



Seva School, EYFS Medium Term Planning, Spring Term 1 –Topic: People Who Help Us

Week commencing:	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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<p>Week 1 7/1/19 Home/ School</p>	<p>Who helps you in the home Talk about people who help you in your daily life. Think about family members, friends and neighbours, teachers etc. has there been a time when you or a family member has been ill? Think about ways that you could be more helpful to others How could you reward them?</p>	<p>External teacher - see additional planning</p>	<p>Listening and responding to ideas expressed by others in conversation or discussion. - Through play and in the classroom within sessions.</p>	<p>Draw a picture of a person who helps you at home. Draw a picture and write a sentence/words</p>	<p><i>Numbers Children count reliably with numbers from 1 to 10/20</i></p> <p>Children take a number card and count out matching number of objects using tweezers (<i>sand tray activity</i>)</p> <p>Differentiate for children's abilities - assess this at beginning of the week.</p> <p>Extension- Selecting the correct numeral for an amount.</p>	<p>Why is it important to be helpful? Who helps us at home. How do they help us? How do we thank people who help us? How can we help other people e.g. friends, family?</p>	<p>Role play area- house Playing alongside other children who are engaged in the same theme. Allow for opportunities where children may have to play together for a desired narrative - Mum, dad, brother, sister, auntie, uncle etc.</p> <p>Paint a picture of someone who helps them.</p> <p>Music will be taught by Benda Alison- external teacher- Handle and make sounds with instruments</p>
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<p>Week 2 Doctors 14/1/19</p>	<p>When should a person should go to the doctors/hospital.</p> <p>Invite parent-parent M</p> <p>Children confident in speaking to others in a group, expressing thoughts and opinions within conversation and taking others opinions on board.</p>		<p>Listens to a story within group session and responds to ideas expressed by others in conversation or discussion. - Children's thoughts and opinions on story 'At the Doctors'.</p>	<p>Reading - Knows that information can be retained from books and computers - Looking at the different ways of accessing information - Session with Ipad, computer - group on carpet, and books within the classroom.</p> <p>Writing - Children to write a piece on what happens when you go to the doctors - -Hears and says the initial sounds in words. -Attempts to write short sentences in meaningful contexts.</p>	<p>Subtraction - 1 step and 2 step problems. Ideas - http://smartfuse.s3.amazonaws.com/bdc07c13cf2126cfe63a525e940da2b4/uploads/2017/01/Calculation-Policy-Subtraction-1.pdf</p> <p>Expected - Use quantities and objects, they subtract one single-digit number and count back to find the answer.</p>	<p>What a doctor does? Where a Doctor works? What we find at the Doctors? Why it is important that we have Doctors? Why do some people need to wear special clothes at work?</p> <p>Using different ICT techniques to retain information - can use the computers with some guidance - following instructions.</p>	<p>Role play area - Change into a doctor surgery - Children introducing a story line or narrative into their play. Playing alongside other children who are engaged in the same theme. Allow for opportunities where children may have to play together for a desired narrative - Patient/Doctor.</p> <p>Painting X-Rays on black paper with white paint - to be used in role play area and on display - Selects appropriate resources and adapts work where necessary. Make your own emergency vehicle</p> <p>Music with Brenda- Learning correct names for percussion instruments</p>



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<p>Week 3 21/1/19</p> <p>Police</p>	<p>Managing our feelings - What to do when you are feeling particular ways. Group discussion</p> <p>Children know some ways to manage their feelings and is beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p>		<p>Children can listen to instructions and follow them accurately, asking for clarification if necessary.</p>	<p>Reading - Reading an array of different letters from road signs- print in the environment.</p> <p>Children to make road signs for a road block. Clipboards and pencils to write a report of what they think has happened.</p> <p>Children to phonetically spell regular words and use some high frequency words.</p>	<p><i>Recognises numerals 1 to 10/20/beyond</i></p> <p>Hang 1-10 cards on the line in this order: 1, 3, 2, 4, 6, 5, 7, 9, 8, 10. Show chn a puppet. <i>Muddles is learning to order numbers. He put these on the line this morning. He's almost got it right. Ask chn to whisper to a neighbour what is wrong. Choose a child to help Muddles put his nos in the right order. Get Muddles to point to diff numbers & ask chn to write them on their w/bs concentrating on correct formation.</i></p>	<p>Looking at different religions and traditions.</p> <p>Comparing and finding differences between ourselves and others, and celebrating being different/similar.</p> <p>Exceeding - Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Children making their own models. Designing and choosing own materials.</p> <p>Making decisions about the equipment they are going to use, if it is malleable, and making decisions when adapting work.</p> <p>Music with Brenda- Learning correct names for percussion instruments</p>



