



St Chad's C of E Nursery and Infant School – Autumn Medium Term Plan (Year B)



Toys

Did our Grandparents play with toys like ours?



Core Values

Key Vocabulary:

People and Communities: old, new, a long time ago, same, different
Collective nouns e.g. transport, role-play

The World: Wind, rain, sun, fog, ice, hail, cloud, snow
Days of the week: Mon, Tues, Weds, Thur, Fri, Sat, Sun
Chimes, steamers, windmills, balloons and bubbles

EAD: lines, circles, shapes, up, down, side to side, yellow, red, blue (primary), orange, purple, green (secondary), face/portrait

EAD: push, pull, button, stop, go, my turn/your turn, windup, spin, scissors, tape, split pins

The World: materials (malleable resources e.g. sand, cornflour, ice), wet, dry, change, melt, powdery, gloopy, stretchy, hard, soft, liquid, solid

Quality Texts:

Kipper's Toy Box by Mick Inkpen
The Blue Balloon by Mick Inkpen
Discovery: Honk on the road
Noisy train book
Noisy nursery rhymes
Ten Little Robots Board Book

Frida Kahlo: Little People Big Dreams

Significant individuals

Frida Kahlo
Father Christmas

Coherence (*head*)

What are the connections to my previous learning?

People and Communities

- Used vocabulary to describe a past event or experience
- Acted out familiar experiences

The World

- Experienced different types of weather during outdoor play
- Beginning to sing 'The days of the week' song

EAD

- Noticed shapes and patterns in a piece of art work
- Made a variety of marks and prints through sensory play

EAD

- Explored books and actions reaction toys with buttons and flaps
- Explored cutting, sticking and adding features

The World

- Experienced sensory play and texture
- Noticed features in the environment

What are the connections to my future learning?

People and Communities

- Ask questions to develop understanding
- Understand that things have happened in the past

The World

- Create representations of their familiar environment
- Develop an understanding of changes over time
- Develop an understating of weather changes

EAD

- Understand how colours can be changed
- Develop an understanding of using lines to enclose a space

EAD

- Talk about why things happen and how things work (TW)
- Use tools for a purpose

The World

- Develop an exploratory sense
- Use a wide range of vocabulary to describe texture and change

Credibility (*head*)

What will I learn?

People and Communities

- Can I use words like: old, new and a long time ago?
- Can I use small world objects to represent a past experience?
- Can I compare me and the people in my family? How are we different?
- Can I describe a special memory about my family and their toys, using photographs?

The World (small world scene)

- Can I name the day of the week and the type of weather I can see, feel and touch?
- Can I compare the weather from the beginning of the week to the end of the week?
- Can I explore and name elements of the natural world e.g. wind?

EAD (drawing and painting)

- How do I hold a pencil and paintbrush?
- How do I make a secondary colour?
- Can I create different marks, shapes and lines?
- Can I choose a colour for a purpose?
- Can I share colours that represent me and feelings?
- Who is Frida Kahlo?

EAD (Make a moving toy e.g. windmills)

- How do I hold a tool?
- How do I attach two materials together?
- Can I talk about my plan?
- Can I change my work to make it better?
- How do I make it spin?
- How do I make it move?

The World

- Can I say how materials are the same or different?
- Can I explain how materials change?

Can I work scientifically

- How can I save the superhero?

Creativity (*hands*)

How will I be inspired to learn?

Big Start: What is in the Toybox?

All about me home learning, share my favourite toy

Adults share a favourite childhood toy/game

How will I celebrate my learning?

Big Finish:

A family games afternoon

Community (*hands, heart*)

How will my learning help me to connect to the world around me?

Local links:

Community visitors
-grandparents (toys/ games)

Local trips:

Museum of Making (Silk Mill)
Work and play at the mill

Pickford House (Derby)

Time Travel Toys

Arboretum Park

Games in the park

Wider links:

Compassion (*heart*)

How will my learning help me to become the best version of myself?

I share and take turns with my new friends.

I listen to my friends' ideas and celebrate them.

I am unique and make a difference – exploring the good qualities of a friend.

Seeing and valuing friendships around me – enjoying being together. Happiness and the joy of laughter!

Seeing and valuing friendships around me – connecting to one another.

Learning how to resolve a 'falling out'.
Recognising and talking about feelings.
The joy of being a compassionate friend.

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Positive relationships Enabling environments

People and Communities

- Request family photographs, share and discuss stories
- Share favourite games and toys indoors and outside
- Sort a mixed-up toy box of trains, dolls and food etc and separate them into different groups (collective nouns)
- Stand on the school gate, share with parents a collection of toys, ask them to choose a toy they played with when they were younger, take a photograph and discuss in class

The World

- Opportunities outdoors to explore the natural world e.g. provide chimes, streamers, windmills, balloons and bubbles to investigate the effects of the wind
- Leave out buckets and pots to collect the rain.
- Provide different small world animals, paper and pencils to draw their shadows in the sun.
- Continue the 'Days of the week' song
- Continue naming the day and the type of weather outdoors
- Explore the school field on a rainy day

EAD

- Colour mix primary colours using prints, moving tools and paint brushes
- Draw using chalk, pencils and pencil crayons
- Introduce the colour monster book and describe feelings
- Introduce the artist Freda Kahlo
- Dance and paint to music
- Paint portraits using a variety of different colours that represent their feelings

EAD

- Explore action reaction toys, windup toys, robots and spinning tops
- Create a 2D robot or 3D junk modelling robot with buttons
- Explore and make windmills using paper straws, paper, tape and split pins
- Provide lots of opportunities to join materials together

The World

- Provide opportunities to explore cornflour, ice, wet and dry sand, colourful water, wet and dry pasta, wet and dry lentils/rice, soap flakes, jelly, playdough
- Hide small people e.g. superheroes into the malleable play.

