

Roleplay linked to kipper stories.  
 Make a sock thing.  
 Explore/printing with different textures  
 Blow paint-small balls to create patterns  
 Make cone-puppets. Use Puppet theatre to act out stories.



Roleplay -sharing resources  
 Stories e.g. Dogger-looking after toys, respecting other toys  
 Watch clips e.g. Toy Story :‘You have got a friend like me..’

Share a range of stories linked to Kipper the Dog  
 Building up vocabulary-labelling toys-using descriptive words/categorising toys e.g. wooden  
 Describing ‘how things work’-building up vocabulary.

### Expressive Arts and Design

30-50 Months He/she is beginning to be interested in and describe the texture of things.  
 40-60 mths He/she constructs with a purpose in mind, using a variety of resources.

**Adults Role – use open questions to encourage the chn to discuss texture. Support the chn in learning new words.**

### Personal, Social and Emotional development

He/she takes steps to resolve conflicts with other children, e.g. finding a compromise.40-60  
 He/she is aware of own feelings, and knows that some actions and words can hurt others’ feelings 30-50  
 He/she is able to respond to the feelings and wishes of others. 22-36

**Adults Role – to model, support and encourage good turn taking and sharing. Use strategies like sand timer. To label the children’s emotions-‘...is feeling cross.’**

### Communication and Language

He/she demonstrates Two-channelled attention – can listen and do for short span 40-60  
 He/she shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture 30-50  
 listens with interest to the noise’s adults make when they read stories.22-36

**Adults Role –to gage children’s understanding of key words e.g. ‘in, under, in front of and behind’. Reinforce the new vocabulary introduced.**

Scissor safety when using and transporting to create books and when selecting items.  
 Using writing resources to make marks for a variety of purposes e.g. labelling, ordering, choosing.  
 Labelling toys-classifying toys with ‘wheels/not wheels. Create books-ordering the story.

### UW

40-60 Looks closely at similarities, differences, patterns and change.  
 30-50 Months to talk about why things happen and how things work.  
 22-36 Months to notice detailed features of objects in their environment.

**Adults Role – use resources to stimulate conversations e.g. how do you think this works. Do we turn something?**

### Childs Voice-toys

- Children are showing a love for celebrations i.e. birthdays/parties and making marks for a number of different reasons.

### Moving the learning forward

**To support the children’s next steps through stories about Kipper the dog.**  
**To develop children’s listening and friendships through these stories.**

### Physical Development

22-36 Months May be beginning to show preference for dominant hand  
 30-50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  
 40-60 Shows a preference for a dominant hand

**Adults Role – model and support pencil grip, support. Provide children with opportunities to develop their writing skills in different environments and using different resources.**

Provide a range of toys that are from different categories e.g. wooden, plastic. Change this to toys that move in different ways e.g. pushed, pulled.  
 Children to make toys that move e.g. crocodile clips , zig-zag paper.

### Mathematics

40-60 Months he/she can record, using marks that they can interpret and explain.  
 30-50 Months He/she is beginning to represent numbers using fingers, marks on paper or pictures.  
 22-36 Months He/she creates and experiments with symbols and marks

**Adults Role – encourage chn to count, match and record how many. To use the vocabulary of length to support comparisons e.g. long, longer, longest.**

Writing the ‘price’ onto items in the Toys shop e.g.3p  
 Ordering numbers using the numerals 1-10 to support  
 Measuring the length of toys-comparing using different resources.



### Literacy

30-50 Months He/she ascribes meanings to marks that he/she sees in different places.  
 40-60 Gives meaning to marks they make as they draw, write and paint.

**Adults Role – to model and encourage children to talk about what they have written. Support chn to copy letters from their name cards-draw attention to the different letters and letter shapes. Model the letter sounds and names.**

Provide a range of writing templates and models.  
 i.e. lists, thank you letters, invitations and cards.  
 Drawing paper, names cards.  
 Labels for various items.

**Continuous Provision ideas relating to planning –**

Kipper's toy box:

Role play: toy shop-money, labels, coins, writing list and labels for items etc

Writing table: number formation, cutting up toys, labelling toys-classifying toys with 'wheels/not wheels. Create books-ordering the story.

Maths table: order labelled toys 1-10. Find the correct number of coins to match with price, sorting the socks into pairs, writing price labels for different toys. Measuring the length of toys –using bricks and recording. Comparing lengths.

CAL-building up vocabulary-labelling toys-using descriptive words/categorising toys e.g. wooden.

Investigate table: way that different toys move-push, pull, plastic, wooden or metal

Creative:-making sock toy, printing with different textures, blow paint-footballs, cone puppets

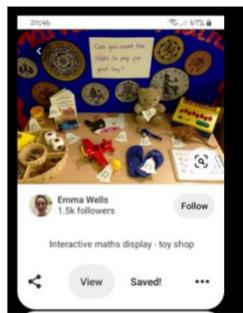
Water tray-washing the socks

ICT: toy story-'you've got a friend in me, Bee bots, exploring different toys that have moving parts

TT: Dogger-looking after toys, respecting other.

Science: car height experiment

Literacy: NON fiction books about toys.



unting



Count eyes and legs on each toy



Count how many toys fit in Kipper's toy box

- Count how many toys fit in Kipper's toy box
- How many little toys fit in a little toy box and how many big toys fit in a little toy box?
- Weight of toy box with and without toys
- Count eyes and arms and legs on each toy
- Build a Kipper toy with head, arms and legs "twoness of two", "oneness of one"

ape, space and measure

