

**ROBINS – CLASS 1 – Reception and Year 1**

Toys					
Spring 1 – RECEPTION – Activities led by teacher and TA					
	Week1	Week 2	Week 3	Week 4	Week 5
Literacy	Write "guess what" cards to describe different toys	Make labels and posters for the toy shop.	Cutting and sticking pictures of toys and adding initial letter	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	Writing opportunities through role-play - shopping lists, party invitations, games list
	Contribute to big class information book about toys				
Maths	Counting sets of toys and matching to numeral card Toys priced 1p and 2p. Children take on the role of shopkeeper and customers.	Counting toys into the toy box Snakes and Ladders (to 10 and then 20), shape games, colour games	Estimating how many toys are in each container Record pictorially and then check through counting toys Addition/subtraction activities	Problem solving - are there enough toys cars for each of the play people? Have we got enough beanbags for everyone?	Sorting toys - colour/size/type/shiny/dull Role-play - Toyshop
	Toy survey - from given toys - children to select their favourite. Whole class recording chart - child sticks smiley face in the appropriate column				
Physical Development	Use remote control toys. Play games to develop spatial awareness Moving like toys: robot, clown, Jack in the Box and puppet. Action rhymes. Gymnastics - with gymnastics coach. Games. Throwing and catching using beanbags.	Make toys with playdough/clay Make a robot/puppet/toy using reclaimed materials	Use scissors, glue spreader, hole punch and stapler safely. Child artefacts - toys I used to play with, toys I play with now	Thread different sized beads to make necklaces for dolls/teddie. Outside toys - slides, bicycles, stilts, climbing apparatus s	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.
PSHE	"Going for goals" I am good at	"Going for goals" Knowing myself	"Going for goals" My goal is	"Going for goals" Working together	"Going for goals" Keep going
	sharing a favourite toy and responding to	Respect for toys and books - illustrate the	Group games - teach children to play a variety	Positive Discipline - individual, group, class awards. Planning a	Why do we have parties? Encourage children to talk

	<p>questions about the toy. Themes for discussion: sharing, taking turns, being bossy, what is a friend?</p>	<p>need to respect books, toys and the classroom environment through story and role-play. Sharing toys.</p>	<p>of games where there are given rules. Encourage turn taking and fair play. Reinforce agreed class golden rules/awards</p>	<p>toys' party - explore the theme of parties and celebrations.</p>	<p>about their own experiences. What shall we play at the party - children to explain party games and rules</p>
Understanding the World	<p>Knowing about the Continents and the UK. Looking at maps</p>	<p>Learning about Capital cities - London</p>	<p>Learning about the UK countries</p>	<p>Exploring the town where I live</p>	
	<p>Exploring and describing materials. Collecting and sorting toys into simple categories, big, small, hard, soft, shiny, dull, how they work</p>	<p>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</p>	<p>Construct with a purpose, select materials and use tools safely</p>	<p>Sorting toys into old and new. Looking for signs of ageing on toys - is it old or new? Set up a classroom 'Toy Museum.' Look at photographs of old toys and compare to new toys</p>	<p>..... Find out about the toys that your parents played with. Ask a grandparent to come and talk about their childhood toys. Sharing toys.</p>
Art and Design	<p>Draw a toy on computer using a paint program. Design posters for class toy shop Using reclaimed materials, make a toy</p>	<p>Take photos of toys to use for 'guess what?' cards. Exploring and using media and materials, Being Imaginative My favourite toy painting. Experiment with different media - pencil, crayon and pastel. Observational drawings of an old teddy bear or toy.</p>	<p>Use scissors, glue spreader, hole punch and stapler safely. Child artefacts - toys I used to play with, toys I play with now The toy box - cut and stick pictures of toys from old catalogues</p>	<p>Make a paper plate puppet - consider how to hold the puppet i.e. a stick Singing Nursery Rhymes, action rhymes. Use also themes from 'Music Express' scheme of work. Responding to music through movement</p>	<p>Robot names - speak name in a robot voice to split name into parts i.e. Jordan. Clap beats in name and then play beats in names using percussion instruments and the sounds they make.</p>
Communication and Language	<p>Ask questions about toys that others have brought in In small groups, talk about how toys work Recount a special event about a toy at home to a small group</p>	<p>Role-play: Planning a toys' party and 'toy shop' for role play area. Puppets - re-enact shared stories and make up new stories using puppets</p>	<p>In small groups discuss ideas for making toy models Circle time - talk, listen, ask questions, contribute own feelings and ideas</p>	<p>Make up imaginative stories about toys</p>	<p>Listen to stories about toys on CD Join in discussions about stories and books that emphasise moral issues</p>

# Toys

Spring 1 - YEAR 1

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<b>Narrative</b> Pinocchio	<b>Narrative</b> Pinocchio	<b>Non-Fiction</b> Instruction text "How to make Cone puppets"	<b>Non-Fiction</b> Instruction text "How to make a moving toy"	<b>Poetry</b> Shape poem
	<b>NC Key Skill for Writing</b> Re-read what they have written to check it makes sense. Discuss what they have written with the teacher or other pupils.				
	<b>Vocab, grammar and punctuation</b> <i>All VGP skills taught each term but this term the main focus will be on...</i> Begin to understand and use punctuation at the end of a sentence (question marks).				
Maths	Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones	Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8	Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number	Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons	Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s
Geography	To be able to name the seven continents of the world and locate the UK on a world map.	To be able to identify the countries and capital cities of the UK.	To be able to identify features and characteristics of the countries of the UK	To explore the town we live in.	To be able to describe where you live.
Science	Toy materials Sorting	How do toys move? Push and pull Force detective Identify push and pull in	How forces affect shape How forces affect speed Toy car on ramp experiment	Friction Make a moving toy	How forces affect speed Different surfaces experiment Lego shove

		different activities Force direction			
DT	Cone puppets Explore different puppets	Cone puppets Design	Cone puppets Make	Cone puppets Make	Cone puppets Evaluate
Computing	Picture of favourite toy with label	Using shapes Flood fill Robots	Use straight line, spray tools Teddy	Control a Bee Bot Forwards/backwards/left/right Controlling a Bee Bot draw lines	Controlling a Bee Bot draw shapes Controlling a Bee Bot repeat command
PSHE	To work together as a class To join in collaboratively with whole class games & sessions To listen to each other To take turns in conversation Solving problems	To work together as a class To join in collaboratively with whole class games & sessions To listen to each other To take turns in conversation Solving problems	To work together as a class To join in collaboratively with whole class games & sessions To listen to each other To take turns in conversation Conflict	To work together as a class To join in collaboratively with whole class games & sessions To listen to each other To take turns in conversation Achieving	To work together as a class To join in collaboratively with whole class games & sessions To listen to each other To take turns in conversation Feelings
RE	What can we learn from stories from other religions? "Guru Amardas is missing"	What can we learn from stories from other religions? "The Big, Beautiful light and me"	What can we learn from stories from other religions? "The Crocodile and the Priest"	What can we learn from stories from other religions? "Erev Yom Kippur Bidding"	What can we learn from stories from other religions? "The Open Machzor"