People Who Help Us

What would you like to be when you grow up?

Communication and Language
Children will learn to understand how to listen carefully and why listening is important
Children will be provided with plenty of opportunities for talk

Home Corner: Opportunities to articulate their ideas and thoughts in well formed sentences

Role play: Baby Clinic/ Police Station/ Fire Station
Learn new vocabulary

Reading area: Engage in story times both in small groups and larger groups

Physical Development
Further develop gross motor skills and fine motor skills so that children can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons)
Develop throwing, catching kicking and aiming skills through planned focus activities in the outdoor provision.
Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes etc

Personal, Social and Emotional Development:

Children will take part in turn taking, sharing and what makes a good friend games.

Children will build constructive and respectful relationships

Children will be supported to learn to manage their own needs—personal hygiene.

Maths:

Count objects to 20 and recognising numbers
Count actions and sounds up to 10
Count out loud to 20
Sing number songs and rhymes
Represent numbers using concrete objects/fingers/numerals
Subitise in different ways using amounts to 5
Link the number symbol (numeral) with its cardinal number value.
Recognising and naming 2D shapes (circle, square, triangle, rectangle) and using mathematical vocabulary to describe them
Saying which group has more or less objects

Understanding the World:

Talk about immediate members of their family and community..
Children will name and describe people who are familiar to them
Children will talk about the roles of people who help us in our community.
Children will draw a collaborative map of Mexborough.
Children will understand the effect of changing seasons on the natural world

Expressive Arts and Design:
Children will take part in Charanga music sessions and move to and talk about music, expressing their feelings and responses.
Children will develop storylines in their pretend play
Children will sing in a group or on their own, increasingly matching the pitch and following the melody
Children will explore, use and refine a variety of artist effects.
Children will create collaboratively, sharing ideas, resources and skills
Children will draw pictures using a paint programme on a computer.

Literacy: Reading

Phonics- Continue with ELS phonics phase 3. Introduce four new sounds each week and review previously learned sounds and harder to read and spell words (HRS) every Friday.

Children will listen to and join in with the retelling of the story Burglar Bill.

Children will read and listen to a range of stories and non=fiction texts linked to the topic and their interests.

Children will recognise and say the corresponding grapheme for phase 2 and 3 letter sounds.

Children will begin to blend sounds into words, for CVC and CVCC words.

Children will recognise and read the HRS words taught so far.

Literacy: Writing

Phonics- Continue with ELS phonics phase 3. Introduce four new sounds each week and review previously learned sounds and harder to read and spell words (HRS) every Friday.

Talk for Writing: Burglar Bill

Children will be taught how to hold a pencil using a tripod grip.

Children will practise forming letters correctly saying the rhymes from the ELS phonics scheme to support letter formation.

Children will practise writing CVC and CVCC words and simple captions to match the picture both during planned focus activities and during opportunities available in continuous provision.