

**Personal, Social and Emotional Development**

**Making Relationships**

- Play a game in a group and share ideas with each other
- Talk about friendly behaviour
- Talk about ways you can help each other and friends and family
- Explain who helps me
- Working in pairs or small groups without an adult

**Managing feelings and Behaviour**

- Listen to stories that encourage an awareness of own and others feelings.
- Talk about other people's feelings
- Take turns and share with others
- Explore different emotions and talk about when we may have them; we are happy when.... I am sad when....

**Self-Confidence and Self-Awareness**

- Children to have increasing roles within the environment, i.e. carrying out small tasks
- Opportunities to talk about strengths and things they need support with,
- Continue Grey Mouse
- Set up opportunities for children to respond to others

**Faith and Belief**

**Change and Growth**

- Recognise aspects of the natural world, spring and new life that bring awe and wonder
- Recognise change in the natural world. Explore the natural world.
- Consider different beliefs about the beginning of the world
- Ask and answer questions about life and death

**Easter**

- Listen and respond to chapters from the Easter story (Palm Sunday, Good Friday, Easter Day)
- Talk about happy and sad times from their own experience,
- Identify people around Jesus who were happy and sad, then happy again

**Mathematics**

**Numbers**

- Count beyond 10
- Count objects, sounds and actions
- Represent numbers independently
- Count independently during imaginative play
- Count on and back from a given number
- Find the total of sets of objects by counting them altogether, solving addition.
- Read, write and order numbers to 20.
- Recognise numerals 0-10 and beyond.
- Select correct digit when given number.
- Match number and quantity

**Shape, Space and Measure**

- Describe position of characters and objects.
- Order 2 or 3 items by capacity and length
- Sequence and order familiar events related to time
- Hours, minutes, seconds. Measuring periods of time

**Communication and Language**

**Listening and Attention**

- Listen to emergency stories with increasing attention and recall
- Participate in group discussion on different stories
- Anticipate key events and phrases in stories
- Sit quietly for a short period of time
- Work independently

**Understanding**

- Read and respond to rhymes
- Understand why and how questions
- Use prepositions when describing an emergency and talking about a story scene.
- Give each other instructions when solving an emergency during role play

**Speaking**

- Use talk to connect ideas when talking about a story and key characters.
- Develop new topic vocab
- Use different tenses when playing with small world (imaginative, pretend and role play) to apply language
- Use and understand past, present and future verbs
- Talk about other children's thoughts and ideas
- Explain own ideas using and/because
- Use questions to further understanding or gain information

**French**

- Use greetings(Hello and Goodbye)
- Count to 10
- Sing French songs
- Listen to French stories
- Play French games
- Learn new vocab for occupations that help us (policeman, fireman, paramedic, teacher etc.)

**Literacy**

**Phonics**

- Sing the alphabet
- Recap initial phonemes
- Revisit letters and sounds
- Apply and use digraphs and trigraphs
- Use blending and segmenting for reading and writing
- Read Tricky Words
- Read and write simple captions
- Learn and use two-syllable words

**Writing**

- Label the people who help us(school, family, community)
- Write captions and lists to describe a person who helps us
- Use initial sounds in words to support spelling
- Apply phonics to sentence writing
- Make labels for the role play area
- Use words and pictures to write own story about an emergency
- Independently think of what to write
- Construct/build sentences

**Physical Development**

**Moving and Handling**

- Use tools to manipulate in the environment including; writing equipment, musical instruments
- Games: Use hand eye co-ordination. Children to practise throwing and catching
- Dance/Gym: respond to music. Hold balances on apparatus. Use sequence of movement

**PENPALS Handwriting**

**Health and Self Care**

- Continue to apply class expectations
- Independently take care of yourself at school, e.g. toileting
- Independently manage clothes i.e. PE kit, coats, wellies
- Talk about how and why it is important to exercise
- Talk about different healthy foods you can eat
- Continue to have an awareness of SAFE STEP during PE

**Knowledge and Understanding of the World**

**People and Communities**

- Talk about people who help them at home, school and community
- Express who they ask for help from and when
- Ask and answer questions to learn about people who help us
- Learn about the different services and how they have changed
- Similarities and differences between us and people who help us
- Talk about a past event e.g. visit from emergency service

**World**

- Look at how the vehicles work
- Look at vehicles from around the world and at different times in the past and present
- Environment flood & wildfire

**Technology**

- Access technological toys in role play, i.e. mobiles.
- Use voice recording equipment to record emergency phone calls
- Use laptop to access a software programme using clipart
- Use paint programme to create own picture
- Use ICT links to support learning in other areas.

**Expressive Art and Design**

**Exploring and using media and materials**

- Create pictures linked to emergency vehicles using different media
- Create 3D models from "Take One Picture" describe the textures
- Create objects to support role play, i.e. walk talkie
- Use junk modelling to make different types of emergency equipment
- Use construction to set up small world scenarios
- Create reflective tabards using collage (road safety)

**Being Imaginative**

- Use imagination with different small world and role play opportunities linked to people who help us
- Sing emergency rhymes with actions, i.e. *I'm a firefighter*
- Make puppets to support small world role play
- Listen to music station/listening table to support music and rhymes