

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

**Self Confidence** - Show and tell my favourite toy, present 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

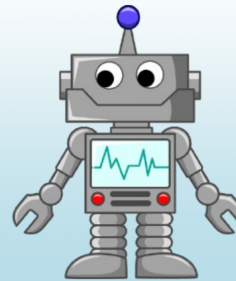
**Understanding** - respond to a two part sequence instruction. Follow a set of directional instructions

**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 2024**

**'Toys and Us!'**

Mrs Tyson & Mrs Reeve



**Specific Area: Literacy**

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

**Handwriting patterns** - continuing to develop pencil control and letter formation

**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 etc.

**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)**

**The Natural World** - Explore and investigate what materials different toys are made from, RSPB bird survey

**Past and present** - discuss our favourite toys and find out about those of our parents and grandparents

**People, Culture and Communities** - New Year, Chinese New Year, find out about toys around the world

**ICT** - Using everyday ICT, simple skills - using a mouse and simple programming. Investigate electronic and battery operated toys and devices. Safer Internet Day.

**Specific Area: Expressive Arts and Design (EAD)**

**Artist focus** - Andy Warhol

**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 / museum

**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