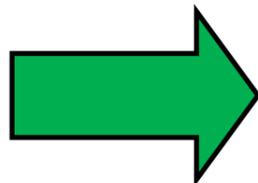


## Learning Challenges

### Exploration Question

What is friendship?  
What happens up in the sky?



First half - friendship, favourite toys (Rex from Toy Story and Harry and Dinosaurs. Friendship with Woody and Buzz.

Second half - Buzz Lightyear - space theme

Week 1: Which toy would I put in my bucket?

Week 2: What makes a good friend?

Week 3: What happens when we make a choice?

Week 4: What do I like to do?

Week 5: What do my friends like to do?

Week 6: What does my family like to do?

Week 7: What is friendship?

### Immersion - *experience that will grasp hearts and minds*

Environment - Friendship display, photographs of all the children to build our community, toys displayed and hanging from the ceiling, dinosaur feet on the floor. A Stars on the ceiling with planets. Dinosaurs and buckets in the environment.

Trips and Experiences - Cinema trip to see 'Toy Story'

### Project Title

The Toy Story

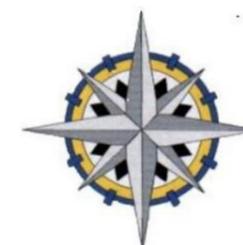
### Audience and Exhibition

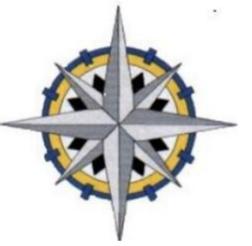
Singing 'You've Got a Friend in Me' to be recorded and put on the class blog. This will become our class song and the words will be sent home.

### Outcomes

*How will learning be demonstrated?*

- Children will all be given buckets and they must draw picture of favourite toys.
- Homework projects to build a toy which will be brought into school and displayed.





# Wansbeck Key Drivers

## Academic

Children will use their mathematics to learn about patterns and language used to describe position in Maths.

We will read, 'Harry and the Bucketful of Dinosaurs go to School' and link this to our own experiences.

## Social

We will learn the Toy Story theme tune song, 'You've Got a Friend in Me' and we will learn about what these words in the song mean.

We will build positive friendships with one another through discussing relationships in our stories and the Toy Story film. We will find out about each other's interests such as favourite toys and general interests to help us to build relationships and connections with one another.

We will be given group tasks to complete and encourage to work cooperatively in pairs first then in smaller groups.

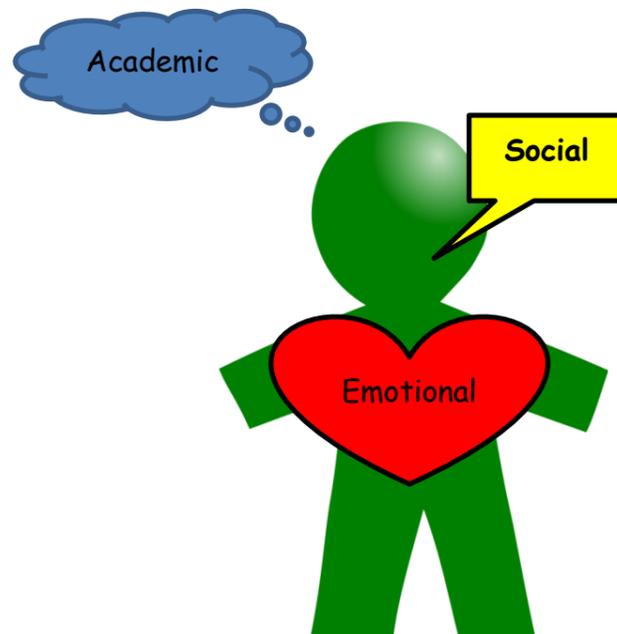
We will understand and learn how to share toys with one another.

## Emotional

We will learn about friendship using Toy Story to help us understand what makes a positive friend. We will learn about RP and look at positive behaviours in the film and behaviours where a character made a wrong choice and how it was put right.

We will look at the relationship between Harry and his sister across the range of Harry and the Dinosaurs books. We will look at how they make wrong choices with one another and talk about how they could be kinder to one another.

We will begin to learn about our Wansbeck community and what our Wansbeck family means to us.



