
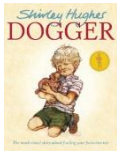


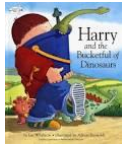



EYFS Medium Term Topic Plan – Spring 1 - Toys

	Wk 1 – 6.1.25	Wk 2 – 13.1.25	Wk 3 – 20.1.25	Wk 4 – 27.1.25	Wk 5 – 3.2.25	Wk 6 – 10.2.25	Adaptions
People, culture and communities	<p>Intent: To learn about how people make resolutions of the new year.</p> <p>Implementation: Children will listen to how people make resolutions for the new year and talk about what their goals are for the year ahead. They will create some firework pictures using black paper and chalk.</p> <p>Impact: Children will be able to say how new year is celebrated by people.</p>	<p>Intent: Begin to explain what our school is like. To identify some features.</p> <p>Implementation: What is it like in our school? What rooms do we have, toys, equipment and people? Explore and make a list together.</p> <p>Show children a different school (in Madagascar). What do we notice? Can we identify any similarities or differences?</p> <p>Impact: Begin to explain some similarities and differences between life in this country and life in other countries</p>	<p>Intent: To understand what a map is and how we can use it to locate countries in the world.</p> <p>Implementation: Show children a world map and explain to it shows all the countries in the world and where they are in relation to each other. Locate us? What is near us? Talk about the size of the UK and other countries. Discuss similarities and differences together. Colour their own map.</p> <p>Impact: Draw on knowledge of maps and discuss similarities and differences between different countries.</p>	<p>Intent: What is it like in our school grounds and Town? Compare to Africa (Madagascar) - (relate back to contrasting classroom from lesson 1).</p> <p>Implementation: Walk down around the school with clip boards to map different areas, field, playground, nature garden, woods. Explore and discuss.</p> <p>Introduce 'Handa's Surprise'.</p> <p>Impact: To begin to explain features of our school and begin to explain features of life in contrasting locality – Africa.</p>	<p>Intent: Begin to explain some similarities and differences between life in this country and life in other countries.</p> <p>Implementation: Look at pictures of life in Africa and photos taken of our school/Town. Children discuss similarities and differences. Record together. Draw a picture to show something that is the same.</p> <p>Impact: Children can explain differences and identify similarities between countries.</p>	<p>Intent: To use knowledge from fiction to learn more about another culture</p> <p>Implementation: Share and enjoy 'Handa's Surprise' and topic box. Review learning on similarities from their drawings in lesson 5. Model writing a sentence to explain a similarity or difference using their ideas. "I can see the trees/park/people/sea/beach/sand/town/grass. Offer opportunity for independent write.</p> <p>Impact: To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p>	
Past and Present		<p>Intent: Begin to recognise and explain some similarities and differences.</p> <p>Implementation: Read and enjoy Dogger. Look together at an old teddy bear. What do we notice? Record features of old bear together.</p> <p>Impact: To talk about similarities and differences.</p>	<p>Intent: To understand that things in the past have already happened.</p> <p>Implementation: Discuss things that have already happened e.g Christmas, Birthdays, lunch, breakfast. Explain that the past can also be a long time ago e.g. when they were born, baby Jesus etc. Review Dogger and look again at our old bear. How old do we think the bear is? Look at a new</p>	<p>Intent: Know some similarities and differences between things in the past and now.</p> <p>Implementation: Unwrap different toys and discuss whether we think they are old or new. Sort and give reasons.</p> <p>Impact: Applying knowledge or same/different to sort toys</p>	<p>Intent: Know some similarities and differences between things in the past and now.</p> <p>Implementation: My First Museum - CBeebies - BBC</p> <p>Introduce concept of showing others about old toys. Select the old toys from your basket. How do they know it is old? Small groups to select and adult to scribe reasons for displaying old toy.</p>		

			<p>bear? What is different/same?</p> <p>Impact: I can talk about similarities and differences between old and new.</p>		<p>Painting old toys, to encourage closer observation.</p> <p>Impact: I can talk about old toys and identify features.</p>		
Being Imaginative and FM	<p>Intent: Children will learn about how people celebrate the new year, for example, they will watch fireworks.</p> <p>Implementation: They will create some firework pictures using black paper and paint.</p> <p>Impact: Children will be able to say how new year is celebrated by people.</p>	<p>Intent: To use a range of small tools.</p> <p>Implementation: To investigate different tools for printing. Lego bricks, cars, trucks, duplo, mobile, kid knex. Select different tools to print with on large collaborative picture.</p> <p>Impact: To discuss prints made by different tools and select tools independently and discuss effect..</p>	<p>Intent: To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Implementation: Share and enjoy Dogger. Sequence story.</p> <p>Impact: To retell and recount a known story</p>	<p>Intent: To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Implementation: Sequence story of Dogger and discuss favourite parts. TTYP.</p> <p>Draw picture of favourite part in story.</p> <p>Impact: To recall different parts of a known story.</p>	<p>Intent: To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Implementation: Old bear has gone missing!! What can we do?? Model writing a missing poster. Go looking for old bear – find him. How did we feel? How did Dave feel in the Dogger story?</p> <p>Impact: To relate to a known story and empathise with the main character.</p>	<p>Intent: To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Implementation: Share and enjoy Dogger story. How did Dave feel? How did we feel when old bear went missing? Record on board. Retell with a partner the story of Dogger.</p> <p>Impact: To recount a story and key features with a partner and teacher.</p>	
C/WR/W	RWI						
Writing and FM Shush Monster	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a ted, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a van, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a bus, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a bat, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a dog, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	<p>Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a doll, model labelling using RWI format.</p> <p>Impact: Children hold pencil effectively and write simple CVC words.</p>	

