

COME AND SAY  
HELLO!

FUN, MEET  
EDUCATIONAL



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toucanTracker™

A Little Handbook for Big Kids

Supports the new National Curriculum



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# CONTENTS



Introduction .....	3
Maths .....	4
Literacy .....	5
Science .....	6
Art & Design, Music .....	7
Humanities .....	8
Physical Development .....	9
Computing .....	9
Next steps .....	10
School Fundraising .....	11



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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 Key Stage Two. It's a little scary, with even more challenges, but we're not worried, oh no. We'll be there to help bring boatloads 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...**

[www.toucanbox.com](http://www.toucanbox.com)

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

Okay, here's a little secret, but remember 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 **key skills**, from developing fine motor movements to perfecting reading and writing. And 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. And we're all about fun.

But 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**. Sometimes schools 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 core skills, learning and progression from the **new National Curriculum**, this handbook will lead you through the process of progression, helping you see what your child is learning and how it all fits together in the bigger picture.

## ..... 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 you to prove **consistency**, or work on perfection. That's why each skill should be ticked off on three separate occasions.

**LET'S GET STARTED!**



# MATHEMATICS



This ain't any dull maths lesson, oh no. Maths is **hands on**, using practical activities to develop confidence in counting and sequencing. Less writing a problem, and more talking about a solution.

1 2 3

## NUMBER

- M1.1** Count, read and write numbers up to 100 in numerals
- M1.2** Count in 2s, 5s and 10s
- M1.3** Solve one-step problems involving addition, subtraction, multiplication and division
- M1.4** Discuss problems using concrete objects and pictorial representations
- M1.5** Recognise odd and even numbers
- M1.6** Use terms 'more than', 'less than' and 'equal to'
- M1.7** Recognise fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  of an object

## MEASURE & SEQUENCE

- M2.1** Compare lengths and heights of objects in mm and cm
- M2.2** Explore different weights, capacity and volume
- M2.3** Discuss and understand the properties 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** Recognise common 3D shapes (cubes, cuboids, spheres, pyramids)
- M3.3** Describe the properties of 2D shapes, including number of sides, faces and corners
- M3.4** Recognise angles and lines of symmetry in 2D shapes
- M3.5** Describe position, direction and movement



# PHYSICAL DEVELOPMENT



Get that sweatband on! From participating in sports to practicing small hand exercises, it's important to promote a healthy, active lifestyle.

1 2 3

- P.1** Engage in physical activities, sports and challenges
- P.2** Understand why exercise is important
- P.3** Promote a healthy, active life
- P.4** Master basic movements (running, jumping, throwing and catching)
- P.5** Participate in team games
- P.6** Perform a range of movement patterns
- P.7** Develop accurate hand-eye coordination
- P.8** Develop and perfect fine motor control through use of small equipment and materials
- P.9** Perfect dexterity in small hand motions



# COMPUTING



Nope, not overindulging on screen time. We don't want that. Computing isn't just about using computers or technology, but understanding **logic** and **process**.

1 2 3

- C.1** Understand algorithms and that programs execute by following precise and unambiguous instructions
- C.2** Create a set of precise instructions
- C.3** Use logical reasoning to predict behaviour and outcome
- C.4** Use technology purposefully to create, manipulate and retrieve digital content
- C.5** Recognise and repeat patterns
- C.6** Use technology safely and responsibly



# HUMANITIES



Come on, 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** culture and community.

1 2 3

## HISTORY

- H.1** Learn and understand the history of particular cultures and countries
- H.2** Explore significant historical events, people and places
- H.3** Explore the nature of ancient civilisations
- H.4** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- H.5** Gain historical perspective by placing growing knowledge into different contexts
- H.6** Note the difference between short and long-term timescales



## GEOGRAPHY

- G.1** Explore the world's seven continents and five oceans
- G.2** Name, locate and identify characteristics of the local community
- G.3** Understand geographical similarities and differences
- G.4** Identify seasonal and daily weather patterns
- G.5** Explore and describe the different biomes of the world
- G.6** Use vocabulary to refer to key physical features (mountains, sea, oceans, rivers, land, beach, cliffs, seasons and weather)
- G.7** Use vocabulary to refer to key human features (house, village, town, city)
- G.8** Use simple compass directions and locational and directional language (left, right, near, far, North, South, East, West)



# LITERACY



We're pretty sure your little one can talk anyone's ear off, given half the chance. And that's great! Everything you do should yield a wealth of conversation, verbal descriptions, discussions and **expression of opinion**.

1 2 3

## SPEAKING & LISTENING

- L1.1** Hear, share and discuss a wide range of topics
- L1.2** Introduce and discuss the meanings of unfamiliar words to build vocabulary
- L1.3** Discuss stories and non-fiction at a level beyond at which they can read independently
- L1.4** Participate in discussion, taking turns and listening to what others say
- L1.5** Narrate or role-play stories to explore new vocabulary and knowledge



## READING & WRITING

- L2.1** Sound and blend unfamiliar printed words
- L2.2** Use phonetic knowledge to decode words
- L2.3** Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- L2.4** Re-read books to build up fluency and confidence in word reading
- L2.5** Link what they read or hear read to own experiences
- L2.6** Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics
- L2.7** Sequence sentences to form short narratives
- L2.8** Listen, share and discuss a wide range of books with adults to engender a love of reading and broaden vocabulary and understanding beyond what the child can read alone



# SCIENCE



The best thing about science is that blowing things up or making a ridiculous mess in the kitchen all count as learning. Or, at least, we can blame it on science. This kind of madness encourages a thirst for knowledge: why and how do these things occur? Try and pose **questions** and develop **hypotheses** to spark investigations.

1 2 3

## INVESTIGATION

- S1.1** Ask simple questions and recognise that they can be answered in different ways
- S1.2** Observe changes closely
- S1.3** Perform simple tests
- S1.4** Gather and record data to help answer questions

## NATURE

- S2.1** Identify and compare different categories, species and types of animals
- S2.2** Describe the needs of living things and how plants and animals obtain their food
- S2.3** Investigate the life cycle of living things
- S2.4** Identify and describe different habitats
- S2.5** Explore, understand and utilise the five senses
- S2.6** Observe changes in season, weather and landscape
- S2.7** Observe and describe the properties of plants

## MATERIALS

- S3.1** Identify and compare the suitability of different materials
- S3.2** Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching
- S3.3** Observe the process of elements changing (liquids, gases, solids)



# ART & DESIGN



You should know by now that we've got art covered. But art and design are so much more than just making. Its importance lies in **expression** and **creativity**, and using that passion to develop knowledge, technical ability and the idea of following a process.

1 2 3

## ART

- A.1** Produce creative work, explore ideas and record experiences
- A.2** Become proficient in line drawing
- A.3** Evaluate creative works using correct language
- A.4** Use a range of materials to design products
- A.5** Use creativity to develop and share ideas, experiences and imagination
- A.6** Develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space

## DESIGN

- D.1** Design purposeful, functional products
- D.2** Generate, develop and communicate ideas
- D.3** Use a range of tools to perform practical tasks
- D.4** Evaluate ideas and products
- D.5** Explore and use mechanisms in products

## MUSIC

- MU.1** Use voices expressively and creatively
- MU.2** Play tuned and untuned instruments
- MU.3** Listen with concentration to music and provide discussion
- MU.4** Experiment with combining sounds

