

Medium Term Planning		Key Vocab: mechanic, nurse, paramedic, postal worker, lifeguard, firefighter, police officer, emergency, lollipop person, vet, vehicle	
People Who Help Us WB 15.5.23		ELG in Italics	Reception Objectives in bold
Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p><i>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i></p> <p><i>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>-Work and play cooperatively and take turns with others.</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Come to school dressed in outfit of someone who helps us.</li><li>• Talk about who and when would we go to someone if we need help.</li><li>• Know to dial 999 if they needed help from the Emergency Services.</li><li>• Go on a walk around the local area. Which people work in different places. Why would they go there?</li></ul>	<p><b>Use new vocabulary through the day.</b></p> <p><b>Articulate their ideas and thoughts in well-formed sentences.</b></p> <p><b>Connect one idea or action to another using a range of connectives.</b></p> <p><i>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></p> <p><i>-Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Talk about what job they would like to do that helped people</li><li>• Watch &amp; discuss powerpoints about different roles people who help us have.</li><li>• Role-Play Firefighters-set up outside.</li><li>• Look at photos of vehicles &amp; uniforms of people who help us. Which are then &amp; now? How do we know.</li></ul>	<p><b>Gross Motor</b></p> <p><i>-Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>• Demonstrate strength, balance and coordination when playing.</i></p> <p><i>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><b>Fine Motor Skills</b></p> <p><i>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>-Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>-Begin to show accuracy and care when drawing</i></p> <p><b>Activities:</b></p> <p>-Obstacle course for firefighters balancing, climbing for firefighters to put out the fire.</p> <p>-Write sentences describing what people do as a job to help people.</p> <p>-Draw vehicle used by people who help us-use this to look design</p>	
The Specific areas of learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><i>-Write recognisable letters, most of which are correctly formed.</i></p> <p><i>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>-Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>• Write simple phrases and sentences that can be read by others.</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Read sentence describing a situation where help is needed-match to the person who can provide help.</li><li>• Read information books/ sentence cards about what jobs people do.</li><li>• Write sentences explaining the job somebody who helps us does.</li></ul>	<p><i>-Have a deep understanding of number to 10, including the composition of each number.</i></p> <p><i>- Subitise (recognise quantities without counting) up to 5.</i></p> <p><i>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</i></p> <p><i>-Automatically recall some number bonds to 10, including double facts</i></p> <p><i>-Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></p> <p><i>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Count number of people</li><li>• Subitise counting figures</li><li>• Take away &amp; add counting figures within 5 verbally</li><li>• Count objects people who help us use e.g, letters, books, pens etc.</li><li>• Compare quantities on tens frame, which has the most/least?</li><li>• Split food between two workers so they both have an equal amount.</li><li>• Count in twos. Match worker to partner as work has to be done in twos. Which numbers are even and add</li></ul>	<p><i>-Talk about the lives of the people around them and their roles in society.</i></p> <p><i>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Read book /powerpoints about people who help us. Write new info found.</li><li>• Go on a walk in locality. Find buildings where people work e.g. library, post office, health centre.</li><li>• Look at photos of vehicles &amp; uniforms of people who help us. Which are then &amp; now? How do we know.</li><li>• Look at powerpoints/ books of people who help us in the past.</li><li>• Describe what they saw on the walk in the local environment? Draw a map to show what they saw.</li><li>• Talk about which jobs people would have in other countries that would help their community.</li></ul>	<p><i>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>• Share their creations, explaining the process they have used.</i></p> <p><i>• Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>-Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Role-Play stories where people who help us are needed e.g. play doctors, firefighters etc.</li><li>• Draw and design vehicle e.g. ambulance, fire=engine, police car. Discuss design. What will they need to make it using junk modelling. How will we know it's an emergency vehicle? Does it have a siren etc?</li><li>• Create 3D vehicle model.. Show the class their final model &amp; explain how they created it.</li><li>• Tell stories as parts of doctors/firefighters role-play.</li></ul>

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