

All About Me
People Who Help Us In The Community
Planning



Autumn 1

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p><i>Checkpoint</i></p> <p><i>Can they shift from one task to another if attention is fully obtained? (Age 3)</i></p> <p><i>Is the child using sentences of 4-6 words? (Age 4)</i></p> <p><i>Can they answer simple "why" questions? (Age 4)</i></p> <p><i>Is the child using "because", "or" "and" to join sentences? (Age 4)</i></p> <p><i>Is the child using future and past tense? (Age 4)</i></p>	<p><i>Checkpoint</i></p> <p><i>Can they take turns and share with others, with adult support? (Age 3)</i></p> <p><i>Can they settle at activities for a while? (Age 3)</i></p> <p><i>Do they play alongside others or on their own (Age 4)</i></p> <p><i>Do they take part in pretend play? (Age 4)</i></p> <p><i>Do they take part in pretend play with different roles? (Age 4)</i></p> <p><i>Can they negotiate solutions to conflicts in play? (Age 4)</i></p>	<p><i>Checkpoint</i></p> <p><i>Discuss healthy eating with children</i></p> <p><i>Talk with parents about oral hygiene (Brushing Buddies)</i></p> <p><i>Are children dry during the day? (Age 4)</i></p> <p><i>support with toilet training</i></p>

Communication and Language		Personal, Social and Emotional Development	Physical Development
<p>Talk about what they see using a wide range of vocabulary.</p> <p>Use longer sentences of 4 to 6 words</p> <p>Can start a conversation with an adult or friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play.</p> <p>Develop communication using tenses (Past)</p>		<p>Develop their sense of responsibility and membership of a community.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb apparatus using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent meeting their own care needs.</p>
Literacy	Mathematics	Understanding of the World	Expressive arts and design
<p>Birth to Three</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Say some of the words in songs and rhymes.</p> <p>Have favourite books and seeks them out.</p> <p>Notice some print, such as the first letter of their name or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p>	<p>Birth to Three</p> <p>Count in everyday contexts, sometimes skipping numbers.</p> <p>Take part in finger rhymes with numbers.</p> <p>Three and Four Year Olds</p> <p>Recite numbers past 5</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Describe a familiar route.</p>	<p>Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life story and family history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>

PSED

- Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a 'what makes us unique' display.
- Explore different emotions with the children. Talk about how they are feeling using the emotions cards.
- Sit in a circle and pass around a toy as a mascot. Ask the children to name something they like and explain why. It could be a toy, food, person, etc. Then, ask them to think of something they dislike and explain their reasons why.

Literacy

- Ask the children to draw a picture of themselves. Can they write their name?
- Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling.
- Read a variety of topic themed stories.

Communication and Language

- Play a game of 'Guess Who?'. Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children after the activity for children to continue play in continuous provision.
- Sing action songs and rhymes such as Happy and you know it, Head, Shoulders, Knees and Toes.
- Look at emotions photos and discuss and describe how the people might be feeling.

Understanding of the World

- Invite children to take photos of each other using a camera. Print the photos and cut them into four or six pieces. Encourage children to build the picture puzzles up.
- Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?
- Encourage the children to think about what they may like to do when they grow up. Provide a selection of dressing up clothes that reflect different occupations that the children may be interested in.
- Involve the children in the making of pizza faces. Which emotions ill they show on their pizza face? Happy? Angry? Worried? Encourage children to notice how the ingredients change.

Physical Development

- Challenge the children to explore different ways of moving and balancing using different body parts.
- Encourage the children to think about who helps to keep us healthy or who helps us when we feel unwell.
- Encourage the children to share their experiences and talk about any worries or concerns.
- Play "follow my leader" and encourage children to copy the actions of the leader of the line.
- Play musical statues, the children to explore moving to music. - Can they hop on one foot or balance on one leg?

Mathematics

- Take photographs of buildings and features in the local area, discuss which ones children are familiar with.
- Talk about children's route to school using google earth to "walk through" route.
- Provide children with a range of 2D shapes. Can they use them to build a picture of a person?
- Make a birthday chart together. Which month has the most birthdays? Which month has the least?

