

## Personal, Emotional and Social Development

### People who help us

We will think about when a person should go to the doctors/hospital.—Encourage children to be confident in speaking to others in a group, expressing thoughts and opinions within conversation and taking others' opinions on board.

Managing our feelings - What to do when you are feeling particular ways. Group discussion

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.

Playing group games and taking turns, following the rules.—Children will learn to play group games with rules, they understand someone else's point of view can be different from theirs.

### The Everywhere Bear

Talk about and explore feeling, using the feelings of the characters in the book.

Talk about special objects the children have and how to look after them.

Consider how it feels to lose something

Discuss our own hobbies, families and interests.

## Communication and Language

Encourage children to talk and listen about others' experience of 'People who help us' and encourage to share in front of a small group/class.

### The Everywhere Bear

Listen attentively

Listen to stories, accurately anticipate what might happen next and share their thoughts and feelings with the group.

Follow instructions

Answer 'how' and 'why' question about their experience and in response to the story.

Express themselves effectively showing awareness of the listeners' needs and gives explanations.

## Physical Development

Daily Dough Gym and Funky Fingers

### Gymnastics

Balancing

Climbing

Sequencing simple moves to make a routine to show the class.

Getting out and clearing equipment away safely.

### Ball Skills

Throwing and catching large and small balls

Experiencing different sports for example hockey, football, dodge ball.

Nursery and  
Reception  
People who help us &  
The Everywhere Bear and other  
stories  
Spring Term

## Characteristics of Effective Learning

Playing and exploring

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go.'

Active learning

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

Creating and thinking critically

Having their own ideas  
Making links  
Choosing ways to do things

## Literacy

By reading our new power of Reading book we will cover the following skills.

### Reading:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Knows that information can be retrieved from books and computers.

### Writing

- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and make phonetically plausible attempts at others.

## Understanding of the World

- Explore the different jobs featured in the book, such as teacher, construction worker, bus driver, fisherman/woman, shop owner, refuse collector, librarian, and also explore jobs that people do in your community and people that 'help us'.
- Visit the Fire station and have a nurse come in and visit.
- Explore recycling, reusing and up-cycling.
- Make a rain gauge by cutting off the top of a plastic bottle and marking it with felt tip pen.
- Compost area in the garden to recycle food and natural waste, talk about the things the children could put in the compost - such as tea bags and apple cores.
- Bird feeders from recycled milk cartons..
- Explore different undersea animals and their features. Look at simple maps of the local area with the children and investigate some of the road names.

## Mathematics

### Mathematics:

- Use nets and counting fish in the water area to work on 1:1 correspondence and mathematical language such as more than, less than, fewer, more, full, empty.
- Children can also work on estimating how many are in their net and working out strategies for counting.
- In the outdoor water area investigate capacity using measuring equipment labelled in measurements that suit the children's number recognition.
- Investigate language around size, materials, colour and pattern.
- Explore the size and scale of different objects, such as the different types of fish; use comparative language such as larger/smaller than, longer/shorter than, wider/narrower than

## Expressive art and design

### People who help us

- Role play area - Change into a doctor, vets, fire station - 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 for example patient/Doctor.
- Making our own animals—Children making their own models. Designing and choosing own materials. Making decisions about the equipment they are going to use, if it is malleable, and making decisions when adapting work.

### The Everywhere Bear

- Explore bubble painting with the children.
- Use could also use bottle tops that you have collected in the recycling station to make large scale sculptures.
- Taking part in imaginative play based on 'The Everywhere Bear'.