

People Who Help Us

Spring 2 Key Question: Who is my hero?

Who do we call for help?

School Value: Justice



Sticky Knowledge...

Who helps you at home and at school?

Have you ever helped anyone else? How did you help?

Can you describe someone who has helped you?

Who helps to keep you safe and healthy?

How can you keep safe when crossing the road?

How do you know what job this person does?

How do you know who is safe to ask for help?

Who do you think this person is? How/when do they help you?

Can you describe what a firefighter does to help others?

What equipment does a doctor need to use?

Literacy



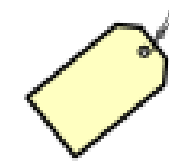
What will I learn?

- To talk about a range of occupations
- To use non-fiction texts to find out about a range of People who Help Us
- To learn different sounds that letters make and learn how to form these. (phonics)
- To learn Spring 2 HRS words
- To orally blend and segment words when reading and writing
- To be able to start to write simple captions
- To be able to say a simple sentence for writing
- To be able to start to blend sounds together
- To be able to segment and blend CVC words
- To recount what happened in a range of stories
- To write instructions for crossing the road

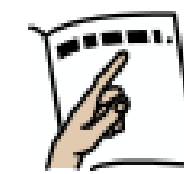
Key Vocabulary



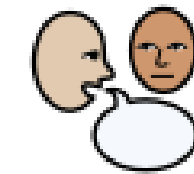
phonics



label



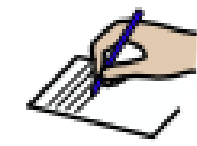
sentence



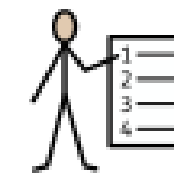
say



a word



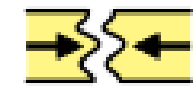
write



instructions



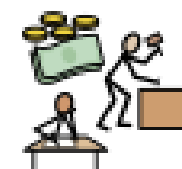
hear



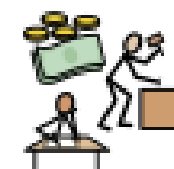
blend



segment



occupation



job



non fiction





facts

Maths

What will I learn?

- To be able to count to ten using different mathematical resources
- To be able to match numeral and quantity to ten
- To be able to subitise to 5 (dice patterns and random patterns)
- To be able to start to show how numbers are made up eg. 1 and 3 is 4 and know there is more than one way of doing this
- To explore the concept of doubling
- To explore the concept of sharing and halving
- To explore odd and even numbers
- To count beyond 20 by rote
- To use 5 frames and 10 frames
- To know and recall number bonds to 5 including some subtraction facts eg 4 and 1 makes 5 or 5 take away 1 equals 4
- To find one more and one less
- To compare manipulatives
- To explore and compare mass and capacity
- To begin to name and recognise 2D and 3D shapes

Key Vocabulary

 count	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	 quantity	 match	
 represent	 subitise	 compare	 more	 fewer		
 less	 double	 share	 half	+ add		
+ plus	3+1+2= addition	= equals	 make	3-1-2= take away		

Understanding the World

What will I learn?

- Talk about people who help us at home and in the community
- Talk about jobs that parents do
- Invite visitors to come and talk to us from people who help us e.g. firemen, dentist
- Watch video clips of people who help us
- Cbeebies: Let's play
- Investigate artefacts from different jobs e.g. stethoscope
- Use the internet to research different jobs
- Photos of superheroes: which is your favourite?
- Talk about the importance of cleaning teeth
- Talk about seasonal change

Key Vocabulary

Things I will learn

I can talk about people at home and school who help me.



I can name different types of people who help others.



I can name some of the equipment that people use to help others.



I can talk about people in my community that help to keep others safe and healthy.



I can describe how the people in my community help others and the things they do for their jobs.

Expressive Arts and Design

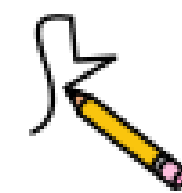
What will I learn?

