



**Theme / Topic: Toys**

**Big Question: How do toys work?**

Year Group: Reception	
<p><b>Focus of Learning / linked to topics:</b>          Within this topic we will work and play with a range of different toys. We will explore how toys are made and have the opportunity to create our own toy. We will explore the similarities, differences and changes in materials. Children will be encouraged to talk about models they have made or looked at, developing their vocabulary.</p>	<p><b>Prior Learning / linked to topics:</b>          Children have listened to stories with a toy theme. Children have used a variety of toys to support their learning within continuous provision. Some children will have created their own toys to enhance their learning and support their imagination</p>
<p><b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</b></p>	
<p><b><u>Prime Areas:</u></b></p>	
<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>To initiate conversations and begin to take account of the ideas shared by others in order to keep play going. (40-60)</li> <li>To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)</li> <li>To begin to show sensitivity to others' needs and feelings. (ELG)</li> <li>To share ideas and ask appropriate questions of others. (40-60)</li> </ul> <p><b>Self-Confidence and Self-Awareness</b></p> <ul style="list-style-type: none"> <li>To gain confidence in speaking to others in group activities, expressing ideas and opinions. (40-60)</li> <li>To describe themselves in a positive way and talk about things they are good. (40-60)</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Kind, share, good choices, consequence, resolve, compromise, behavior, turn taking, sorry, forgive, mood monsters, talk about, explain.</p> <p>What do you know about toys already?          What would you like to find out about toys?          What do your friends know about toys?          How does playing with toys make you feel? Why?          Should we share toys? Why?          If somebody was playing with a toy that you wanted what would you do?</p>

- To try new activities and talk about why they like some things and not others. (ELG)

### **Managing Feelings and Behaviour**

- 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)

## **Communication and Language**

### **Listening and Attention**

- 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)

### **Understanding**

- 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-

## **Key vocab / key questions:**

Listening, who, what, why, how, stories, sequence, beginning, middle, end, and, because.

How are toys made?

How does this toy work?

Who plays with toys?

Who makes the toys?

What toys can we use in the construction area?

When are we allowed to use toys?

Where can we get toys?

Can you tidy up the toys then put them back where they belong?

Can you explain **why** you like this toy?

Imagine you are a toy, what would you do for the day?

What would you like to find out about this toy?

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)

**Key vocab / key questions:**

Pencil grip, form, model making, media, materials, safety, travelling, go, start, stop.

How does this toy move?

How does this toys start/ stop?

What do I need to be able to make this toy?

How will this toy work?

How can I be safe when using equipment?

How can I get these two parts of my toy to stick together?

How can I make sure that my toy can move?

**Specific**

## 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 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)

## Key vocab / key questions:

Books, stories, predict, retell, clarify, questions, initial sound, letter names, letter sounds, diagraphs, caption, word, segment, blend, read, write.

What sounds can we see?  
What is the initial sound you can hear?  
What will this story be about?  
How will this story end?  
What can we do to help us read this word?  
How do we write this sound?  
How should we hold our pencil?  
What happened in the story?  
What was your favourite part about this story?  
What do you think will happen next?  
Which words in this story rhymed?  
Do you know any of the sounds in your name?

## Key vocab / key questions:

Number, numicon, counting, more, less, altogether, big, small, tall, short pattern, shapes, triangle, square, circle, rectangle.

Which is the tallest/ shortest toy?  
Which toy is bigger?  
What shape is that toy?  
What shapes can you see in this toy?  
How many toys are there altogether?  
If I have 5 toys and I give one to my friend how many do I have left?  
If I have 6 cars and I am given one more how many do I have now?

<p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>• To begin to use mathematical terms to describe shapes. (40-60)</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models such as their own toys. (40-60)</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes. (40-60)</li> </ul>	
<p><b><u>Understanding the World</u></b></p> <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• To talk about significant events in their own lives and in the lives of family members. (30-50)</li> <li>• To show an interest in different occupations and ways of life. (30-50)</li> <li>• To identify and talk about similarities and differences between themselves and others. (30-50)</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>• To comment and ask questions about toys and how they work. (30-50)</li> <li>• 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)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• To complete a simple program on the computer. (40-60)</li> <li>• To use ICT hardware to be to use age appropriate computer software. (40-60)</li> <li>• To show and interest in technology toys. (30-50)</li> <li>• To begin show skills in making technology toys work in order to achieve effects such as sound, movement or new images. (30-50)</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Similar, different, hard, soft, rough, small, big, small, tall, short, sound, loud, quiet, movement, slow, fast.</p> <p>How does this toy move?  What sounds does this toy make?  How are these two toys different?  Who makes toys?  How does the teddy feel? Is it soft?  Do we all have the same toys at our houses?  Can you describe how these toys feel?  How do you think this toy lights up or moves?  What should I press on this toy to make it go forwards?</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• To explore songs and dances linked to the topic. (40-60)</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>cardboard, paper, sellotape, glue, scissors, toy, car, teddy, sounds, loud, quiet, plan, design.</p>

- 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)

How can we make this toy?  
 What materials will we need to make this toy?  
 What are the steps we should follow?  
 What sounds does your toy make?  
 What colours have you used to make your toy?  
 What happens if I use red and blue paint? If it mixes will the colours change?  
 Why have you chosen red for this part of your toy?  
 If your toy came to life what do you think it would like to do? What other toys would it like to play with?

**Safe Messages**

A1-A4  
 D1-2

**Topic Resources:**

See continuous provision planning for whole year group where resources are updated weekly.