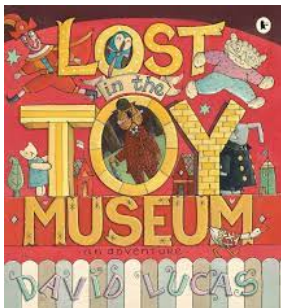
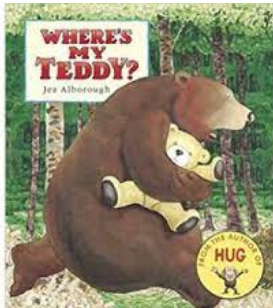
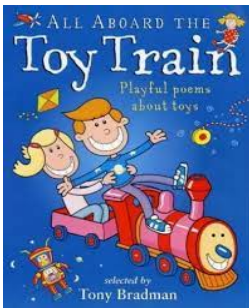


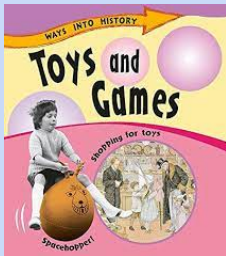



Reception Medium term plan
What makes a good toy?



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 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>Children will learn the names and properties of some common 3D shapes: cube, cone, cuboid, cylinder and sphere. They will begin to learn about vertex, edges and faces and the similarities and differences between shapes.</p> <p>Children will learn to use language to describe position such as in front, behind, next to, above, over and below to describe the position of objects.</p> | <p>Children will learn about numbers within 10. They will explore the composition of 7, 8 and 9. They will learn about the composition of numbers within 7 and 8 and learn to identify groups of numbers.</p> | <p>Children will learn about the number 10. They will explore how to count reliably to 10.</p> <p>They will begin to explore the number that is one fewer or one less than a given number.</p> <p>Children will explore one more or one greater with numbers within 10.</p> <p>Children will begin to place numbers in increasing order from 0-10. They will then place numbers in decreasing order from 10-0.</p> | <p>Children will begin to apply their developing number sense with numbers within 10 to solve mathematical problems.</p> <p>Children will use vocabulary such as 'first' 'second' 'third' and so on to describe the position of numbers within 10.</p> <p>Children will explore time and seasons. They will discuss the days of the week and use language such as 'yesterday.' They will explore the days of the week and daily events.</p> | <p>Children will use everyday language to sequence daily events.</p> <p>They will use ordinal language such as first, second, third to sequence simple daily events.</p> <p>Children will use manipulatives to help them when counting.</p> <p>Children will use a number track to count on when adding.</p> | <p>Children will explore the concept of subtraction as take away.</p> <p>Children will add and subtract using a number track.</p> <p>Children will begin to explore the concept of grouping by sharing.</p> |

| | | | | | | |
|-----------------------------|---|---|---|---|--|--|
| PSED | Think Equal programme- | Think Equal programme Gokal's Game- exploring themes of adapting games to include others. | Think Equal Programme | Think Equal programme | Think Equal programme | Think Equal programme Children's Mental Health Week Valentine's Day |
| PD | <p>With a variety of stimuli, encourage children to be highly active and get out of breath several times every day. Provide opps to, spin, rock, tilt, fall, slide and bounce and facilitate the creation of physical sequences of movements. Use wheeled resources such as wheelbarrows, tricycles and scooters for children to balance, sit or ride on, or pull and push. Encourage children to refine and practice movements and conclude ends of sequences in balance and stillness. 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 | Section 4 4.1-4.5 Section 5 5.1-5.5 Section 6 6.1-6.5 | | Section 4 4.6-4.10 Section 5 5.6-5.10 Section 6 6.6-6.10 | | Welcomm Re-assessment | |
| UW | Interactive toy hunt of old and new toys. Introduce terms - <i>past , present, artefact</i> Geography: Understand the effect of changing seasons on the natural world around them. Talk about the weather and the seasonal features. <i>Winter and how is it different from Autumn</i> | Sorting of old and new toys - Create floor version of Venn diagram with large hoops. Use the toy box borrowed from Portland Basin Museum as a stimulus for learning. | 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. The history of toys timeline | Lunar New Year- we will explore where and how this is celebrated in the world. 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? | Who played with these toys in the past? How do we know? What presents did our Grandparents get as children? Thaumatrope toy making workshop with parents. | 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. Throughout the half term we will share Tapestry posts about toys, interview grandparents and parents about the toys that they played with as children. Children will use Design and Technology skills to make sandwiches for their Teddy Bear's Picnic. <div style="background-color: red; color: black; padding: 2px;">Celebrate Lunar New Year- Tuesday 17th February 2026.</div> |
| EAD | Explore a range of modern and older toys. | Victorian toys - Jack in the Box paper model-making Use melody tins, boomwhackers 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. Thaumatrope toy making workshop | |

Phonics

Phonics workshops
with parents/carers

Essential Letter and Sounds Phonics Programme

Indoor role-play

Toy Museum Teddy Bear picnic
Toy Shop Toy Factory

Outdoor role-play

Toy shed 'museum' and shop
Outdoors toys to inspire game such as hopscotch and hoop and stick