



Planning for EYFS Theme –Toys

	Nursery	Reception
Week 1 3/6/24	<ul style="list-style-type: none"> • PSED: Talk about sharing toys. Do the children know how to share? Model two teddies trying to share a toy car. Can the children help them to understand turn taking? • PSED: Talk about the toys the children have at home. Does everybody have the same toys? Why do we all have different toys? • PD (Fine motor) Set up a Tinkering Table where children can use tools to take old toys apart and explore their components. • PD (Fine motor) Develop children’s manipulation and control by exploring printing using a range of toys. For example, cars, action figures and wooden blocks. • UW: Ask the adults in the setting to bring their own old toys in or photographs of themselves with the toys when they were younger. Are the toys the same as the children have now? • EAD: Explore puppets and encourage children to make their own to then use in a small world area or puppet theatre. • EAD: Invite children to paint pictures of favourite toys using a range of media. <p>Outdoor Enhancements:</p> <ul style="list-style-type: none"> • Create a reading den outside using blankets and cushions, covered with sheets or tarpaulin. Have a selection of toy-themed books for the children to use. 	<ul style="list-style-type: none"> • PSED: Agree upon and write down a set of rules about how to look after the toys in the setting. • PSED: Discuss how many children should play with the toys in the setting at a given time. For example, would it be sensible if 20 children all went to play with the train track? What could you do if a toy that you want is already being used? • PD (Gross motor): Make bubble snakes. Cut the bottom off a plastic bottle and cover it tightly with thin fabric or a sock. Dip the fabric into bubble mixture and blow through the neck of the bottle. See how long you can make your bubble snake! • UW: Sort toys from the past and modern toys. You could work on this activity. Sorting Old and New Toys Activity as a whole class then leave it out in your continuous provision for children to explore independently. • EAD: Explore songs and rhymes about toys with this lovely Toys Songs and Rhymes PowerPoints Pack. <p>Outdoor Enhancements:</p> <ul style="list-style-type: none"> • Hide a selection of these Toy Themed Display Letters around the outside area. Challenge the children to find and identify the letters. • Use chalk to draw numbered parking spaces for outside toys and stick numbers or dot stickers onto the outside ride-on toys. Encourage children to park the toys in the matching space when they have finished using them.

[Type here]

Week 2
10/6/24

- PSED: Ask the children to take turns in looking after a soft toy or bear in your setting. They could be given the job for the day, making sure the teddy puts its coat on to play outside, read it a story and make sure it has somewhere nice and warm to sit at the end of the session.
- PSED: Talk about how to look after the toys in the setting. What does being careful look like? What can we do to help other children look after our toys?
- PD (Fine motor): Invite children to use malleable materials to make a model of their favourite toy.
- UW: Look at a range of toys and discuss the materials they are made from. You could explore the materials with magnets and magnifying glasses.
- EAD: Invite children to design themselves as a brick minifigure. Discuss the physical features they would like their character to have and encourage them to use a range of media to represent this.

Outdoor Enhancements

- Use a variety of large construction materials (e.g. empty cardboard boxes) for children to construct a large scale doll's house.
- Provide some small world toys for the children to use to create stories.

- PSED: During a circle time, ask the children how they might feel if a friend broke or lost their favourite toy by accident. What would they do? Ask them what they would say to a friend in this situation.
- PSED: Teach a group of children to play a simple board game. Ask each child to teach a friend how to play the game.
- PD (Gross motor): Encourage children to develop overall body strength by providing a range of two-wheel toys outside (such as balance bikes and skateboards). Children may like to create an obstacle course or roads with crossing to add to their play.
- PD (Gross motor): Create a toy-themed dance sequence which might include dancing like a robot, driving like a car and bouncing like a ball.
- UW: Explore how electronic toys have changed over time. Explore the sounds they make and buttons you can press. You could even take one apart to show children inside the toy.
- EAD: Create a toy workshop in your junk-modelling area. Ask children to design their toy first and think carefully about the materials they will need to make their toy.
- EAD: Model how to make a cup and ball using these [Cup and Ball Craft Instructions](#). Leave the materials for children to have a go at making their own independently.

Outdoor Enhancements:

- Provide parcel tags and pens, for the children to label their favourite or special toys with a name so they won't get lost.
- Provide some building bricks or empty cardboard boxes and encourage the children to explore 3D shapes to build model houses for small toys.

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Week 3
17/6/24

- PSED: Talk about what happens if toys break. You could create a 'Toy Hospital' where children can fix toys if they get broken.
- PD (Fine motor): Ask the children to help take care of the dolls within the setting. Can they undress the dolls, wash their clothes in the water tray, peg them onto a washing line and dress the dolls again once the clothes are dry?
- PD (Gross motor): Encourage the children to build a shelter for the bikes and trikes outside. You could use large construction blocks, fabric or sticks.
- EAD: Make some new toy food for your home corner using salt dough. Once it has dried, invite the children to paint it before sealing with varnish or glue.
- Ask the children to help you enhance your small world area. Can they help you to make a bed for the dolls house or a cave for the dinosaurs?
- UW: Explore toys from around the world, such as stacking dolls or worry dolls. You might like to create your own using these [Size Ordering Russian Doll Cones](#).
- UW: Explore a range of battery-operated toys, toys with moving parts and remote control toys. Discuss with the children how they work and where the toys might have been made.

Outdoor Enhancements:

- Provide some building bricks and encourage the children to build towers using the bricks. Encourage the children to count the bricks they have used and compare the heights of the different towers.

- PSED: Place two different toys on a table and ask children to place a counter next to the toy they like the most. Discuss the outcome of the vote. Can the children tell you why they voted for their toy? Discuss what would happen if everybody had exactly the same toys.
- PSED: Teach a group of children to play a simple board game. Ask each child to teach a friend how to play the game.
- PD: Provide a range of thin fabrics, plastic sewing needles and thread for children to have a go at making their own doll's clothes. Show the children how to use the dolls to measure how much fabric they will need before cutting it out.
- PD (Gross motor): Experiment with wooden toys, such as yo-yos, spinning tops and a cup and ball.
- UW: Talk about places in your local community where children can buy toys. You might like to plan a visit here or you could find the location on a map.
- UW: Look at toys from around the world and compare them with the toys you have in your setting.
- EAD: Allow children to build on the storylines in their small world play by providing them with action figures in an area where they can be left out overnight for the children to continue the next day.

Outdoor Enhancements

- Print out [Numbers 0-10/20](#) from this teddy bear themed resource. Ask the children to order them on a washing line outside.