

Hunton & Arrathorne EYFS Planning Spring 2

TERRIFIC TOYS

Books;	
Hooks;	Bring in your favourite toy
Special Days;	Shrove Tuesday (21 st Feb), St. David's Day (1 st Mar) World Book Day (2 nd Mar), Holi (8 th Mar) St. Patrick's Day (17 th Mar), Mother's Day (10 th Mar), Easter Sunday (31 st Mar)
Trips;	Teddy Bear Picnic on the Village Green
Songs;	How much is that doggy in the window?
Role Play;	Toy Shop & Toy Hospital

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <ul style="list-style-type: none"> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> 	Language linked to the toys, historical and geographical vocabulary and exploring language from books Rhymes, poems and songs; Five Teddy Bears. I'm a Little Teddy Bear. Lots of different Toys, Night-time in the toy Shop, The Big Toy Shop Children to discuss and write about their favourite toy after bringing them into school to show and tell	To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To be able to switch attention from one task to another.

	<ul style="list-style-type: none"> • <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> 	<p>They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p>	<p>To be able to follow complex instructions.</p> <p>To respond to discussions with comments and questions.</p> <p>To be able to listen in large group or whole school activities such as assembly, recalling some of the themes and comment at a later stage.</p>
	<p>Speaking</p> <ul style="list-style-type: none"> • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</i> 	<p>Adults will use language by introducing in texts and stories throughout the year to talk about toys in meaningful conversation.</p> <p>I like this toy because, I prefer to play with this one because... What are toys, why do we have them?</p> <p>Talk about new and old toys</p> <p>Link to No Outsiders; Gender discussion, what do girls and boys play with, why?</p> <p>Discuss and relate social phrases in various contexts</p>	<p>To share their work with others.</p> <p>To develop social phrases.</p> <p>To enjoy being part of conversations and discussions and using new vocabulary in context.</p> <p>To use talk to support their imaginative play.</p>

	<i>and support from their teacher.</i>		
Physical Development (Prime)	Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Use their core muscle strength to achieve a good posture when sitting at a table</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Dedicated PE sessions - Dance and Ball Skills (2)</p>	<p>To throw and catch with a partner with increased control and accuracy.</p> <p>To roll and track a ball.</p> <p>To dribble a ball using hands and feet.</p> <p>To develop accuracy when throwing to a target.</p> <p>To move in time to music, following the rhythm and use counting to help keep in time.</p> <p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement demonstrating confidence, and imagination.</p>
	Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Opportunities to use these and model to help improve skill and accuracy</p>	<p>To begin to use scissors to cut around more complex shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>

	<ul style="list-style-type: none"> • <i>Begin to show accuracy and care when drawing.</i> 	<p>Dough Disco/Letterjoin/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Begin to show accuracy and care when drawing</p> <p>Look at drawing accurately when drawing toys</p>	
Personal Social and Emotional Development (Prime)	Self-regulation <ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> • <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i> 	<p>Continue to discuss feelings and emotions and develop self-regulation based on needs of children press his/her own feelings and consider feelings of others</p> <p>No-outsiders book and weekly assemblies are opportunities to discuss their feelings</p>	<p>To identify and moderate their feelings socially and emotionally.</p> <p>To continue to consider the needs and feelings of others.</p> <p>To think about perspective of others.</p>
	Managing Self <ul style="list-style-type: none"> • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> 	<p>Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning</p> <p>Set challenges which encourage resilience and perseverance</p> <p>Look at 100 things to do...</p> <p>Manages basic hygiene (dressing, toilet, food choices)</p>	<p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices.</p>

	<ul style="list-style-type: none"> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> 	<p>As we are in summer children learn how to keep themselves well in the hot weather Hydration and putting on their own hats and sun cream Children may have opportunity to learn to dress in school for PE</p>	
	<p>Building Relationships</p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others.</i> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs.</i> 	<p>Work on relationships based on needs of children Children to continue to play games with rules Children, if ready to be introduced to longer and more complex board games In their play children to develop their own games with rules that they follow and explain to others</p>	<p>To listen to the ideas of others. To find solutions to disagreements, with support from adults. To see themselves as a valuable individual. Talk about things they think they are good at or are proud of. To cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Use words to solve conflicts. Take turns in group activities and follow rules, playing cooperatively and taking turns with others.</p>
<p>Literacy (Specific)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> 	<p>Possible Stories/Books Fiction and non-fiction books linked to Toys; see above, also,</p> <ul style="list-style-type: none"> • Lost in the Toys Museum, • Old Bear, • The Old Toy Room, • That Rabbit belongs to Emily Brown, • You Choose 	<p>To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props.</p>

