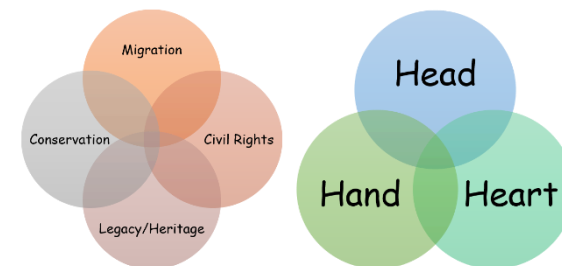


Riversdale Primary School

Medium Term Planning



Year Group	Nursery
Topic	Emergency Vehicles and People Who Help Us
Vocabulary	<p>The vocabulary that will be introduced is:</p> <ul style="list-style-type: none"> • Emergency Services: People who deal with problems • Ambulance: A vehicle that takes people to and from the hospital • Fire Engine: Vehicle that has lots of equipment to help put out fires • Hospital: A large building where people go to get better • Community: All the people who live in a particular area • Healthy: Not likely to become ill/sick • Emergency: A sudden serious or dangerous event which needs immediate action to deal with it. • Rescue: Saving somebody who is in danger • Assistance: Help or support

Learning Overview

This half term we will learn that people do different jobs and we will explore different occupations.

We will talk about what these jobs entail.

We will discuss who helps us at home and at school.

We will learn about the people in our community who help keep us safe and healthy.

We will learn how to ask for help and who to ask.

We will discuss the role of police/firemen and the equipment they use and the special uniform they wear including name badge

We will create our own name badges by writing our names.

We will discuss when we have been to the doctors.

We will role play a baby clinic with costumes, medical equipment, prescriptions, appointment cards, bandages.

We will take part in a Teddy Bear clinic.

We will explore emergency vehicles through visits and photographs, looking at similarities and differences of emergency vehicles.

We will explore how emergency vehicles can be used to help people do their jobs.

We will think of ways to say thank you to people who help us and discuss how we can help others too.

We will design and make our own fire engines and use loose parts resources to create large, outdoor vehicles such as fire engines or police cars.

We will learn to work collaboratively, choosing the right resources.

We will learn about the Lunar New Year.

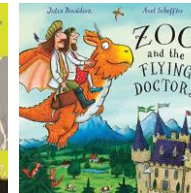
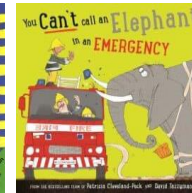
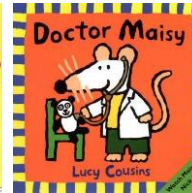
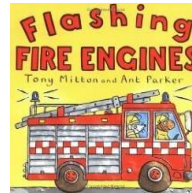
We will do food tasting and discuss likes and dislikes.

We will make a lantern and fold a fan and learn a dragon dance.

Quality Stimulus Text(s)

Supporting texts will link closely to people who help us. We will also look at comic books.

Non-fiction texts will also be used throughout the topic.



Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.

To understand that we have classroom rules that help us to be safe and help us learn together.

To understand that breaking class rules has consequences.

Democracy

Making decisions together.

Children are encouraged to take turns and share.

Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

To take a class vote on chosen topic.

Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children to celebrate different festivals and share experiences of all cultures and faiths.

Children to learn to take turns to talk and listen to each other.

Adults to provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Phonics	<ul style="list-style-type: none"> Revisit the sounds taught last half term: s a t p i n m 	<ul style="list-style-type: none"> We will one sound each week, in this order: d g o c k e 	<ul style="list-style-type: none"> We will listen carefully to sounds in the environment and talk about what we can hear. We will explore and copy sounds made by instruments and objects. We will practise stopping and starting when we hear different sounds. We will make body percussion sounds like clapping, stomping, tapping, and snapping. We will copy sound patterns using instruments and body percussion. We will join in with familiar rhymes and try to finish the rhyming words. We will hear and say rhyming words in stories, songs, and games. We will clap or tap along to the rhythm in songs and rhymes. We will listen for the first sound in words and begin to say words that start the same. We will play games with words that begin with the same sound (like sss for snake or mmm for mouse). We will explore using our voices to make sounds like animals, machines, or weather. We will try using loud, quiet, fast, and slow voice sounds. 	<ul style="list-style-type: none"> We will be excited to learn new words and sounds. We will grow in confidence when we use our voices to join in. We will work together and help each other in sound games.

