





## **Personal, Social and Emotional Development**

What does it mean to be helpful?

Talking about looking after someone who is poorly. Discussing the important role of the doctors, nurses, paramedics and dentists.

## **Physical Development**

Using manipulation skills such as building and cutting to make models eg. vehicles out of reclaimed materials.

Learning to move rhythmically and respond to different kinds of music in large spaces.

Practising getting ourselves dressed and undressed for P.E and swimming.

Replicating different actions of people who help us.

## **Expressive Art and Design**

Enjoying and learning different nursery rhymes and songs

Creating pictures using a variety of different media, involving colour mixing.

3D modelling (eg police cars and ambulances)

Imaginative role play : eg hospital, fire station, post office

## **Communication and Language**

Listening attentively and responding to a wide range of nursery rhymes and stories Developing rhyming and alliteration knowledge

Learning new words (e.g. uniform, emergency service, ambulance) and using them in conversations

Expressing own thoughts and opinions about being helpful

## **Understanding the World**

Thinking of people around who help us and discussing their jobs.

Sending our own letters from the local post office

Learning about the importance of hygiene (brushing teeth, washing hands, healthy food) Discussing the importance of keeping safe. Learning about road, water and fire safety.

## **Mathematics**

Looking at and exploring and recognising numbers in the environment.

Counting and making comparisons between quantities

Addition and Subtraction activities

Following and creating repeated patterns

Exploring shapes in the environment, learning their names and properties

## **Literacy**

Reading names on coat pegs, registration labels, name cards etc.

Enjoying a colourful set of rhyming and alliteration activities

Exploring texts about people who help us, e.g. Jolly Postman, Fireman Sam, and non-fiction books

Phonic activities according to ability

Writing lists, labels and captions in the context of different peoples jobs.

# Confident Individuals

# Responsible Citizens

## Enrichment

## Spiritual and Moral

As enterprising people we will

To enrich our learning we will In our spiritual and moral development we As members of community we will will

### Key Objectives

### Personal, Social and Emotional Development

### Mathematics

Interested in others' play and starting to join in

Recognises some numerals of personal experience

Shows understanding and cooperates with some boundaries and routines and resources with help Uses the language of more and less

Counts objects to 5, 10 and beyond Can select and use activities

Takes steps to resolve conflicts with other children, .e.g. finding a compromise

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Shows awareness of shapes in the environment Uses positional language

Initiates conversations, attends to and takes account of what others say

Explains own knowledge and understanding, and asks appropriate questions of others feelings, and knows that some actions and words can hurt others' feelings

Uses everyday language related to time and money Aware of own Orders and sequences familiar events.

Beginning to be able to negotiate and solve problems without aggression Confident to speak to others about own needs, wants, interests and pinions

### Communication and Language

### Understanding the World

Shows interest in play with sounds, songs and rhymes Identifies action words by pointing to the right picture Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts Maintains attention, concentrates and sits quietly during appropriate activity and traditions Two-channelled attention Responds to instructions involving a two-part sequence. Understand humour, e.g. nonsense rhymes

Shows interest in the lives of people who are familiar to them Shows an interest in different occupations and ways of life They know about similarities and differences between themselves and others and among families, communities Comments and ask questions about aspects of their familiar world such as the place where they live.

### Physical Development

### Expressive Arts and Design

Improving and developing fine motor skills by mark making and manipulating sensory materials Learning to move rhythmically and respond to different kinds of music in large spaces. Building up the confidence in independent self-care, i.e. dressing up, washing hands, using the toilet Improving balance and whole-body coordination during PE sessions. Constructs with a purpose in mind using a variety of resources

Enjoys joining in with dancing and ring games Uses various construction materials Manipulates materials to achieve planned effect

### Literacy

READING Looks at books independently Knows that information can be relayed in the form of print Begins to read words and simple sentences

WRITING Ascribes meaning to marks they see on different places Gives meaning to marks they make as they draw, write and paint Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.