

## EYFS MEDIUM TERM PLANNING

### Key Theme – Toys and Games

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p><b>Finding out and exploring</b>  <i>Showing curiosity about objects, events and people</i>  <i>Using senses to explore the world around them</i>  <i>Engaging in open-ended activity</i>  <i>Showing particular interests</i></p> <p><b>Playing with what they know</b>  <i>Pretending objects are things from their experience</i>  <i>Representing their experiences in play</i>  <i>Taking on a role in their play</i>  <i>Acting out experiences with other people</i></p> <p><b>Being willing to 'have a go'</b>  <i>Initiating activities, seeking challenge</i>  <i>Showing a 'can do' attitude</i>  <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p><b>Being involved and concentrating</b>  <i>Maintaining focus on their activity for a period of time</i>  <i>Showing high levels of energy, fascination</i>  <i>Not easily distracted; Paying attention to details</i></p> <p><b>Keeping on trying</b>  <i>Persisting with activity when challenges occur</i>  <i>Showing a belief that more effort or a different approach will pay off</i>  <i>Bouncing back after difficulties</i></p> <p><b>Enjoying achieving what they set out to do</b>  <i>Showing satisfaction in meeting their own goals</i>  <i>Being proud of how they accomplished something – not just the end result</i>  <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p><b>Having their own ideas</b>  <i>Thinking of ideas</i>  <i>Finding ways to solve problems</i>  <i>Finding new ways to do things</i></p> <p><b>Making links</b>  <i>Making links and noticing patterns in their experience</i>  <i>Making predictions; Testing their ideas</i>  <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p><b>Choosing ways to do things</b>  <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i>  <i>Checking how well their activities are going</i>  <i>Changing strategy as needed</i>  <i>Reviewing how well the approach worked</i></p>
Areas of Learning	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
	<i>How did people use puppets to tell a story?</i>	<i>What playground games did children used to play?</i>	<i>What was my favourite toy when I was a baby?</i>
	<p>Investigate a range of traditional puppets. This could include: marionettes, shadow puppets, stick puppets or glove puppets.</p> <p>Show the children video footage of traditional Punch and Judy shows.</p> <p>Use recycled materials to build a theatre, and socks to create their own glove puppets. Encourage the children to create simple narratives using the puppets they have made.</p>	<p>Teach the children how to play a range of traditional playground games. These could include:</p> <ul style="list-style-type: none"> <li>• Circle games ('The famers in his den', 'Here we go around the mulberry bush' etc.)</li> <li>• Skipping games</li> <li>• Games with hoops</li> <li>• Counting games (e.g. 'What's the time Mr Wolf?')</li> <li>• Throwing games (e.g. hopscotch or marbles)</li> </ul>	<p>Arrange two large plastic hoops on the floor and ask children to sort a range of toys into two groups – toys they play with now and toys they played with when they were a baby.</p> <p>Key questions for discussion:</p> <p>What toys do babies like to play with? Why?</p> <p>What toys do we like to play with today? Why?</p> <p>Are there any toys and games that we still like to play with? Why?</p> <p>Create a question prompt sheet about favourite toys for the children to discuss with their parents/carers at home.</p>

LITERACY	EXPRESSIVE ARTS AND DESIGN	UNDERSTANDING THE WORLD
<i>How is my teddy different from the very first teddy bears? How is it the same?</i>	<i>What can we learn from a picture?</i>	<i>What were toys made from in the past?</i>
<p>Bring an old teddy bear to meet the children. The features of early teddy bears include: long arms and legs which can rotate, a long nose or snout, glass or button eyes, brown or black in colour, sawdust stuffing which makes the bear fairly hard to the touch.</p> <p>Ask the children to bring in their own teddy bears from home. How are they different from old bear? How are they the same as old bear?</p> <p>Ask the children to draw a picture of their bear and a picture of the old bear. Label the different features and write captions for each picture. Collate all the pictures and assemble into a class book.</p>	<p>Investigate the painting 'Children's Games' by Pieter Bruegel the Elder. The painting was completed in 1560 and includes more than eighty different games. Create your own class version of 'Children's Games' by asking children to take photos of their friends playing in the outdoor play area or playground. Print the images and then assemble into a collage of different activities. Display alongside a print of the original.</p> <p>This website shows close-ups of many of the games depicted in the painting:  <a href="https://www.wga.hu/frames-e.html?/html/b/bruegel/pieter_e/02/index.html">https://www.wga.hu/frames-e.html?/html/b/bruegel/pieter_e/02/index.html</a></p>	<p>Show the children a variety of dolls made from different materials: a wooden peg doll, a cloth rag doll, a china doll, a plastic doll. Encourage the children to explore the different dolls and use them in their play.</p> <p>Some questions for discussion:          What are the dolls made of? How were the dolls made?          How are they similar? How are they different?          How could we sort the dolls into different groups?          You could also focus on the clothes the dolls wear and how dolls' clothes can often tell us what real people wore in the past and today.</p>
MATHEMATICS	PARENT/COMMUNITY LINKS	KEY RESOURCES
<i>Different wheels: how can we use a timeline to show how we change as we grow?</i>	<i>What toys and games did my parents and grandparents used to play?</i>	<p><b>Websites:</b>          The Museum of Childhood  <a href="http://www.vam.ac.uk/moc/learning/">http://www.vam.ac.uk/moc/learning/</a>          BBC Schools  <a href="http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/toys_and_games/">http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/toys_and_games/</a></p> <p><b>Non-fiction texts:</b>  <i>Puppets</i> by Wendy Sadler (Heinemann Library)  <i>Toys and Games</i> by Sally Hewitt (Franklin Watts)  <i>Toys and Games</i> by Liz Gogerly (Hodder Wayland)</p> <p><b>Fiction texts:</b>  <i>Dogger</i> by Shirley Hughes (Random House)          Lost in the toy museum: an adventure by David Lucas (Walker)</p>
<p>Show the children a range of different ways that children use wheels to move around or have fun. Ideally, have the actual objects for the children to explore. This could be: a pram for a new-born baby, a baby walker for an older baby, a ride-on toy for a young toddler, a tricycle, a bicycle.</p> <p>Ask the children to think about who would use each one and to place the objects in order from youngest to oldest. Create a timeline on the floor showing ages from 0-5 years.</p>	<p>Create a simple survey for children to take home to share with parents/carers or grandparents. Questions could include: <i>What was your favourite toy? Why did you like it? Where did you buy toys from? What games did you like to play? Who did you play with?</i></p> <p>Ask the children to bring in their completed surveys into class. Children could write a speech bubble showing different responses. Present as a class display.</p> <p>Create a class museum of different toys and invite family members (e.g. grandparents) to visit. Children</p>	

		can write captions for the objects and act as museum guides.	Major Glad, Major Dizzy by Jan Oke (Little Knowall) <b>TTS:</b> <a href="http://www.tts-group.co.uk/bruegels-toys-artefacts/1001217.html">http://www.tts-group.co.uk/bruegels-toys-artefacts/1001217.html</a> <a href="http://www.tts-group.co.uk/bruegels-toys-teachers-book/1010458.html">http://www.tts-group.co.uk/bruegels-toys-teachers-book/1010458.html</a>
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