Expressive Arts

- Create a home corner for the children to explore.
- Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'.
- Ask children to make a self-portrait. They could explore looking in a mirror to help them.
- Provide rectangles of paper, lolly sticks, materials and sticky tape. Ask the children to make stick puppets of themselves and their friends.
- Create paintings that reflect the emotions happy, sad and angry. Provide colours that are associated to these emotions. (Colour monster)

Vocabulary

Mummy

Cheeks

Toes

Daddy

Chin

Toothbrush

Baby

Eyebrows

Toothpaste

Sister

Eyelashes

Soap

Brother

Neck

Sponge

Grandma

Arms

Tap

Grandad

Shoulders

Water

Head

Elbow

Toilet

Face

Hands

Bath

Hair

Fingers

Sink

Eyes

Thumb

Shower

Nose

Tummy

Towel

Mouth

Legs

Brush

Lips

Knees

Comb

Ears

Feet

Mirror

PSED

- Being helpful song
- RSE – talking about being brave and friendships.
- Discuss different roles and occupations. Ask the children to tell you about any adults in their life and if they have an occupation.
- Invite people from the local community to come and talk to the children about their job. You could ask them to bring their uniform, work badge or equipment to show the children.
- During circle time, talk about being helpful. How can the children be helpful in the setting?
- Make lanyards and work badges for role play.
- Give the children simple jobs, e.g. tidying the snack table/emptying the water.

Literacy

- Read people who help us themed books. Join in with repeated refrains.
- Provide special paper and envelopes for children to write letters or draw pictures to send to the people who help us.
- Make marks in "Fire" coloured shaving foam
- Provide word mats and page borders for children to do independent writing.
- Make marks for a purpose – Fire report, dentist notes.

Communication and Language

- Draw a simple road map onto the ground using chalk or large sheets of paper stuck to a table top. Provide a range of small world emergency vehicles and characters for the children to use. Can the children act out scenarios?
- You might like to take the children for a walk in the local area so that they can see the people who help their community.
- Miss Polly had a dolly, rhyme bag.
- Set up a role play area for each occupation.

Understanding of the World

- Knock, Knock, What's Your Job?
- When using people who help us themed role-play areas, find opportunities to challenge stereotypes if you feel this is needed. You might like to support this by inviting a range of people who help us to visit the setting
- Display a range of photographs of people in uniforms from around the world. Invite the children to discuss the differences they can see.
- When the children enter the setting, explain that one of their teddies has gone missing. Can they look for clues to find him? Children look with binoculars and magnifying glasses.

Physical Development

- Follow topstart for gross motor skills
- People who help us movement game- different actions for occupations.
- Brushing buddies – talk about going to the dentist.
- Enhance your role-play area with people who help us themed costumes. Encourage the children to have a go at putting the costumes on themselves and trying to do buttons and zips independently
- Create a firefighter obstacle course. Can the children balance on a beam, jump through hoops and crawl through a tyre to save the stuffed toy at the other end?

Mathematics

- Subitise/count emergency vehicles. Drive the vehicles around into different arrangements.
- Matching pairs cards.
- Draw a large firefighter's ladder on the ground in chalk. Number the rungs on the ladder to five or ten. Children can climb the ladder as they count.
- Set up a firefighters obstacle course that involves the children going over, under and through. Children can describe the course using positional language.

Expressive Arts

- Emergency vehicles often need to travel quickly with their sirens on. Children travel slowly around a space and when they hear a siren they need to travel quickly and safely.
- Add bright red and yellow paint to ziplock bags. Press and move the paints to mix and create orange.
- Paint pictures of people who help us.
- Dress up outside and role play different occupations.
- Chalk the outline of fire and encourage children to fill the flames with objects from the outdoor area – red and orange.

Vocabulary

Police Officer	Police Dog	Dentist Chair
Firefighter	Police Horse	Teeth
Dentist	Helicopter	Toothbrush
Doctor	Handcuffs	Toothpaste
Uniform	Finger Print	Reception
Radio	Torch	Plaster
Ambulance	Ladder	Syringe
Police Car	Fire Station	X-Ray
Hose	Fire Hydrant	Mouthwash
Helmet	Mask	Filling
Fire Engine	Fire Alarm	Cavity
Siren	Fire Extinguisher	Tools
Fire Protective Uniform	Medicine	Dentist Chair
Stethoscope	Prescription	
Bandage	Thermometer	

Children's Ideas:

- Fire Engine play
- Washing Babies
- Colour mixing



P4C Prompts

(Starting points - may change with children's responses)

Monster at School

Should we judge from appearance only?

Do you remember being a baby?
What do babies remember?

Should we all enjoy the same things?

How do we show people we are sad?

Should we always help?

Are we all the same? Are we all different? What does different mean?

Am I brave? What is brave? Is brave good?