



IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



Year B Spring Term: People who help us

Substantive Concepts: Agriculture, Trade, Monarchy & Church

Weeks	Weeks	Week	Week	Weeks	Week	Weeks	Weeks
1+2	3+4	5	6	7	8	9	10+11
You can't call an elephant in an emergency	The tooth fairy and the crocodile	Spot in hospital	Busy people VET	Busy people Police officer	Busy People Firefighter	First festivals Easter	Easter
			 				

Enrichment Activities:

Prime Areas of Learning- Focus Objectives

Communication and Language Focus (English & Language)	Personal Social and Emotional Development (PSHE & Religious Education)	Physical Development (Physical Education)
<p>Educational Programme: Echoing back what children say with new vocabulary added. Engaging children actively in stories, nonfiction, rhymes and poems including opportunities to embed new vocab in play and sensitive questioning which invites children to elaborate.</p> <p>Development Matters (Birth to Three):</p> <ul style="list-style-type: none"> Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh & multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” <p><i>This term’s curriculum aims to develop children’s listening skills as the bedrock of communication. Through adult modelling (well-formed</i></p>	<p>Educational Programme: Strong and supportive relationships with adults enable children to learn and understand their own feelings. Through support interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts.</p> <p>Development Matters (Birth to Three):</p> <ul style="list-style-type: none"> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Learn to use the toilet with help, and then independently. <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. <p><i>This term’s curriculum aims to give children the experiences of exploring a variety of roles in the community and learn the need for them.</i></p>	<p>Educational Programme: Indoor and outdoor play supports children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundations for developing healthy bodies and wellbeing. Fine motor control helps with hand-eye co-ordination which is linked to early literacy.</p> <p>Development Matters (Birth to Three):</p> <ul style="list-style-type: none"> Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

<p><i>sentences, social phrases, listening and responding to others, asking questions), back and forth conversation, children will develop the skill and confidence to respond appropriately to others and extend social and academic conversations. Our Term topic 'People who help us' will provide children with further opportunities to explore roles of people in the community who help us. All of this will be supported by texts which allow them to engage with stories, further develop listening skills and experience new and specifically planned activities for vocabulary. Continuous Provision opportunities support children to embed new skills and language. We will encourage children to engage in sustained shared thinking using a selection of 'I wonder' conversation starters. Such as, 'I wonder what would happen if someone was finding it hard to swim in the sea.' or 'I wonder what would happen if someone fell and broke their arm.'</i></p> <p><i>We will have visits from local services, these interactions provide a "hands-on" way for children to make sense of the world, fostering deep comprehension and a range of essential life skills.</i></p>			<p><i>The weekly texts which include social stories, planned activities and adult modelling opportunities will focus on exposing children to positive relationship examples, and will open discussions about respect, sharing, friendship and working together. Children will have prolonged periods of self-led time in which they can practise and develop these skills and build relationships.</i></p> <p><i>This terms topic will support PSED by fostering sense of safety, building empathy, and helping children to understand their place within the wider community.</i></p> <p><i>Community connection- Engaging with community helpers like fire fighters or postal workers will help children to realise they are part of a larger community beyond their immediate family.</i></p> <p><i>Interacting with diverse adults in a safe environment will boost children's confidence in social situations.</i></p> <p><i>Enhancing personal safety and wellbeing- Building a knowledge of community helpers builds confidence and reduces anxiety in real world situations.</i></p> <p><i>Identifying trusted adults- children will learn to recognise uniforms and specialised equipment which will help them to identify 'safe strangers' in emergencies.</i></p> <p><i>Reducing fear Familiarity with doctors, dentists or police officers can soothe anxieties about medical visits or emergencies by humanising these roles.</i></p>			<p><i>This term's curriculum aims to support children to develop a strong foundation of physical skills that they will need to thrive. These include being able to negotiate space and safely, learning to move in different ways. Learning to know where it is safe and not safe to run and climb. Rules will be established and discussed with children and staff will support children to stay safe. Children have prolonged periods of 'free play' in which to practise and develop these skills and specific Continuous Provision activities will be planned for to support children's fine and gross motor development. Children will begin to develop their pencil grip in order to support their emerging drawing and writing skills.</i></p>		
<p>Key Vocabulary:</p> <p>Listen, discuss, words, sounds, louder, quieter, your-turn, my turn, action, story, How, who, what, where, when, why.</p>			<p>Key Vocabulary:</p> <p>Taking turns, Choice, Consequence, Feelings, Right, Wrong, Friend, Safety, Rules, Health, Wash Hands, Healthy Food, Friendship, Kindness, Sorry, Angry, hurt, injured, health, caring, difference, my turn, your turn, Community, Helping, fire fighters, police, doctors, dentist, emergency, services, contact.</p>			<p>Key Vocabulary:</p> <p>Space, Obstacle, Balance, Running, Dancing, Jumping , Skipping, hopping, climbing, catch, kick, Thread, pinch, Push and Pull, Roll, cut, snip, dough, turn, pouring, squeeze, riding, sliding, Dressing, toileting, clothes, zips, buttons, Velcro, shoes, jumper, coat, trousers, wellies, waterproofs/puddle suits.</p>		
<p><u>Routines</u></p>	<p><u>Provision</u></p>	<p><u>Adult Led</u></p>	<p><u>Routines</u></p>	<p><u>Provision</u></p>	<p><u>Adult Led</u></p>	<p><u>Routines</u></p>	<p><u>Provision</u></p>	<p><u>Adult Led</u></p>

