

Year group: EYFS

Term: Summer 1

Topic: People Who Help us

Kernow Cluster Topic Overview Sheet

Objectives

*In addition to continuing to develop previous curricular objectives



CL -Listening and Attention:

ELG They give their attention to what others say and respond appropriately, while engaged in another activity.

CL -Understanding:

ELG They answer 'how' and 'why' questions about their experiences and in response to stories or events.

CL - Speaking:

ELG They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

PD – Moving and Handling:

ELG Children show good control and co-ordination in large and small movements.

PD – Health and Self-Care:

ELG Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

PSED – Self Confidence and Self Awareness:

ELG They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

PSED – Managing Feelings and Behaviour:

ELG Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

PSED – Making Relationships:

ELG They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

L – Reading:

30-50 Suggests how the story might end.

40-60+ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

ELG Children read and understand simple sentences.

L - Writing:

40-60+ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

40-60+ Attempts to write short sentences in meaningful contexts

ELG Some words are spelt correctly and others are phonetically plausible.

M - Number:

40-60+ Selects the correct numeral to represent 1-20 objects.

40-60+ Finds the total number of items in two groups by counting all of them (up to 20)

40-60+ Estimates how many objects they can see and checks by counting them. (Revisit)

40-60+ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (Revisit)

ELG Children count reliably with numbers from 1 to 20.

ELG They solve problems, including doubling, halving and sharing.

ELG Say which number is one more or one less than a given number.

ELG Using quantities and objects, they add two single-digit numbers and count on to find the answer.

40-60+ Completes a simple program on a computer.

40-60+ Uses ICT hardware to interact with age-appropriate computer

ELG Children recognise that a range of technology is used in places such as homes and schools.

ELG They select and use technology for particular purposes.

M – Space, Shape and Measures:

40-60+ Can describe their relative position such as 'behind' or 'next to'.

ELG They recognise, create and describe patterns.

ELG They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UW – People and Communities:

ELG They know that other children don't always enjoy the same things, and are sensitive to this.

UW – The World:

30-50 Talks about why things happen and how things work.

ELG Children know about similarities and differences in relation to places, objects, materials and living things.

UW - Technology:

40-60+ Completes a simple program on a computer.

ELG Children recognise that a range of technology is used in places such as homes and schools.

ELG They select and use technology for particular purposes.

EAD – Exploring & using Media & Materials:

ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EAD – Being Imaginative:

ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Key vocabulary/questions:

- Who helps us?
- Why do they help us?
- What do they do that makes them special?
- How do we help others?
- How can we show thanks to others?

Class stories:

Charlie the firefighter
The Zoo Vet
Zog and the Flying Doctors

Potential Trips/visits:

- Invite in various emergency services
- Invite any across the school parents in to talk about their jobs
- Invite the school nurse in to talk to children about how to stay healthy
- Chartwell workshop

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Skills



CL -Listening and Attention skills:

Talk to friends about their experiences with people who help us and compare e.g. 'did the doctor look in your mouth because he had to look in mine' 'when I went to the dentist they gave me a sticker after, did you get one?'

Can maintain concentration on a task while talking to a friend about e.g. working together to sort recycling while talking about other interests

CL -Understanding skills:

Answer how and why questions about their experiences of helping people or with people who have helped them e.g. They went to doctors with a cough, they can answer the question 'How did the doctor help you?'
When learning the story of "Charlie the Firefighter" children should be able to answer questions such as what is Charlie's job? What does he have to do? Why does he need to wear those clothes?

CL – Speaking skills:

Use their past experiences to correctly match incident and people who help us cards. Compare the scenario to one of their own life experiences or what they would do if they were in that situation.

Can talk about the special clothes some people may wear and why they made need special tools/equipment e.g. a doctor and a stethoscope

PD – Moving and Handling skills:

Children show controlled motor skills during activities such as putting out fires using spray bottles, posting letters, climbing ladders to rescue people, manipulate materials to create props for roleplay e.g. fire extinguisher, stethoscope, letters to post etc

Children use gross motor skills to transport water to put out fires, pretend to be emergency vehicles and manipulate materials to create objects such as beds for animals or people.

PD – Health and Self-Care skills:

Children are able to apply their learning to real life and talk about why good health is important e.g. why we clean your teeth, eat fruits and vegetables etc

Children can talk about ways to stay safe on the road and in the classroom – e.g. why we don't run with scissors, why we look both ways before we cross the road.

