what you tell it and if you make a mistake you can clear its memory. This is called <b>debugging</b>.</p> <p>That green means <b>go</b>.</p> <p>To <b>programme</b> a <b>beebot</b> to move in a desired direction without it being trial and error.</p> <p>To write their own <b>programmes</b> using arrows and to share these with their peers.</p> <p>That toys can be <b>programmed</b> to complete <b>commands</b> such as a <b>beebot</b> on a <b>map</b>.</p>	<p>Beebot</p> <p>Robot</p> <p>Program</p> <p>Instructions</p> <p>Debugging</p> <p>Commands</p>	<p>Directional games – forward, left, right, back.</p> <p>Programming the beebot to move around.</p> <p>To write own and others programmes for a desired effect.</p>
	<b>PAST AND PRESENT</b>	<p>To talk about <b>past events (history)</b> 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 <b>past</b>.</p> <p>To recognise how toys have <b>changed</b> from the <b>past</b> to the <b>present</b> day such as toy cars</p> <p>That toys from the <b>past</b> were <b>different</b> as they were often made from wood and were handmade. Today toys are often made of plastic and in factories.</p>	<p>Past</p> <p>Present</p> <p>Recently</p> <p>A long time ago</p> <p>Old</p> <p>New</p> <p>Different</p> <p>Similar (The same)</p> <p>Change</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>

<b>EXPRESSIVE ARTS AND DESIGN</b>	<b>CREATING WITH MATERIALS</b>	<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 <i>shape, assemble</i> and <i>join materials</i> they are using, when making a Christmas decoration.</p> <p>To begin to understand what a <i>mechanism</i> 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> <p>Looking at toys with different mechanisms – old and new.</p>
	<b>BEING EXPRESSIVE AND IMAGINATIVE</b>	<p>To play alongside or with other children who are engaged in the same theme such as Toys.</p> <p>To learn simple songs, recalling the lyrics.</p> <p>To start to move freely to music, in a range of ways.</p> <p>To <i>sing, rap, rhyme, chant</i> and use <i>spoken word</i>.</p> <p>To be able to notice <i>rhyme</i> and offer examples of their own.</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> <p>Learning songs for the nativity.</p>