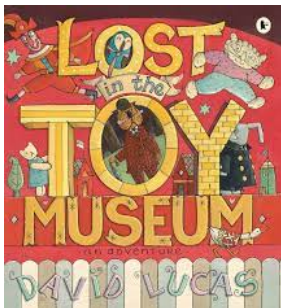
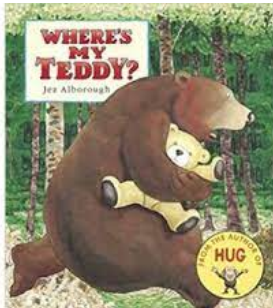
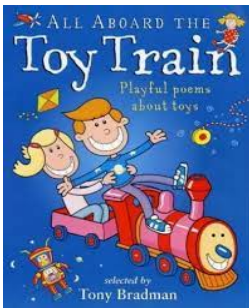

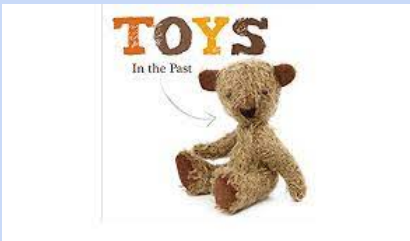
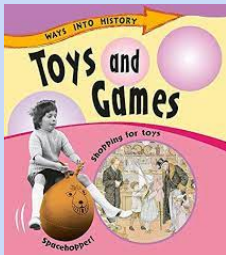


Reception Medium term plan
What makes a good toy?

3 GOOD HEALTH
AND WELL-BEING



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"> • Toys from History display • Visits from grandparents • Toy making workshop with parents • NSPCC Number Day 					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	<p>Introduce children to the text Lost in the Toy Museum- hook with vocabulary from text.</p> <p>Create story maps to support with retelling the story.</p> <p>Create a mindmap of what makes a good toy- why?</p>	<p>Recap story Lost in the Toy Museum. Sequence the story and reinforce vocabulary from the text.</p> <p>Build a bank of adjectives to describe the toys- what do they look like?</p> <p>Children will write a short sentence/caption describing the toy. For example, It is red. This will link back to previous caption writing.</p> <p>DM- Form lower-case and capital letters correctly.</p>	<p>Introduce the children to our new text- Where's My Teddy?</p> <p>Focus on rhyming and pattern of rhyme.</p> <p>Oracy- hot seat as characters from the story- how did they feel? How would you feel if you lost a toy?</p> <p>Oracy - discussion around the feeling safe, being afraid, and personal 'security blankets'.</p> <p>Children will explore a toy/teddy that makes them feel safe. Write a caption- I sleep with .../I hug ...</p> <p>DM- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Continue with text- a toy will go missing this week and we will need to find it. Build a bank of adjectives to describe the toys- what do they look like?</p> <p>In provision, Children will create a missing poster and write a short sentence/caption describing the missing toy.</p> <p>Link to Lunar New Year- the children will learn the Lunar New Year story, act it out and write a short caption or sentence about the year that they were born in.</p> <p>DM- Form lower-case and capital letters correctly.</p>	<p>Use non-fiction books to explore old toys. Identify features of non-fiction texts- labels, real pictures, content and index pages.</p> <p>'Explore themes of playing , losing and outgrowing toys. Use non-fiction books to find out about how toys have changed over time.</p> <p>Explore adverts for toys and the children will create an advert for a toy.</p> <p>DM- Form lower-case and capital letters correctly.</p>	<p>Explore All Aboard the Toy Train. Consolidate learning and children to consider what makes a good toy for them.</p> <p>Are they able to draw and link back to their learning about adjectives to describe a good toy. For example, a good toy is loud, a good toy moves, It is bright etc.</p> <p>DM- Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>
Maths	<p>Counting, ordinality and cardinality</p> <p><u>Lesson Objectives:</u></p> <p>To be able to recognise and order numbers 1 - 5.</p> <p>To be able to match numerals to quantities in order, help to build towers in order from 1–5 squares and see the staircase pattern and recognise that each number is 1 more.</p> <p>To be able to order towers of 1–5 interlocking cubes notice when we have '1 more' and when we do NOT have '1 more'.</p>	<p>Composition</p> <p><u>Lesson Objectives:</u></p> <p>To be able to show numbers to 5 using their fingers and see that 5 can be partitioned into 4 and 1.</p> <p>To be able to show ways of making 5 on their fingers and see that 5 can be partitioned into 3 and 2.</p> <p>To be able to find ways to partition a set of 5.</p> <p>To be able to understand that 5 can be partitioned (split) into different parts, be able to explain what the parts are and use what</p>	<p>Composition</p> <p><u>Lesson Objectives:</u></p> <p>To be able to see that there are 5 dots on a die pattern and represent 4 in different ways on a die frame.</p> <p>To be able to use their fingers to represent 6 as '5 and a bit' and use double dice frames to represent 6 as 5 and 1 more.</p> <p>To be able to match die representations of numbers 1–6 to representations on their fingers and to see that 5 and '2 more' make 7.</p>	<p>Comparison</p> <p><u>Lesson Objectives:</u></p> <p>To be able to use 'more than' and 'fewer than' to describe quantities and to know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another.</p> <p>To be able to use the words 'an equal number' to say when there is the same number of items in 2 sets and say when they can see an equal number.</p> <p>DM - Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making</p>	<p>Counting, ordinality and cardinality</p> <p>NSPCC Number Day</p> <p><u>Lesson Objectives:</u></p> <p>To be able to practise counting aloud and revisit the principles of counting.</p> <p>To be able to practise counting aloud and use generalised statements to describe the '5 and a bit' composition of the numbers 6–8.</p> <p>To be able to investigate the '1 more/1 less' pattern of the base-10 counting system and to begin to order numbers between 1 and 10, noticing the '5 and a bit'</p>	<p>Comparison</p> <p>To be able to subitise arrangements of 6 and NOT 6 and order Numberblock images to 8.</p> <p>To be able to represent 8 as '5 and 3 more' and describe how to place the numbers 1 to 8 in order.</p> <p>To be able to explain how to order quantities to 10 and reason about which numbers are 'more than' others.</p> <p>To be able to consolidate their understanding of 8 as '5 and 3 more' and notice when numbers are increased or decreased and explain their thinking.</p> <p>DM - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>

