

Vocabulary

Paramedic	Coast guard
Firefighter	Police Officer
Nurse	Doctor
Vet	Postal Worker
Lifeguard	Teacher
Builder	Librarian
Crossing Patrol	Dentist



Aspiration and significant people

Firefighters/Police Officers/Doctors/Nurses/Vets/
Postal Workers/Paramedics/Lifeguards/Teachers/
Builders/Librarian/Crossing Guard/Dentist

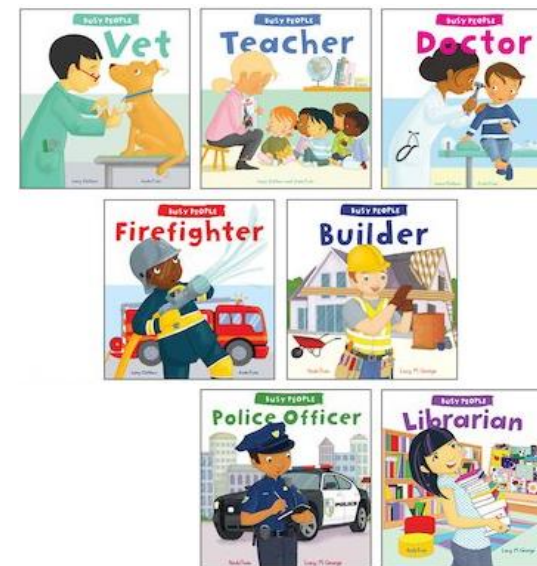
LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE

Famous Quote: "Help is on the way dear!" Mrs Doubtfire.

Help!



Book List



Outdoor learning

Literacy: Stick the laminated 'Phonemes on Flames' onto a wall or easel. Challenge the children to use spray bottles or water pistols to target a specific phoneme and to 'put out' the fire, they must say the sound to put on the flame.

EAD: Provide the children with the traffic light toys and Lollypop person outfits. Ask the children to act out helping people cross the road.

Parental Engagement

Talk about the people who help you and your family. Do you know any people who helps us? Can you talk to them about how they help people?

Enrichment

Visits from people who help us
Demonstrations of help vehicles e.g. Fire engine
Real life help equipment for the children to look at e.g. stethoscope from a doctor

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



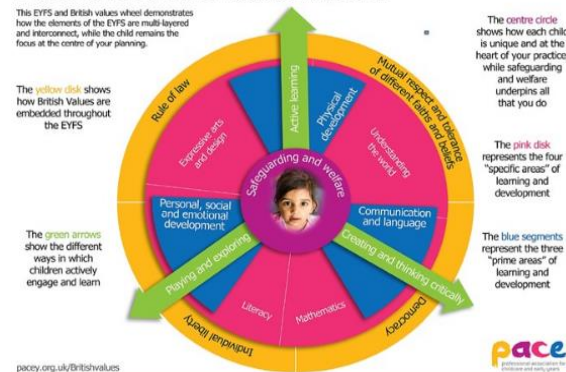
Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

EYFS and British values wheel



Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we do at school: Our Value is **????**. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

How you can help: Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about how it feels when someone helps us and how it must feel for a person who helps others.

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe many different people who help us. When we have visitors, we will ask them questions about their jobs helping others. We will try to use our question words.

How you can help: Talk about people who help us at home. Talk to someone you know who has a job helping others; ask them questions about their job.

Physical Development

What we do at school: We will be experimenting with different ways of moving. We will be talking about what we would need eat to stay fit and healthy like some people who help us.

How you can help: Make small and large movements to Beethoven's Symphony No.5, using the dramatic part of the music to show a problem and then the slow build in tempo so show a person who helps.

Lovely Literacy

What we do at school: We will continue our daily phonics and handwriting lessons. We will be writing about people who help us, what they do to help us and the things they use to help us.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position.



Marvellous Mathematics

What we do at school: We will be learning to count accurately and learning about numbers 1-10. We will use people who help us in mathematic scenarios and use them to solve problems.

How you can help: Count out objects at home. Make sure your child is counting with the numbers in the correct order. Count out objects to 5 accurately and then to 10 accurately. Ask your child to find one more and one less of numbers from 1 to 10.

Understanding the World

What we do at school: We will be asking questions about people who help us and looking at the similarities and differences between different jobs.

How can you help: Talk to your child about what job they would like to have when they grow up. Find out information about doctors/police officers and firefighters on the internet or at the library.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we do at school: We will be using different materials to make pictures of people who help us and scenes from our busy people books, for example using chalks to recreate firefighters putting out a fire.

How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity.