

COME AND SAY  
HELLO!



GETTING READY FOR  
KEY STAGE 1



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**toucanTracker**<sup>TM</sup>

A Little Handbook for Big Kids

Supports the new National Curriculum  
& EYFS Frameworks



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# SHARE WITH YOUR FRIENDS

We're on a mission to get parents and children playing together in the most creative of ways, delivering quality time directly to your door.

Each time you refer your friends to toucanBox using your exclusive referral code, **you'll get 50% off your next box and your friend gets their first Petite box free.**

EASY PEASY.

## HERE'S HOW IT WORKS:

- 1 In your toucanBox you'll receive your 'Share With Friends' cards. You'll find your exclusive referral code on the stickers on the inside of your box.
- 2 Pop your referral code onto your cards, and get sharing.
- 3 When your friend signs up, we'll automatically add a 50% discount to your account.
- 4 On your next toucanBox billing date, **you'll get your next box for 50%.**



Get **50% OFF** for every friend That signs up!

Let's start a **creative revolution.**



GREAT JOB!

## You Did It!

Great work on the gene pool. We took those little minds on loads of adventures, and just think of all the knowledge they picked up along the way. We sure hope you picked up one or two things along the way, too. Because we're all always learning.

## So Where Next?

Another adventure, perhaps? You'll receive your next handbook when your little one clocks in for big school. Key Stage One brings new challenges, but we're not worried, oh no. We'll be there to help bring bundles of fun along the way. If you're eager to get going with new skills, give us a call, request the next level and we can send your next toucanTracker out.

**THE NEXT ADVENTURE AWAITS...**

## ..... Welcome to your toucanTracker!

Here's a little secret, but try to keep it to yourself: we pack an awful lot of **learning** into each toucanBox. In fact, it's really great learning. Each project develops numerous skills, from tuning **fine motor** movements to perfecting counting and reading. The best thing about this learning is that the kids don't know it's happening. To put it simply, **the most effective way to learn is by having fun.**

So over at toucanBox HQ we thought, '*wouldn't it be great for parents to know all the learning that's going on?*'. Watching the cogs move in little minds is fascinating, though sometimes schools and nurseries forget that there's a lot of information about how they teach that we don't know about. We thought we could help.

Behold, your toucanTracker! Packed with essential information from the **Early Years Foundation Stage** (EYFS) and **National Curriculum**, we'll guide you through the core subjects, helping to target key skills and show you how your child is progressing. The EYFS framework encourages children to learn through **independent activities**, sparking their innate curiosity, while Key Stage One has a more structured approach. We've mixed the two together to form a comprehensive guide as your little one gets ready for big school.

## ..... How It Works

In each toucanBox you'll get a **Parent Card**, that ties rather nicely with your toucanTracker. Use the key to find the skill in the handbook, and give it a tick!

## ..... Three Ticks

**Consistency** is pretty important in learning. It's the repetition of a task that allows your child to perfect their ability. That's why each skill should be ticked off on three separate occasions.

**LET'S GET STARTED!**



# MATHEMATICS



EYFS describes maths as physical and verbal. It was always an intimidating subject but now it sounds like it could really beat us up. Let's try not to be too scared, though. We're just using practical, hands-on activities. Phew.

1 2 3

## NUMBER

- M1.1** Count reliably with numbers from 1 to 20
- M1.2** Count forwards in 1s and 2s
- M1.3** Solve problems using number bonds to 10 (two one-digit numbers that add up to 10)
- M1.4** Solve number problems using physical objects and pictorial representations
- M1.5** Recognise odd and even numbers
- M1.6** Use terms 'one more than' and 'one less than'
- M1.7** Explore sharing through doubling and halving physical objects

## MEASURE & SEQUENCE

- M2.1** Compare lengths and heights using the terms 'bigger than' and 'smaller than'
- M2.2** Use everyday language to explore different weights, capacity and volume
- M2.3** Use simple language to explore the passing of time
- M2.4** Order and arrange items in patterns
- M2.5** Recognise language relating to dates (days, weeks, months, years)

## SHAPE

- M3.1** Recognise common 2D shapes (rectangles, squares, circles, triangles)
- M3.2** Begin to observe the differences between 2D and 3D shapes
- M3.3** Describe the properties of 2D shapes, including number of sides, faces and corners
- M3.4** Recognise symmetry in 2D shapes
- M3.5** Describe position, direction and movement



# PHYSICAL DEVELOPMENT



Get that sweatband on. From practicing big movements to developing fine motor skills in the hands, physical development is essential to develop young bodies. Be active and interactive.

1 2 3

- P.1** Engage in physical activities and challenges
- P.2** Understand the importance of physical activity
- P.3** Make healthy choices
- P.4** Practice basic movements (holding, gripping, running, jumping)
- P.5** Participate in team games, safely negotiating space
- P.6** Practice and develop coordination and control
- P.7** Practice hand-eye coordination
- P.8** Develop fine motor control through use of equipment and handling materials
- P.9** Perfect dexterity in small hand motions, holding scissors, pencils and other design tools



# COMPUTING AND LOGIC



Nope, not overindulging on screen time. We don't want that. It's possible to build core tech skills away from the screen, focusing on the development of logic and thought process.

