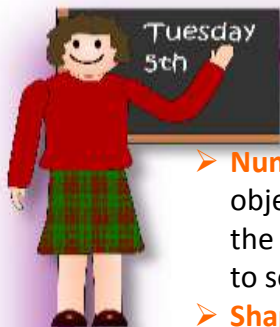


# PEOPLE WHO HELP US



## Mathematics

- **Numbers** – 1:1 correspondence counting objects to 20, recognise numerals to 20, use the language of fewer and more to compare to sets of objects.
- **Shape, space and measure** – use familiar objects and common shapes to create and recreate patterns and build models.

**Match People Who Help Us number cards, create police vehicles, ambulances, life boats and fire engines using shapes and patterns to decorate.**

## Communication & Language

- **Listening & Attention** – Follow directions and instructions; Join in with rhymes and stories. Maintain attention, concentrate and sit quietly during appropriate activities.
- **Understanding** – Respond to simple instructions involving preposition such as 'under' 'on' 'top' 'behind' and begin to understand 'why' and 'how' questions.
- **Speaking** – Question why things happen and give explanations. Use a range of tenses, intonation, rhythm, and phrases to convey meaning.

**Children to use small world characters to create own stories and scenarios for people who help us. Look at people who help us and discuss what they do and why.**



## Understanding the World

- **People and Communities** – Show an interest in different occupations and ways of life.
- **The world** – Show care and concern for living things and the environment.
- **Technology** – Know how to operate simple equipment like a cd player. Open an app on a tablet and complete a task.

**In the Doctor's Surgery children show concern for the patient and their care. They use the computer to log the patient. Visit Osmond Dental Clinic to see an example of a person who helps us.**

## Personal, Social and Emotional Development

- **Self-confidence & self-awareness** – Enjoy responsibility of carrying out small tasks; Become confident to speak to others about their needs, wants and interests.
- **Managing feelings & behaviour** – Be aware of own feelings and know their actions can hurt others' feelings. Begin to accept needs of others, take turns and share resources.
- **Making relationships** – Can play in a group, initiate conversation, take into account opinions of others.

**Become a 'person who helps us' by being a classroom helper, pretend to be a doctor/Nurse in our Doctor's Surgery.**

## Expressive Arts & Design

- **Exploring and using media and materials** – Explore what happens when you mix colours and understand media can be combined to create new effects.
- **Being imaginative** – Plays alongside other children who are engaged in the same theme and develop and act out a narrative.

**Use junk modeling materials to create their own emergency vehicles and mix colours to decorate them. Use boxes to create buildings for people who help us.**

## Literacy

- **Reading** – Segment sounds in simple words and blend them together and know which letter represent some of them. Begin to read words and simple sentences.
- **Writing** – Hear and say the initial sounds in words; use some clearly identifiable letters to communicate meaning, representing some sounds correctly.

**Children read and complete prescription pads and patient information sheets. Label pictures of people who help us.**

## Physical Development

- **Moving & handling** – Hold pencil between thumb and fore finger, copy letters from their name and begin to form recognisable letters. Use one handed tools and equipment.
- **Health and self-care** – Dress without help for P.E. Observe the effects of activity on their body. Understand the safety of equipment and tools.

**In the Doctor's Surgery practicing writing, bandaging, putting on gloves and handling equipment. Tracing people who help us and play dough mats.**

