



My family and their jobs

Winter/Spring

Cultural celebrations



Why This? Why Now?

This topic builds on from the Autumn Term where learning was focused on developing children’s personal, social and emotional skills. Children are encouraged to become increasingly independent as the term progresses. In the Spring Term children enjoy learning about each other’s families and the jobs they do. This is extended to explore the jobs of people who help us, creating role play areas which allow children to act out and make sense of real-life situations, develop their problem-solving skills and enriching their life experiences. An interest in the seasons is encouraged through observations of the world around us. Children will notice the changes which occur naturally in the outdoor environment with a focus on the weather and the changing growth which will signify the first signs of Spring. Through a rich play-based curriculum, children explore, investigate and experiment both indoors and outside developing their use of language, social interactions and extending their curiosity embedding their love of learning.

Area of learning & development: Communication and language

OVERVIEW

Listens and responds to others in small groups.
 Listen or do but shift own attention.
 Widen repertoire of songs & rhymes.
 Listen to stories with increasing attention and recall.
 Anticipate key events and phrases in rhymes and stories.
 Uses intonation, rhythm and phrasing to make the meaning clear to others.
 Understand ‘why’ questions e.g. “Why do you think the caterpillar got so fat?”
 Understands use of objects e.g. “What do we use to cut things?”
 Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind.’

Blast- all children take part in six-week communication and Language programme Derbyshire - all children are assessed to determine their understanding and their word level development
 Set up a listening area where children can enjoy rhymes and stories e.g., CD player and CDs for children to listen to stories
 When singing or saying rhymes, talk about the similarities in the rhyming words e .g I know a word that rhymes with hat, it is an animal that miaows, it is called a ...
 Make up alternative endings and encourage children to supply the last word of the second line, e.g., ‘Hickory Dickory boot, The mouse ran down the...
 Weekly Circle Time activities – Use props when reading stories, ask questions why questions about texts that children are familiar with. Children to retell stories using puppets or props

	<p>In role play areas, model prepositional language e.g., the helicopter is going to land on top of the hospital, can you put the baby under the blanket as she is cold Problem solving activities e.g. How can we make a fire engine? What equipment do we need to use ?</p>
<p>Area of learning & development: Personal, social and emotional development</p>	<p>OVERVIEW</p>
<p>Use vocabulary focused on objects and people that are of particular importance to them. Can retell a simple past event about their life in the correct order. Continue to develop an awareness of their own feelings and know that some actions and words can hurt others' feelings. Tolerate delay when needs are not immediately met and understand wishes may not always be met. Adapt behaviour to different events, social situations and changes in routines. Teach children to use and care for materials and equipment. Retell what their parents have told them about their life-story, family and jobs. Celebrate differences.</p>	<p>Weekly Circle Time activities to share experiences from home Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books Use puppets/toys in role play to express emotions Talk with children to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?" Use pictures, stories and discussions to help children understand the feelings of others or might make people feel better when they are sad or cross Introduce collaborative play activities such as parachute activities and ring games to widen friendship groups Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself Show concern and respect for others, living things and the environment Children create rules /rota's for looking after/taking care of things in school environment Children to help set up play areas with resources and explain how to care for equipment</p>
<p>Area of learning & development: Physical Development</p>	<p>OVERVIEW</p>
<p>Moves freely with pleasure and confidence in a range of ways e.g., running, skipping, sliding, hopping, climbing and swinging. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Use sticky kid's resources to help children understand about moving safely and with control Provide large portable equipment to create their own structures e.g., den building making boats, trains</p>

<p>Holds pencil between thumb and two fingers and uses it with good control. Observes the effects of activity on their bodies. Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Encourage children to experiment with a range of materials e.g., chalk, paint on vertical easels supporting gross motor skills Model mark making using the correct grip Talk with children about needing to rest when they are tired or drinking after exercise Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster, needing to have a drink or take jumper off Plan opportunities, particularly after exercise, for children to talk about how their bodies feel e.g., how sweaty Make healthy snacks with children</p>
<p style="text-align: center;">Area of learning & development: Literacy</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Show awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p>	<p>Provide Nursery rhyme sacks, boxes and Gruffalo Trunks. Make them with the children for use in the setting and at home Display brands - play spot the logo memory games e.g., Asda, Tesco, Esso Help children understand what a word is, use names and labels and by pointing out words in the environment and in books Children use self-registration resources e.g., recognise names Encourage children to think of alliterative words to go with their name e.g., Hilarious Helen Encourage children to recall words they see frequently, such as their own and friends' names Model writing for the children encourage children to write on clipboards, notepads, whiteboards and on a range of different papers</p>
<p style="text-align: center;">Area of learning & development: Mathematics</p>	<p style="text-align: center;">OVERVIEW</p>
<p>Recite numbers past 5, forwards and backwards. Recognise some numerals of personal significance. Realises not only objects, but anything can be counted, including steps, claps or jumps. Be able to count 5 objects using 1:1 correspondence.</p>	<p>Say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, e.g., Hide and seek, What time is it Mr Wolf, BLAST Model how anything can be counted claps, clicks, skips Say one number for each item when counting in order: 1,2,3,4,5. Celebrate birthdays with children, talk about their age being a significant number</p>

Compares two group of objects, saying when they have the same number.
 Recognise numbers to 5.
 Link numerals and amounts: up to 5.
 Subitise up to 3.
 Knows that numbers identify how many objects are in a set.
 Shows an interest in shape and space by playing with shapes or deciding with objects.
 Shows interest in shape by sustained construction activity.
 Shows interest in shapes in the environment.
 Talk about and identify the patterns around them.
 Begin to talk about the shapes of everyday objects, e.g., 'round' and 'tall'.

