

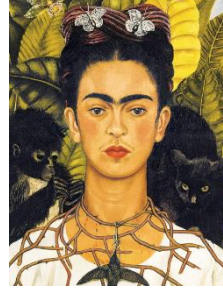
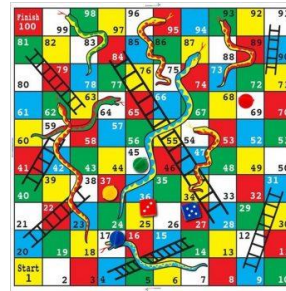


St Chad's C of E Nursery and Infant School – Autumn Medium Term Plan (Year B)



Toys

Did our Grandparents play with toys like ours?



Core Values
friendship/compassion

Key Vocabulary:

History: old new a long time ago past/ present then/ now wood plastic metal fabric (materials) names of toys pull-along battery clockwork wind-up

Geography: weather weather forecast (wind rain sun cloud snow fog) temperature (mild warm hot cold) seasons (spring summer autumn winter) rain gauge weather vane thermometer North Pole and South Pole Equator

Art: draw charcoal pastel paint colour (primary and secondary) line (thick thin wavy straight) pattern texture shape tone (light and dark) artist and designer

Design and technology: lever design make and finish evaluate tools (scissors stapler hole punch) pivot slot paper fastener (split pin) mechanism pull and push round and round curve

Science: materials (wood plastic metal fabric paper) properties (hard/soft shiny/ dull rough/ smooth stretchy/ stiff) squash bend twist stretch main body parts (head neck arms elbows legs knees face ears hair mouth teeth) senses (smell sight touch hearing taste)

Immersive Resources:

Photographs/ nonfiction texts- with, popular toys (and games) from the past/ present Jigsaw puzzles- and, familiar board games (including Snakes and Ladders) A selection of everyday materials (toys) wood metal plastic fabric paper Frida Kahlo art pack

Role Play: Toy Shop/ Workshop (Father Christmas Workshop)

Vehicles- with, a garage and road map Hot wheels track- and, cars

Quality Texts:

Traction Man Mini Grey
Lost in the Toy Museum David Lucas
Stanley's Stick John Hegley
The Sea Saw Tom Percival
Octopus Shocktopus Peter Bently

Past Times and Toys Sarah Ridley
History of Toys Helen Cox Connors
Frida Kahlo: Little People Big Dreams

Significant individuals

Frida Kahlo
Father Christmas

Coherence (head)

What are the connections to my previous learning?

History

- Used a wide vocabulary of everyday historical terms to develop an awareness of the past
- Explored artefacts/ pictures to learn more about the past

Geography

- Use a world map- or, globe
- An introduction to the human- and, physical features of a location (vocabulary)

Art

- Asked interesting questions about a piece of art
- Be inspired by an artist- then, started to create own artwork using appropriate materials/ tools/ techniques

Design and Technology

- Explored simple mechanisms (sliders)
- Early experiences- design/ make/ evaluate a card product
- Developed some basic skills (cutting/ joining/ finishing)

Science

- Worked scientifically identify- and, classify objects (and some materials) ask simple questions

What are the connections to my future learning?

History

- Inspire curiosity, ask/ answer questions about the past

Geography

- Place knowledge. Understand geographical similarities and differences through exploring physical and human features of a contrasting location

Art

- Be more creative, using knowledge about materials, tools and techniques used in drawing/ painting

Design and Technology

- Use a lever to create movement in new products

Science

- Working scientifically Sorting/ classifying- recording information in different ways

Credibility (head)

What will I learn?

History

- Can I ask and answer questions about old/ new toys and games?
- Can I identify toys from the past and more modern toys in a picture?
- Can I describe how toys and games were different when my grandparents were young children? (materials)

Geography

- Can I name the seasons?
- Can I describe seasonal- and, daily weather patterns in the UK (Derby)
- Can I identify the location of hot- and, cold areas of the world on the globe?
- Can I describe key physical features of the hot (or cold) location?
- Can I identify human features of this area of the world- including, the different jobs that need to be done in this contrasting location
- Can I talk about what I like/ don't like about life in a hot- or, cold location?

Art (drawing and painting)

- Can I use materials creatively to produce works of art, craft and design
- How can I develop techniques for drawing and painting? (line colour pattern)
- How can I create new colours with paint- and, make them lighter?
- How can Frida Kahlo inspire my own portrait drawing?

Design and Technology (levers)

- Can I think of an idea and make a sensible plan for my lever? (toy)
- Can I select from and use tools to perform practical tasks- cut, shape and join paper (card)
- Can I use suitable finishing techniques for my product?
- Can I talk about my work and explain what went well?

Science (living things and their habitats)

- Can I identify- and, name a variety of everyday materials? (toys)
- Can I describe the physical properties of these materials? Compare? Sort?
- Can I actively change the shape of these materials?
- Can I name key human body parts- and, identify the body part associated with each sense? (smell sight touch hearing taste)
- Can I work scientifically Love to investigate: Do all balls bounce?

Creativity (hands)

How will I be inspired to learn?

Big Start: What is in the Toybox?

My favourite toy

Adults share a favourite childhood toy/ game

How will I celebrate my learning?

Big Finish:

A family games afternoon- with, an opportunity to make and/or play favourite games

Toy Museum

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 (KS1 Workshop)

Pickford House (Derby)

Time Travel Toys (KS1 Workshop)

Arboretum Park

Games in the park

Wider links:

Compassion (heart)

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

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

How to bring friendship to those around me.

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

Seeing and valuing friendships around me – finding things to do together.

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.