# Prime Areas of Learning

Communication and Language Development	Physical Development
<p style="text-align: center;"><u>Overview</u></p> <p>We will listen to a range of Harry and the Dinosaur stories but focus initially on 'Harry and Dinosaurs go to school' We will be encouraged to listen and value stories being read to us. We will be encouraged to anticipate events in the story and make comments and ask questions about the stories. We will also act out key actions. We will listen to one another and respond to their thoughts. We will answer how and why questions through our toy 'show and tell' and focus on being able to ask and respond to questions. We will develop our own narratives through the use of role play, props and puppets from the story and film.</p>	<p style="text-align: center;"><u>Overview</u></p> <p>The children will create large scale drawings of dinosaur's outdoor using coloured water. They will do the same on the walls of the school building using rollers. The children will be given the opportunity to work small scale also. We will use play-doh to model dinosaurs and space themed objects to support our physical movements. We will use the sand tray to dig for dinosaurs bones and ensure the children have to dig deep in their sand to support their physical development.</p>
<p style="text-align: center;"><u>Assessment Links</u></p> <p style="text-align: center;">ELG1 Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p style="text-align: center;">ELG2 Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p style="text-align: center;">ELG3 Speaking Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.</p>	<p style="text-align: center;"><u>Assessment Links</u></p>
<p style="text-align: center;"><u>Provision</u></p> <p>We will have props, masks, puppets and other role play items connected to the story and film. We will use these outside on the stage and adults will model this play initially. We will encourage the children to listen to one another's stories within the provision.</p>	<p style="text-align: center;"><u>Provision</u></p>

<b>Personal, social and emotional development</b>	<b>Literacy</b>
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Overview

We will complete daily circles for children to support their development. We will talk about how Harry sometimes makes wrong choices with his sister in the stories and how we can help him to make the right choices. We will discuss school rules and why it important to have rules when playing with toys. We will have a café where adults model how to sit and eat fruit and drink milk and engage in conversations. We will ensure the children work in groups to solve a problem such as getting from one planet to another in a marked zone outside to complete a task and support them in playing cooperatively. Using the role-play area to re-enact scenes from the books will support their emotional development also such as re-enacting when Harry tried to throw milk over his sisters head. We can discuss if this was a right or wrong choice and children can re-enact this in the role play area. We also look at taking responsibility for toys. In the book, Harry repairs the dinosaurs and washes them and takes care of them. We will encourage 'show and tell' where designated children each week bring in their favourite toy and show it to the class and share their memories. This will also give their audience chance to ask questions.

Overview

Children will engage with Harry and Bucketful of Dinosaurs as well as the other Harry books. They will learn the story structure and we will discuss characters feelings at certain points of the story. We will support this by reading the story and asking what the children believe missing words to be. Using pictures from the book to support and scaffold, children will use writing prompts to create their own pieces of writing based on the book.

Assessment Links

ELG 6 Self-confidence and self-awareness

Children are confident about trying new activities, and say why they like some activities more than others.

They are confident in speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

ELG7 Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others behaviour and it consequences, and know that some behaviour is unacceptable.

They work as part of a group or class, and understand and follow the rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG8 Making relationships

Children play cooperatively, taking turns with others.

They take account of one another's ideas about how to organise their activity.

They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

Assessment Links

ELG 9 Reading:

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

ELG10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Provision

We will have pictures of circle expectations for all the children to see and have these displayed outside as well for the expectation that children can host their own circles. We will have pictures of toys in the café area to model and support children in making conversations with other children in the café area. We will have RP sentence stems and questions up on the wall to reinforce our values and beliefs and we will consistently model this to the children. We will have pictures from Toy Story when Woody and Buzz didn't make the right choices and when they did and we will discuss these. We will also do the same for the Harry stories which will link to our role play.

Provision

All the Harry books will be available in the provision for children to handle and read themselves. We will also include other themed books for the children. We will consistently model reading to the children and discuss key vocabulary. We will have audio books available to all children in the reading area to support their listening skills for stories. In F1, we will have 'touch and feel' books to engage the children in holding and handling books and becoming interested in them. We will continue to encourage children into the reading area and support parents with reading at home. We will have writing activities available to the children which are heavily scaffolded in F1 and scaffolded in F2. All these activities will link to our directed teaching.

**Maths**

**Understanding of the World**

Overview

We will talk about the sizes of different dinosaurs and weigh them using scales once we have talked about size. We will use the range of toys to learn about position e.g. put the dinosaur behind the pig. This will help to support our speaking and listening in the first term.

We will create different patterns with the toys and describe these patterns.

We will use toys to count numbers from 1 to 20. We will use numbers blocks to support our knowledge of number and build firm number sense.

Overview

We will learn about toys from the past and make links with our home community to find out about toys that our family members played with. We will look at toys we will have played with as babies and compare them to the toys we play with now. We will understand interests we share with one another but also understand that not everyone likes the same interests as us. We will understand that toys are made from different materials and how toys are similar and different. We will look at Diwali and make Diwali paper toys to support our understanding of Diwali and support our knowledge.

