



Moorside Community Primary Academy - Theme Overview

Year: Nursery Term: Spring 1 Theme: People Who Help Us

Key Learning

1	Being able to understand and ask why questions	The children will be able to explain themselves better, leading to less frustrated behaviours.
2	Developing fine motor skills through threading etc	Children's muscles will strengthen and pencil grip improve.
3	Sharing and turn taking games	Building on essential social skills needed.
4	Discussion about local landmarks	Developing questioning skills, listening to each other and explanations.
5	Sequencing a story	Developing an understanding of beginning, middle and end.
6	Letter formation while making appointments	Developing good formation in preparation for name writing and cvc word writing.
7	Counting sticks, puddles, cars	Counting accurately to 10 and then 20.
8	1 ore/1 less	Through food tasting, sharing food and asking for 1 more/less.
9	Shape hunts	Identifying 2D shapes and talking about similarities to everyday objects.
10		
11		

Key People/Places/Facts

1	Local landmarks	Concourse, fire station, police station, walk in centre, McDonalds etc
2	Doctors	What do they do for us?
3	Police	Learning what the police do, look at local police officers in Skelmersdale.
4	Firefighters	Talking about what equipment they use, and what other jobs they do.
5	Teachers	The children become the teacher for the day and give the adults instructions.
6	Parents	How they look after us, how families are similar and different.
7		
8		
9		
10		

Big Questions

1	How do the police help us?	Where do I go if I'm sick?
2	Why do we need the police?	What should I do if my family are in trouble?
3	How can we help the police?	How can I help my friends?
4	Do we need mums and dads? (or guardians etc depending on family arrangements)	
5		

Vocabulary

Police	Handcuffs
Fire fighter	Stethoscope
Doctor	Injections
Nurse	Hosepipe
Dentist	Fireproof
Teacher	Terrified
Parents	Worried
Relieved	Emergency
hospital	vehicle

Communication and Language

22-36 months

- The younger children will be encouraged to remain engaged for a short talk,
- Speech intervention will take place to encourage the use of word endings.

30-50 months

- Questioning skills including 'when, what and where'
- Understanding 'why' questions
- Understanding the use of objects- doctors kit, firefighters hats etc
- Build up their vocabulary based on experiences.

40-60 months

- Asking 'how' and 'why' questions
-

WELCOMM intervention continues.

Physical Development

Fine motor skills-

22-36 months

- Feeding themselves during food tasting.
- Drinking from a cup without spilling.

30-50 months

- Children will have a lot more opportunity to go outside and develop their gross motor skills such as throwing and catching, balancing on one foot and jumping and landing correctly
- Indoors the children will continue to develop their fine motor skills such as cutting, threading and mark making.

40-60 months

- Eating a range of healthy foodstuffs.

Year:
Term:
**Theme: People
Who Help Us**

Weekly Themes: Call 999, Doctors, Firefighters, Teachers, Dentist, School is50

Expressive Arts and Creativity

- The children will have a range of opportunities to explore different textures and materials.
- The younger children will be encouraged to start junk modelling for a purpose using the cardboard, plastic bottles, feathers etc.
- The older children will also be taking part in junk modelling but will be encouraged to design their object first. They will be shown how to draw accurately by using enclosed shapes, such as circles and squares, to represent an object.
- All nursery children will explore sounds and how they can be changed or used to represent e.g. a police siren.

Understand the World

People and Communities-

- The class will be learning about a range of people who help us, such as police, firemen, nurses, teachers and farmers.
- During circle time discussion will take place about the kind of occupation the children would like to do when they are older.
- The children will be examining real life pictures of local landmarks such as the fire station, concourse etc and asked which people work there.

Personal, Social and Emotional Development

22-36 months

- The children will be given a range of experiences in which they will travel around school and meet unfamiliar adults/children and build their confidence to speak to them.

30-50 months

- The focus of this half term is building confidence, friendships and self esteem. One example of this is wearing a police badge with a question such as 'Ask me how many spots are on my tie' or 'Ask me which letter my name begins with'.
- The children will be playing games which promote friendship and turn taking during circle times and friendship and self esteem nurture groups will continue to take place. The children will play games and have discussions in quiet areas such as the library and the sensory

Nurture groups for self esteem, friendship skills etc continue.

Literacy

Reading/Phonics

22-36 months

- Singing favourite nursery rhymes and filling in the missing words- building up recall

30-50 months

- The children will build up an awareness of the sequence of a story or events, such as dialling 999, what happens next?

40-60 months

- Initial sounds of the people who help us e.g. firefighter- f
- Blending a cvc word to read

Writing

22-36 months

- Experimental mark making
- Distinguish between different marks they make

30-50 months

- Making labels, prescriptions, appointments, signs etc to encourage giving meaning to the marks they make.
- Observing logos, signs, their own name to ascribe meaning to marks in the environment.
- One to one activities in which they will be encouraged to focus on letter formation (younger chn)

40-60 months

- Writing CVC words on appointments, prescriptions etc. This will take place indoors and outside.
- Name writing and recognition intervention will continue.

Phonics will include a large amount of mark making, giving the chance for children to begin to recognise letters and words, as well as ascribing meaning to their own mark making. Phonics will also focus on the correct formation of letters through the use of whiteboards, shaving foam, water and brushes outside etc.

Mathematics

Number

22-36 months

- counting reliably to 5- counting police cars, puddles, sticks etc
- Representing numbers on fingers

30-50 months

- Counting reliably to 10- counting police cars, puddles, plasters etc
- 1 More vocabulary during food tasting
- Representing numbers by making marks e.g. chalk steps

40-60 months

- Counting reliably to 20- counting police cars, plasters, puddles etc
- 1 more/ 1 less and 'fewer' vocabulary to be introduced
- Counting 6 from a larger group

Shape, Space and Measure

22-36 months

- Modelling vocabulary of 'soon', 'before' 'later'

30-50 months

- Going on shape hunts around school- identifying 2D shapes, comparing them to everyday objects

Number recognition and formation intervention groups will continue. Weaker areas will be identified and interventions will be set up after assessment week.