- To use a range of media to represent objects
- To use a range of materials to construct for a purpose
- To join a range of objects together
- To combine a range of media together
- To use a range of equipment
- To explore a range of materials.
- To choose a material for different purposes and discuss why.
- To use creative skills to express feelings and emotions.
- To create and build mechanisms and talk about how effective they are.

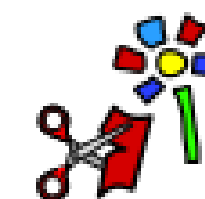
Key Vocabulary



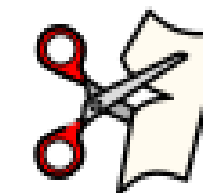
paint



draw



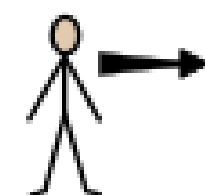
collage



cut



stick



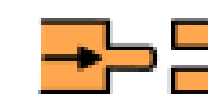
join



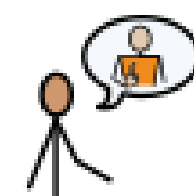
make



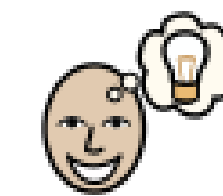
create



combine



represent



idea



problem



construct

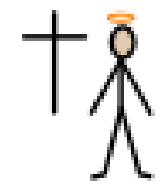
RE

Salvation – Why do Christians put a cross in an Easter garden?

What will I learn?

- . We will find out about the Easter story
- . We will find out why some Christians make Easter Gardens
- . We will find out why the Palm Cross is important to some Christians
- . Why some Christians will eat Hot Cross Buns

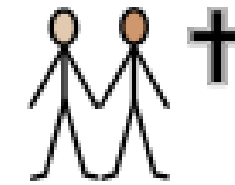
Key Vocabulary



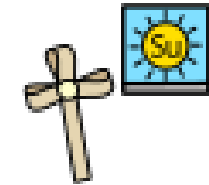
Easter



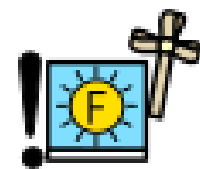
cross



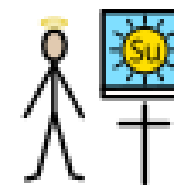
Christians



Palm Sunday



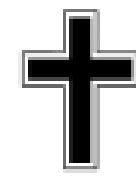
Good Friday



Easter Sunday



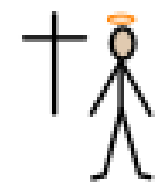
Palm



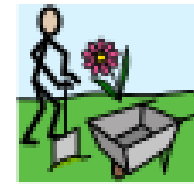
Cross



hot cross bun



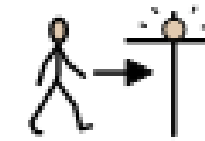
Easter



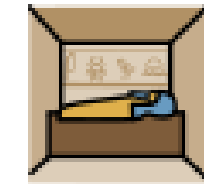
garden



Jesus



disciples



tomb

PSED

Building relationships: Making positive relationships

What will I learn?

- To understand that we all have different beliefs and celebrate special times in different ways.
- To think about the different opinions of others in the class.
- To understand the characteristics that make a good friend.
- To consider why it is important to support each other by being kind.
- To learn how to help, listen to and support others when working in a team.
- To learn how to be a good friend
- To understand why getting along with others is so important.
- To understand why listening is so important.
- To understand what Active Listening is.
- To understand our emotions and how it feels when we are not getting along with others

belief special times celebrate feelings

different opinions sharing kind kindness

friend support listen help team

work together friendships

Character Strengths, Relate,

Get along, People, Active Listening,

'Stop, Understand and Consider'


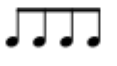














Music

Exploring Sounds

Key Vocabulary

What will I learn?

