

## Medium Term Overview

**Class:** Hedgehog

**Topic:** Old and New (How old is Leominster?)

**Term:** SPRING 2018

	<u>Personal, Social &amp; Emotional Development</u>	<u>Physical Development</u>	<u>Communication &amp; Language</u>
<b>Prime Areas of Learning &amp; Development</b>	<p>MSR - intensive interaction and sensory rhymes and stories</p> <p>Sensory activities - feely bags/boxes, sensory exploration of props related to stories and rhymes, story massage</p> <p>Circle time - sharing a favourite toy and responding to questions about the toy.</p> <p>Respect for toys and books - illustrate the need to respect books, toys and the classroom environment through story and role-play.</p> <p>Sharing toys.</p> <p>Group games - teach children to play a variety of games where there are given rules. Encourage turn taking and fair play.</p> <p>Water and sand play</p> <p>Stay &amp; Play for parents/ carers and siblings</p> <p>Reflection time and reward time</p> <p>Songs about feelings - If you're happy and you know it...</p> <p>Dressing and undressing for PE and swimming.</p> <p>Likes &amp; Dislikes -toys, transport, houses</p> <p>Classroom &amp; Personal Care routines</p> <p>Choice Making</p>	<p>Body action rhymes and songs - pairs, small groups</p> <p>Finger Plays</p> <p>Fine Motor skills - inset boards/puzzles; posting boxes; stacking rings; threading; cutting using scissors, play-doh tools</p> <p>Manipulation activities - grasp/release, pull/push, squeeze, stretch, bend and pull apart.</p> <p>Weekly Hydro session + Outdoor Welly Wednesday walks</p> <p>Weekly PE Hall &amp; Rebound sessions</p> <p>Cutting skills - cutters &amp; various utensils in dough</p> <p>Letter formation - sand, paint, play-doh letter snakes.</p> <p>Linked topic activities. Play games to develop spatial awareness. Make toys with playdough/clay. Make a robot/puppet/toy using reclaimed materials.</p> <p>Print patterns using wheeled toys. Make construction vehicles with wheels.</p> <p>Playground games and toys teaching specific skills and group games for playing outside - hop scotch, skipping, throwing and catching, follow my leader.</p> <p>Responding to music through dance. Moving like toys: robot, clown, Jack in the Box and puppet.</p>	<p>Individual Receptive &amp; Expressive Targets</p> <p>Intensive Interaction</p> <p>Toy shop role play area.</p> <p>Puppets - re-enact shared stories and make up new stories using puppets. Ask questions about toys that others have brought in.</p> <p>Talk about how toys work</p> <p>Circle time - talk, listen, ask questions, contribute own feelings and ideas</p> <p>Explore stories through role-play, small world and puppets.</p> <p>Make up imaginative stories about toys</p> <p>Sequencing activities - pictures from stories.</p> <p>Matching pictures to pictures, picture to symbol, OOR to picture. Lotto games.</p> <p>Request rhymes and songs using photographs, pictures &amp; OORs. Likes analysis of activities, toys, areas of classroom.</p> <p>Structured choice making activities using objects of reference, photographs</p> <p>Jolly Phonics</p> <p>Provide and talk about photographs of pupils doing action verbs, photographs in and around school.</p>

**Literacy**

Stories supported by power points & props; The Train Ride by June Crebbin, Dogger by Shirley Hughes, Titch by Pat Hutchins, Mr Grumpy's Motor Car by John Burningham, Where's my Teddy? by Jez Alborough, Old Bear by Jane Hissey, Lost in the Toy Museum by David Lucas

A - Z of Toys - class book, painting/picture of a toy for each letter of the alphabet followed by a caption from the child.

Sorting toys into initial letters. Cutting & sticking pictures of toys add initial letter. Play dough models of toys beginning with specific initial letters.

Water - catching toys with fishing nets and matching them to initial letters.

Sand - buried toys - find and match to initial letters

Toys/ Clothes/ Transport selection of fiction and nonfiction books. Make labels and posters for toy shop. Trace/ write instructions to make toys move.