PSED – Self Confidence and Self Awareness skills:

Children are able to talk about their learning in small groups and begin to share with the whole class.

Children select materials to create props to support roleplay including physical objects, written word or creating props from materials e.g. junk modelling.

PSED – Managing Feelings and Behaviour skills:

Can talk about the different ways we can all be helpful and find opportunities to praise friends. They can talk about how they feel when someone helps them and how they feel when no-one helps.

Children begin to talk about their ideas regarding right and wrong. They can talk about ways in which people who help us can help make good choices.

E.g. Refuse men help us because recycling is a good choice because it helps the planet, dentists teach us how to clean our teeth so we need to clean our teeth twice a day (links to speaking skills)

Children explore movement through dance.

PSED – Making Relationships skills:

Children work together to role play different jobs, sharing ideas and demonstrate friendly behaviour sharing resources.

Create posters to promote positive friendships and behaviours in the classroom reflecting back on Lents 40 acts of kindness to help.

Talk about the behaviours people who help us have and how we can use them in our friendships e.g. doctors help people who measure things.

L – Reading skills:

Make suggestions as to how a story may end
Using decoding skills, children attempt to and/or successfully read sentences matched to different jobs.
Children explore a range of texts links to topic including books, leaflets, pictures etc
Children use subject specific vocabulary in their play e.g. stethoscope, syringe, injection, medicine.
Children can identify single sounds in eye test in doctors role play

Children are able to select resources to complete a task e.g. collecting paper and pencils to make thank you cards for people who help us.

Forms recognisable letters for mark making, initial sounds and words.

Uses phonics knowledge to record words that match their sounds (phonetically plausible).

Recording information such as accident forms, police reports, prescriptions, posters linked to different professions in guided and independent writing

Children are beginning to use objects, fingers or number lines to identify one more or less than a given number e.g. we have 10 pencils on the desk, I pick one up to use, how many are left? Children know that when we double we are adding the same amount again. When we halve it needs to be exactly the same on both sides. When we share we need the same amount each.

Children are able to look at a selection of objects and make a sensible estimation of how many objects there are and check by counting.

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Children identify a pattern and can describe it to a friend. They can work as part of a pair to create and continue their own patterns.

Children are able to accurately describe their position in relation to an object – next, under, on top, behind. Children can give more complex descriptions using positional language e.g. the prisoner is behind the tyres, under the table.

Children identify a pattern and can describe it to a friend. They can work as part of a pair to create and continue their own patterns.

Children use mathematical language to describe an object

UW – People and Communities skills:

Can talk about the things they enjoy and why. Children can list to a friend when they say they do not want to play a particular game and show sensitivity towards this by changing game or finding a compromise. E.g. when playing Cops and Robbers they can change roles within the game so every has a chance to be who they want to be.

UW – The World skills:

Children are able to explain how and why things happen or work e.g. how to use a pair of handcuffs, how we hear through a stethoscope, how recycling is sorted and why.

Children can talk about the similarities and differences between metal, plastic, glass, cardboard and paper.

UW – Technology skills:

Children are able to use a tablet to complete a programme involving moving an object on the screen (e.g. turtle)
Children are able to programme a beebot to follow a simple path
Children can talk about where we use technology and some of the ways how people who help us use them e.g. a paramedic/doctor using a heart monitor. Children can use a camera/tablet/ipad to capture a picture or video of their work.

EAD – Exploring & using Media & Materials skills:

Children carefully selects and explores appropriate materials and ways in which to join them to create a simple representation of an emergency vehicle e.g. using Sellotape to hold a pot on top of a box because it slides off when using glue, selecting red paint or materials for a fire engine

EAD – Being Imaginative skills:

Children are able to use the available resources to select materials, chose a way to join them and create simple representations of real things e.g. emergency vehicles, doctors kit, pet carrier etc

Children are able to talk about why they have selected their particular materials e.g why did you chose string and not stickers to hold your model together?

RE

- *Easter
- *Pentecost and Mission

Links to year 1:

- Summer 2 Brilliant Bones topic (doctors, being healthy, dentist)
- Science – animals and humans. Some links to plants.
- PSHE – Live long, living strong

Opportunities for parents

- Come in and talk about their jobs (show and tell style)