- To explore using our voices to make a variety of sounds.
- To explore how to use our bodies to make sounds
- To explore different sounds and think about tempo
- To explore the sounds of different instruments
- To experiment with tempo and dynamic when playing instruments
- To identify sounds in the environment and differentiate between them.
- To use musical vocabulary when describing environmental sounds.
- To identify and describe familiar nature sounds and differentiate between them
- To use voices to imitate natural sounds

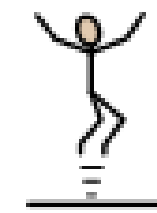
 sing	 tempo	 dynamics	 pitch	 play
 perform	 listen	 duration		
 explore	 sound	 different	 instruments	
 music	 identify	 describe	 environmental	

P.E.

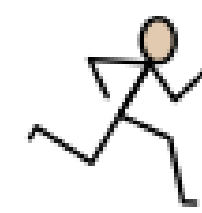
What will I learn?

- To develop movement using age appropriate equipment eg, bikes, scooters etc.
- To create short sequences using shapes, balances and travelling actions.
- To develop balancing and safely using apparatus.
- To develop jumping and landing safely from a height.
- To develop rocking and rolling.
- To explore travelling around, over and through apparatus.
- To create sequences using apparatus.

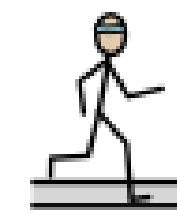
Key Vocabulary



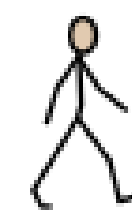
jump



run



jog



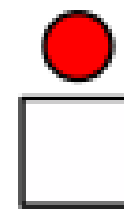
walk



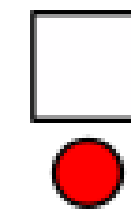
climb



safe



over



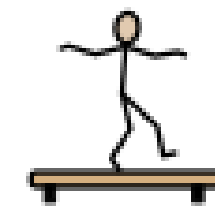
under



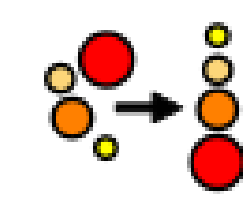
move



explore



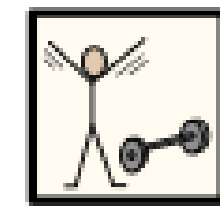
balance



sequence



travel



apparatus

Ways to support children at home:

- Can you learn your address and practise what you would say if you were in an emergency and had to call 999?
- Can you draw a picture of someone who has helped you in the last few weeks? Write some short sentences to describe what they did.
- Can you make your own 'people who help us' costume? Borrow an adult's hat to be a helmet or a shirt to be a doctor's coat. Pretend you are the person who is helping. What would you do? What would you say?
- Don't forget to send us a photograph or video on Class Dojo. We love to see the wonderful things you do at home and share them with your class.
- Read stories and discuss new words talk about what they mean. Talk about the story/characters/setting.
- Count, Count, Count!
- Play 'Fishy, Fishy fingers'.
- Ask the children to hunt for certain objects at home but instead of saying the word sound it out e.g. c-a-t.
- Find the numbers 1-9 in the environment on your travels.
- Give your child a certain amount of objects, ask them to count them and then ask them what is one more? What is one less?
- Our help sheet for activities to support at home can be found on the Class Story page on Class Dojo and the school website.

READING BOOKS – We will continue sending home reading books, captions or words to support your children's learning. We will also send home information and tips on how to support your child with learning to read. Books will be changed on a Friday and they can be handed in from Thursday.



Useful websites
www.topmarks.co.uk
<https://learnenglishkids.britishcouncil.org/games/>
www.phonicsplay.co.uk

WOW Words

First, I can try to use these words:

People who help us, safe, danger, help, job, save, 999, home, school, teacher, doctor, nurse, police, lollipop person, postal worker, shop worker, firefighter, dentist, vet, bus driver, builder, police station, tools.

Then, I can try to use these words:

Occupation, trust, trusted, alert, accident, rescue, problem, safely, dangerous, safer stranger, uniform, emergency, rescue, equipment, apparatus, crisis, injury, librarian, coastguard, paramedic, police officer, detective, paramedic, refuse collector, lifeguard, sergeant, mechanic.