



Understanding the World

1	The children will identify members of the community who help us. (Geography Link)
2	The children will be able to say how members of the community help them. (Geography Link)
3	The children will be able to say what the reasons and results are of people helping us. (Geography Link)
4	To identify and talk about a time when someone has helped them. (History Link)
5	The children will describe what they see, hear and feel whilst outside relating to the weather. (Science Link)
6	To use a mouse/pad to complete a simple ICT programme. (Computing Link)
7	Children will learn that they should tell an adult if they see something on their device that upsets them and to know that everything they see online is not true. (Computing Link)
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Key People/Places/Facts

1	Dentist	Looks after our oral health.
2	Police	Help to protect communities, solve crimes and help if we are lost.
3	Firefighter	Put out fires and save lives, rescue people in danger.
4	Doctor	Help us to have healthy bodies and minds.
5	Nurse	Help us to have healthy bodies and minds.
6	Teacher	To provide knowledge, opportunities and to keep us safe.
7	Vet	To help animals stay safe and healthy.
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Big Questions

1	What is community?	Where can I find community helpers?
2	Who can I talk to to stay safe?	
3	What is mental health?	

Vocabulary

	Tier 2	Tier 3	
	Compare	Lunar	
	Mass	Chinese	
	Weight	Lantern	
	Capacity	Solar	
	Community	Space	
	Mindfulness		
	Mental Health		
	Wellbeing		

Physical Development

Skills

- To be able to balance and coordinate safely.
- To cut along straight lines with scissors.
- To use balance bikes effectively.

Knowledge

- To know how good practice with regard to sleeping can contribute to good health.
- To know how to use scissors effectively

Communication and Language

Skills

- To describe features of traditional stories.
- To ask how and why questions...
- To ask questions to find out more and to check they understand what has been said to them.

Knowledge

- To know different traditional stories.
- Express their ideas and feelings about their experiences.
- To describe events such as Chinese New Year

Personal, Social and Emotional Development

Skills

- To learn right from wrong.
- To understand that if I persevere I can tackle challenges.
- I can set a goal and work towards it.

Knowledge

- To be able to talk about why a character has made a poor choice and what the consequences are.
- To be able to talk about how the character could have made a better choice.
- To be able to say how they feel when they achieve a goal and know what it means to feel proud.
- Can talk about a time they never gave up to achieve their goal.
- To know how to wash hands thoroughly and to know why.
- To know what a stranger is and how to stay safe.

Mathematics

Skills

- To use non-standard units to measure length, weight and capacity.
- To use money during role play activities to buy items.
- To begin to explore number bonds to 5. To be able to count to 20 independently.
- To know how to use positional language in the appropriate context.

Knowledge

- To know that length, capacity and weight can all be measured.
- To know that money can be used to buy items.
- To understand and use a range of prepositions in everyday contexts.
- Weekly counting, number recognition, shape recognition interventions take place.
- Maths is taught through White Rose Scheme.

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

Literacy

Reading/ Phonics

- The chn take part in daily Phonics sessions. The majority of Rec chn attend Phase 2 or Phase 3. A small group of chn are beginning to access Phase 4 and one child Phase 5.
- Children take part in 1-1 reading 3 times a week. Shared read takes place daily.

Skills

- To think of and write a short, simple sentence.
- Listening to and hearing sounds in CVC and CVCC words.
- Identifying sounds, including phonemes and other digraphs on a sound mat.
- Listens to stories and is beginning to anticipate what may happen next.

Knowledge

- Knowing that words can be written.
- Knowing the sounds that the taught letters make.
- Knowing what the taught letters looks like. Knowing how to write the taught letters.
- Recognising taught HFW in text. Knows how to spell some familiar words.
- Can read some common and irregular words. Can read simple sentences.

Writing

- The class will take part in a wide range of writing and mark making activities linked to the class topic this half term. The class will explore writing and mark making linking to our community and the people who help us. There will be a wide range of mark making opportunities within continuous provision to focus on enhancing early writing skills both indoor and outdoor.

Expressive Arts and Creativity

Skills

- To draw a range of plants and fruits. (Art Link)
- To use resources to create own props. (DT/Art Link) Constructs with a purpose in mind, using a variety of resources. (DT Link)
- To effectively use instruments to tap a simple beat.

Knowledge

- To understand that pictures can be created by making observations or by using imagination. (Art Link)
- To use paints, pastels and other resources to create observational drawings. (Art Link)
- For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)
- To be able to play instruments along to a simple beat.
- Children will use their knowledge from looking at 'People who help us' to paint their own police officer, teacher, lollipop person, firefighter etc for our display. The children will use junk modelling to create emergency service vehicles using boxes, bottle tops, wooden slices, tissue paper, paint and pipe cleaners.

