

YEAR: Nursery Spring 2

THEME: People Who Help Us

Related Units: People Who help us, Transport trip, World book day

Unit overview	Vocabulary		Related Books/Resources
<u>Stories</u> <u>Enquiry Question:</u> Who looks after me? Children gain an awareness of people that help us in everyday life and what to do in an emergency. Police, doctors and fire brigade visit us this term and share their day to day work. Children experience a role-play corner based on a Hospital and they learn new vocabulary as well as practise their writing in the 'waiting room'. The children will discover the different types of transport that we can travel on. We will be talking about taking care and keeping safe while travelling. We will take a round trip on the bus and then the underground.	New Vocabulary • doctors • dentist • fire engine • police • safe • healthy • hospital • poorly • transport • travel • bus • train	Previously Taught (Revise) • fairy tale • characters • who • what doing • what • where • why • when • how • Lunar New Year • books • story • fiction • the end • travel • transport • bus	• Non-fiction books: ➢ Transport ➢ People who help us ➢ Spring ➢ Easter • We're going on an egg hunt

Themes and Cross Curricular Links	Key Opportunities	Outcomes
<u>British Values / Philosophy / SMSC</u> The rule of law. Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy. <u>Personal, Social and Emotional Development</u> Recognising special people in our lives. Understanding different types of families. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help. <u>Communication and Language</u> Understands use of objects. Questions why things happen and gives explanations. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' <u>Physical Development</u> Holds pencil near point between first two fingers and thumb and uses it with good control. Walks downstairs, two feet to each step while carrying a small object. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. <u>Literacy</u> Shows awareness of rhyme and alliteration. Shows interest in illustrations and print in books and print in the	<u>British Values / Philosophy / SMSC</u> Police, doctors and fire engine visit. Sharing thoughts about people who help us. <u>Personal, Social and Emotional Development</u> People who help us visit. Hospital role-play corner. Circle time discussions. <u>Communication and Language</u> Bringing opportunities to role-play by providing props to also foster the use of the vocabulary learnt. <u>Physical Development</u> PE sessions. Opportunities for children to negotiate space outside: cones, tyres, ball, races changing speed. Copying names and simple words. Role-play: rescuing, going on an emergency, hospital, etc. <u>Literacy</u> Group times practicing phonological awareness skills in preparation for phonics.	● Copy and then write their names ● Understand who can help them and how ● Understand how to stay safe from any danger ● Develop confidence with people who are new to them (visitors to the Nursery) ● Navigate the challenges and rules associated with a school trip (on public transport) ● Develop role-play ● Develop understanding of colorful semantics

environment. Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print. <u>Maths</u> Shows curiosity about numbers by offering comments or asking questions. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in number problems. Shows an interest in representing numbers. <u>Understanding the world</u> Shows interest in different occupations and ways of life. Talks about why things happen and how things work. Shows interest in different occupations and ways of life. Shows interest in the lives of people who are familiar to them. <u>Expressive Arts and Design</u> Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	<u>Maths</u> Number songs. Any opportunity to count jumps, claps, items, sounds, steps, etc. <u>Understanding the world</u> Class discussion, sharing own experiences in their families. People who help us visit. Role-play corner: Hospital. Fire engine outside area. Police station. <u>Expressive Arts and Design</u> Familiar songs. Providing props for them to use in pretend play. Role-play corner: Hospital. Fire engine outside area. Police station.	
--	--	--