

Launch: Class teachers in role - hot seating in each reception class
Express: Dress up day -Come to school dressed up as a worker of your choice

Communication and Language

Listening and attention

Invite an adult known to the children to come and talk about their memories of school. Who were the people who helped them? What did they do to help their teachers and other adults?

WALT: Listen to stories and retell them in different ways

Understanding

WALT Use a range on non-fiction text to look at photographs people and their jobs- Talk about what roles are.

Speaking

WALT: to learn new vocabulary relating to people who help us e.g. caring, safety, emergency services,

- WALT: Ask questions about the roles of different people in school

Interview members of staff e.g. office, caretaker, head teacher/Asking questions – what do you want to find out about the role of a.../ Asking questions – what do you want to find out about the role of a doctor/nurse?

Thinking Question key – The answer is Nurse – what could the

Literacy

Reading-WALT: use a range of reading text to learn about jobs people do

Turn the book corner into a library. Talk about the difference between non-fiction and fiction books. Take it in turns to be a librarian and to run the group's library

Read Happy family books- People who help us

Read Mr Tick the Teacher by Allan Ahlberg and Faith Jaques. Is Mr Tick similar to teachers that we know? Would children like to be taught by Mr Tick?

Writing

WALT: To write for different purposes

Role play area – write about patient's details, crime that has been committed

-Letter writing/post office play

WALT: Write a report of what people who help us do

Make a list of names of all the people who help us at school. Draw pictures - Write – what do they do? (Think about the people who clean, who make meals, Office staff?)

WALT: Use action words to describe how people help us

e.g. Care for, hug, look after, wash, clean, play, read, cook, feed (choose one verb to -draw a picture of someone in their family doing that for them)

Physical Development

Moving and handling

WALT: To begin to handle equipment with control

WALT: Explore and express a range of moods and feelings through a variety of movement.

WALT: Move with control and coordination on a range of equipment

WALT: Use fine motor control to build models e.g. ambulance, police cars etc

Health and self-care

WALT-Know how to keep myself safe and healthy

Keeping fit Importance of exercise and a healthy balanced diet – Links with EAD/UW-

Personal, Social and Emotional Development

Self-confidence and self-awareness

Barnaby Bear – meets people in different professions and visits locations such as a bank, shopping

WALT: learn about fear and how to we could overcome it.

Fire fighters, police officers, medics etc. How do they overcome fear?Talk about personal experiences in circle times and discussions

Making Relationships

Thinking key -What if a member of staff was ill could not do their work. (Help the children to appreciate that each person has an important role)

Children have roles to be 'Little Helpful' –concentrating on being a good friend and a helpful class member (Create badges for children to wear throughout the week)

SEALS: Good to be Me

WALT: Explore ideas such as being 'Special' and important

Circle time activities about being special

Stories about special people- What makes someone special?

-Who thinks we are important? Who is inside the box?

Foundation Stage Medium Term Planning Spring 2 activities– 2018 People Who Help Us

Mathematics

Number

WALT: Add 2/3 single digit number s together to 10/HA to 20

WALT: count on from a given number.

WALT: Subtract numbers practically using objects

WALT: understand one less than a number to 10/20 – HA – two less than a number -Subtracting activities using with real objects

Shape, Space and Measure

WALT: Learn names of 3D shapes-properties – corners edges, faces

Creating 3D objects and models:

Size

WALT: Order objects by size/use ordering lang.

Can we place ourselves in order of size

Money

WALT: Recognise & sort coins up to £1/HA £2

Order coins 1p o £1.

WALT: Make different amounts and pay for items using 1p coins.

Understanding the World

People and communities

WALT: Understand the roles of people who help us

WALT: to identify ways in which our families help us

Write a list of people in our family. Discuss – what do these people do to help us.

Parent Partnership – Families come into school to share how they help in the community

The Real Super Heroes -People who help us

Firefighters and fire engine visit

Community police officer visit

The medical profession- Doctors, Dentist / nurse

The world
Introduce the word 'uniform' and ask the children to describe those worn by the fire officers. Invite someone from the emergency services to visit and talk about their uniform and equipment they use.

Provide uniforms and equipment for related role-play

Role play – fire station, fire engine, control centre

WALT: Look at and describe the clothing and equipment used by firefighters police officers. What equipment do they use? Why do they need special equipment? How do they help us?

Discuss different skills and tools needed to do a job effectively

BAR Key- What would you make bigger/alter, replace on a fire fighter's helmet?

Discuss the dangers of their roles.

Discuss importance of keeping safe. When do they wear helmets, protective clothing? e.g. cycling, reflective clothing when out in the dark etc

Technology- WALT use the internet to observe and find out about different jobs and roles

Designing / making fire engines

Mobile phone and walkie-talkie play

Expressive Arts and Design

Exploring and using media and materials

WALT: Use observation skills to produce a drawing

WALT: Use a range of different materials and media to create an effect/objects –

-Design and make fire engines/Painting and collage- Fire, Fire! Mixing - hot colours -Printing with objects that roll

Creating people who help us Puppets/Make a portrait of someone who helps them at school Encourage children to choose their own materials and techniques

Being imaginative

WALT: Use own ideas, feelings and movement in story telling in role play dance and music

Role play – special visitors and their importance

Hot seat characters-Who were these people? What did they do? What was special about their role/ Why were they important?

Set up small world activities for imaginative story telling

Set up role play area with different themes each week e.g. clinic, post office, classroom, vets, police station... And this is how we help you