



# 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.