

Physical development

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Can stand momentarily on one foot when shown.

Can catch a large ball.

activities

PE – multi skills outside

Continuous provision

Communication and language

Focusing attention – still listen or do, but can shift own attention.

Responds to simple instructions, e.g. to get or put away an object.

Beginning to understand 'why' and 'how' questions.

Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played).

Activity

To talk about favourite toys

To ask questions about toys in class.

Expressive arts and design

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

Activities

Drawing a picture of a favourite toy (wk 1).

To draw a robot (wk 2)

To begin to learn Christmas songs outside (wk2)

PSED

Initiates play, offering cues to peers to join them.

• Keeps play going by responding to what others are saying or doing.

• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

• Confident to talk to other children when playing, and will communicate freely about own home and community

• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

Activities - PATHS (whole school programme)

I wonder what
toys you like?



Week beg 16-11-20 (2wks)

Understanding the World

Shows interest in different occupations and ways of life.

Shows care and concern for living things and the environment

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers

Activities

Look at old toys and talk about the past

Thinking about how toys move

Literacy

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

◊ Listens to stories with increasing attention and recall. ◊

Describes main story settings, events and principal characters. ◊

Shows interest in illustrations and print in books and print in the environment. ◊ Recognises familiar words and signs such as own name and advertising logos.

Activities

To label a favourite toy chosen in class. (wk 1)

I wonder what a robot is? Labelling the robot (wk2)

BOOKS

Kippers Toy box – Mick Inkpen

The forgotten toys – dvd story

No-Bot, the Robot with No Bottom by Sue Hendra

No-Bot the Robot's New Bottom by Sue Hendra

Mathematics

Begin to describe 3D shapes.

Use 3D shapes to print and make models.

Recognise coins.

Compare prices in pennies to 50p (by making lines of penny coins).

Use money in role play

Solve practical problems involving counting or role play.

Activities

Learning the names of 3D shapes.

Talking about the properties of 3D shape

Sorting 3D shape into curved/flat faces

Guess the 3D shape in a feely bag

Learning the names of different coins

Learning how to pay in the toys shop.

Discussing what coins to use to pay for things

Ordering numicon

Singing five currant buns

Counting beyond 20