

Nursery Planning Term 3b – People Who Help Us

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Develop friendships with other children Remember the rules without needing an adult to remind them and find solutions to conflicts and rivalries. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent at meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Knows many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door. Start a conversation with an adult or a friend and continue it for many turns. Use longer sentences of four to six words. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils, showing preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. 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. Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Develop their phonological awareness, so they can recognise words with the same initial sound, such as money, mother. Engage in extended conversations about stories, learning new vocabulary. Write some or all their name. Understand the five key concepts about print.
<p>How</p> <ul style="list-style-type: none"> Focus on using provision, tidying toys, sharing with peers. Following the nursery routine, visual timetable and complying with the nursery rules. Singing time, Magic Bag, Rhythm time. Rules, prayers, friend name games and teacher name games. Snack and chat questions. Toilet timer – Toileting. Use the areas appropriately and select their own resources, sharing with their friends. Role play in areas with peers (firefighting station, police and hospital role play). Aprons, hand washing, coat motivation chart. Snack time – encouraging independence with cups and trying new foods. 	<p>How</p> <ul style="list-style-type: none"> 10 Favourite - stories Singing time/ Rhythm – repeating and learning new word and rhymes Small and large group games both inside and outside, teaching resilience. EAL/AL/SLT Intervention groups. End of session story time – key vocab and instructions. Key vocab/ Academic vocab modelling. Key questions- Who, what, how and when. Play modelling – within all areas. Encouraging use of language at all times – snack time, snack and chat, welcoming. Story baskets – Emergency, Farmer Duck, On the way home. Small world area- Police and hospital role play and non-fiction books. Encourage children to role play harmoniously together and use key vocabulary. Firefighting role play outside in the house. 	<p>How</p> <ul style="list-style-type: none"> Outdoor fine motor area – what can you create with shapes. Climbing and playing with outdoor equipment encouraging resilience. Bike track – going around the correct way, avoiding obstacles. Match their developing physical skills to tasks and activities in the setting. For example outdoor firefighting role play and climbing ladders. Writing names and drawing picture of people who help us. Draw a map/route to rescue a friend. Painting pictures of people who help us. Using large rolls of paper, draw around children’s bodies and decorate them, turning themselves into different people who help us. Sports day, encourage children to practise the different activities, such as running, throwing, bean bag on head, assault course with adult direction and then create their own activities and extend them. 	<p>How</p> <ul style="list-style-type: none"> 10 Favourite – stories. Joining in with stories and repeated refrains. Painting or drawing people who help us- giving meanings to marks / encourage the children to write their names on their work using their name card or independently. Also encourage correct formation. End of session Carpet time (Quiet on the carpet, counting and clapping syllables in all names, and emphasising their initial sounds in their names and their friend’s name). Self-registration and names on pegs. Singing time (Know and saying the songs). Rhythm time/ Magic Bag. Books in area and on story carpet (Looking at books and turning pages independently with an adult or a friend). Groups reading/ literacy activities. Topic books- People who help us with new vocab Kitchen – Accident letters with diagram of body, making prescriptions. Phonics planning including looking at the initial sounds in words, rhyming and alliteration games.
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Say some number for each item in order 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns - stick, leaf, stick, leaf Discuss routes and locations, using words like ‘in front of’, and ‘behind’. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Talk about members of their immediate family and community 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Remember and sing entire songs. 	<p>Topic Police officer, fire fighter, paramedic, doctor, nurse, dentist, lolly pop person, teacher, ambulance, fire engine, shop worker, safe, dangerous, seat belt</p> <p>Maths Copy, match, the same, pattern, too many, too few, enough, not enough, arrange, before, after</p> <p>Key Questions Can you think of someone who helps you? How do you help people?</p> <p>Additional questions When... Who...</p>
<p>How</p> <ul style="list-style-type: none"> Singing simple number rhymes 1-5 and then to ten. 5 little ducks in water area – including numerals and numicon plates Consolidation and recognising numicon plates 1-5. Tidy up time – shape matching, counting as we etc Modelling maths language at all times and use of maths 	<p>How</p> <ul style="list-style-type: none"> Summer topic – Summer display. Climate-Hot, Sunny, Sweating, Warm, Humid, Thirsty. Bird watching/Feeding birds – weekly. Insect observations and drawing Care for growing plants and picking fruit. Vehicle building – using crates. 	<p>How.</p> <ul style="list-style-type: none"> Den making and vehicle making with crates and resources. Singing time/ rhythm time/ Magic Bag. Modelling singing tent and new instruments. Encourage the children to use the powder paints, sticking and creative area independently to enable 	

<p>area resources.</p> <ul style="list-style-type: none">• Beginning to make comparisons between quantities.• Counting and number games 1 to 10 outside using numerals/numicon shapes – counting actions/steps etc• Building and making arrangements with shapes and objects – fine motor station• Encourage the children to describe their relative position and use positional Language.	<ul style="list-style-type: none">• Firefighting role play outside.• Car wash role play- weather permitting.• Parent visits – children talk about what their parent does and sharing the home challenge with the class	<p>them to express their own ideas.</p> <ul style="list-style-type: none">• Small world – Police/Hospital role play.• Drawing/Painting/Making models of vehicles, people who help us and observational drawings.• Painting/drawing picture of people who help us.• Father’s Day cards.	
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