

**Intent:** the children will learn about the changes to toys over a period of time (such as when their grandparents were young)

**Implementation:** the children will learn through old video clips, comparing images, real life objects and a trip to The Discovery Museum to experience 'old toys'

**Impact:** the children will have an understanding and foundation knowledge of how toys have changed and adapted over time and will understand why things change and evolve (i.e. technological advances)

**Early Years Foundation Stage – Reception**  
**Autumn 2 Medium Term Planning**  
**3 Prime Areas of Learning**  
**Toys (History links)**  
**What did toys look like in the past?**

**Key Vocabulary:**  
**Past** - gone by / no longer happens  
**Present** – something that is happening now  
**Change** – different to what it used to be  
**Materials** - the matter or substance that objects are made from  
**Old fashioned** – not popular or modern for the current time we live  
**Design** - the way something has been made or will be made

| Week  | Personal, Social and Emotional Development  | Communication and Language   | Physical Development  |
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| <b>1</b><br><b>My favourite toy</b>                 | Agree upon and write down a set of rules about how to look after the toys in the setting<br>PSED:SR&MS Rec:<br><ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>   | Description of our favourite toy<br>C&L:S Rec:<br><ul style="list-style-type: none"> <li>- Articulate their ideas and thoughts in well-formed sentences</li> </ul>   | PE: Exploring large equipment<br>PD:GMS Rec:<br><ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>- Develop overall body-strength, balance, co-ordination and agility</li> </ul><br><u>Name writing, writing sounds, words and sentences</u>   |
| <b>2</b><br><b>Toys my grandparents played with</b> | During a circle time, ask the children how they might feel if a friend broke or lost their favourite toy by accident. What would they do? Ask them what they would say to a friend in this situation<br>PSED:SR&MR Rec:<br><ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Build constructive and respectful relationships</li> <li>- Think about the perspective of others</li> </ul> | Ask the children to talk to the adults in their house about the toys they played with when they were younger. Allow time for children to feedback this information to the rest of the class<br>C&L:LAU&S Rec:<br><ul style="list-style-type: none"> <li>- 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</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul> | PE: Beginning to move with confidence on large equipment<br>PD:GMS Rec:<br><ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>- Develop overall body-strength, balance, co-ordination and agility</li> </ul><br><u>Name writing, writing sounds, words and sentences</u>  |
| <b>3</b><br><b>Changes in toys</b>                  | Circle time discussing how to stay safe on the roads (road safety week)<br>PSED:SR&MS Rec:<br><ul style="list-style-type: none"> <li>- 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</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>                | How have toys changed? Refer back to when we talked about what toys our parents/grandparents played with as chn. Look at images of the past/present toys and discuss their similarities and differences.<br>C&L:LAU&S Rec:<br><ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> </ul>  | PE: Moving with confidence and agility through equipment<br>PD:GMS Rec:<br><ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>- Develop overall body-strength, balance, co-ordination and agility</li> </ul><br><u>Name writing, writing sounds, words and sentences</u>  |
| <b>4</b><br><b>What do old toys look like?</b>      | How can we show others' that we make good choices? (linked to Beamish trip)<br>PSED:SR&MS Rec:<br><ul style="list-style-type: none"> <li>- 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</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>            | Show the children an old toy that they may not be familiar with, such as a jack-in-the-box. Write down any questions the chn have and discuss how they will find out more about it<br>C&L:S Rec:<br><ul style="list-style-type: none"> <li>- Ask questions to find out more and to check they understand what has been said to them</li> </ul>   | PE: Rolling and travelling in different ways<br>PD:GMS Rec:<br><ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>- Progress towards a more fluent style of moving, with developing control and grace</li> </ul><br><b>Change 4 Life workshop</b><br>PD:GMS Rec:<br><ul style="list-style-type: none"> <li>- Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</li> </ul><br><u>Name writing, writing sounds, words and sentences</u> |
| <b>5</b>  | Place two different toys on a table and ask children to place a   | Look at non-fiction books about toys. If possible, create a new page as a  | PE: Balancing on different parts of the body  |

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| <b>Differences between old and new toys</b>   | <p>counter next to the toy they like the most. Discuss the outcome of the vote. Can the chn tell you why they voted for their toy? Discuss what would happen if everybody had exactly the same toys</p> <p>PSED:SR&amp;MS&amp;MR Rec</p> <ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Show themselves as a valuable individual</li> <li>- Think about the perspective of others</li> </ul> | <p>class to tell people about a modern toy which isn't included in the book. Can the chn think of sentences to include?</p> <p>C&amp;L:LAU&amp;S Rec:</p> <ul style="list-style-type: none"> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> </ul> | <p>PD:GMS Rec:</p> <ul style="list-style-type: none"> <li>- Develop overall body-strength, balance, co-ordination and agility</li> </ul> <p><u>Name writing, writing sounds, words and sentences</u></p>  |
| <b>6<br/>Past and present Christmas lists</b> | <p>How can we help others at Christmas?</p> <p>PSED:SR&amp;MS&amp;MR Rec</p> <ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Show themselves as a valuable individual</li> <li>- Build constructive and respectful relationships</li> <li>- Think about the perspective of others</li> </ul>  | <p>What presents did your grandparents ask for Christmas?</p> <p>C&amp;L:S Rec:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>  | <p>PE: Forming a routine with balances, travelling and rolls</p> <p>PD:GMS Rec:</p> <ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>- Develop overall body-strength, balance, co-ordination and agility</li> </ul> <p><u>Name writing, writing sounds, words and sentences</u></p> |
| <b>7<br/>The Christmas Story</b>              | <p>Christmas games – sharing and taking turns</p> <p>PSED:SR&amp;MR Rec</p> <ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Identify and moderate their own feelings socially and emotionally</li> <li>- Build constructive and respectful relationships</li> <li>- Think about the perspective of others</li> </ul>  | <p>Verbal retell of The Christmas Story</p> <p>C&amp;L:LAU&amp;S Rec:</p> <ul style="list-style-type: none"> <li>- Engage in story times</li> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul>                 | <p>PE: Christmas party games</p> <p>PD:GMS Rec:</p> <ul style="list-style-type: none"> <li>- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> </ul> <p><u>Name writing, writing sounds, words and sentences</u></p>  |

**Early Years Foundation Stage – Reception**  
**Autumn 2 Medium Term Planning**  
**3 Prime Areas of Learning**  
**Toys (History links)**  
**What did toys look like in the past?**

| Week                          | Literacy   | Mathematics  | Understanding the World   | Expressive Arts and Design   |
|-------------------------------|--|--|---|--|
| <b>1<br/>My favourite toy</b> | <p><u>Sounds Write: The Initial Code Unit 6 (i,j,w,z)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p>Have a teddy bears' picnic and encourage children to write invitations for a friend or a teddy bear. These Invitations could be used.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> </ul> | <p>Recognise and describe a 2-step pattern</p> <p>Extend a 2-step pattern</p> <p>Create a 2-step pattern.</p> <p>Then move onto looking at 3-step patterns.</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> <li>- Continue, copy and create repeating patterns</li> </ul> | <p>Toy's tea party – comparing our favourite toys to the toys from the past in our topic book; Lost in the Toy Museum</p> <p>UTW:P&amp;P Rec</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><u>Science (outdoor learning)</u></p> | <p>Live drawings of their favourite toy</p> <p>Fireworks crafts, e.g. finger painting, making rockets, toilet tube fireworks</p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul> |

