

**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, linking to People Who Help Us.
- Talk about how they help their friends and family
- Explain who helps me
- Explains own knowledge linked to People Who Help us and Growing

**Managing feelings and Behaviour**

- Listen and discuss stories that encourage an awareness of own and others feelings.
- Talk about own and 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.... Link this to different scenarios e.g. how we comfort people, how we know when someone is upset.
- Why do we as a society have rules? Support children to understand that rules are there to help us to be safe.

**Self-Confidence and Self-Awareness**

- Give children increasing roles within the environment, i.e. carrying out small tasks
- Allow children opportunities to talk about strengths and their next steps/things they need support with
- Set up opportunities for children to respond to others, e.g. when police/fire fighters visit children to respond by asking questions, finding out new information and talking confidently to them.

**Faith and Belief**

**Exploring wedding ceremonies**

What happens and what is important about a wedding ceremony. Explore similarities between weddings in a variety of cultures and religious traditions.

**Creation, awe and wonder of the natural world**

What is happening in the natural world this term? What happens at Easter time to make new life new again? How did God make the world and us?

**Remembering Jesus at Easter**

What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter? Why do Christians put a cross in the Easter garden?

**Communication and Language**

**Listening and Attention**

- Listen to emergency/growing 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
- Recall information linked to visits from Police/Fire Fighters showing understanding of taking account of what others say.

**Understanding**

- Read and respond to rhymes.
- Understand why and how questions when discussing different People Who Help Us.
- Begin to ask own questions of others, during Show and Tell and when visitors come into school.
- Use prepositions when describing an emergency and talking about a story scene.
- Give each other instructions when solving an emergency during role play

**Speaking**

- Uses talk to connect ideas when talking about a story and key characters.
- Develop new topic vocabulary linked to Emergency and Growing.
- Use different tenses/verbs to talk about their own experiences, during their play, and linked to growing and comment on emergencies in role-play areas e.g. what has happened? What will happen next?
- Talk about other children's thoughts and ideas
- Explain own ideas using and/because

**French**

- Use greetings (Hello and Goodbye) – my name is...
- Count to 10
- Sing French songs
- Listen to a French story
- Play French games
- Colours
- Feelings

**Enrichment Opportunities**

- Visits from People Who Help Us e.g. police/firefighters/postal workers etc.
- Trips around local area – St Albans museum/police station/environment walk to support children's vocabulary/observation and noticing similarities and differences

**Physical Development**

**Moving and Handling**

- Show increasing control over an object such as bouncing a basketball, dribbling a football, using bats etc. in P.E.
- Dance/Gym: respond to music. Hold balances on apparatus. Use sequence of movement (movement, balance, jump)
- Use tools to manipulate materials in the environment including; writing equipment, scissor skills, construction, gardening.

**PENPALS Handwriting** – retrace vertical lines/hold pencil between thumb and two fingers.

Introduce one-armed robot letters/ ladder letters/ caterpillar letters/ zig zag monsters. Support children's understanding of which letters are tall and which ones 'hang' under the line.

**Health and Self Care**

- Continue to apply class expectations
- Shows understanding of transporting equipment safely e.g. gym mats, carrying scissors, heavy objects, going up and down stairs.
- Independently manage clothes i.e. PE, coats, wellies
- Talk about how and why it is important to exercise
- Talk about what is important for good health – link to growing and grow own vegetables and fruits.
- Talk about ways to keep safe – link to People Who Help us
- Keeping safe on small trips in environment e.g. to the library.

**Understanding of the World**

**People and Communities**

- Talk about people who help them at home, in school and the community
- Shows an interest in different occupations linked to emergency services and ways of life such as people who may have been in an accident and are in a wheelchair etc.
- Express how they ask for help from and when.
- Ask and answer questions (use non-fiction books, visitors and videos to learn about a person who helps us; children could then role play in pairs using Q&A – record and play back)
- Learn about the different services and how they have changed (include, compare changes, sort now and then pictures)

**World**

- Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.
- Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice/chocolate
- Make observations on animals and plants and explain why things occur and talk about changes. Children to plant cress, grass, grow fruit and veg, look at life cycles.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.

**Technology**

- Use voice recording equipment to record emergency phone calls
- Use laptop to access to retrieve information linked to emergencies.
- Create cup phone linked to changes in technology.
- Use ICT links to support learning in other areas.
- Algorithms
  - Unplugged e.g. sequence events/instructions
  - BeeBots extended

**Mathematics**

**Numbers**

- Count to 20
- Count objects, sounds and actions to 20
- Represent numbers independently
- Be able to say one more than/less than a given number
- Count on and back from a given number
- Find the total of sets of objects by counting them altogether.
- Read, write and order numbers to 15.
- Recognise numerals 0-15.
- Match number and quantity above 10.
- Use practical methods to subtract.

**Shape, Space and Measure**

- Describe position of characters and objects – behind/next to
- Order 2 or 3 items by capacity and length.
- Sequence and order familiar events related to time (link to story books, emergencies, people and growth)
- Uses comparative language
- Use money in real life experiences e.g. buying seeds.

**Literacy**

**Phonics**

- Sing the alphabet
- Continue a rhyming string with both real and silly words e.g. light, night, fright.
- Revisit phase 2 letters and sounds
- Recap/teach Phase 3 sounds e.g. ai, ee, igh, oa etc.
- Begin to use digraphs in writing e.g. ee in tree.
- Use blending and segmenting for reading and writing
- Read Tricky Words/High Frequency Words.
- Read and write simple captions.
- Learn and segment for writing two-syllable words e.g. hotdog.

**Writing**

- Label the people who help us (school, family, community) / parts of the flower.
- Write captions to describe a person who helps us.
- Apply phonics to simple sentence writing.
- Begin to use finger spaces.
- Understanding of different means of writing e.g. lists/letters/stories – independent access during continuous provision to explore
- Make labels for the role play area
- Use words and pictures to write own story

**Reading**

- Read stories about people who help us/growing, anticipating key events
- Begin to apply phonics to decode key vocabulary cards (flashcards) e.g. crash, help, nurse.
- Begin to talk about the beginning, middle and end of a story.
- Suggest how a story might end.
- Describe main story setting, event and principle character.
- Explore non-fiction texts about people who help us/plants and growing.
- Use information from books and computers to create class book about growing.
- Use vocabulary from books in forms of speech and use in role play.

**Expressive Art and Design**

**Exploring and using media and materials**

- Understands that different media can be combined e.g. - Create 3D models of emergency vehicles.
- Create objects to support role play, i.e. walk talkie
- Use clay to make different types of emergency vehicles/transport
- Use construction to set up small world scenarios
- Explore colour and colour mixing through experiments linked to changing the petals of a flower from white.
- Create collage of flowers/plants.
- Explore textures using seeds etc. to create collage flowers.

**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*
- Sing songs about growing to support sequencing e.g. *5 little seeds*
- Make puppets to support small world role play
- Listen to music station/listening table to support music and rhymes
- Garden Shop role-play
- Firefighter/Police station role-play