Child-initiated provision

- **Role-play area:** domestic role-play including, dolls, kitchen, food, ironing board, baby, phone, books about healthy eating
- **Book corner:** books linked to daily read aloud, Talk for Writing and Theme books, bed, sofa.
- **Fine motor:** Jigsaws, threading, pom-poms, tweezers, pasta etc
- **Maths:** numicon 1-10, add to (White Rose)
- **Talk for writing/Block play/small-word:** Duplo, wooden blocks, ramps, rainbow bridge, wooden houses, people, animals, imaginary characters, dragons and dinosaurs, books, brio train set, cars
- **Investigation station:** frames and loose parts, den and puppets
- **Mark making/craft:** collage materials, glue, coloured pencils, pencils, masking tape, sello-tape, 2 different types of scissors, hole punch, split pins, boxes and recycling
- **Painting:** Large easel, paint pots, mirrors (self-portrait), sized paint brush
- **Malleable:** cornflour, ice, wet and dry sand, colourful water, wet and dry pasta, wet and dry lentils/rice, soap flakes, jelly
- **Playdough area:** playdough, rolling pins, shaped cutters, cutting and moulding

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Toys! Autumn 2021					
Wet			Dry		
Activity	Resources	Skill	Activity	Resources	Skill
Outdoor gear	Trousers, wellies, waterproof coat	Dressing and undressing	Role-play builders	Builders hats Jackets Foam blocks Tray of sand Builders tools Measuring tapes Clipboards and pencils	Building Sticking Measuring Drawing Following instructions
Painting	Large brush Paint brush Powder paint	Mark making Sweeping Brushing	Role-play toy shop	Plastic toys e.g. dinosaurs, bubble containers, skipping ropes etc Till Money/numicon Shopping baskets Shopping bags Clipboards and pencils	Counting Selling
Puddles	Leave out plastic tubs to fill with rainwater, pour for children to splash	Jump Splash	Role play home (TW)	Water tray Plastic baby Baby bath Baby toys Clothes and changing matt Nappies Clipboards and pencils Cot Towel Push chairs Tooth brushes High chair Soap	Wash Clean Brush Look after Take care of
Painting	Large piece of tarpaulin pegged up against the fence Paint Paint pots or buckets Paint brushes	Mark making Flicking Dripping	Water play	Water wall Tubes Drain pipes Stand Water butt Cars/balls Water tray Water wall: trellis, pipes, funnel Bike/car wash: sponges, bikes and Buckets	Pouring Filling Sliding Washing Cleaning
Bikes	Bikes Tyres Wooden traffic light Cones – make different pathways Ramps up and down	Peddling Driving	Malleable/tuff tray (TW)	Malleable food items e.g. lentils, rice, pasta, cornflour, ice, colourful water Pots, pans, jugs Water, washing up brushes and pots	Fill Empty Serve food Mix Spoon Count
Houses	Large Lego	Building	Sand	Sand Diggers that fill and empty (bob the builder set Silver buckets and spades Sieves Moulds	Fill Empty Travel
			Small world (houses and road)	Wicker basket with wooden blocks Wooden cars	Build Push

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				Train track with trains on large matt Little trikes road and rail Clipboards and pencils	Over/under Put together
Mud kitchen (Materials TW)	Pots and pans Herbs/grass/flower cuttings Large tubs of colourful water Water butt Sticks, pine cones, foliage, mud, gravel, stones (Yr1)	Mixing Pouring and filling Change	Games (The World)	Skipping ropes Bean bags Hoops Playground games e.g. duck duck goose, the floor is lava, stuck in the mud, bean game Hop scotch	Turn taking Share past experiences
Wood work (EAD)	Nuts and bolts (small and large) Tinker station	Twist Pull Push Tighten	Woodwork	Hammers Pumpkins Golf T's Elastic bands	Tap Stretch Bend
Block play (EAD)	Large wooden blocks Wooden ramps Tyres and tractor tyre Steering wheels	Build Strong Spin	Books on the picnic table	That's not my... Non-fiction cars and trucks Books about babies	Say sounds Turn pages Follow repeated refrain
Ball skills	Bats and balls Bean bags and scoops	Throwing Catching Kicking	Circuit	Mat Hurdle Podley ramps	Over Under Across
Fairy garden	Fairies and imaginative characters Fairy house Plants and herbs Plastic flowers Chalk board	Imagine Tell stories	Tuff Tray (EAD)	Primary colour paint Mark making tools Printing materials mirrors	Mix Change Press Roll Brush Shape – circle, square Facial features
			Weather (TW)	Buckets to fill with rain water Windmills to spin in the wind Make wind chimes, wind mills, blow bubbles, streamers and balloons Paper and pencils in the sun with small world animals to draw the shadows	Draw Trace Blow Fill Spin

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