



People who Help Us



Understanding The World

The World

Materials
Changing States
Senses - sensory activities, feely bags, sound walk, listening games.
Look at settings for stories is it the same as where we live?
Talk about events in their life and compare them to story characters lives.
Use small world to create own stories and different environments.
Build and construct using a variety of materials.
Visitors—fire fighters /paramedics/police—how they help us.
Keeping safe, how we can keep ourselves safe in different situations and who we can call on to help.
Road safety

People & Communities

Describe their immediate environment - maps
Different jobs/careers

Past & Present

People around them and their roles in society

Forest School

Signs/colours of Spring
Story telling/acting

RE

Why do Christians celebrate Easter?
Easter Story

KUW— Skills based objectives to focus on:

Geography Skills

Talk about the features of their own immediate environment and how environments may differ from one another.

History Skills

Understand their place in the world by discussing events in their own lives and that of their family.
Begin to build on future concepts of how things can change and stay the same.

Science Skills

Ask simple questions to find out more
Observe the world around them.
Know similarities and differences in relation to materials.

Physical Development

My space on the carpet.
Body shapes- making shapes with our bodies.
Explore body movements.
Moving to music.
Moving over obstacles.
Pencil control.
Yoga.
Little Movers.
Wiggle Squiggle—gross and fine motor
Dough Disco
Pen Disco
Letter formation.
Finger Gym daily activity

Literacy

Sharing stories
Name Recognition
Name writing
Retelling stories
Recognising print
Role Play
iPads- Hairy letters, Teach Your Monster to Read, phonics games
Hearing and using new vocabulary from stories, poems, and non-fiction texts
Sequencing stories
Identifying our favourite characters and settings in stories
Make predictions of what will happen next in a story
Finding facts from non-fiction texts
Using their phonic knowledge to help them in their independent writing.
Non-fiction and associated vocabulary

Phonics

Acorns will continue their pre Phonics.
New Acorn children will settle in with circle times and stories.
Oak children will start Red Ditties in Read Write Inc.

We will be learning through a core books approach:

Non-fiction texts
Doctors / Nurses
Paramedics
Fire Fighters
Police
Dentists

Week 1 (26.2.24)

UTW— To identify members of the community who help us
ICT— Logging on to school 360 and accessing games.
PSED— Healthy Me
RE— Why do Christians celebrate Easter?
EAD / DT— Printing

Week 2 (4.3.24)

UTW— 999 and how to get help
ICT— Logging on to school 360 and accessing games.
PSED— Healthy Me
RE— Why do Christians celebrate Easter?
EAD / DT— Mother's Day

Week 3 (11.3.24)

UTW— To know that adults do a variety of jobs / Signs of spring.
ICT— Logging on to school 360 and accessing games.
PSED— Healthy Me
RE— Why do Christians celebrate Easter?
EAD / DT— Observational Painting

Week 4 (18.3.24)

UTW— To know what the emergency services do
ICT— Logging on to school 360 and accessing games.
PSED— Healthy Me
RE— Why do Christians celebrate Easter?
EAD / DT— Fork painting

Week 5 (25.3.24)

UTW— Easter
ICT— Digital Literacy
PSED— Digital Literacy / Healthy Me
RE— Why do Christians celebrate Easter?
EAD / DT— Easter Cards

Communication and Language

Talk about behaviour and feelings in stories/characters.
To respond to a variety of role play situations: act out stories, increasing vocabulary and learning to express themselves clearly
Think about feelings, events, rules and routines
Join in with stories and rhymes.
Ask and answer questions about stories.
Communication and language through story telling e.g. Retell favourite story and say why is it your favourite. Talk about story openings and endings—once upon a time, happy ever after do they always begin and end like this?
Share facts they have learned
Share their opinions.
Listen to others, both in adult initiated time, and in 'Busy Learning' choosing time with peers.

Personal, Social & Emotional Development

Adults model how to use the classroom and how to interact with it.
Adults model how to interact with others
How to look after each other both physically and emotionally—being kind
Daily routines, rules and caring for our resources and the EYFS Unit.
Tidying up and sticking to limitations in areas.
Listening and following instructions.
Talking about likes and dislikes/what we are good at, why we are special.
Encourage turn taking, sharing & listening to others
Circle Time:
Being a good friend,
All about me,
Likes and dislikes,
What we are good at
Why we are special
Staying safe
Looking after our school

RHSE—How to keep healthy, how we can stay safe online.

Expressive Arts & Design

Art

Painting
Painting our favourite characters or settings from stories
Match movements to music
Acting out favourite stories in role play area
Colour mixing
Printing
Explore tools for painting; brushes, rollers, sponges, rags, forks, straws, celery and fingers.
Observational drawing/painting of flowers.

Art and Design skills

Handling and feeling objects and enjoying manipulating materials (play dough, boxes and cardboard)
Constructing, building and destroying (Duplo models and cardboard structures)
Shape and model making using play dough, sand and other similar materials.

Music

Looking at music to express emotions - happy, sad music.
Using percussion instruments.
Music & Movement - use streamers and ribbons to dance
Dancing and moving to music.
Listen to different music and decide which would be best for each dinosaur in the stories.

Computing

To use iPad apps to take photographs and record own voices to record: eg Chatterpix.
Talk about good and bad choices when using websites - being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private. (Digital Literacy)
To log onto school 360 using EYFS log in and access games
To take photos
To access age-related programmes on different appliances e.g. iPads, chrome books and the interactive whiteboard.