



# How do things move?



## Pre-Learning Experience and/or Hook:

Children to have a toy party outside using a range of toys that work in different ways. Also use the trim trail, scooters, bikes, cars etc.



## Visits/Visitors:

Parents/grandparents – old toys/box modelling

## Local, National and Global links:

Parents/grandparents – old toys  
Transport Survey – Oakleys Road



## Post Learning Experience:

Box modelling – parents to come in a make a junk model toy/vehicle.

## Suitcase for life including key words (Vocab Blast sessions)

Push, pull, force, wind, spin, electricity, bulb, wire, battery, buzzer, vehicle, transport.



## Understanding the World

22-36

Learns that they have similarities and differences that connect them to, and distinguish them from, others.  
Notices detailed features of objects in their environment.  
Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50

Remembers and talks about significant events in their own experience.

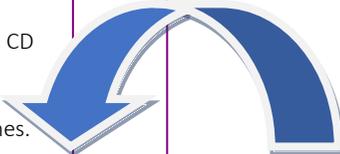
Recognises and describes special times or events for family or friends.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Developing an understanding of growth, decay and changes over time.

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.



## Reading, Writing and Maths opportunities

22-36

Has some favourite stories, rhymes, songs, poems or jingles.

30-50

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Holds books the correct way up and turns pages.

Ascribes meanings to marks that they see in different places.

22-36

Knows that a group of things changes in quantity when something is added or taken away.

30-50

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows interest in shapes in the environment.

Uses shapes appropriately for tasks.

## Expressive arts and design

22-36

Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.

30-50

Imitates movement in response to music.

Taps out simple repeated rhythms.

Explores and learns how sounds can be changed.

Creates movement in response to music.

Sings to self and makes up simple songs.

Makes up rhythms.

### Communication and Language

22-36

Shows interest in play with sounds, songs and rhymes.  
Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*).

Uses simple sentences (e.g. *Mummy gonna work.*)

Beginning to use word endings (e.g. *going, cats*).

30-50

Focusing attention – still listen or do, but can shift own attention.

Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

Builds up vocabulary that reflects the breadth of their experiences.



### Personal, Social, Emotional Development

22-36

Seeks out others to share experiences.

Shows understanding and cooperates with some boundaries and routines.

30-50

Welcomes and values praise for what they have done.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.



### Physical Development

22-36

Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.

Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.

Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

30-50

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Can copy some letters, e.g. letters from their name.

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Questions

How do things move?

Can I push it or pull it?

How far can I throw it?

How do creatures move?

Does electricity make toys better?

### Possible Activities

Exploring push and pull force with a range of toys.

Link to P.E – throwing beanbags/different sized balls/aiming/throwing further.

Dance link – exploring the movements of different creatures.

Exploring electrical circuits – bulbs, buzzers, wires, batteries.

Transport survey – pictogram

Box modelling

Fancy dress shop role play area

Exploring old toys that parents/grandparents used to play with.

