

People who help us



Experiences and Enrichment

On line experiences of different jobs

Crime scene

Phonics

Phase 3

Assessment and Consolidation

PRIME AREAS

Personal, Social and Emotional Development

We will be thinking about how people help us and how we can help others. We will discuss how we can be helpful. Then we will think about our talents and what are we good at? This will lead onto what could we be when we are older. This will be supported by role-play areas, doctor's, police station etc. Finally we will think about who helps us stay safe? This will be at school, at home, in the community and online.

Communication and Language

We will be listening to poems, stories and information about people who help us. We will tell the stories using puppets and props. We will make our own people who help us puppets and talk about how they help us. We will be talking about people's jobs and finding out what our parents do as a job. We will be retelling events using wow words. Later in the term we will be looking at how different versions tell each story and comparing them.

Physical Development

We will use a range of movements using different parts of the body. Be able to find a space and learn to freeze and hold a position. To practise the skill of landing safely when jumping. To practise throwing and catching skills and rolling and receiving a ball with a partner. We will continue to use a range of tools and joining techniques safely when making or constructing especially when making a model fire engine. We will use construction kits. We will hold a pencil using a pincer grip and use it to form recognisable letters. To think about what the body needs to stay alive and keep healthy.

Specific Areas

Mathematics

In **Mathematics** the children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups which will support the children to conceptually subitise these larger numbers and explore their composition. (e.g. I know it is 9 when I see 3, 3 and 3) Children notice that the ten frame is full when there are 10. They use their fingers, bead strings and objects to subitise groups of ten. The children will continue to use the part, part whole frame to make the connections between addition and subtraction.

Also the children will explore pattern and 3D shapes within their environment.

Understanding the world

In **Understanding the world** we will be learning about all the different jobs where people help us. We will role play different jobs e.g. doctor in a hospital. We will have class discussion about who helps us at school, and take photos of people who help us in our community. We will explore different occupations and cultures of those people who help us.

We will continue to develop a respect for their own cultures and beliefs and to learn about those of other people. To think about Easter and spring- how and why do we celebrate Easter?

EAD

We will be taking part in a variety of people who help us linked activities such as making our own fingerprints and understand why the police use these. Dressing up in uniform and taking on a role.

We will develop observational and questioning skills through drawing and construction which will include observational drawings of daffodils. We will also explore the techniques of colour mixing, marbling, Brusho, wax resist.

We will be learning topic related songs and songs including Easter and spring songs.

We will recreate stories and real life scenarios in our role play areas.

Literacy

The children will enjoy an increasing range of books and to be aware of rhyme. To segment the sounds in simple words and blend them together. To continue to develop the skill of reading a range of familiar exception words e.g. I, to, the, no, go. To write their own name using a capital letter to begin. To begin to write simple words, captions or sentences. To say, read and write Phase 3 sounds. To attempt to write short sentences in meaningful contexts e.g. labels, lists. The writing experiences will be linked to our topic of People who help us and the traditional tale of Goldilocks: create wanted posters, letters and postcards, prescriptions etc

Home Learning

The children will continue to read and practice their phonics at home. They will learn their address and practise what you would say if you were in an emergency and had to call 999.

Create your own emergency vehicle. Think about its features - sirens, hosepipes and ladders, bright colours. You could make your vehicles out of old boxes, bottle tops and cardboard tubes.

Create a thank you card to send to someone who has helped you. You could draw, paint or use collage to make your picture. Remember to use your best writing inside to say 'thank you' and to write your name.