

EYFS Reception : Adult Led and Provision Planning – Autumn 1 25-26

People Who Help Us

Literacy		Maths	
Objectives: Comprehension <ul style="list-style-type: none"> - Joining in with rhymes and showing an interest in stories with repeated refrains. - Looking for environmental print - Having a favourite story/rhyme - Understand the key concepts of print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book - Sequencing familiar stories through the use of pictures to tell the story. - Beginning to recognise initial sounds. - Engage in extended conversations about stories, learning new vocabulary. 		Objectives: Baseline (1 week) Getting to Know You <p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> - Find, subitise and represent 1, 2, 3 - 1 more and 1 less - Composition of 1, 2, 3 <p>Match, Sort and Compare (2 weeks)</p> <ul style="list-style-type: none"> - match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts <p>Talk about Measure and Patterns (2 weeks)</p> <ul style="list-style-type: none"> - Compare size, mass and capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns <p>Consolidation</p>	
Adult Led	<i>See weekly phonics overview</i> <ul style="list-style-type: none"> • See English Planning 	Adult Led	<i>See WRM Scheme of Learning</i>
Provision Ideas (tick off once completed or note additions)	<ul style="list-style-type: none"> • Access to a variety of fiction and non-fiction books about People Who Help Us in reading area and around different areas of the classroom • Children to make predictions about stories that are being read to them • Initial sounds game: what are the initial sounds of the people and props? • Chalk HRSWords on the walls of your outdoor area in red, orange and yellow. Can the children squirt the tricky words after reading them like a firefighter? • Create a vocabulary book of key words throughout the topic: accessible in the reading area (use Widdits to support independent reading). • Retell different stories read using small world puppets and characters • Retell different stories and scenarios with roleplay costumes and props • Provide the children with large chalks so that they can draw and label their favourite people who help us on the ground. They may even like to add a speech bubble and write down what they might be saying. 	Provision Ideas (tick off once completed or note additions)	<ul style="list-style-type: none"> • Introduce the concept of comparing weight. Wrap some boxes with different objects inside and encourage the children to sort them from heaviest to lightest using balance scales to help. • Ask the children to vote for their favourite occupation by placing a counter on a ten-frame underneath pictures of people who help us. You could ask them to count how many children voted for each person, who has fewest votes and how many votes there were altogether. • Provide the children with a range of paper shapes. Can they manipulate the shapes to create their own emergency services badge or vehicle? • Provide the children with firefighter costumes for them to act out the 5 Brave Firefighters rhyme. • Create a large construction site outside using large wooden blocks, crates or foam bricks. Encourage the children to sort the materials into groups and compare the quantities of each material.
Communication and Language		Personal Social and Emotional Development	
Objectives: <ul style="list-style-type: none"> - Settling in and getting to know you circle time activities and snack time chats - Making friends and promoting friendly conversational phrases - Children talking about experiences that are familiar to them - Rhyming and alliteration games using nursery rhymes and counting songs - Familiar print such as names - Sharing facts about me and my family 		Objectives: <ul style="list-style-type: none"> - Being me and all about me activities - Seeing themselves as a valuable individual - My World – children express who they are, where they live, who and what is important to them - Support children to make new relationships in the wider school and classroom - Helping others to feel welcome - Children will be introduced to new children and staff in school 	
		Physical Development	
		Objectives: <p><i>Fine Motor</i></p> <ul style="list-style-type: none"> - Threading, cutting, playdough, focus fine motor activities. - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp <p><i>Gross Motor (PE Planning Scheme)</i></p> <p>Me and myself:</p> <ul style="list-style-type: none"> - Ability to dress themselves with support if necessary. 	