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<p>Week 4 28/1/19 Vet</p>	<p>Playing group games and taking turns, following the rules.</p> <p>Child plays group games with rules, they understand someone else's point of view can be different from theirs.</p>		<p>Children listen attentively with sustained concentration to follow a story without pictures or props and can listen in larger groups.</p>	<p>Make a LOST poster for your pet. (template on sparklebox)</p> <p>Children to phonetically spell regular words and use some high frequency words.</p>	<p>Recognises numerals 1 to 10/20/beyond</p> <p>Children to order a set of number tiles outdoors. Have some numbers missing so that they can chalk them in</p>	<p>Visitor 'Meet a Creature-Animal Education workshop</p>	<p>Role play area - Change into a vet</p> <p>Children making their own pet models. Designing and choosing own materials.</p> <p>Making decisions about the equipment they are going to use, if it is malleable, and making decisions when adapting work.</p> <p>Music with Breda - Listen and Respond to music</p>



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<p>Week 5 4.2.19</p> <p>Firefighters</p>	<p>Understanding what bullying is. Group sessions. Role playing. How bullying would make you feel.</p> <p>They understand what bullying is and that this is unacceptable behaviour.</p>		<p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas.</p>	<p>Use adjectives to describe the fire fighter.</p> <p>Exceeding- Children use key features of narrative in their own writing.</p>	<p>Counts out up to 10 objects from a larger group.</p> <p>Labelled pots, children to count out that many objects for each pot.</p>	<p>How humans change things within the environment. What do we do in Pocklington/home surrounding which changes the way the world is? Using small world activities first and then on larger scale. Child knows that the environment and living things are influenced by human activity.</p> <p>Fire fighters visit?</p>	<p>Making musical instruments - children's choices of instruments and materials to make the instrument.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Music with Brenda- Using stories/books/pictures as a stimulus for musical response</p>



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<p>Week 6 11/2/19</p> <p>Teachers</p>	<p>Understanding what bullying is. Group sessions. Role playing. How bullying would make you feel.</p> <p>They understand what bullying is and that this is unacceptable behaviour.</p>		<p>Listening and responding to ideas expressed by others in conversation or discussion. - Through play and in the classroom within sessions.</p>	<p>Children to draw a picture of a person who helps you at school. Chaperone, cook, coach driver etc. write a sentence/words</p> <p>Exceeding Looking at Capital letters, full stops, spacing.</p>	<p>Count actions or objects which cannot be moved.</p> <p>Turn card and perform the actions</p> <p>Count the windows, count the toilets, count the lights, count the pegs, etc</p>	<p>The different ways of using technology. How can we use the ipad, camera, laptop, and computer?</p> <p>Child finds out about and uses a range of everyday technology.</p>	<p>Making music with instruments we have made.</p> <p>Selects appropriate resources and adapts work where necessary. Music with Brenda- Sing simple action songs</p>



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<p>Week 7 18.2.18 Dentist</p>	<p>Coming up with solutions to tricky situations. Children suggesting what may be a good solution to friendship issues.</p> <p>They resolve minor disagreements through listening to each other to come up with a fair solution.</p>		<p>Children express themselves effectively shows awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Using key features of narrative in their own writing.</p> <p>Exceeding - Looking at Capital letters, full stops, spacing.</p>	<p>Shapes - Different parcels all different shapes and sizes. Using mathematical terms to describe the package, when the package is opened the name of the shape is shared</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Watching plant changes over a period of time and recording our results.</p>	<p>Reminding ourselves about the music we made. Performing for the rest of the class.</p> <p>Child talks about the ideas and processes which have led them to make music, designs, images or products. They talk about features of their own and others' work, recognising the differences between them and the strengths of each.</p> <p>Music with Brenda-Dynamics using simple games and Flash Cards</p>



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PSHE objectives (Jigsaw)	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. Stay motivated when doing something 2. Perseverance 3. Working collaboratively 4. Have positive attitudes 5. Helping others to achieve goals 6. Working hard to achieve own goals
RE objectives (RE Today)	<p>Which places are special and why?</p> <ol style="list-style-type: none"> 1. Talk about somewhere that is special to themselves, saying why 2. Be aware that some religious people have places which have special meaning for them 3. Talk about the things that are special and valued in a place of worship 4. Identify some significant features of sacred places 5. Recognise a place of worship 6. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Homework	<p>Learning Challenge homework is sent out each half term, linked to all areas of development. There will be a selection of activities for parents and children to try. Children are required to complete at least one piece of challenge homework.</p> <p>: E.g. make an emergency vehicle/fact sheet etc.) See homework sheet.</p> <p>Children will also receive further homework that is differentiated according to their targets within class e.g. number counting, name writing, words, spelling, reading weekly etc.</p>