


# Year R Medium Term Topic Planning - Spring 1- People Who Help Us

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> <li>• Non fiction books based around jobs that help us. Weekly change per class focus.</li> <li>• 20 themed books in book corner</li> <li>• Phonic phase based reading activities</li> <li>• Colour band books</li> </ul> <p>Story time books:</p>	<ul style="list-style-type: none"> <li>• Writing table</li> <li>• Simple sentences, colourful semantics scaffold</li> <li>• Initial &amp; cvc sound word</li> <li>• Construction office area</li> <li>• Busy Books</li> <li>• Handwriting (r,n,m,,h,b,k,s,f,e)</li> <li>• List writing</li> <li>• Incident reports</li> <li>• Labelling vehicles</li> </ul>	<p>Phase 2 recap &amp; Phase 3 introduction</p> <p>Wk1 - j,v &amp; he Wk2 - w,x,y,z/zz &amp; she Wk3 - qu,ch,sh,igh &amp; we Wk4 - th,ng, ai &amp; me Wk5 - ee, oa,oo &amp; be Wk6 - ar, or, ur, ow &amp; you Wk7 - oi, er, ear, air &amp; all</p>	<ul style="list-style-type: none"> <li>• All About Me bag</li> <li>• Colourful semantics</li> <li>• Bucket Therapy</li> <li>• Tales Toolkit</li> <li>• Visitors: People who Help Us focus.</li> </ul>
Problem solving, Reasoning and Maths	Physical Development	Understanding the World	
<ul style="list-style-type: none"> <li>• Use language such as more or less to compare two numbers</li> <li>• Learn concept of and use language related to addition</li> <li>• Sort objects making choices and justify decisions</li> <li>• Know that numbers identify how many numbers are in a set</li> <li>• Recognise numerals from 0-10</li> <li>• Match sets of objects to numerals that represent the number of objects</li> <li>• Pairs of numbers that make 5</li> <li>• Part - Part whole to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Separate PE planning</li> <li>• See Outdoor planning</li> <li>• Handwriting exercises and letter formation. (r,n,m,,h,b,k,s,f,e)</li> <li>• Keeping ourselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Ramps investigating PWHU vehicles.</li> <li>• Different jobs and how these people help us.</li> <li>• Discuss differences in families and their jobs/roles in community.</li> <li>• R.E focus- Specialness, see separate planning.</li> <li>• Compare different building around the world</li> </ul>	
<p><b>People Who Help Us</b></p>  <p><b>Hook - Weekly Role play by adult</b></p> <p><b>Experiences: Hospital Day, specialist visits</b></p>			
Personal, Social and Emotional Development	Construction / small world	Expressive Arts and Design	
<ul style="list-style-type: none"> <li>• All About Me bag</li> </ul> <p>PSHE separate planning-</p> <ul style="list-style-type: none"> <li>• I know that we are all good at different things.</li> <li>• I can say what I am going to do next.</li> <li>• I can tell you what I like doing and learning.</li> <li>• I can tell you what I have done and the things that worked well.</li> <li>• I can tell you who helps me at home.</li> <li>• I can tell you who helps me at school.</li> <li>• Can ask for help from an adult, for example a lunchtime supervisor</li> <li>• I can tell you people who help us and what they do.</li> <li>• Talk about ways in which adults can help them.</li> <li>• I can tell you how to clean my teeth.</li> <li>• Draw or write about visitors they have met</li> <li>• Recognise similarities and differences</li> <li>• I can tell you what to do in an emergency.</li> <li>• I can tell you who keeps me safe.</li> <li>• I can choose a realistic goal.</li> <li>• I can tell you what I want to be when I grow up</li> <li>• Emergency calls and road safety</li> </ul>	<ul style="list-style-type: none"> <li>• Small world towns</li> <li>• Construction kit models</li> <li>• Firefighter small world</li> <li>• Police Small World</li> <li>• Ambulance Small world</li> <li>• Hospital Day</li> <li>• Builders - wet sand cement</li> <li>• Build houses</li> <li>• Build special buildings from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Create 3D models with reclaimed materials</li> <li>• Add detail to vehicles</li> <li>• Create pictures of PWHU</li> <li>• Building the hospital</li> <li>• Making signs and resources for the hospital</li> <li>• Music Sessions weekly</li> <li>• PWHU songs</li> <li>• Role play PWHU with doll's houses and small world play</li> <li>• Domestic role play - different People who help us characters to visit weekly</li> <li>• Colour mixing</li> </ul>	
Outdoor Opportunities			

