

## Year R Spring Term 1

### Helpful Heroes

**Hook (curiosity):** Visit from emergency services

**Text (reading, language, communication):**

1. School – People who help us at Guildford Grove
2. Police – Police officers in our community
3. Firefighters – Firefighters in our community
4. Hospital – Doctors in our community
5. Dentist – Visiting the dentist
6. Vets – Non-fiction book about vets

**End product (engagement):** Trip to Little Street

**Vocab (reading, language, communication):**

- Emergency
- 999
- Names of emergency vehicles e.g ambulance, police car etc.
- Names of equipment e.g stethoscope, hose etc.
- Names of helpful heroes e.g firefighters, police etc.

**Sticky knowledge (learning that sticks):**

- I understand that there are people who help us in our community and the wider world.
- I can name people who help us and explain their roles.
- I can name emergency vehicles and equipment.
- I know that I can be a helpful hero.

**Driver:** UTW (PSHE)

Police Officers



Firefighters



Doctors

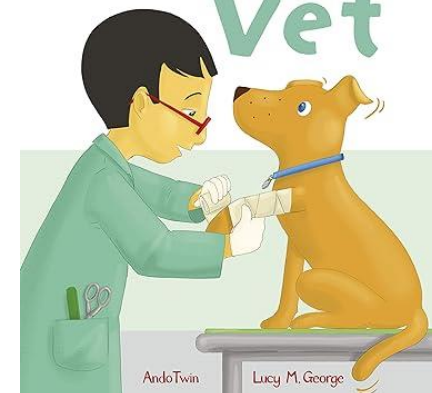


Visiting the  
Dentist



BUSY PEOPLE

Vet



Ando Twin

Lucy M. George

## This term, the children will learn...

### Physical Development:

- To throw, kick, pass and catch a large ball.
- To balance on and off equipment.
- To jump safely from a piece of equipment.
- To confidently use a range of large and small apparatus inside and outside.
- To develop overall body-strength, balance, co-ordination and agility.
- To develop a handwriting style that is fast, accurate and efficient.
- To use a range of tools competently, safely and confidently such as: paint brushes, pencils, scissors, knives and forks.

### Mathematics:

- To find, subitise and represent 0-10
- Composition of numbers to 10
- Conceptual subitising to 10
- To compare and explore mass and capacity
- To find and represent 6,7, and 8
- Odd and even numbers
- Doubles
- To combine two groups
- To compare and explore length, height and time
- To recognise, find and name 2D and 3D shapes
- To copy and continue patterns

### Communication and Language:

- To switch attention from one task to another.
- To follow complex instructions.
- To respond to discussion with comments and questions.
- To be able to listen attentively in a range of environments and situations – e.g assembly/carpet time/with visitors.
- To enjoy being part of conversations and discussions and to use new vocabulary in context.
- To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.

### Expressive Art and Design:

- To use different techniques and materials to achieve the desired effect and can talk about what has been created.
- To mix colours to produce different shades and combines materials to create different textures.
- To begin to plan a design before starting.
- To use a range of tools and equipment and selects the most appropriate tool or joining material for the job.
- To create collaboratively sharing ideas, resources, and skills.
- Along with others, collect resources to develop own role play storylines.

### Personal, Social, Emotional Development:

- To label and talk about own and others' emotions.
- To respond well to more complex instructions in smaller groups, but can need visual reminders in larger groups.
- To complete set challenges/tasks independently.
- To talk about ways that skills can be improved and to demonstrate pride in achievements.
- To be more confident to tackle new challenges and with encouragement will keep going.
- To follow school and class rules and talk about their importance.
- To know some ways to keep healthy.
- To cooperate with others, listen and share some ideas and listen to advice about how to solve disagreements.
- To use words to solve conflicts.
- To take turns in group activities.
- To identify how others feel and respond appropriately.

### Literacy:

- To begin to create own narratives including a beginning, middle and end and a character and setting
- To demonstrate a secure understanding of new subject specific vocabulary from books that have been read (e.g tadpoles / frogspawn).
- To begin to show an awareness of different genres and their features (e.g poem / story / postcard).
- To be able to recognise all phase 2 sounds and some phase 3 sounds
- To be able to segment and blend words using phase 2 and 3 sounds to read them
- To confidently read phase 2 tricky words
- To begin to read Phase 3 tricky words
- To begin to read captions and short sentences using known phoneme-grapheme correspondences.
- To form most capital letters correctly
- To be able to write known tricky words
- To begin to write short captions using phase 2 sounds

### Understanding the World:

- To talk about significant historical events and how things were different in the past.
- To begin to know and explore some historical figures.
- To have a wider understanding of the wider world and draws comparisons between own local environment and other places.
- To look at, and make maps, of local environment.
- To recognise some environments that are different to the one in which they live.
- To have a good general knowledge about living things and the natural world and describe features of different plants and animals recognising when they are the same and different.
- To understand and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, habitat.
- To understand that some places are special to certain members of the community.

## They will learn this through...

### Physical Development:

- Ball skills – throwing and catching
- Football
- Team games – over, under and relay games
- Gymnastics – using equipment and apparatus for balancing

### Mathematics:

- Exploring mass and capacity in the sand and water trays
- 3D shape sculptures
- Measuring people in the classroom
- Sequencing events
- Use of a variety of manipulatives – numicon, multi-link
- Representing numbers through drawings

### Communication and Language:

- Role play areas – fire station, vets, doctors, hospital.
- Helpful hero visitors including lollipop lady, therapy dog, dentist, vet.
- School trip to 'The imagination centre'.

### Expressive Art and Design:

- Colour mixing flames
- Learning and making up new songs for helpful heroes
- Perform songs collaboratively
- Drawing helpful heroes
- Make a large emergency vehicle as a group
- Junk modelling emergency vehicles using the plan, do, review process.
- Role play

### Personal, Social, Emotional Development:

- Story of the Good Samaritan!
- Emotions – link to Zones of Regulation
- Review process of 'plan, do, review' approach – encouraging children to talk about their skills and proud achievements
- Keeping healthy – doctor visit and dentist visit.
- Sorting healthy and unhealthy foods
- Playing board games such as snakes and ladders or turn taking games like bingo.

### Literacy:

- Exploring the features of a non-fiction text
- Key vocabulary focused on each week linked to the helpful hero
- Road Safety poster
- Capital and lower-case letter sorting
- Reading captions about helpful heroes
- Writing a thank you letter to our visitors
- Tricky word bingo
- Tricky word matching pairs

### Understanding the World:

- Visitors into school – Vet, Police, Nellie the therapy dog
- Road Safety – being a good pedestrian
- Dental hygiene – toothbrushing challenge
- Making maps
- Looking at maps – local area and of the school