EYFS Reception : Adult Led and Provision Planning – Autumn 1 25-26

People Who Help Us

<ul style="list-style-type: none"> - Shared favourite stories - All about me activities with opportunities to talk about favourite things - Model talk routines and social phrases throughout the day. For example, arriving in school: "Good morning, how are you?" 		<ul style="list-style-type: none"> - Thinking about everyone's right to learn - Caring about others' feelings - Choosing to follow class rules and routines 		<ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of skilful ways. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. <p>Forest School</p>	
Adult Led	<ul style="list-style-type: none"> • Discuss People Who Help Us photos with the children. Encourage them to talk about things they recognise and make links to their own experiences. Explore any new vocabulary. • Use a variety of non-fiction posters and books to initiate discussions. • Use role play clothing to promote discussion around the uniforms of different people who help us. • Question and answer sessions with visitors: police, paramedic, firefighters, mountain rescue • Encourage the children to learn helpful social phrases, such as 'Do you need any help?' or 'Thank you for helping me!' and use them in their play. Praise the children for using kind words and model them as you interact with the children. 	Adult Led	<p><i>Alongside PSHE sessions</i></p> <ul style="list-style-type: none"> • Use People Who Help Us Scenario Quiz PowerPoint. Ask the children to think about how the people experiencing problems might be feeling and how they might resolve the situation. • Question and answer sessions with visitors: police, paramedic, firefighters, mountain rescue • During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group. • Create a Help Desk Role-Play Area where children can help each other with problems that can arise in the setting. Children will see themselves as the heroes of their classroom and understand that they are valuable individuals. • Encourage children to construct large-scale models of emergency vehicles as a team, allowing them to build relationships with each other at the same time as persisting with a challenging activity. • Allow children to take on roles and responsibilities in class. • Encourage children to make Thank You Cards for someone who has helped them. Ask them to think about why the person deserves a card. Can the children think how the person will feel when they receive the card? 	Adult Led	<p>Alongside writing and PE sessions</p> <ul style="list-style-type: none"> • Play a people who help us movement game. Using photo cues, decide on an action for each type of person – for example climbing ladders for firefighters, running for police officers and building a house for builders. • Provide a range of red, yellow and orange paper. Encourage the children to rip and snip the paper to create a fire picture. They could also use chalks, crayons and pencils to build up layers of colour. • Provide large paper on the floor or taped to the wall. Invite the children to draw large flames to make a fire picture using large arm movements. Can they create a range of different lines to represent the flames? • Explain to the children that many people who help us need to be very fit. Can they tell you what 'fit' means? Create an obstacle course for children to have a go at completing.
Provision Ideas (tick off once completed or note additions)	<ul style="list-style-type: none"> • Roleplay masks, costumes and props to allow children to create their own stories and scenarios using key vocab learned. • People who help us and tools/uniforms matching game/memory game • People who help us stick puppets for small world role play • Guess who game: children to describe the different people who help us to a partner • Children to write/record questions they could ask people who help us about their roles. 	Provision Ideas (tick off once completed or note additions)	<ul style="list-style-type: none"> • Self-registration and entry to the classroom: The children could also help others to find their name, coat peg, drawer etc if they see a friend who might need help. • Provide paper with pencils, pens or crayons and encourage the children to make safety notices to display around the setting, for example not leaving things on the floor, not running on slippery or wet surfaces and not touching plug sockets. • Give children some simple jobs and responsibilities and talk about being helpful. 	<ul style="list-style-type: none"> • Provision Ideas • (tick off once completed or note additions) 	<ul style="list-style-type: none"> • Playdough mats to prompt children to shape and mould people who help us themed models and develop fine motor skills. Neon coloured playdough for uniforms. • Have some different people who help us costumes/outfits available in the role play area. Encourage the children to manage putting costumes on and off themselves. • Encourage children to use water pistols or spray bottles to 'put out' a chalk fire! • On outdoor large climbing equipment children can pretend to be firefighters by climbing ladders, walking along benches and sliding down a fire pole! • Set up a building site for the children to use as a role play area. You could include foam bricks, large wooden blocks, cardboard boxes and crates. Encourage the children to mix their own cement by combining sand and water. Help them build their muscle strength by taking turns to mix the cement! • Tuff tray 'fire foam' mark making of phonics sounds
Understanding the World			Expressive Arts and Design		

EYFS Reception : Adult Led and Provision Planning – Autumn 1 25-26

People Who Help Us

<p>Objectives:</p> <ul style="list-style-type: none"> - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. - Can draw similarities and make comparisons between other families. - Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. - Talk about members of their immediate family and community. - Navigating around our classroom and outdoor areas. - Listen to what children say about what they see - Introduce children to different occupations including the emergency services and other 'people who help us' in the community - Forest School - Changes over time – Mary Seacole/Florence Nightingale 	<p>Objectives:</p> <ul style="list-style-type: none"> - Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival - Children learn to mix colours - Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment. - Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances
<p>Adult Led</p> <ul style="list-style-type: none"> • Question and answer sessions with visitors: police, paramedic, firefighters, mountain rescue • Talk to the children about different methods of keeping safe at the setting. You could discuss fire drills, safety notices and fire alarms. • Go for a walk in your local community and see how many people who help us the children can spot. You might like to provide a camera for the children to take pictures to look at once they return to school. • Map drawing from local area visit – who did we see? Which buildings were they in? • Compare nurses from the past and present (Florence Nightingale link) • Ask the children to think about life in other countries. Would they have the same people helping in Antarctica? Who would be helpful in very cold places? What about in very hot countries? How do the emergency services differ throughout the world? 	<p>Adult Led</p> <ul style="list-style-type: none"> • Provide a variety of instruments and noisemakers and encourage the children to experiment making a warning noise for emergency service vehicles. • Take photographs of the children while they are dressed up as people who help us. Print out and laminate their photos to be used as small world figures. • Have a range of junk-modelling materials available for children to create their own emergency vehicles. They may also like to decorate some boxes to look like houses with tissue paper flames. • Emergency services hat design/creation
<p>Provision Ideas (tick off once completed or note additions)</p> <ul style="list-style-type: none"> • Provide people who help us themed dressing-up costumes for the children to try on and role play that occupation. You might like to take this opportunity to address any stereotypes that arise with the children. • Encourage the children to draw maps of their local area and include places, such as the police station, library and post office. • Collect natural materials for the children to create their own people who help us themed transient art. • Provide the children with a range of materials to make lifeboats. Can they make a boat that floats in the water tray? • Invite the children to create their own road signs and markings with chalk in the outdoor area. They could create crossings, road signs or traffic lights to control the bikes and ride-on vehicles. • Take the children for a look around your school grounds and ask them if they notice anything that needs to be looked after. Who do they think looks after their school? Write thank you letters to site manager. How could we help the site managed? Encourage children to look after/tidy our environment. • Make tracks in mud or paint with shoes, toy vehicles or ride-on toys, etc. Use a magnifying glass to look at them closely and have the children try to match them to a pair of shoes or toy – police investigation 	<p>Provision Ideas (tick off once completed or note additions)</p> <ul style="list-style-type: none"> • Provide a selection of warm-coloured paints for the children to have a go at mixing for their own fire picture. • Emergency services role play/small world – props, dress-up clothes and puppets • Have a variety of building materials in the construction area for children to build their own vehicles and buildings. • Encourage the children to paint pictures of different people who help us. • Provide some large cardboard boxes, coloured paper and paint. Encourage children to decorate the boxes to look like different emergency vehicles. • Finger prints art work and exploration using ink – police link