

Topic:
Toys

Phase: EYFS

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

(Robins) What should I already know?

- Which toys I like to play with at home.
- Which toys I like to play with at school.
- That not everyone likes the same kind of toys.
- How to look after my toys carefully.
- That toys can be bought in shops.

At the end of the unit I will be able to (if I could not do at the beginning of the unit):

- Potentially, link the idea of receiving some toys as gifts at birthdays or other celebrations.
- Recognise that toys are made in factories.
- That toys are sold around the world.
- Recognise the similarities and difference between toys in the past and toys available now.
- Find out what toys family members of different generations enjoyed playing with when they were children.
- Recognise that not all children around the world have access to all of the toys we have in school or home.

Diagrams



Key Knowledge and vocabulary

Toy	An object that can be used in play, often a representation of a larger thing, e.g. a truck.
Play	An activity that is meant to relax, amuse or entertain someone.
Imagination	Being able to think or picture something that isn't actually there.
Similar	Being like something else.
Different	Not being like something else.
Favourite	A thing (object, person, animal etc) that is treated as being the most special.
History	Everything in the past that has happened to people or things.