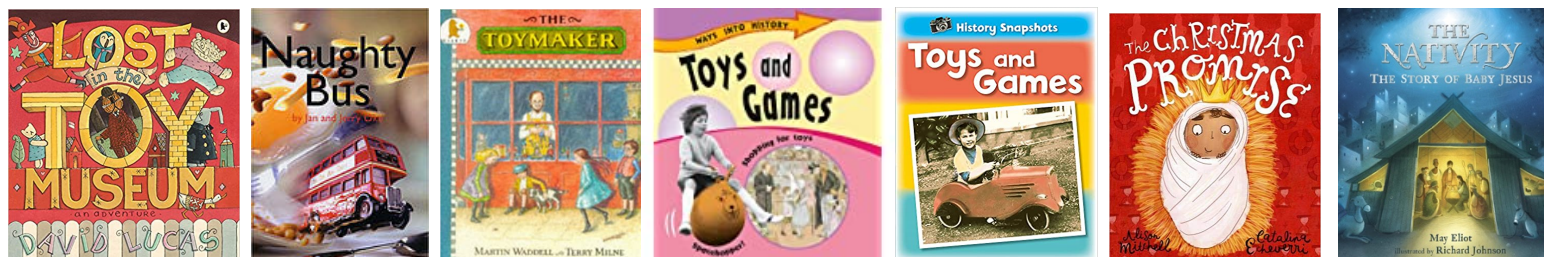


Reception Autumn II: Toys



Core Texts:



Possible lines of enquiry: What is a celebration? Why do people give gifts? How have toys changed over time?

Topic related vocabulary: celebrations, gifts, present, toys, game, old, new, past, present, sharing, Christmas

Assessment: Statements in bold are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- To be able to understand and respond to questions i.e. why do you think toys are different now? - To be able to use connectives when speaking i.e. I need my coat because it is raining. - Begin to describe events in more detail i.e. when talking about how their family celebrate etc. - To use language to describe how they are feeling and to ask for help. - Be able to retell a story from the topic i.e. The Naughty Bus.	- Be able to recognise their feelings. - To be able to wait their turn and show patience. - To become more aware of the feelings of others. - Be able to access the snack area independently and get a drink when they're thirsty. - To have developed relationships with other children. - To be independent within the environment, accessing resources and making decisions.	- To show confidence and independence accessing a range of outdoor equipment i.e. the climbing frame, kitchen, sand pit etc. - To be able to show spatial awareness when moving around the outdoor area and when moving resources or riding bikes etc. - To show increasing control over gross motor movements during Write Dance sessions. - Begin to design and build obstacle courses and travel over them with increasing control, balance and coordination.

- To take part in sustained shared thinking activities. - To be able to blend CVC words orally. - To be able to demonstrate active listening during whole class story times and in focus group activities for appropriate lengths of time. - To learn new vocabulary linked to the topic and use this language in context during play and focus activities.	- To show a willingness to have a go at an activity which is new or proving challenging.	- To have a go at riding 2 wheeled bikes. - To practise throwing and catching large and then smaller balls. - To access the playdough station and use a variety of playdough tools to manipulate the playdough in different ways. - To use a range of creative and junk modelling resources to continue developing fine motor control when cutting, sticking, building and constructing. - To begin to develop an appropriate pencil grip. - To be able to use the toilet independently and wash hands afterwards.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Phonics scheme Little Wandle</u> - Continue with Little Wandle scheme Week 1 Autumn 2. - To be able to segment sounds to write some CVC words and words with digraphs linked to phonics scheme. - To read simple sentences linked to phonics scheme.	<u>White Rose Phase 2 It's Me 1,2,3!</u> - To be able to count up to 5 with 1:1 correspondence. - To be able to match the numerals to the cardinal number up to 5 correctly. - Begin to subitise and recognise numbers up to 5 without counting i.e. when playing fast fingers or rolling a dice.	- To know which season we are in. - To know that the season is changing/has changed from Autumn to Winter. - To be able to identify the things that are taking place which tell us that the seasons are changing. - To know that families have different traditions and celebrations.	- To know that colours can be made by combining other colours together. - To know which 2 colours make a secondary colour. - Create colour wheels and notice the different colours, both primary and secondary and different shades. - To learn about Kandinsky and create work in his style. www.thecraftyclassroom.com

- To be able to form letters correctly in the air, in sand, with a paintbrush etc. - To be able to write letters using a pencil (this will depend on the child's physical maturity and fine motor control etc) - To be able to read the tricky words linked to phonics scheme. - Read phonics books of the appropriate level. - To begin to understand that non-fiction books give us facts and information. - To write Christmas cards, labels for toys, short sentences linked to stories and topic books.	- To know that numbers can be represented in different ways e.g. with fingers, on dice, numicon etc. - Be able to count in everyday situations i.e. how many children are in class. - Understand that the next number counted is the previous number plus 1. - Be able to begin to compare 2 groups of objects and say which group has more or less. - Be able to count and recognise that if 2 groups have the same number this equal. - To explore circles and triangles and say how they are different e.g. triangles have straight sides a circle is curved. - To begin to develop spatial awareness and use some positional language. - To know that squares and rectangles have 4 sides. - To be able to create pictures and patterns with squares and rectangles.	- To know some of the ways that people take part in seasonal celebrations - To know the story of the Nativity. - To know that giving gifts is part of some celebrations and traditions. - To look at different toys and what they can do. - To begin to learn that toys have changed over time.	www.tate.org.uk and www.redtedart.com - To be able to use colour to create pictures and patterns. - To look at how colour is used in different celebrations i.e. Bonfire Night, and Christmas. - To use materials to make a Christingle - To use imagination to develop longer narratives during role play. - Role play could include home corner, post office, Christmas workshop, Nativity scene etc. - To use a range of musical instruments to create sounds, beats and rhythms. - To think about how the sounds of different instruments make us feel.
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