

Medium Term Planning

April 2021

People who help us...

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words.</p> <p>Activities Work together to make large emergency vehicles Being kind and helping each other (turn taking) Express own opinions and understanding. Role play outside fire station and Emergency Vehicles etc Talk about what we can do to keep ourselves safe.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Activities Role play outside Fire station and Emergency vehicles. Predict ending of story Discuss what they want to be when grow up? Small world area -Happy land people who help us figures Importance of listening and following instructions -Fire Drill etc</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Activities Decorate Trikes Work as a group to make large Emergency Vehicles Obstacle course avoiding obstacles- Firefighter Training Paint images of people who help us Dresses up in dressing up clothes Draws an image of who they want to be when grow up (Writes initial letter next to it)</p>

The Specific areas of learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can:- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Activities Count no. of emergency vehicles and make marks to represent numbers</p>	<p>Show interest in different occupations. Explore how things work. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Activities Talk about different occupations people have. Take photos of each other dressed up in uniforms Body parts -Doll and teddy first aid Discuss jobs done everyday to keep classroom safe and clean Look at different objects and look at how work (Walkie talkies, phones etc) Use computer together to research People who help us.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Play instruments with increasing control to express their feelings and ideas. Explore colour and colour-mixing</p> <p>Activities Sing and dance to song Dress up as people who help us for role-play</p>

<p>Write some letters accurately.</p> <p>Activities</p> <p>Write name on yearly progression sheet.</p> <p>Paint images of people who help us and write initial sound</p> <p>Draws an image of who they want to be when grow up (Writes initial letter next to it)</p> <p>Listen to story using Press play program</p> <p>Spot and suggest rhyme in books</p> <p>Predict ending of story</p> <p>Read stories of People who help us</p>	<p>Fire Fighter ladders -find Number 3 what is one more / one less</p> <p>Count out number of people on the bus</p> <p>Obstacle course - Count number action</p> <p>Post shape letters at the right post box</p> <p>Doctors bag sorting of objects, how many in each pile and which pile has the most and least</p> <p>Complete a familiar route using car mat and emergency vechicle</p>		<p>Mix paint in zip lock bags</p> <p>Drive emergency vehicles through paint</p> <p>Use musical instruments to make sirens sounds quiet and loud.</p> <p>Paint images of people who help us</p> <p>Move in ways that people who help us would (Climb ladder - fire fighter, Run and Jump - police etc)</p> <p>Use large construction materials to make emergency vehicles</p> <p>Listen to story using Press play program</p>
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