

## PERSONAL AND SOCIAL DEVELOPMENT

### Making relationships

Explains own knowledge and understanding, and asks appropriate questions of others.

Take account of one another's ideas about how to organise their activity

Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

### Self confidence and awareness

Can describe self in positive terms and talk about abilities.

- keeping yourself safe e.g basic safety, crossing the road

- Knowing when to ask for help

### Managing feelings and behaviour

Talk about how they and others show feelings.

- Making good choices

- Talking about stranger danger

- how you feel when you go to dentist or doctor

## UNDERSTANDING THE WORLD

### Communities

Begins to differentiate between past and present

Finds out about past and present events in own life and in those of family members

Shows interest in different occupations and ways of life

- Visits by professionals i.e police or nurse, visiting the fire station

- Exploring texts and clips about different jobs and sharing our own experiences e.g going to the doctor

- Occupational Roleplay e.g doctor's office

- Learning what to do in an emergency e.g learning our address or phone numbers

- Finding information about jobs from computers e.g video clips

Know about similarities and differences between themselves and others

### The world

- sharing our experiences e.g doctor, hospital, opticians, dentist

### Technology

- Finding information about jobs from computers

- Learning to use a phone to contact people in an emergency

- machines used by different professionals e.g stethoscope, food mixers, speedometers, thermometers

## PHYSICAL DEVELOPMENT

### Moving

- London Bridge is falling down

- Police/ fireman obstacle course and moving in a variety of ways

- Driving around traffic signs

- Making vehicles from fruit boxes

### Fine Motor - handling

Uses simple tools to effect changes to the materials

- Uses scissors to cut around a simple shape.

Demonstrates fine motor control and coordination

Holds a pencil and (holds and) uses it effectively to form recognisable letters, most of which are correctly formed

- wrapping boxes to post

- squirting, spraying and channelling water in outside area

## COMMUNICATION AND LANGUAGE

### Listening and attention

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

### Understanding

- Passing shapes or wrapped objects around the circle and exploring what might be inside re: postmen

- Learning and labelling body parts re: doctors or nurses

### Speaking

- Job-specific vocabulary

- asking and answering questions

- sharing our experiences and linking statements

- Taking on a role e.g hot seating in roleplay

## LITERACY

### Reading

- Apply phase 2/3 phonics

- Nonfiction texts about people who help us

- Finding information about jobs from computers

- Learning about our address and writing addresses/ letters

- Topsy and Tim, Postman Pat, Fireman Sam

- Burglar Bill by Allen Ahlberg

### Writing

- Writing labels and envelopes

- write a menu

- Making appointment cards

- Lists of jobs or equipment needed e.g what does a cook need?

- Writing questions

## EXPRESSIVE ARTS AND DESIGN

### Exploring and using media and material

- create builder's yard rhythms

- using different materials to create instruments

- junk modelling- making emergency vehicles

- magic water pictures

- Design badges/ costumes

- utility belts

- Paint recognisable pictures of professionals or vehicles

- Songs and rhymes: Miss Polly, Doctor Foster, London's Burning, 5 little fireman standing in a row

- Making vehicles from fruit boxes

### Being imaginative

Plays cooperatively as part of a group to develop and act out a narrative

- Occupational Roleplay e.g doctor's office, post office, opticians

- construction play e.g building sites, cranes

- small world fire station and engine

### Foundation Stage Medium Term Planning Spring 2 - 2018 People Who Help Us

## MATHEMATICS

### Number

Counts reliably up to 20 everyday objects

Begins to count beyond 20.

Beginning to say the next number- after numbers up to 20.

Orders numbers up to 20

Can estimate how many objects they can see and check by counting them

Use ordinal numbers in different contexts.

Match then compare the number of objects in two sets.

Relates addition to combining two groups

Relates subtraction to taking away

In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting

Finds one more or one less than a number from 20- 30

Data handling - create simple tallies and pictogram.

Use everyday language to solve problems

- Contextualise number sequencing

### Shape and space

Selects a particular named shape

- Exploring and 'posting' shapes, exploring shape silhouettes and wrapped or disguised 3d shapes

- Measures: Long or short ladders, weighing packages, making food