

HOOLE ST MICHAEL -RECEPTION MTP SPRING 1 2021

TOPIC-TOY STORY

WK	Personal, Social and Emotional	Communication and Language	Physical Development	Maths	Understanding of the World	Literacy	Expressive Arts

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<p style="color: red; font-weight: bold;">Week 1 Beach Ball Week We are going on a Bear Hunt</p>	<ul style="list-style-type: none"> RE - Stories Jesus Told Using a toy bear or a bear role-play mask, discuss how the bear might be feeling throughout the story. Children can take turns to give the bear a voice to say how they thought he was feeling and discuss. Use the bear from the story as a springboard for talking about being a friend. If the bear wanted to make friends with the family, what could he do? Encourage children to talk about being a good friend and share ideas. Provide some paper paw prints and encourage children (or they could ask an adult) to write on one when someone has been a good friend. These could be used for a display or sent home. Set the children the challenge of working together to build a cave for the bear using a variety of materials. <p style="background-color: yellow;">SUMO - Beach ball thinking AND Friendship and empathy</p>	<ul style="list-style-type: none"> Invite an adult to dress up as the bear. Children can ask the bear questions to find out more information about the character. Each day, set up a large activity tray as one of the settings from the story (such as a snowstorm). As the children investigate, challenge them to use new vocabulary to describe each setting. Find out more about bears and other animals that may live in a cave by exploring non-fiction books. Introduce new vocabulary, such as nocturnal and hibernation. <p>Hide these Story Sequencing Cards around the outside area. Invite children to find them, sequence them on a washing line and retell the story.</p>	<p style="color: red; font-weight: bold;">PE - Toys (dance) - see PE passport plans</p> <ul style="list-style-type: none"> Create an obstacle course based on the story setting in an outside area using a variety of equipment for children to explore travelling through. You may wish to deliberately add opportunities for children to climb under, over and through. 	<p>WHITE ROSE + NUMBER BLOCKS</p> <p><u>Light & Dark</u> (1 week)</p> <p>Number - one more - one less</p>	<ul style="list-style-type: none"> Cover a table with paper and provide children with pens to draw a map of the story. Invite them to create an area of map for each story setting, including the bear in the cave. <p>Invite children to explore the natural world around them on a walk to a local field, river or woodland area. Encourage the children to talk about what they can see, hear and feel during their own bear hunt. (Please remember to get permission from parents/carers prior to this activity and carry out any necessary risk</p>	<ul style="list-style-type: none"> We are Going On a Bear Hunt Practise reading letters and saying sounds by setting up a letter hunt. Children can use binoculars to look for hidden letters. Write some tricky words onto paper paw prints and prompt children to read the words and follow the paw prints to the bear's cave. Invite children to write their own version of the story by changing some elements such as the settings or the characters. 	<ul style="list-style-type: none"> Provide a range of materials for children to use to create their own picture of a bear. You could provide brown paint and forks, strips of brown tissue paper and soft, fluffy materials alongside glue and sticky tape. Can children describe the different techniques they used to create their bear? <p>Provide a range of instruments and noisemakers for children to use to add sound effects to the story. Invite children to perform individually or as a group when retelling the story.</p> <p>Create a Friendship card. Invite the children to find out what one of their peers likes to play with. Create a card - "You've got a friend in me!"</p>
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<p>Week 2 - Buzz LightYear/Space/Whatever Next Shaun on Takeover Week</p>	<p>RE - Stories Jesus Told</p> <p>SCARF - What's safe to go onto my body. Name things that keep their bodies safe. Name things that keep their bodies clean and protected.</p> <p>Think about how to recognise things that might not be safe.</p>	<p>Introduce topic- video trailer about Toy Story. - Which characters do the children recognise? What can they say about how they look or how what characteristics they have?</p> <p>Provide children with pictures of Buzz and the aliens. Children label and/or write a caption. Focus on using Phase 2 phonics and letter formation.</p> <p>Read Whatever Next by Jill Murphy-focus on sequencing activities linked to maths. Provide opportunities for children to create role play and retell the story.</p>	<p>PE - Toys (dance) - see PE passport plans</p>	<p>Light & Dark (1 week)</p> <p>Measure, Shape and Spatial Thinking : Shapes with 4 sides - Squares and Rectangles Time - days of the week. Night and day and sequencing.</p> <p>Introduce sand timer games - how many fish can you catch in the water tray? etc</p>	<p>Look at the space and the planets. Talk about what we can see in the day time and the night time (linked to maths) Focus on sorting activities which are day/night. Aliens - Create a sort it grid. Real and alien linked to phonic words Weather table - what is the weather like in Winter? Use the daily calendar - introduce a thermometer -if icy observe changes during the day.</p>	<p>Guided writing : linked to pictures of Buzz/ Woody/ aliens. Guided reading : focus on using Phase 2 phonics/ Handwriting - what shapes does Buzz make trying to fly? Experiment using different media. Create a postcard from one of the characters from a planet shown -e.g Mars</p> <p>Description of Toy Story character</p> <p>Sequencing story of Whatever Next.</p>	<p>Create Moon buggies :Moon Buggies: STEM for EYFS - Classroom Ideas (consortiumeducation.com) Rockets in DT = STEM for Kids: Straw Rockets (with Free Rocket Template) - Buggy and Buddy Measure how far rockets travel.</p> <p>Role Play- 'Whatever Next'</p>
