

Topic - Toys & Games

WAYCROFT ACADEMY—RECEPTION

Medium Term Planning — Term 1 (Induction and baseline assessment)

Prime areas—blue
Specific areas—red

Personal, Social and Emotional Development

Separate from carer with support.
Cooperate and take turns with equipment.
Learn the Reception routines.
Learn to enjoy and persevere with activities on offer.
Make choices during free choice.
Learn clearing up routine inside and out and always take part in tidy up time.
Work with a range of friends.
Listen to how others are feeling and also how we feel when we win or lose a game.
Learn what behaviour is expected.
Try things that are new to them.
Help to write and respect new 'Class Charter' (RRS)
Exploring the rules of games and the reasons why we follow them.

Communication and Language

Recall and perform a range of Nursery rhymes with actions.
Develop language in role play. (home)
Learn to speak to each other with confidence when sharing weekend news with class soft toy.
Develop talking to each other during their play and widen their range of language.
Learn to maintain attention and sit quietly during an activity.
Chn learn to listen and do at the same time whilst working
Follow instructions and talk about things they make.
Talk about their favourite toy from home.

Physical Development

Use a range of tools and construction materials with control.
Develop scissor skills for cutting out.
Use climbing apparatus safely & with increasing control. Chn will learn to travel with skill around, under, over, etc.
Use malleable materials (playdough) to make cakes, models, etc. and explore materials by poking, squeezing etc.
Use the outdoor environment - adventure climbing equipment and wheeled toys
Develop pencil and crayon control
Learn how to use sharp tools safely, e.g. a knife for spreading and cutting bread. (Making sandwiches for Kipper's birthday)
Moves freely in a range of ways, such as slithering, shuffling, crawling when on mats and on climbing apparatus.

Mathematics

Sort toys by shapes we can see.
Count, read and write numbers to 10.
Count out objects form a larger group.
Says the number that is one more than a given number and finds one more or one less from a group of up to 5 objects.
Using the story This is the bear, talk about and learn positional language, such as on top, in, next to.
Use porridge from The 3 bears story to explore capacity and order two containers by capacity.
Ordering items by length.
Paying for toys in the toy shop, using language of money, and counting out correct numbers of pennies.



Toys and games

Understanding the World

Go on a looking/noticing walk around the school environment taking about the changes of the seasons.
Talk about family / news during Makki / Ziggax news time..
Explore collections of various natural objects, conkers, pine cones, leaves
Explore sand/water, soapy water, water with glitter, coloured water, containers for filling, etc.
Look in a mirror - talk about : hair/eye colour, hair length etc. to make a self portrait.
Talk about the class display of produce brought in for harvest collection.
Have opportunity to use class laptops and ipads to explore age relevant software.
Visit the ICT suite each fortnight to practice, typing, drawing, logging on

Literacy

Initial mark making about the Chn's favourite toy from home.
Introduce initial sounds and test Chn on their ability to recognise initial sounds.
Chn work towards achieving their ABC badge.
Group reading—books specific to toys and celebrations and differentiated to cover phase 2 words.
List writing—friends invited to a party, presents you would like from Santa.
Name writing practice.
Chn listen to a range of books and have opportunity to explore own in book corner and library

Expressive Arts and Design

Join in with songs and movement.
Begin to use various tools e.g. various size brushes, scissors, glue.
Use a range of different materials for making.
Explore painting for a purpose and mix colours for self portraits.
Join in with ring games and use props to recall rhymes in outside area.
Role play indoors/outdoors.
Make representational drawing/painting of their own faces, drawing attention to features of the face.
Provide opportunities to explore different roles (toy shop)
Use different media to create pictures and models of toys.
Learn new techniques such as tearing paper to make teddy bear collage.
Use construction toys to make specific models.
Use toy puppets to act out narratives.