	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</p> 	
GM/PE	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast</p>	
<p>Self-regulation and Managing self</p> <p>Jigsaw – Dreams and Goals</p>	<p>Intent: I understand that if I persevere I can tackle challenges Implementations: Set up different challenges for children this can be maths linked, mini obstacle courses in PE. Take pictures of children doing the challenges or over coming problems when playing.</p>	<p>Intent: I can tell you about a time I didn't give up until I achieved my goal. Implementation: In pairs or in groups, ask children to think of something they have done that they found tricky to start with but with practice and never giving up they managed to do it. Provide a couple of examples like learning to walk, riding a bike. Pass Jigsaw Jenie around the children and allow them to express their experience of never giving up. As each child shares their experience, elaborate more on the process involved of always trying, keep practising and never giving up until you can do it.</p>	<p>Intent: I can set a goal and work towards it. Implementation: Go around the circle and get children to share their idea of what they would like to get better at. Explain how this is going to become their goal. Write the children's ideas down and create a display with their ideas.</p>	<p>Intent: I can use kind words to encourage people. Implementation: Role-play with two grown-ups. One grown-up is busy doing something and the other grown-up begins to say negative things about how they are doing, putting their abilities down. How do you feel when people say horrible things to you? How do you feel when someone says something nice to you? Model and take turns to say something nice about someone in the class.</p>	<p>Intent: I understand the link between what I learn now and the job I might like to do when I'm older. Implementation: Get the children to close their eyes and lie down. Describe to the children that they are going on a journey into the future. Describe being on a rocket taking off and zooming through time. Jigsaw Jenie shows children a box (or bag) containing all the picture word cards of jobs done by adults. Explain that the children are now adults and that they need to have a job. Pick one child to select from the box. That child then has to try to act out the job on that card for the other children to guess.</p>	<p>Intent: I can say how I feel when I achieve a goal and know what it means to feel proud. Implementation: Talk about our goals we set in lesson three. What have we achieved, what are we proud of? Present each child with a special footprint. They make a design on it of one achievement they are proud of this term.</p>	

<p>Kapow Religion and World Views</p>	<p>What places are special to you? Intent: To recognise and understand that everyone has places that are special to them. Implementation: Children will talk about what places are special to them, e.g. the park. They will discuss how their special places makes them feel. Children will draw their special place. Impact:</p>	<p>Which places are special to our community? Intent: To recognise special places in our community. Implementation: Children will look at the map and talk about which places are special. Ask children: Do you like to go to any of these places? Why do you go there? What do you do at these places? How does this special place help people? Children will have four hoops and pictures of special places and will sort them. Impact: Children will be able to say which places may be special to them in their community.</p>	<p>What makes a special place? Intent: To investigate why some places are special to people in the community by exploring a special place. Implementation: Children will pick a special place and will look at that place in detail. They will say how it makes them feel and why people go there. They can draw a picture of their favourite part of that place. Impact: Children will be able to describe the special place and say what makes it special.</p>	<p>Why are churches special to many Christian people? Intent: To investigate why churches are special places to many Christian people. Implementation: Children will discuss: Why might some Christian people go to a church? Have you seen a church before? Have you been inside a church? If so, what did you see? What might be inside a church? They will watch the video and discuss what they see. Children will create a stained glass window. Impact: Children will be able to discuss their knowledge of churches and will be able to talk about what makes it special for Christians.</p>	<p>Why are mosques special to many Muslim people? Intent: To explore why mosques are special places to many Muslim people. Implementation: Children will talk about: Why might some Muslim people go to a mosque? Have you seen a mosque before? Have you been inside a mosque? What do you think might be inside? Children will watch a video about Mosques and discuss if anything is similar to a church. Children will talk about prayer mats and design their own. Impact: Children will be able to discuss their knowledge of Mosques and will be able to talk about what makes it special for Muslims.</p>		
<p>LA/U/S Story starts and Nursery rhymes</p>	<p>Story time Hey diddle diddle</p>	<p>Story time five currant buns</p>	<p>Story time five little men</p>	<p>Story time Hey diddle diddle, five currant buns, five little men</p>	<p>Story time 1,2,3,4,5,</p>	<p>Story time Hey diddle diddle, five currant buns, five little men, 1,2,3,4,5</p>	
<p>Music</p>	<p>Monday – Charanga Unit ‘Everyone’</p>						
<p>LA/U/S</p>							

Favourite 5

Class reader

Guess how much I love you
Harry and the Bucketful of Dinosaurs
Handa's Surprise
Peace at Last
The Smartest Giant in Town

Dogger