

Wildground Federation Theme Learning Plan

Context for Learning: People Who Help Us	Term: Spring 1	Year group: Year R
<p>Hook: A vacancy board for different jobs in the community has been sent to Tigers for their help. Children to generate questions before meeting the professionals.</p> <p>Outcome: The children will hold a concert for the parents where they will share what they would like to be when they grow up and why they have chosen this profession.</p>		

<p>Key Events:</p> <p>Friday 13th February at 2.45pm – Tigers Concert</p> <p>Visits from people who help us:</p> <ul style="list-style-type: none"> -Police -Accredited Community Safety Officer -First Aid Responder -RNLI -Vet -Site Manager 	<p>Language: To develop our communication skills we will:</p> <ul style="list-style-type: none"> learn to ask appropriate questions allowing time for the person to answer understanding the skill of turn taking in a conversation to hear rhyming words and be able to carry on the rhyming string e.g. cat and mat take part in small group listening times as well as whole class story time learn how to listen to and follow oral instructions <p>The Arts: In developing the arts we will:</p> <ul style="list-style-type: none"> learn how to make use of props and materials when role playing characters in narratives and stories use Tales Tool Kit to add a character, setting, problem and solution within their role play learn how to take on the role of people who help us using the correct language e.g. "Next patient please!" use junk modelling or construction to create vehicles linked to people who help us look at the artist Sir Luke Fildes who painted hospitals and medical staff find out about Banksy's work in Southampton Hospital celebrating nurses as superheroes during the Covid pandemic <p>Inclusion: To be as inclusive as possible we will:</p> <ul style="list-style-type: none"> learn that any person can do any job continue to develop our Makaton skills to support all of the children challenge stereotypes by exposing the children to videos and positive images <p>Possibilities: In order to widen our knowledge and understanding of the future we will:</p> <ul style="list-style-type: none"> explore jobs linked to people who help us and what training and learning they have to do before starting these roles explore how jobs change and how progression can happen within their role deepen children's knowledge in regards to the education system and how particular training is needed for certain jobs <p>Environment: As people concerned with our environment we will:</p> <ul style="list-style-type: none"> learn about the people who have a job looking after the environment and the wild animals living in it learn about how we can look after our local environment go on a school tour, inside and outside looking at people who help us at school and who would help us in the environment e.g. tree surgeons and maintenance workers. Wellie Walk around our school to see how the environment is changing and what season it is now
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Main Areas of Learning	
Mathematics	<ul style="list-style-type: none"> • recognise numbers to 7 • link number names and their cardinal value to 7 • subitise groups of objects to 7 and select a given amount from a group up to 7 • link number symbols with their cardinal number to 7 • match numerals to quantities up to 7 • begin to understand that the last number counted gives the total so far • one more than/one less than a given number to 7 • comparing amounts in different groups- which group has more/less/equal • partitioning numbers in a different way up to 7 recognising different groups can be combined make numbers up to 7. • correctly use the language of longer/shorter when looking at length • order objects from longest to shortest and use non-standards units to measure the length of something • make predictions based around length- what will be the longest/shortest and why? • recognise and continue a simple ABC pattern and discuss what the pattern is i.e. twig, leaf, flower, twig, leaf, flower • begin to spot patterns in the environment • continuing spotting errors in simple patterns and correcting • discuss properties, similarities and differences between of 2D shapes
Literacy	<ul style="list-style-type: none"> • link letters and sounds and naming letters of the alphabet • use some clearly identifiable letters in correct sequence. • continuing with Read, Write, Inc. • learn how to write the tricky words I, to, the, was, you • using sound knowledge to label pictures or to form a sentence • identify and make rhyming string such as cat and mat linked to our core text 'Oi Frog!'
Personal Social and Emotional Development	<ul style="list-style-type: none"> • listening and attention • asking questions • playing co-operatively alongside others and turn taking • speaking in front of a group or audience. • understanding other cultures and their celebrations • turn taking in conversation
Communication and Language:	<ul style="list-style-type: none"> • use correct tenses when speaking • listening to and following oral instructions • using prepositions when talking about where things are e.g. the apple is <u>under</u> the table
Understanding of the World	<ul style="list-style-type: none"> • similarities and differences between ourselves and others • talk about the lives of the people around them and their roles in society • know some similarities and differences between things in the past and now
Expressive Arts and Design	<ul style="list-style-type: none"> • rhymes and songs- Five Little Firefighters, I'm a happy Doctor, I'm a little Police Officer • use tools and techniques appropriately and safely • share their creations explaining the process they have used. • make use of props and materials when role playing characters in narratives and stories.
Physical Development	<ul style="list-style-type: none"> • dance and experimenting the different ways of moving their body to music • use the outside environment to support different ways of moving, balancing and mark making • continue to develop fine motor control using scissors, small construction, threading and pencil skills • lessons will focus on different travel directions, pathways, controlling speed and using facial expressions when dancing