<p>Asking and answering questions</p> <p>Using questions as a starting point for play</p> <p>Regular story times with lots of discussions</p>	<p>Asking questions</p> <p>Adults modelling back and extending pupils' comments</p> <p>Exploring open-ended resources and real artefacts.</p> <p>Indoor and outdoor role play areas to extend and learn new vocabulary.</p>	<p>Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions</p> <p>Modelling using a question to begin new type of play – investigating</p> <p>Sharing books/singing rhymes with children</p>	<p>Narrating children's emotions/options in play</p> <p>Structured play</p> <p>Turn-taking</p> <p>Using emotions language</p> <p>Adults narrating their feelings /choices</p> <p>Using emotion coaching to support individuals.</p> <p>Emotions teddies to help recognise feelings</p>	<p>Turn-taking games</p> <p>Teamwork opportunities</p> <p>Open-ended play set-ups</p> <p>Large-scale construction requiring teamwork/strength</p> <p>Books/book boxes/set ups with social aspects.</p>	<p>Story time discussions with emotions focus</p> <p>Modelling sharing/ collaboration.</p> <p>Social stories</p>	<p>Wiggle and Dance sessions</p> <p>Adventure Playground</p>	<p>Daily mark making</p> <p>1x Forest School session weekly</p> <p>Outdoor Adventure</p> <p>Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, mark making with variety of tools.</p>	<p>Forest School</p> <p>Supporting large scale construction</p> <p>Modelling mark making</p> <p>Modelling dance</p>
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Specific Areas of Learning

Literacy (English)

Educational Programme: It is crucial for children to develop life-long love of reading. Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading involves decoding and recognition of familiar printed words.

Development Matters (Birth to Three):

- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Develop play around favourite stories using props

Development Matters (3&4)

- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.
- Write some letters accurately.

This term's curriculum aims to envelope children in books, stories, poems and rhyme, immersing them in language, imagination and possibilities. Children will hear a minimum of two stories a day, and will hear stories all staff within Sapling class. Our focus texts ensure that literature sits at the heart of learning and enable new vocabulary to be specifically planned for. Children will also have constant access to books, stories, storytelling resources and extension opportunities in their Choosing Time, which staff will support and extend. Each week, children will be encouraged to take a book home to share with families. Each day the children will have the opportunity to participate in squiggle while you wiggle – dance and gross motor movements to support writing skills. The indoor and outdoor classroom environment will be a language and sound rich space to explore, practise and manipulate letters and sounds.

Mathematics (Maths)

Educational Programme: Developing a strong grounding in number is essential. Children should be able to count confidently. By providing frequent and varied opportunities to build and apply understand of number – such as using manipulatives including small pebbles and ten-frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Development Matters (Birth to Three):

- React to changes of amount in a group of up to three items
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'
- Climb and squeeze themselves into different types of spaces.

Development Matters (3&4)

- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'

This term's curriculum aims to introduce children to common manipulatives and vocabulary that will allow them to develop their mathematical skills across this year. The focus will be on counting, subitising and representing amounts to 5, making simple more/less comparisons and extending and creating simple ABAB patterns. Children will experience whole-class adult-led groups daily and opportunities to explore maths resources and activities both indoors and outdoors as part of continuous provision. They will become more familiar with the order of numerals in their play and through staff use of mathematical language as part of everyday routines and practice and prepositional language 'sitting on the dentists chair, lying on the bed, climbing up the ladder'

