

Prime Area: Personal, Social and Emotional development (PSED)

Self Confidence - Show and tell my favourite toy, old toys

Self-care - hygiene and school routines.
Looking after ourselves and our property

Goals - What are our next steps in learning?

Characteristics of effective learning

Specific Area: Mathematics (M)

Recite numbers to 10, then 20.

Count up to objects to 10 in a line, or by moving them.

Begin to estimate quantities.

Count out up to 10 objects from a larger set (know when to stop!).

Match numerals to the number in a set.

Order numerals to 10 and then 20

Describe the shape and size of shapes

Name 2d and a selection of 3d and use 3d shapes to create models.

Describe position of objects and begin to give and follow directions

Count on from any number to 10.

Say the next number (i.e. say the number after a given number up to 10 without counting from 1).

Find different ways to partition sets of five objects.

Early subtraction – Guess how many are hiding.

Recognise some coins and explore paying for items (using 1ps initially.)

Prime Area: Communication and Language (CL)

Listening - build attention listening to each other.
Listen to instructions

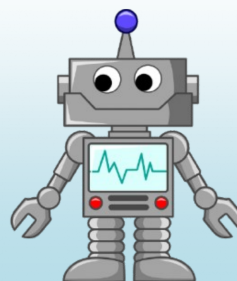
Understanding - can respond to a two part sequence instruction. Follow a set of directional instructions

Speaking - extending our vocabulary by the meaning of new words, talking to new friends in a range of situations e.g. small/big groups/whole class.

**Acorn Class Medium Term Overview
Spring 1 2021**

'Toys and Us!'

Mrs Tyson & Mr Cross



Specific Area: Literacy

Reading - Phonics: follow letters and sounds consolidating phase 2 and phase 3—blending and segmenting words and reading captions and simple sentences

Handwriting patterns - continuing to develop pencil control and letter formation (pre-cursive style)

Write words, captions and sentences –guides and independent opportunities to communicate in writing e.g. toy labels, lost toy posters

Books to share - Old Bear stories, Dogger by Shirley Hughes, Toy Story, Harry and his bucket of dinosaurs, This is the Bear, Kipper's Toy Box, Non-Fiction Toys.

Prime Area: Physical Development (PD)

P.E sessions - Dance, movement and gym activities inside and large play equipment and games activities outside

Building and making - free construction and junk modeling

Fine motor activities –developing scissor skills, use playdough and creative tools accurately

Finding and Using Equipment – transporting and storing safely in our class and outside.

Specific Area: Understanding the World (UW)

Our Senses – Explore and investigate what materials toys are made from

People and communities—discuss our favourite toys and find out about those of our parents and grandparents and toys around the world

Finding out about Religious Celebrations—New Year, RSPB bird survey

ICT - Using everyday ICT, simple skills—using a mouse and simple programming. Investigate electronic and battery operated toys and devices

Specific Area: Expressive Arts and Design (EAD)

Painting- draw and paint pictures of our favourite toys. Select appropriate tools to get planned effect

Exploring Colour - printing and colour mixing including creating light and dark tones

Modelling and sculpture – create 3d models of toys

Role Play – toy shop

Music – songs about toys, recognising instruments and using percussion instruments to create a beat and rhythm

Moving to Music - Action rhymes and toy themed dance