We will also learn about Autumn weather and make some Autumn garden toys to go outside in our provision. We will also learn about Christmas and make some Christmas decoration toys to celebrate this tradition in our outdoor provision.

We will learn about what is up in the sky and have a space theme (linked to Buzz Lightyear) We will learn about the planets and talk about what it be like up in space.

Assessment Links

ELG 11 Numbers:

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

ELG 12 Shape, space and measures

Children use everyday language to talk about size, weight and position.

They recognise, create and describe patterns.

Assessment Links

ELG13 People and Communities:

Children talk about the past and present events in their own lives and the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG14 The World:

Children know about similarities and differences in relation to place, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

The make observations of animals and plants and explain why some things occur, and talk about the changes.

ELG15 Technology

Children recognise that a range of technology is used in places such as homes and schools.

They select and use technology for particular purposes.

Provision

We will have a weighing area for the toys for children to continue to consolidate their learning. We will ensure key vocabulary is displayed for the children to talk about position of the toys and play the game with one another. We will encourage children to create their own patterns and describe them with toys by having these within the provision. We will link this to the painting area, were the children have to create their own patterns using different media.

In the sand tray we will wet sand to create patterns in the sand to link to our maths work as well as describing the pattern, compare the sizes on spoons, ladles and scoops such as large/small, heavy/light.

We will also use the wet sand to talk about the best size of spade to fill the bucket e.g. a large spade/large bucket.

Provision

We will create an Autumn table to represent what Autumn is about and have key words displayed in this area. We will then set a challenge for children to photograph/find examples of Autumn in the outdoor provision. We will have a display of old and new toys and we will use these to paint pictures of them and talk about them. We will use our Diwali toys within our provision to role-play the Diwali story and engage in role play using our understanding. We will have the opportunity to watch the Diwali story in our technology area and learn more about Diwali.

We will build a space role-play area and use our knowledge about space to role-play what it would be like.

Expressive Arts and Design	Outdoor provision
<p style="text-align: center;"><u>Overview</u></p> <p>Children will learn the theme song, 'You've got a friend in Me' and we will learn the words and understand their meaning. This song will become our class song. Children can create their own dances to this song with partner and will be given instruments to play and tap along to the song.</p> <p>Children will create their own dinosaurs using junk modelling to experiment the different shapes and sizes. They will think carefully about the different textures they need to use and be able to choose from a variety of junk modelling equipment.</p> <p>Through the role-play area, we will support the children in being imaginative by replicating scenes from the story of Harry and the Bucketful of Dinosaurs and the children will re-enact parts from the story. The children will also read a variety of Harry and the Dinosaurs books to support their imagination to create their own stories about Harry and his adventures.</p> <p>During the second half-term, children will explore different ways of making their own space ships on a small scale using junk-modelling to create small spaceships but also create one on a big scale for them to role play and adapt to fit the needs of their imagination.</p> <p>Using their imagination in the construction area to simulate toys when given a starting point.</p>	<p style="text-align: center;"><u>Overview</u></p> <ul style="list-style-type: none"> <li>• Creating dances, performances and songs on the outdoor stage of 'You've Got a Friend in Me'. Children can use some iPads to record one another.</li> <li>• We will re-enact scenes from the story in the 'mud kitchen' e.g. when Harry washes the dirty dinosaurs so they become clean. We will use activities like this to support understanding of events in the story and support our vocabulary from the book. We will also link to this looking after our toys and taking responsibility for them.</li> <li>• Building our own space ships using large packaging and black material and torches.</li> <li>• Make seasonal garden toys e.g. wind chimes to support our learning about the seasons.</li> </ul>
<p style="text-align: center;"><u>Assessment Links</u></p> <p style="text-align: center;">ELG 16: Exploring and using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.</p> <p style="text-align: center;">ELG17: Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	
<p style="text-align: center;"><u>Provision</u></p> <p>Children will be using the stage outside to access the musical instruments and space to dance with a partner. We will have the words up within the provision and we will model pointing and singing at the words so the children can copy this within the provision. We will also model the tapping along with instruments which the children will copy on the stage outdoors.</p> <p>The children will need a variety of junk modelling and materials to choose from. They will choose materials for a reason e.g. bubble wrap, corrugated card to demonstrate texture. We will provide the children with a few examples of how to create dinosaurs by making some to show them already in the creative area.</p> <p>We will provide props from the story in the writing area to support children's imagination in writing and drawing to create their own stories. We will have a role-play area which replicates scenes from the book</p>	<p style="text-align: center;"><u>Provision</u></p>

for children to use their own imagination from the story.

We will provide large packaging and boxes for children to create their own spaceships which they can use for role play.