Communication and Language	Personal, Social and Emotional Development
<p><b>3-4 year olds</b>            Sing a large repertoire of songs.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story..            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.            Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p><b>Children in Reception</b>            Understand how to listen carefully and why listening is important.            Learn new vocabulary.            Use new vocabulary through the day.            Ask questions to find out more and to check they understand what has been said to them.            Articulate their ideas and thoughts in well-formed sentences.            Connect one idea or action to another using a range of connectives.            Describe events in some detail.            Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.            Develop social phrases.            Engage in storytimes.            Listen to and talk about stories to build familiarity and understanding.            Use new vocabulary in different contexts.            Listen carefully to rhymes and songs, paying attention to how they sound.            Learn rhymes, poems and songs.            Engage in non-fiction books.            Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>3-4 year olds</b>            Develop their sense of responsibility and membership of a community.            Find solutions to conflicts and rivalries.            Remember rules without needing an adult to remind them.            Develop appropriate ways of being assertive.            Talk with others to solve conflicts.            Understand gradually how others might be feeling.</p> <p><b>Children in Reception</b>            See themselves as a valuable individual.            Build constructive and respectful relationships.            Express their feelings and consider the feelings of others.            Show resilience and perseverance in the face of challenge.            Identify and moderate their own feelings socially and emotionally.            Think about the perspectives of others.            Manage their own needs. • Personal hygiene            Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine            • being a safe pedestrian</p>

Literacy	Physical Development	Mathematics
<p><b>3-4 year olds</b> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write <del>some of</del> all of their name. Write some letters accurately.</p> <p><b>Children in Reception</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case <del>and capital</del> letters <del>correctly</del>. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences <del>using a capital letter and full stop</del>. Re-read what they have written to check that it makes sense.</p>	<p><b>3-4 year olds</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. 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.</p> <p><b>Children in Reception</b> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and</p>	<p><b>3-4 year olds</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Solve real world mathematical problems with numbers up to 5.</p> <p><b>Children in Reception</b> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Automatically recall number bonds for numbers 0–5 <del>and some to 10</del>.</p>

	<p>in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Develop the foundations of a handwriting style which is fast, accurate and efficient.          Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	
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Understanding the World	Expressive arts and design
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<p><b>3-4 year olds</b>          Use all their senses in hands-on exploration of natural materials.          Begin to make sense of their own life-story and family's history.          Show interest in different occupations          Explore and talk about different forces they can feel.          Talk about the differences between materials and changes they notice.          Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Children in Reception</b>          Talk about members of their immediate family and community.          Name and describe people who are familiar to them.          Compare and contrast characters from stories, including figures from the past.          Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways.          Recognise some similarities and differences between life in this country and life in other countries          Explore the natural world around them.          Describe what they see, hear and feel whilst outside.          Recognise some environments that are different from the one in which they live.          Understand the effect of changing seasons on the natural world around them.</p>	<p><b>3-4 year olds</b>          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.          Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.          Respond to what they have heard, expressing their thoughts and feelings          Remember and sing entire songs.          Sing the pitch of a tone sung by another person ('pitch match').          Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.          Create their own songs or improvise a song around one they know.          Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Children in Reception</b>          Explore, use and refine a variety of artistic effects to express their ideas and feelings.          Return to and build on their previous learning, refining ideas and developing their ability to represent them.          Create collaboratively, sharing ideas, resources and skills.          Listen attentively, move to and talk about music, expressing their feelings and responses.          Watch and talk about dance and performance art, expressing their feelings and responses.</p>
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	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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