Jolly Phonics songs & rhymes

Oromotor activities in liaison with SALT

Writing activities - using transport objects, sensory mediums, tracking, writing tools to make marks top/ bottom, left/ right, curved/ zigzag.

Squiggle whilst you wiggle activities

I can see/ hear ...

Memory cards and lotto cards of topic pictures

Picture and symbol matching activities

**Mathematics**

Counting sets of toys and matching to numeral card.

Counting toys into the toy box.

Estimating how many toys are in each container. Record pictorially then check through counting toys.

Sorting toys - colour/size/type/shiny/dull

Role-play - Toyshop. Children take on the role of shopkeeper & customers.

Children to describe how they travel/ move car/ boat/ Beebot around equipment/ floor mat - encourage use of positional language

Counting games, shape games, colour games.

Toy survey - from given toys - children to select their favourite.

Whole class recording chart.

Ordinal numbers, e.g. racing cars, vehicles down ramps and slopes.

Make repeating patterns printing using items from story

Number Rhymes, e.g. Wonky Bicycles,

Label shapes in pictures of a train, boat, house, car using symbols.

Make shape pictures

Full and Empty - fill and empty train carriages, diggers using liquids (cups, jugs, bottles) or blocks and objects (box, bag); compare full and empty; anticipation activities

Musical interaction, plasma screen activities, involving shape and number

Posting objects

Sorting and matching activities

Art activities using shapes and different colours

Tactile number activities

Construction materials

Pattern & rhythm work with instruments

**Understanding the World**

Outdoor activities - Welly Wednesday afternoon

Old and new - compare items; sort; match to picture. History of toys Exploring and describing materials. Collecting and sorting toys into simple categories, big, small, hard, soft, shiny, dull, how they work. Make a 'picture list' of old toys, babies' toys, metal toys, wooden toys, etc. Explore how toys move.

Investigations using balls, wheeled toys etc. - how can it move e.g. push, pull, battery? Magnetic toys - explore how they move.

Construct with a purpose, select materials and use tools safely. Make a paper plate puppet - consider how to hold the puppet i.e. a stick. Use scissors, glue spreader, hole-punch and stapler safely.

Child artefacts - toys I used to play with, toys I play with now. Sorting toys into old and new. Looking for signs of ageing on toys - is it old or new? Look at photographs of old toys and compare to new toys. Set up a classroom 'Toy Shop/ Museum.'

Draw a toy on computer using a paint program

History of Transport - pupils choose and label type of transport. Sort & sequence pictures of transportation from past to present e.g. horse and cart, Victorian cars, penny farthings, modern day cars

Pushing and Pulling - explore magnetic trains - pull cargo in carriages

Homes in the past - BBC Education Dynamo's History - step inside Victorian house & investigate each room. Match objects in childrens 1950s bedroom - compare and contrast objects.

Identify different types of places people live in today. Compare features of different types of houses. (planbee.com)

ICT/Computer - tracking, moving objects on screen; Literacy and Numeracy and topic related programs

Find out about toys and games from the past interactive activity - <http://www.windowsonwarwickshire.org.uk/spotlights/toysandgames/index.htm>

'Beebot' activities.

**Expressive Arts & Design**

My favourite toy painting.

Experiment with different media - pencil, crayon and pastel. Observational drawings of an old teddy bear or toy. Design posters for class toy shop. Print patterns using toy shapes.

The toy box - cut and stick pictures of toys from old catalogues.

Responding to music through movement - moving like toys - robot, Jack in the Box, clown and puppet.

Robot names - speak name in a robot voice to split name into parts. Clap beats in name and then play beats in names using percussion instruments

Music area - children experiment freely with different instruments and the sounds they make.

Using reclaimed materials, make a toy. Explore junk materials to make a house. Print with blocks/ bricks.

Paint with toys - Teddy Bear, toy car, robot

Collage using pictures of various kinds of toys.

Texture collages - soft, furry, shiny

Learn and sing new songs related to and about topic, e.g. 'I've got no strings to hold me down', 'Teddy Bears' Picnic', 'Train is a-coming'.

Body action songs & rhythmic activities

Tough Spot exploration - find objects in various textures e.g. cooked pasta, gelli-baff, foam

Dressing up.