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Week 3 -Space Week	<p>RE - Stories Jesus Told</p> <p>SCARF - What's safe to go into my body (medicines) Make safe decisions about items they don't recognise.</p> <p>Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults)</p>	<p>Create a Toy Museum : giving general information and facts about old toys/history of toys. How have toys changed? Which toys are the same? Zoom a Grandma / Grandad to talk about toys which they played with - Mr Pyefinch? Mrs Martland? Mrs Cookson's mum? Create a class book on what has been learnt.</p>	<p>PE - Toys (dance) - see PE passport plans</p>	<p>Alive in 5! (Wk1) (3 weeks)</p> <p>Number : Introducing Zero Comparing Numbers to 5 Composition of 4 & 5</p> <p>Hide numbered planets/ rockets around the outside area for children to find, read and sequence. Challenge them to create rocket pathways leading around the setting.</p>	<p>Focus on old and new. Which toys were played with a long time ago? How do we know toys are new/ old? Talk about materials used in each toy. Where can we find these materials?</p>	<p>Guided writing : Focus on observation skills of what can be seen in the photos (images from space) Reading - 1:1 book banded level. Work on alien/real words using phonics taught. Focus on letter formation/ handwriting/ Speech bubble work -dog being pulled....</p>	<p>Role play : Space station</p> <p>Make telescopes and alien models</p>
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Week 4 Rex week 1	<p>RE - Stories Jesus Told</p> <p>SCARF - Safe indoors and outdoors Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside.</p> <p>Show how to care for the safety of others.</p>	<p>Different types of dinosaurs : what is the same / different?</p> <p>Harry and the Dinosaur</p> <p>Peppa Pig dinosaur Hunt</p> <p>Minibeasts/the very hungry caterpillar</p>	<p>PE - Toys (dance) - see PE passport plans</p>	<p>Alive in 5! (Week 2)</p> <p>Number : Composition of 5 (2 groups and 3 groups) Introduction to exploring items which can not be seen.</p>	<p>How dinosaurs became extinct - Focus on using computers to find information. Watch video clips / powerpoints</p> <p>Create own Dinosaur eggs/bones. How did archaeologists find out about dinosaurs?</p>	<p>Phonics Reading Handwriting/ Tracking Create a dinosaur fact file. Children to choose a dinosaur to write about. Can they find facts and bring them in from home?</p> <p>Story maps - what happened to T-Rex in the story?</p>	<p>Design a new dinosaur</p> <p>Dinosaur Dig</p> <p>Dinosaur prints</p> <p>Label a dinosaur</p> <p>Sort the dinosaur</p>
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Week 5 Rex part 2 and Chinese New Year	<p>RE - Stories Jesus Told</p> <p>SCARF - Listening to my feelings. Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent.</p>	<p>Different types of dinosaurs Harry and the Dinosaur Peppa Pig dinosaur Hunt Minibeasts/the very hungry caterpillar Character description Wild West Woody and Jess Wanted Posters Traditional stories</p>	<p>PE - Toys (dance) - see PE passport plans</p>	<p><u>Alive in 5! (Week 3)</u></p> <p><u>Measure, Shape and Spatial</u></p> <p><u>Thinking</u> : Compare Mass and Compare Capacity.</p> <p>Make own playdough to use to create dinosaurs / linked to Chinese New Year.</p>	<p>How dinosaurs became extinct Dinosaur eggs/bones Mini beasts life cycles Cowboys and Indians -wild west</p> <p>Pushes and pulls- woody and Jessie</p> <p>Chinese New Year - Share Chinese food and talk about symbolic meanings behind some of them. Watch clips online showing people celebrating this festival.</p>	<p>Guided writing and reading Phonics Reading Handwriting/ Tracking Dinosaur fact file Story maps</p>	<p>Design a new dinosaur Make indian head dress Music-drums etc Teepee-role play Little Bo Peep-nursery rhymes</p> <p>Chinese hang poy Chinese scripture</p>
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<p>Week 6 Old Toys</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring dog, piggy bank, mr and mrs potato, telephone, Barbie and ken MULTICULTURAL WEEK 8th FEB Safer Internet dayValentine Shop and Disco</p> <p>RE - Stories Jesus Told</p> <p>Safer Internet Day : SCARF - Share ideas about activities that are safe to do on electronic devices.</p> <p>What to do and who to talk to if they feel unsafe online. "Together for a better internet"</p> <p>SCARF - People who keep me safe</p> <p>Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment.</p> <p style="text-align: center;">-</p>	<p>How the old toys feel about being left in the box. Create sentences for display.</p> <p>Trying to phone Andy to get home.</p>	<p>PE - Toys (dance) - see PE passport plans</p>	<p>Growing 6,7,8 (Week 1) Number : Composition and comparison of 6 and 7</p>	<p>Grow your own potato head-plant potatoes.</p> <p>What would happen if the toys from Toy Story fell into the sea? Which would float / sink? Can we find out which materials would waterproof our toys? Can we make a boat for our toys?</p>	<p>Phonics assessment</p> <p>Reading 1: assessment</p> <p>Writing linked to multicultural week.</p> <p>Who is your favourite Toy Story character and why?</p>	<p>Design a new toy for the future.</p> <p>Potato prints</p>
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