	<ul style="list-style-type: none"> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> 	<p>Answer questions during LW reading sessions Answer questions during story time - using VIPERS</p> <p>Encourage children to act out well known stories read to them</p> <p>Highlight, discuss and display vocabulary in texts read to them</p>	<p>To identify and talk about the characters in books they are enjoying listening to or reading</p> <p>To begin to answer questions about a text that has been read to them.</p> <p>To begin to predict what might happen next in a story.</p>
	<p>Word Reading</p> <ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> 	<p>Little Wandle sessions/ Phonics displayed within provision /environment</p> <p>Morning tasks linked to taught graphemes/ phonemes</p> <p>Phonic assessments</p> <p>Poetry basket</p>	<p>To recognise taught Phase 3 graphemes - see Little Wandle.</p> <p>To read phonetically decodable books matched to their phonics ability to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read captions and sentences using taught sounds.</p> <p>To read taught tricky words.</p>
	<p>Writing</p> <ul style="list-style-type: none"> • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> 	<p>Writing about weekends.</p> <p>Potential Writing Opportunities</p> <ul style="list-style-type: none"> • Name writing • Captions and sentences • Explanations/information about toys • Posters - lost toy • Letters 	<p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p>

	<ul style="list-style-type: none"> • <i>Write simple phrases and sentences that can be read by others.</i> 	<ul style="list-style-type: none"> • Sequencing short stories - beginning, middle, end 	<p>To form lowercase letters and begin to form capital letters correctly</p> <p>To start to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Read sentences back to an adult.</p>
<p>Mathematics (Specific)</p>	<p>Number</p> <ul style="list-style-type: none"> • <i>Have a deep understanding of number to 10, including the composition of each number.</i> • <i>Subitise (recognise quantities without counting) up to 5.</i> • <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i> 	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> • Length, height and time • Building 9 and 10 • Explore 3D shapes <p>Super Sixes</p> <p>Maths Mastery</p>	<p>To begin to subitise to 10.</p> <p>To explore the composition of numbers to 10.</p> <p>To continue to recall addition facts that make 5 and identify the subtraction facts.</p> <p>To practise pairs of numbers that make 10.</p> <p>To begin to learn double facts.</p> <p>Link the number symbol (numeral) with its cardinal number value to 10.</p>
	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> • <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or</i> 	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> • Length, height and time • Building 9 and 10 • Explore 3D shapes <p>Super Sixes</p> <p>Maths Mastery</p>	<p>To combine two groups of objects by counting all of them together.</p> <p>To take objects away and count how many are left.</p> <p>To count given objects up to 10.</p> <p>To order numbers to 10.</p> <p>To compare quantities to 10.</p>

	<p><i>the same as the other quantity.</i></p> <ul style="list-style-type: none"> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i> 		Recognises patterns within number.
Understanding the World (Specific)	<p>Past and Present</p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> 	<p>Compare and contrast characters from stories, including toys from the past Look at different toys, look at how technology has influences toys and games Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Look at how toys have changed over time; have some stayed the same, some changed? Why?</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (Toys now vs past)</p>
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> • <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</i> 	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Look at different faiths and their beliefs and significant individuals in their faiths Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p>	To know that Christians celebrate Easter.

	<p><i>experiences and what has been read in class.</i></p> <ul style="list-style-type: none"> • <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i> 	<p>How is life different for people around the world particularly those without the same rights as us</p>	
	<p>The Natural World</p> <ul style="list-style-type: none"> • <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> • <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i> 	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter; Summer</p>	<p>To identify and recognise the features of Spring.</p> <p>To identify the features of a woodland and identify the animals that live there.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>
<p>Expressive Art and Design (Specific)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> 	<p>Ideas such as; Self- Portraits Design and create new toy</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired</p>

	<ul style="list-style-type: none"> • <i>Share their creations, explaining the process they have used.</i> • <i>Make use of props and materials when role playing characters in narratives and stories.</i> 		<p>effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>
	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • <i>Invent, adapt and recount narratives a story with peers and their teacher.</i> • <i>Sing a range of well-known nursery rhymes and songs.</i> • <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i> 	<p>Develop storylines in their pretend play role play toy themed based on interest; shop and hospital Small World; children develop story lines using their favourite small world toys</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p>

			Along with others, collects resources to develop own role play storylines.
Intentional vocabulary	<p>Toys/the past: old, new, the past, the present, plastic, wood, metal</p> <p>Finding out about the past: Enquiry - Today, Yesterday, old, new, now, then, different, same, change, past, present</p> <p>Dinosaurs: extinct, carnivore, herbivore, omnivore, teeth, skin/scales, horns, tyrannosaurus rex, diplodocus, pterodactyl (not a dinosaur), triceratops, stegosaurus, fossils</p> <p>Spring: Adult, baby, child, animal, human, egg, birds, insects, bugs, minibeasts, frog, butterfly, metamorphosis life-cycles</p> <p>Objects and Materials: object, material, hard, wood, glass, paper, hard, soft, plastic, shiny, metal, rock, fabric, smooth, rough, dissolve, melt, absorb.</p> <p>Maths: 2D, 3D solid shapes, solid, sides, faces, round, curved, longer, shorter, full, half, empty, holds, container, Heavy, light, heavier, lighter, time, o'clock, rectangular, cylinder, cube, cuboid, pyramid, cone, sphere, more, less, few, fewer, fewest, smaller, smallest, balance, calculations, addition, plus, altogether, equals, number bonds,</p> <p>Season: Spring, change, light, new, life, faith, belief, Christian</p>		