	<p>To be able to match numerals to representations, represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.</p> <p>DM - Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>they know about 5 to work out a hidden number.</p> <p>DM - Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items</p>	<p>To be able to count out 6 blocks from a collection and replace 1 block and know that there are still 6.</p> <p>To be able to add another block to make 7.</p> <p>DM - Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items</p>	<p>sounds, pointing or saying some numbers in sequence.</p>	<p>structure.</p> <p>To be able to describe the '1 more/1 less' relationship of numbers to 10 and work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>DM - Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	
PSED	<p>Think Equal programme-</p> <p>Gokal's Game- exploring themes of adapting games to include others.</p>	Think Equal programme	Think Equal Programme	Think Equal programme	Think Equal programme	<p>Think Equal programme</p> <p>Children's Mental Health Week</p> <p>Valentine's Day</p>
PD	<p>With a variety of stimuli, encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opps to, spin, rock, tilt, fall, slide and bounce and facilitate the creation of physical sequences of movements.</p> <p>Use wheeled resources such as wheelbarrows, tricycles and scooters for children to balance, sit or ride on, or pull and push.</p> <p>Encourage children to refine and practice movements and conclude ends of sequences in balance and stillness.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p>					
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.	
Welcomm Intervention	<p>Section 4 4.1-4.5</p> <p>Section 5 5.1-5.5</p> <p>Section 6 6.1-6.5</p>		<p>Section 4 4.6-4.10</p> <p>Section 5 5.6-5.10</p> <p>Section 6 6.6-6.10</p>		Welcomm Re-assessment	
UW	<p>Interactive toy hunt of old and new toys. Introduce terms - <i>past, present, artefact</i></p> <p>Geography: Understand the effect of changing seasons on the natural world around them. Talk about the weather and the seasonal features.</p> <p>Winter and how is it different from Autumn</p>	<p>Sorting of old and new toys - Create floor version of Venn diagram with large hoops.</p> <p>The history of toys timeline</p>	<p>Link to science- look at how different toys move. 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.</p>	<p>Lunar New Year- we will explore where and how this is celebrated in the world.</p> <p>Link to geography- how do children play around the world? What do they play with? Is it similar or different to what we play with in England?</p>	<p>Who played with these toys in the past? How do we know? What presents did our Grandparents get as children?</p>	<p>Link to science- exploration of the materials that toys are made from. Why are certain toys made from plastic, rubber, metal, wood etc. Identify the names of materials used and be able to explain why some materials are better than others for specific toys. Link to how toys have changed over time.</p> <p>Throughout the half term we will share Tapestry posts about toys, interview grandparents and parents about the toys that they played with as children.</p>

EAD	Explore a range of modern and older toys.	Victorian toys - Jack in the Box paper model-making Use melody tins, boom whacksrs 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 Make thaumatrope toys-parent workshops.	Observational drawings of a selection of toys. Use crayons and pastels to create a wax effect and add a paint wash over. D&T focus- plan and prepare a sandwich for a Teddy Bear's Picnic.
Phonics	Essential Letter and Sounds Phonics Programme				

Indoor role-play Toy Museum Toy Shop	Teddy Bear picnic Toy Factory	Outdoor role-play Toy shed 'museum' and shop Outdoors toys to inspire game such as hopscotch and hoop and stick
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