Play fastest finger first, show 'finger numbers' up to 5/show the right number of objects to match the numeral
 Provide number labels for children to use, e.g., by putting a number label on each bike and a corresponding number on each parking space
 As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?'
 Give children a reason to count, e.g., areas display number of children who can play in areas
 Talk about the shapes they see and use and how they are arranged and used in their work
 Offer a variety of different materials to build with show value with children's constructions, e.g., helping to display them or taking photographs of them
 Monitor growth of seeds linked to size
 Build on talk 'Can you build a beanstalk taller than mine? How could you make your model taller?'
 Offer opportunities to bake e.g., use weight and time, explore change of state of materials
 Extend and create ABAB patterns – stick, leaf, stick, leaf use a range of materials

Area of learning & development: Understanding the world

OVERVIEW

Exploration of natural materials using all senses.
 Explore natural collections of materials with similar and or different properties.
 Talk about the differences between materials and changes they notice
 Talk about Special times New Year, Valentine's Day, Easter
 Plant seeds and care for growing plants.
 Understand the key feature of the life cycle of a plant and an animal.
 Begin to understand the need to respect and care for the natural environment and living things.
 Talk about the similarities and differences between people, families and communities.
 To know what an occupation is.
 Show interest in different occupations.

Use the environment to help us learn about Winter and Spring
 Utilise the outdoor area for children to explore
 Use all their senses in hands on exploration of natural materials e.g., collect, sort and arrange discuss what makes them different
 Think about what might happen next in the environment... e.g., if it starts to snow, if food is left it will...
 Plant seeds, discuss growth from seed to seedling to plant or vegetable
 Life cycle of an animal - frog
 Children given responsibility to look after seeds e.g., water change pot from size
 Celebrate events from the year e.g., Greet everyone with Happy New Year, make valentine's day treats for someone special, hold Easter café in FS
 Talk about different types of occupations
 Arrange emergency service vehicles to visit Nursery
 Invite visitors into school to talk about their jobs

	<p>Look at the occupations of people who help us. (doctor, nurse, vet, fire person, ambulance person)</p> <p>Share a range of stories and non-fiction texts about these occupations</p> <p>Role play opportunities, set up areas to explore these occupations</p>
<p>Area of learning & development: Expressive arts and design</p>	<p>OVERVIEW</p>
<p>Explore materials and investigate their use in a range of ways.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Play instruments with increasing control to express their feelings and ideas...</p> <p>Create own songs.</p> <p>Explore colour and colour mixing using Jackson Pollock as a stimulus.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Talk about colour and making different colours (snow/ice powder paint mixing)</p> <p>Plan with children making a model, discuss and listen to their needs. Introduce equipment they may need to use e.g., glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p> <p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas.</p> <p>Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Invite a range of artist, musicians into school to work with children</p> <p>Encourage children to experiment with different ways of playing instruments and moving to music, developing patterns and sequences</p> <p>Record, listen & play back to children</p> <p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p>

<p>Debate & Discussion Opportunities</p>	<p>Trips & Experiences</p>	<p>Possible Linked Texts</p>
<p>What would you like to do when you are older?</p> <p>What is an artist?</p> <p>What is an illustrator?</p>	<p>Emergency vehicle to visit school</p> <p>People visit and talk about their job</p> <p>Musicians and artists to work with the children</p>	<p>We're Going on a Bear Hunt</p> <p>We Are Going on a Leaf Hunt</p> <p>The Tiny Seed</p> <p>Titch</p> <p>Oliver's Vegetables Oliver's Fruit Salad</p> <p>The Jolly Postman</p> <p>Handa's Surprise</p>

Supporting Your Child at Home	Vocabulary	
<p>Seesaw Activities - A variety of activities linked to our topics Letters and Sounds resources Blast - Reference Sheets sent home for discussion Marvellous Me</p> <p>Emergency – do you know? https://www.bbc.co.uk/iplayer/episode/b07tzt4q/maddies-do-you-know-series-1-2-fire-engine-hose-and-reflective-strips</p> <p>Life cycle of a frog https://www.youtube.com/watch?v=qjhK3H3N6jo</p> <p>The Jolly Postman https://www.youtube.com/watch?v=X7q_Lq5cIFY</p> <p>Learn all about the number 5 with the Numberblocks https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five?seriesId=b08bztg8q</p>	<p>occupation job preposition environment seed grow plant winter spring rhyme rhythm</p>	<p>illustration alliteration logo similarities differences musician artist author Valentine’s Day subitise</p>