1 2 3

- C.1** Follow precise and unambiguous instructions (algorithms)
- C.2** Verbally set precise instructions for someone to follow
- C.3** Make straight-forward predictions about an outcome
- C.4** Select and use technology for different purposes
- C.5** Recognise and repeat patterns
- C.6** Use technology safely and responsibly



# HUMANITIES



Take our hand and join us in our time machine. Let's go everywhere, see everything, past and present. Let's experience the world around us, appreciate and celebrate family, culture and our local community.

1 2 3

## HISTORY

- H.1 Discuss changes over time
- H.2 Talk about past and present events in children's own lives
- H.3 Begin to understand that civilisations existed previously
- H.4 Understand that landscapes change over time
- H.5 Start to place personal history in context
- H.6 Note the difference between short and long-term timescales

## GEOGRAPHY

- G.1 Explore the world using a globe, atlas or map, observing land and sea
- G.2 Name, locate and identify characteristics of own home town and local area
- G.3 Understand geographical similarities and differences
- G.4 Observe seasonal and daily weather changes
- G.5 Explore and describe the changing of seasons in different places
- G.6 Use vocabulary to refer to key physical features (mountains, sea, land, beach, seasons and weather)
- G.7 Use vocabulary to refer to key human features (home, house, buildings, street)
- G.8 Recognise the makeup of countries and seas on an atlas
- G.9 Use simple directional language (up, down, left, right, near, far)



### GET GOING!

Can you name the countries you've been to?  
Can you find them on a map?



# LITERACY



Learning how to read has changed over the years. Phonics is a key resource for young readers to build the foundations of English. Which means you might have to brush up on your phonemes and graphemes. Quiet at the back!

1 2 3

## SPEAKING & LISTENING

- L1.1 Encourage self-expression across a range of topics
- L1.2 Discuss the meanings of unfamiliar words to build vocabulary
- L1.3 Discuss the structure of a story
- L1.4 Use discussion to practice taking turns
- L1.5 Encourage creative role-play

## READING & WRITING

- L2.1 Give children the opportunity to construct phonetic sounds
- L2.2 Begin to use phonetic knowledge to decode simple words
- L2.3 Read phonetic and high frequency words that are consistent with their developing knowledge
- L2.4 Re-read words and sentences to build up fluency and confidence
- L2.5 Connect ideas and events to own experiences
- L2.6 Listen and become familiar with key stories and traditional tales
- L2.7 Sequence simple ideas to form short narratives
- L2.8 Encourage children to express personal feelings towards tales



### DID YOU KNOW...

A **phoneme** is a single unit of sound.  
A **grapheme** is the written representation of a phoneme.

# SCIENCE



Let's make experiments so fun that they don't feel like science at all. No textbooks in sight. Instead, ask questions. Hows and Whys will spark great investigations.

1 2 3

## INVESTIGATION

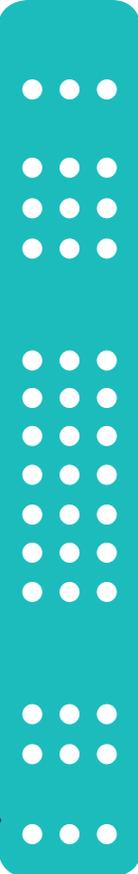
- S1.1** Ask simple questions and recognise that they can be answered in different ways
- S1.2** Observe similarities, differences and changes in materials
- S1.3** Perform simple tests
- S1.4** Record data using tables or prompts

## NATURE

- S2.1** Recognise different types of animals
- S2.2** Describe what animals and plants need to live
- S2.3** Observe examples of the cycle of living things
- S2.4** Explore the habitats of different animals
- S2.5** Use and explain the five senses
- S2.6** Discuss changes in weather and seasons
- S2.7** Make visual observations about plants

## MATERIALS

- S3.1** Use and explore the qualities of different materials
- S3.2** Explore the qualities of objects by squashing, bending, twisting and stretching
- S3.3** Observe elements changing (melting, hardening, boiling)



# ART & DESIGN



We think art is fun. So fun that it never feels like learning at all. And yet there are so many skills. From thinking independently to sparking curiosity, art builds fine techniques without realising. Like we said, it's the best kind of learning.

1 2 3

## ART

- A.1** Produce creative work and verbally record experiences
- A.2** Practice and develop line drawing skills
- A.3** Verbally express feelings towards self-created works
- A.4** Use a range of materials to design products
- A.5** Use creativity to develop imagination
- A.6** Develop a wide range of art and design techniques in using colour, pattern and texture

## DESIGN

- D.1** Design and construct 3D products
- D.2** Generate and communicate ideas
- D.3** Use a range of tools to perform practical tasks
- D.4** Evaluate own work
- D.5** Build projects that use mechanisms

## MUSIC

- MU.1** Use voices expressively and creatively
- MU.2** Experiment with sound, playing percussion and untuned instruments
- MU.3** Listen to music and provide discussion and self-expression
- MU.4** Experiment with combining sounds

