

St Oswald's Catholic Primary School Planning

Year Group: Reception	Date: October – December 2019	Medium term topic: How do toys work?
<u>Prime areas:</u>		
<u>Personal, Social and Emotional Development</u>		
<u>Making Relationships</u>		
<ul style="list-style-type: none">• To initiate conversations and begin to take account of the ideas shared by others in order to keep play going. (40-60)• To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)• To begin to show sensitivity to others' needs and feelings. (ELG)• To share ideas and ask appropriate questions of others. (40-60)		
<u>Self-Confidence and Self-Awareness</u>		
<ul style="list-style-type: none">• To gain confidence in speaking to others in group activities, expressing ideas and opinions. (40-60)• To describe themselves in a positive way and talk about things they are good. (40-60)• To try new activities and talk about why they like some things and not others. (ELG)		
<u>Managing Feelings and Behaviour</u>		
<ul style="list-style-type: none">• To begin to understand and talk about how their own actions affect other people. (40-60)• To begin to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60)• To be aware of boundaries set and of behavioral expectations within the setting. (40-60)		
<u>Communication and Language</u>		
<u>Listening and Attention</u>		
<ul style="list-style-type: none">• To begin to listen more attentively in a range of situations. (ELG)• To listen with increasing attention to stories and poems linked to the toy topic and be able to recall main events. (ELG)• To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. (30-50)		
<u>Understanding</u>		
<ul style="list-style-type: none">• To be able to follow some short stories without pictures or prompts. (40-60)• To respond to instructions given involving a two-part sequence. (40-60)• To begin to understand 'how' and 'why' questions when finding out about different toys. (ELG)• To listen and respond to the ideas expressed by others during group discussions about their favourite toy and play situations. (40-60)		

Speaking

- To develop vocabulary whilst learning new information about toys and how they work. (40-60)
- To use talk to clarify thinking and ideas and extend sentences by using 'and' or 'because'. (40-60)
- To use language to imagine and recreate roles and experiences linked to the toy topic. (40-60)
- To ask questions using who, what, when, how and why in order to find out about different toys and how they work. (30-50)

Physical

Moving and Handling

- To show increasing control over an object, through using a range of media to make toys (40-60)
- To hold a pencil between thumb and two fingers and begin to form some recognisable letters. (30-50)
- To use scissors with the correct grip and increasing control. (40-60)
- To explore and use a variety of malleable materials safely and with increasing control when creating or moving toys. (40-60)
- To begin to negotiate space successfully when playing racing and chasing games with other children. (40-60)
- To begin to experiment with different ways of moving and travelling e.g. Giant strides, fairy steps, marching, skipping, galloping and creeping. (40-60)
- To explore moving using different pathways e.g. curvy, straight, wobbly, zig-zag, along with using different directions e.g. forwards, backwards sideways. (40-60)
- To explore the different shapes we can make using different parts of the body. (40-60)

Health and Self-Care

- To put on and fasten own coat without adult support. (30-50)
- To begin to practice some appropriate safety measures without direct supervision. (40-60)
- To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)
- To begin to understand that exercising, eating, sleeping can contribute to good health (Linked with cookery sessions). (ELG)
- To observe the effects of activity on the body. (40-60)

Specific areas:

Literacy

Reading

- To be able to listen more attentively to stories and poems and answer questions to demonstrate understanding. (30-50)
- To talk about key events from stories and suggest how they might end. (40-60)
- To recognise the 26 letters of the alphabet and say what sounds they represent. (40-60)
- To begin to recognise some digraphs (2 letters that represent 1 sound e.g. 'ai' as in train) and read words containing the

sounds. (40-60)

- To be able to segment sounds in simple words and blend them together. (40-60)
- To begin to read words, captions and simple sentences. (40-60)
- To begin to continue a rhyming string. (40-60)

Writing

- To hear initial sounds in words and group objects with the same sound. (40-60)
- To be able to segment the sounds in simple words in order to write them e.g. cat = h_e_n (40-60)
- To recognise and write own name using appropriate pencil grip. (40-60)
- To begin to write labels and simple captions for toys they have made. (40-60)

Mathematics

Numbers

- To be able to separate objects in different ways, recognising that the total is the same. (40-60)
- To recite numbers in order to 20 and above. (40-60)
- To recognise numbers to at least 10. (40-60)
- To count reliably up to 10 everyday objects and begin to count beyond 10. (40-60)
- To begin to say the number that is one more and one less than a given number. (40-60)
- To begin to estimate a number of objects and use language of more, less or fewer to compare two sets of objects. (40-60)
- Begin to use vocabulary involved in adding and subtracting within practical activities when looking at toys. (40-60)
- To begin to identify own mathematical problems e.g. paying for toys in the home corner. (40-60)

Shape, space and measure

- To begin to use mathematical terms to describe shapes. (40-60)
- Uses familiar objects and common shapes to create and recreate patterns and build models such as their own toys. (40-60)
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes. (40-60)

Understanding the World

People and communities

- To talk about significant events in their own lives and in the lives of family members. (30-50)
- To show an interest in different occupations and ways of life. (30-50)
- To identify and talk about similarities and differences between themselves and others. (30-50)

The world

- To comment and ask questions toys and how they work. (30-50)
- Can talk about similarities and differences between different toys and extend vocabulary to describe what they can see and feel e.g. hard, soft, rough, smooth, big, and small. (40-60)

Technology

- To complete a simple program on the computer. (40-60)
- To use ICT hardware to be to use age appropriate computer software. (40-60)
- To show and interest in technology toys. (30-50)
- To begin show skills in making technology toys work in order to achieve effects such as sound, movement or new images. (30-50)

Expressive Arts and Design

Exploring and using media and materials

- To explore songs and dances linked to the topic. (40-60)
- To explore the different sounds that instruments can make. (40-60)
- To explore different joining techniques when using a variety of construction materials. (40-60)
- To explore what happens when they mix two colours together. (40-60)

Being imaginative

- To create simple representations of objects and places, including a range of toys linked to the topic. (40-60)
- To choose a particular colour to use for a purpose. (40-60)
- To begin to introduce a storyline to their play and involve others in acting out a narrative. (40-60)