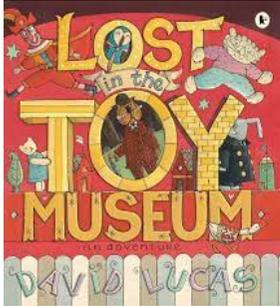
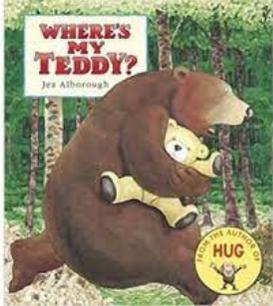
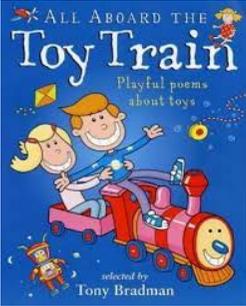
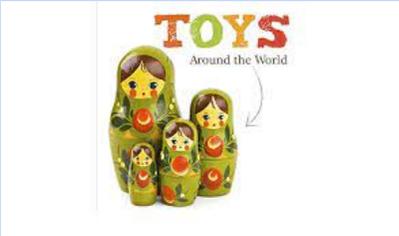
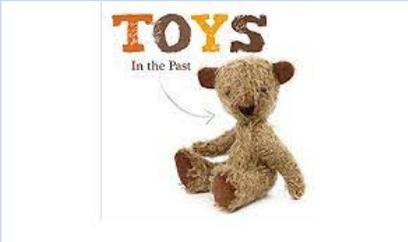
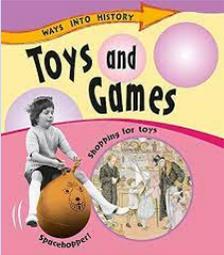
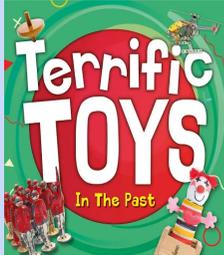


Reception Medium term plan
What makes a good toy?

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Texts						
Additional Texts						
Links to previous learning.	<ul style="list-style-type: none"> ● Building on 'the past' as a concept. 'When I was a baby...' ● Comparing Now and Then ● Old and New (modern) ● Similarities and differences 					
Enhancements, trips and visits	<ul style="list-style-type: none"> ● Toy loan box 					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	Lost in the Toy Museum Story sequencing Role play - character inferences <i>Missing Toy</i> writing Conjunction 'and'		Where's My Teddy? Rhyming pattern Questions containing prepositions (to locate the missing teddy) Lost poster Oracy - discussion around feeling safe, being afraid, and personal 'security blankets'.		All Aboard the Toy Train (poetry) Stimulus - Poems about traditional and contemporary toys Rhyme Onomatopoeic words - 'choo choo' Explore themes of playing, losing and outgrowing toys Toy advert	
Maths	Counting, ordinality and cardinality	Subitising	Counting, ordinality and cardinality	Composition	Composition	Comparison
PSED	Think Equal programme	Think Equal programme	Anti-bullying Week	Think Equal programme Children's Mental Health Week LGBT History Month	Think Equal programme	Think Equal programme Shrove Tuesday, Ash Wednesday, Lent Valentine's Day
PD	With a variety of stimuli, encourage children to be highly active and get out of breath several times every day. Provide opps to, spin, rock, tilt, fall, slide and bounce and facilitate the creation of physical sequences of movements. Use wheeled resources such as wheelbarrows, tricycles and scooters for children to balance, sit or ride on, or pull and push. Encourage children to refine and practice movements and conclude ends of sequences in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.					
C&L	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.		Use new vocabulary in different contexts.		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
UW	Interactive toy hunt of old and new toys. Introduce terms - <i>past, present, artefact</i>	Sorting of old and new toys - Create floor version of Venn diagram with large hoops. The history of toys timeline	The Old Toy Room Use language of mechanics - e.g. push, pull, move, spin, rotate to identify a toy. Set up an Old Toy Shop and role-play in the same way.	Who played with these toys in the past? How do we know? What presents did our Grandparents get as children?	How can we set up our own toy museum?	
EAD	Design and make a thaumatrope toy	Victorian toys - Jack in the Box paper model-making Use melody tins, boom whackers or giggle sticks to create a suitable melody or soundtrack for Jack in the Box	Design an outfit for a Teddy Bear - link to diversity / self-expression Make a musical catwalk for Teddy Bear and his collection of outfits	Experiment with split pins as a joining technique for articulated card toys	Use techniques and ideas explored in previous 4 weeks as a building base for creating toys to exhibit in a Toy Museum	
Phonics	Essential Letter and Sounds Phonics Programme					

Indoor role-play

Outdoor role-play

Toy Museum
Toy Shop

Teddy Bear picnic
Toy Factory

Toy shed 'museum' and shop
Outdoors toys to inspire game such as hopscotch and hoop and stick