			<ul style="list-style-type: none"> • We will play games to blend sounds together to make simple words (e.g. c-a-t = cat). • We will begin to split words into the sounds we hear (e.g. dog = d-o-g). • We will play phonics games like 'What's in the box?' and 'Simon Says' to practise listening and blending. • We will take turns, listen to others, and join in with phonics activities as a group. 	
Communication & Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary • Questions why things happen. Enjoys listening to stories, rhymes and songs. • Can use past and future tenses and ask simple why questions. • Sing a large repertoire of songs and rhymes. 	<ul style="list-style-type: none"> • To listen to a short story about people who help us. • To join in with repeated phrases or rhymes. • To pay attention when someone is talking about different jobs. • To understand simple instructions related to role play (e.g., "Put on the nurse's hat"). • To identify who helps us in different situations (e.g., police, doctor, firefighter). • To answer simple questions about the stories or pictures I see. • To name people who help us in my community. • To describe what someone who helps us does. • To talk about times when I or my family have needed help. • To use simple sentences to explain why people's jobs are important. • To use new words e.g. "ambulance," "uniform," 	<ul style="list-style-type: none"> • I can listen carefully to stories and instructions. • I can ask and answer questions about people who help us. • I can use full sentences to explain what a helper does. • I can take turns speaking in a group. • I can use new words I learn about helpers when I speak. 	<ul style="list-style-type: none"> • Listen carefully to others and respond to their ideas. • Take turns speaking and value other people's contributions. • Ask and answer questions politely during discussions. • Keep trying to use new words and phrases.

		<p>“firefighter,” “emergency,” and “help.”</p> <ul style="list-style-type: none"> • To talk about tools and equipment that helpers use. • To describe feelings like happy, worried, or safe in relation to helpers. 		
Mathematics	<ul style="list-style-type: none"> • Sing number songs and rhymes, using fingers to show an amount. • Recite numbers past 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number). • Say one number for each item in order; 1,2,3,4,5. 	<ul style="list-style-type: none"> • To count objects related to people who help us. • To say which number comes before or after a given number up to 5. • To recognize numbers in the environment (e.g., on uniforms, badges, or house numbers). • To compare small quantities and say which is more or less. • To name basic shapes I see in the environment (e.g., circle – clock, rectangle – door). • To describe size and length (big/small, long/short) of tools or vehicles helpers use. • To use words e.g. “on,” “under,” “next to” when talking about objects in my role play. • To sort objects by type, size, or colour (e.g., different medical tools, hats, or vehicles). • To make simple repeating patterns using objects from our topic (e.g., red/blue hats, car/ambulance). • To copy a simple pattern shown by a teacher using shapes or objects. • To answer simple “how many?” questions using real objects. 	<ul style="list-style-type: none"> • I can count objects accurately. • I can recognise numerals and match them to quantities. • I can compare quantities and use words like “more,” “less,” and “same.” • I can describe the shape, size, and position of objects. • I can use positional language like “on,” “under,” and “next to.” • I can sort objects by colour, size, or type. • I can copy and create simple patterns. • I can solve practical problems with numbers, like “How many bandages do we need?” 	<ul style="list-style-type: none"> • Use counting resources carefully and return them after use. • Take turns using equipment or participating in games. • Keep trying even if a problem is tricky. • Work with a friend to sort, match, or count objects.

