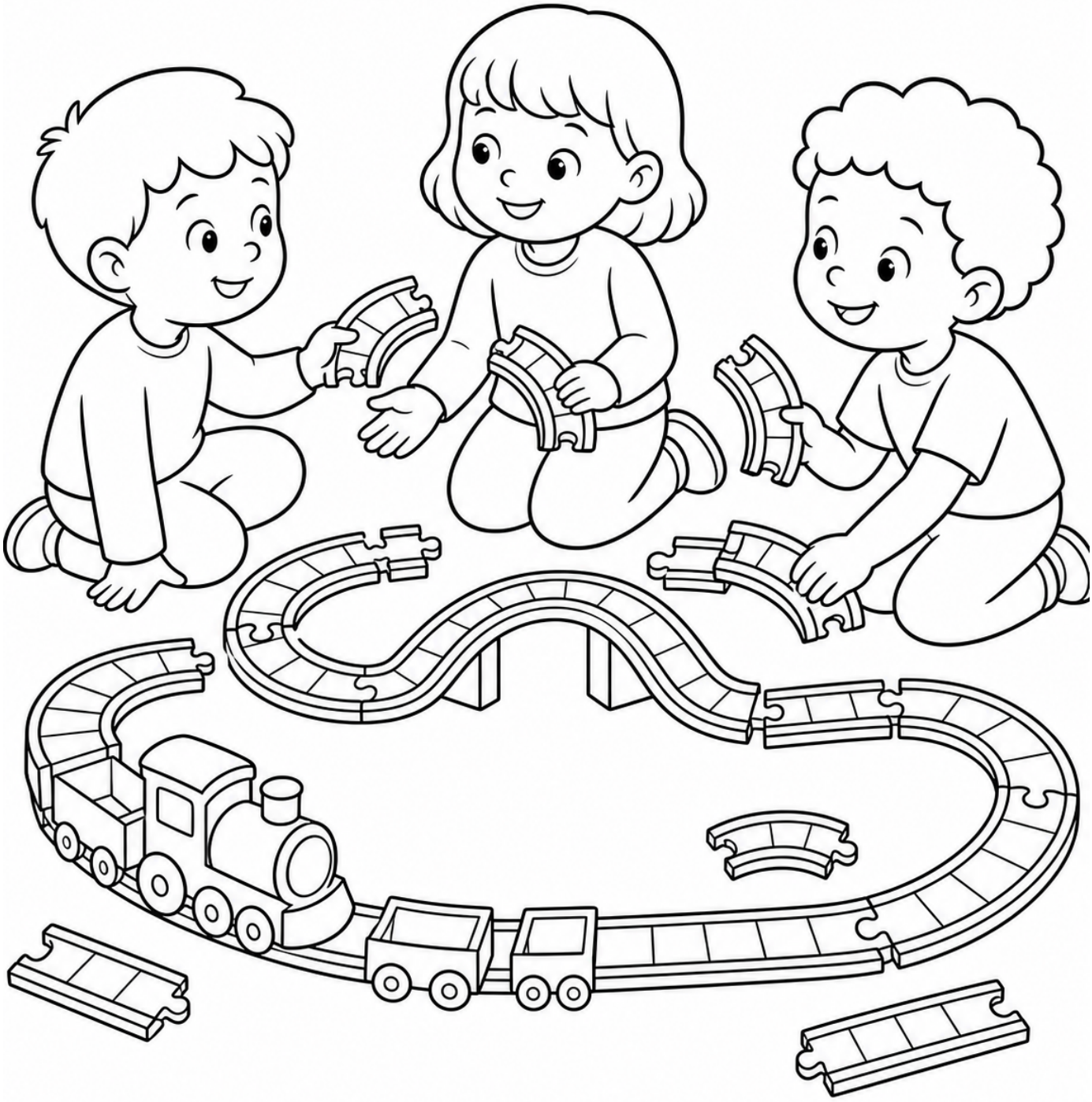
Sharing toys Vocabulary And Facts Colouring Page

EYFS / Reception - Personal Social Emotional Development

Find the children sharing train pieces; tell how they could take turns fairly.



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Parent & Teacher Guidance

Curriculum focus

Topic: Sharing toys. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: EYFS learning and development: purposeful play, communication, physical development and expressive learning.

Before you begin

Review the picture together and ask the learner what they already notice about Sharing toys. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Sharing toys. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Sharing toys can you explain using the picture?

Answers and checking

Credit a fair plan for using or passing the train pieces, such as taking turns.

Ask the child to point to the shared toy and describe what each person can do.

Learning record and next steps

- ☐ Completed the colouring
- ☐ Explained key vocabulary
- ☐ Completed the activity
- ☐ Used visible evidence

Evidence noticed / vocabulary used

_____

_____

_____

_____

_____

Next step: _____

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