Key Vocabulary: Read, sounds, stories, retell, rhymes, songs, beginning, middle, end, story map, title, Character, ending, one day, once upon a time, poems.			Key Vocabulary: Big, small, one, two, three, four, five, six, seven, eight, nine, ten, triangle, circle, square, patterns, Size, shape, numbers, measure, tall, long, short, high, low, up, down, in, on, under, by, fewer than, more than, same as, compare, Bigger, smaller, space, sides, corners, heavy, light, weight, height, straight, round, curve.		
<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Minimum of 2 story times a day Nursery rhymes/songs daily Oral blending – FRED talk games. Mark making after lunch daily.A	Writing opportunities indoor and outdoor. Regularly updated book corner Linked books available across provision. Sounds displayed in the room to support letters and sound formation. Adults sharing stories with children during free play.	Minimum of 2 story times a day Group times linked to Book of the Week Lots of book talk	Counting number of children in class each day, Morning routine (days, date, children) How many children have we got with us today? How many chairs do we need for lunch? Etc. Counting child in and out, discussing the time, spatial games	Maths opportunities across room e.g. shop, clocks, timers, measuring tapes and rulers Number blocks resources and episodes Shape art initiations	Daily whole-class taught session Number songs Daily group task – open ended with extension opportunities

Understanding of The World

(Science, History, Geography, Language, RE, Computing)

Educational Programme: Guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters (Birth to Three):

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips
- Notice differences between people.

Development Matters (3&4)

- Explore collections of materials with similar and/or different properties.
- Show interest in different occupations.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

At the beginning of this term's curriculum, we focus on the 'The world' aspect of Understanding the World. Learning about people who help us will help children to grasp how society functions by identifying different professions and their contributions. Children will learn that everyone has a role to play and that communities thrive through mutual support. Meeting and reading about various helpers exposes children to a range of cultures, occupations and life styles, fostering respect for diversity.

Expressive Arts and Design

(Music, Art, Design and Technology)

Educational Programme: regular opportunities to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Development Matters (Birth to Three):

- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Make rhythmical and repetitive sounds.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
- Manipulate and play with different materials.

Development Matters (3&4)

- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.

This term's curriculum focuses on providing children with opportunities to explore open-ended creative opportunities on their own and with others. This aims to support them to develop an awareness of their own likes and interests, and to help them build their teamwork and communication skills with others. Children will be provided with opportunities to portray aspects of their own life e.g. themselves, their families, their homes etc. which will open up discussions and comparisons with peers. Children will also have opportunities to work on D & T projects, collaborative art pieces and transient art that requires communication, decision-making, teamwork and trust. Music, singing and rhymes will be part of children's daily routines and children will be

			enveloped in stories and new language. Children will also have sustained periods of free play in which they can develop their own creative opportunities to express and establish themselves.		
Key Vocabulary: Emergency services, community, fire fighters, police, dentists, Vets, nurses, doctors, ambulance, fire engine, hospital, police station, safety, wellbeing, helping, caring, trusting, uniforms, badges, people , mechanic, builder, postal worker, cleaners, traffic lights- lollipop patrol, soldiers, King, Princes, Princess.			Key Vocabulary: High, Fast, Loud, Beat, Singing, Song, Drum, Tambourine, Gentle, Low, Slow, Quiet, Rhythm, Audience, Tune, Bells, Maraca, Listen, repeat, Action, Smooth, Flat, Rough, Soft, Paint, Drawing, Chalk, Scissors, Sticking, Making, Clay, Shiny, Patterned, Hard, paper, card, Colours, Pencils, Crayons, Glue, Cutting, Joining, Planning.		
<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>	<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>
Diverse Books of the Week with sessions, conversation and learning invitations based on them. Daily weather conversations and seasons songs	Book of the Week – Farming roles. Play opportunities to engage in exploring farming roles.	Sharing book of the week Weekly people who help us topic activities. Exploring celebrations such as Chinese new year (luna) Easter through Music/Art.	Daily singing time Opportunities to display children’s work Constant access to art resources. Singing, rhyme, rhythm	Instruments available Art area with continual access to resources Adults to model and support art skills Opportunities for group projects and transient art	Daily singing group times Weekly music lesson Adults to sing/rhyme/draw/paint with pupils Exploring celebrations such as Chinese new year (luna) Easter through Music/Art.

Characteristics of Effective Teaching and Learning:

- **Exploring** (new resources, trying something new, giving something a go, deciding what to do, doing something different)
- **Testing** (testing out an idea, seeing if it works, trial and error, what does this tell me, how could we prove it?)
- **Wondering** (I wonder...!” asking questions, finding the answer, why does that work? How does that happen? Let’s find out!)