		<ul style="list-style-type: none"> To match numbers to groups of objects. 		
PSED	<ul style="list-style-type: none"> Develop friendships with other children. Learn to use the toilet with help, and then independently. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them. Show more confidence in new social situations. Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> To wait my turn when speaking about people who help us. To follow simple rules during role-play activities. To begin to manage my feelings when I feel worried or scared. To put on my coat or costume for role play by myself. To take care of my own belongings during activities about helpers. To use everyday tools safely (e.g., scissors, glue) when making helpers' props. To play cooperatively with my friends in role play (e.g., as doctors, police, firefighters). To ask for help politely if I need it. To talk about how my friends feel when we are pretending to be helpers. To show kindness and respect to my friends and adults. To recognise and name feelings (happy, worried, scared, safe) in myself and others. To talk about times when I have needed help and how it made me feel. To understand how helpers make people feel safe and cared for. 	<ul style="list-style-type: none"> I can wait for my turn and follow simple rules. I can manage my feelings when I am frustrated or worried. I can dress myself and take care of my belongings. I can use tools safely during activities. I can play cooperatively with others. I can show kindness and empathy. I can communicate my needs and feelings politely. 	<ul style="list-style-type: none"> Support friends during activities and role play. Recognise your own feelings and emotions. Manage frustration, follow rules, and wait for turns. Notice and respond to the feelings of others. Cooperate with peers in group activities.
Physical Development	<ul style="list-style-type: none"> Start to eat independently and learn how to use a knife and fork. 	<ul style="list-style-type: none"> To move safely in different ways like running, jumping, or crawling, pretending to be 	<ul style="list-style-type: none"> I can run, jump, climb, and balance safely. 	<ul style="list-style-type: none"> Use tools and equipment safely.

	<ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips. 	<p>helpers (e.g., firefighters, police).</p> <ul style="list-style-type: none"> To climb, balance, and negotiate space while pretending to rescue or help. To throw, catch, or kick a ball like a doctor passing equipment or a firefighter using a hose. To follow a simple obstacle course safely. To use my fingers and hands to hold scissors, pencils, and brushes safely. To manipulate small objects like buttons, bandages, or toy tools. To complete simple craft activities (e.g., making a police badge or firefighter hat). To use construction toys to build vehicles or tools for helpers. To wash my hands properly, just like doctors and nurses. To dress myself with help when role-playing different helpers. To use tools and equipment safely during activities. To talk about ways to keep my body healthy and strong, like helpers do. 	<ul style="list-style-type: none"> I can negotiate space when moving around obstacles. I can coordinate my movements to imitate helpers' actions. I can hold pencils, brushes, and scissors with control. I can manipulate small objects like buttons, toys, and craft materials. I can construct models using blocks or construction sets. I can practise using chopsticks. I can wash my hands and brush my teeth properly. I can talk about healthy habits and staying safe. I can practise using chopsticks. 	<ul style="list-style-type: none"> Share space and resources with friends during movement activities. Keep trying to climb, balance, or complete physical challenges. Work together to complete obstacle courses or group tasks.
Literacy	<ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo. Ask questions about the book. Make comments and share their own ideas. Notice some print, such as the first letter of their name, a 	<ul style="list-style-type: none"> To listen to and join in with stories about people who help us. To talk about the characters in the stories and what they do. To recognise some familiar words or signs related to 	<ul style="list-style-type: none"> I can listen to and understand stories. I can answer questions about the stories and pictures. I can recognise familiar words in context. I can make marks, draw, or write to represent words. 	<ul style="list-style-type: none"> Talk about how characters in stories feel. Listen carefully to stories and others' ideas. Keep trying to write or mark-make new words.

