

## Prime Area: Personal, Social and Emotional development (PSED)

- Circle time - sharing a favourite toy and responding to questions about the toy.
- Themes for discussion: sharing, taking turns, being bossy, what is a friend?
- Respect for toys and books - illustrate the need to respect books, toys and the classroom environment through story and role-play.
- Sharing toys.
- Group games - teach children to play a variety of games where there are given rules. Encourage turn taking and fair play. Reinforce agreed class golden rules/awards.
- Planning a toys' party - explore the theme of parties and celebrations. Why do we have parties? Encourage children to talk about their own experiences. What shall we play at the party - children to explain party games and rules.

## Outdoor Provision

- Outside toys - slides, bicycles, stilts, climbing apparatus.
- Water - catching toys with fishing nets and matching them to initial foam letters.
- Sand - buried toys - find and match to initial letters. Themed book corner - Toys.
- Large outdoor play equipment - children to describe how they travel around the equipment - encourage use of positional

## Specific Area: Expressive Arts and Design (EAD)

- My favourite toy painting.
- Experiment with different media - pencil, crayon and pastel.
- Observational drawings of an old teddy bear or toy.
- Design posters for class toy shop.
- Print patterns using toy shapes.
- The toy box - cut and stick pictures of toys from old catalogues.
- Singing Nursery Rhymes, action rhymes.
- Responding to music through movement - moving like toys - robot, Jack in the Box, clown and puppet. #Robot names - speak name in a robot voice to split name into parts Clap beats in name and then play beats in names using percussion instruments.
- Adding musical accompaniment to songs and rhymes - Humpty Dumpty and Pat-a-Cake. Music area - children experiment freely with different instruments and the sounds they make.
- Make music for toy dances. Using reclaimed materials, make a toy.
- Listen to Ibert's Fantastic Toy Shop and Mozart's Toy Symphony.
- Learn and sing new songs related to and about toys, e.g. 'I've got no strings to hold me down', 'Teddy Bears' Picnic', 'Train is a-coming'.
- Listen and respond to Chinese music at Chinese New Year.

## Prime Area: Communication and Language (CL)

- Puppets - re-enact shared stories and make up new stories using puppets.
- Ask questions about toys that others have brought in In small groups, talk about how toys work
- Empathise with characters in books, e.g. "Dave" in the "Dogger" story and relate to own experience
- Recount a special event about a toy at home to a small group In small groups discuss ideas for making toy models
- Circle time - talk, listen, ask questions, contribute own feelings and ideas.
- Make up imaginative stories about toys
- Listen to stories about toys on CD

## Spring term 1: Toys



## Toys from the past workshop / visit

### Role Play

- Toy Shop - old and new toys

## Specific Area: Understanding the World (UW)

- Explore how toys move. Investigations using balls, wheeled toys etc. - how can it move e.g. Push, pull, battery? Magnetic toys - explore how they move.
- Construct with a purpose, select materials and use tools safely. Make a paper plate puppet - consider how to hold the puppet i.e. a stick. Use scissors, glue spreader, hole punch and stapler safely.
- Child artefacts - toys I used to play with, toys I play with now. Sorting toys into old and new. Looking for signs of ageing on toys - is it old or new? Set up a classroom 'Toy shop.'
- Look at photographs of old toys and compare to new toys
- Find out about the toys that your parents played with.
- Ask a grandparent to come and talk about their childhood toys.
- Responding to images and sounds on a screen. Understand that changes on the screen can be a result of their actions, clicking the mouse or pressing a key. Control a mouse and click an icon to make a specific change to the screen or change the screen entirely. Draw a toy on computer using a paint program. Use remote control toys. Take photos of toys to use for 'guess what?' cards.
- Celebrate Chinese New Year and discuss traditions

## Prime Area: Physical Development (PD)

- Letter formation - sand, paint, play dough letter snakes.
- Daily handwriting practise.
- Linked topic activities.
- Play games to develop spatial awareness.
- Make toys with playdough/clay.
- Make a robot/puppet/toy using reclaimed materials.
- Thread different sized beads to make necklaces for dolls/teddies.
- Print patterns using wheeled toys.
- Playground games and toys teaching specific skills and group games for playing outside - hop scotch, skipping, throwing and catching, follow my leader, bats and balls.
- Responding to music through dance.
- Moving like toys: robot, clown, Jack in the Box and puppet.
- Action rhymes.
- PF - Dance - Toys link / Gymnastics

## Specific Area: Literacy

- Writing opportunities through role-play - shopping lists, party invitations, games list.
- A - Z of Toys - class book, painting/picture of a toy for each letter of the alphabet followed by a caption written by the child.
- Sorting toys into initial letters. Cutting and sticking pictures of toys and adding initial letter. Play dough models of toys beginning with specific initial letters.
- Selection of fiction and nonfiction books relating to a broad theme of Toys.
- Reading and sharing books with other children and toys. Shared and individual reading using scheme/non-scheme books and fiction/non-fiction books.
- Shared and guided writing focussing on descriptive work.
- Learn and reinforce all H.F. Words, letters of the alphabet and digraphs. Letters and sounds activities. Texts: "Dogger", "Where's my teddy?", "This is the bear", "Oi, get off my train", "Train ride", "Toys" (non-fiction), "Kipper's Toybox", "Old bear", "Miss Polly" (rhyme), "The marvellous toy" Write "guess what" cards to describe different toys
- Contribute to big class information book about toys
- Make labels and posters for the toy shop.
- Write instructions to make toys move.

## Specific Area: Mathematics (M)

- Counting and estimating sets of toys and matching to numeral card.
- Problem solving - are there enough toys cars for each of the play people? Have we got enough beanbags for everyone? Sorting toys
- Role-play - Toyshop. Toys priced 1p and 2p. Children take on the role of shopkeeper and customers.
- Addition/subtraction activities.  
see Maths MTP for more detail