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| <p>2</p> <p><b>Toys my grandparents played with</b></p>     | <p><u>Sounds Write: The Initial Code Unit 7 (x,y)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Description a toy from the past</u></p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>  | <p><u>Use familiar objects and common shapes to create and recreate patterns and build models</u></p> <p>M:NP Rec</p> <ul style="list-style-type: none"> <li>- Continue, copy and create repeating patterns</li> </ul>   | <p><u>Ask the children to talk to the adults in their house about the toys they played with when they were younger. Allow time for children to feedback this information to the rest of the class</u></p> <p>UTW:P&amp;P&amp;PCC Rec</p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> <li>- Talk about members of their immediate family and community</li> </ul> <p><u>Science (outdoor learning)</u></p>              | <p><u>Poppy crafts for Remembrance Day</u></p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>  |
| <p>3</p> <p><b>Changes in toys</b></p>                      | <p><u>Sounds Write: The Initial Code Unit 7 (ff)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Naming toys from the past</u></p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>   | <p><u>Use the language of ‘more’ and ‘fewer’, ‘equal to’, ‘same as’ to compare two sets of objects (identical and non-identical groups)</u></p> <p><u>Estimate how many objects and check by counting them</u></p> <p>M:NP Rec</p> <ul style="list-style-type: none"> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>   | <p><u>Creating a time line of old toys to new – the children are to draw pictures of the toys from the past/present and put them into the correct order (display the timeline in the classroom)</u></p> <p>UTW:P&amp;P Rec</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><u>Science (outdoor learning)</u></p>           | <p><u>Listen the music of the ‘Toy Symphony’, believed to have been written by Mozart. What can the children hear? What toys make noises? Encourage the children to create movements to the music</u></p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul> |
| <p>4</p> <p><b>What do old toys look like?</b></p>          | <p><u>Sounds Write: The Initial Code Unit 7 (ll)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Lost toy poster – HAS ANYONE SEEN BUNTING?! (Lost in the Toy Museum)</u></p> <p>L:W&amp;C Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>  | <p><u>Compose numbers up to 5</u></p> <p><u>Use the part, part whole model with numbers to 5</u></p> <p><u>In practical activities and discussion, begin to use the vocabulary involved in adding</u></p> <p><u>Find the total number of items in two groups (combine and subitise, count all (aggregation), use known facts)</u></p> <p>M:N Rec</p> <ul style="list-style-type: none"> <li>- Explore the composition of numbers to 10 (just to five at the minute)</li> </ul> | <p><u>What is the best material for a teddy's umbrella? – update planning if interests change</u></p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><u>Science (outdoor learning)</u></p>   | <p><u>Decorating and making their own cup and ball toy by following instructions</u></p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>  |
| <p>5</p> <p><b>Differences between old and new toys</b></p> | <p><u>Sounds Write: The Initial Code Unit 7 (ss)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Designing a toy - encourage them to be creative and to think about what would make a good toy design. They can label different parts to it. Have them write a sentence about what the toy would do</u></p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> </ul> | <p><u>Say the number that is one more/one less than a given number, within 5</u></p> <p><u>Find one more/one less from a group of up to five objects</u></p> <p>M:N Rec</p> <ul style="list-style-type: none"> <li>- Understand the ‘one more than/one less than’ relationship between consecutive numbers</li> </ul>  | <p><u>Use some sorting hoops with the Old and New Toys Cut-Outs. Encourage children to talk about old and new toys and sort them into sets. Talk about what they are made from, colour, how it works etc.</u></p> <p>UTW:P&amp;P Rec</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><u>Science (outdoor learning)</u></p> | <p><u>Creating puppets for role play</u></p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories</li> </ul>   |

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| <p>6</p> <p>Past and present Christmas lists</p> | <p><u>Sounds Write: The Initial Code Unit 7 (zz)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Writing old and new Christmas lists</u></p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>  | <p><u>Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square</u></p> <p>M:NP Rec</p> <ul style="list-style-type: none"> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> </ul> | <p><u>What toys did children receive at Christmas 50 years ago?</u></p> <p>UTW:P&amp;P Rec</p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><u>Science (outdoor learning)</u></p> | <p><u>Winter collage &amp; crafts</u></p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>   |
| <p>7</p> <p>The Christmas Story</p>              | <p><u>Sounds Write: The Initial Code Unit 7 (recapping all sounds taught so far)</u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p><u>Ordering of the Christmas Story</u></p> <p>L:W Rec</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> | <p><u>Find 2D shapes within 3D shapes</u></p> <p>M:NP Rec</p> <ul style="list-style-type: none"> <li>- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>   | <p><u>RE: The Birth of Jesus</u></p> <p><u>Education visit to The Discovery Museum for a Lost at the Toy Museum workshop</u></p> <p>UTW:P&amp;P Rec</p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><u>Science (outdoor learning)</u></p>                                | <p><u>Using the musical instruments to accompany Christmas carols</u></p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul> |