	<p>bus or door number, or a familiar logo. Comments and shares their own ideas.</p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Engage in non-fiction books - Notice the different format of nonfiction books, e.g. contents. 	<p>helpers (e.g., "Stop," "Hospital").</p> <ul style="list-style-type: none"> • To answer simple questions about the stories I hear. • To handle books carefully and know how to turn the pages. • To recognise that print carries meaning. • To follow the text with my finger while listening to a story. • To make marks and drawings to represent helpers and their tools. • To attempt to write simple words or letters for helpers' names. • To copy my name or other simple words related to the topic. • To use writing tools with increasing control (pencils, crayons, paintbrushes). • To use new words from the stories and activities, like "ambulance," "uniform," "rescue," and "emergency." • To describe what a helper does using simple sentences or words. • To talk about what is happening in a story or picture. 	<ul style="list-style-type: none"> • I can copy letters and simple words. • I can use writing tools with increasing control. • I can use new words related to the topic. • I can describe events or actions in my own words. 	<ul style="list-style-type: none"> • Create stories or pictures that show helpers supporting people.
Understanding the world	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Use all of their senses in hands-on exploration of natural materials 	<ul style="list-style-type: none"> • To name people who help us in my community (e.g., doctor, nurse, firefighter, police). • To talk about what different helpers do to keep us safe and healthy. 	<ul style="list-style-type: none"> • I can identify people who help us and their roles. • I can compare similarities and differences between jobs. • I can explore tools, vehicles, and equipment. • I can describe how things work. 	<ul style="list-style-type: none"> • Explore how helpers do their jobs and tools work. • Understand the feelings and needs of people in the community. • Appreciate different roles and jobs people have.

	<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary -Begin to understand the need to respect and care for the environment and all living things • Explore and talk about different forces they feel (floating/sinking, magnets) Exploration table • Talk about the differences between materials and changes they notice – sinking/floating, shadows, cooking, melting etc 	<ul style="list-style-type: none"> • To recognise similarities and differences between people and jobs. • To show curiosity about how helpers do their work. • To explore tools, equipment, and vehicles used by people who help us. • To observe how things work. (e.g., ambulance lights, firefighter hose, police car siren) • To talk about changes I see in the environment. • To talk about my own experiences of being helped or seeing helpers in action. • To compare how helpers' jobs might be different now compared to the past. • To recognise and use simple technology that helpers use (e.g., phones, computers, radios). • To explore cause-and-effect using technology and tools related to helpers. 	<ul style="list-style-type: none"> • I can talk about my own experiences and compare them to others. • I can notice changes over time in jobs and tools. • I can use simple technology like phones, computers, or radios safely. • I can explore cause and effect using devices or tools. 	<ul style="list-style-type: none"> • Take care when handling tools, technology, and equipment.
Expressive Art & Design	<ul style="list-style-type: none"> • Take part in simple pretend play, developing storylines, using small world equipment and open-ended resources. • Explore different materials freely, joining them together and developing their ideas about how to use them and what to make. • Draw with increased complexity and detail Show different emotions in their drawings and paintings - 	<ul style="list-style-type: none"> • To use different materials to make things related to people who help us (e.g., hats, badges, tools). • To mix colours to create pictures of helpers or their vehicles. • To use scissors, glue, and paint safely and with control. • To explore textures and materials when making costumes or props for role play. 	<ul style="list-style-type: none"> • I can explore different materials to create art and props. • I can use scissors, glue, paint, and pencils safely. • I can role-play as different helpers. • I can create my own stories and scenarios. • I can build models of vehicles or tools. • I can work collaboratively to make group projects. 	<ul style="list-style-type: none"> • Try new ways to express ideas through art, music, or role play. • Work with friends to create collaborative projects or role-play scenes. • Share materials and support friends during creative activities. • Keep practising new skills, like cutting, painting, or building.

	Explore colour and colour mixing	<ul style="list-style-type: none"> • To pretend to be a doctor, firefighter, police officer, or other helpers during role play. • To use props and toys to act out stories about he • To create my own story or scenario about helping and being helped. • To sing songs or make sounds related to helpers and their jobs. • To build vehicles or equipment that helpers use using blocks or construction toys. • To design and decorate a badge, uniform, or building for a helper. • To work with friends to create group models or role-play spaces. • To use instruments to make sounds related to helpers (e.g., sirens, bells). • To move my body like different helpers (e.g., marching like a police officer, stretching like a nurse). 	<ul style="list-style-type: none"> • I can create sounds using instruments. • I can move my body in imaginative ways. 	
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