



St Nicholas at Wade CE Medium Term Planning

Topic Title:	Who are you going to call?
Entry Point:	Letter from Fireman Sam requesting some new firefighter recruits. Trip to Westgate Firestation and Westgate Library via a bus.
Exit Point:	Visits from Police dentist, and nurse Children to use “stop, drop and roll.” Children know to ring 999 in an emergency
Link Text:	Brown Bear, Brown Bear Emergency Services Human Body
Vocabulary:	Emergency services, 999, firefighter, nurse, vets, police, librarian, police, help, bandage,
Parents as Partners:	School trip Letter to Mother’s for Mother’s Day All children owning and using a library card Easter egg hunt
Values and St Nicholas Experience:	This terms topic “Who are you going to call?” The children will explore their community and how they are able to help and serve. The term starts with a trip to our local library where the children will be able to take a book out using their own library card, they will enjoy a story in the library. They will also visit the local firestation, where they can ask questions about the firefighters role and explore the firestation, fire engine and equipment. The children will undergo firefighter training using P.E apparatus, they will learn to climb a ladder, drop and roll, balance along a building and throw and catch balls. When completing their training, they will receive a certificate from Fireman Sam! Throughout the term the children will be introduced to the use of 999 in an emergency and who they can ask for, depending on the problem. The class will welcome community members in so that they can learn about their job roles and ask questions. The children will celebrate Easter making Easter cards, crowns, cooking Easter cakes and participating in an Easter egg hunt.

Cultural Capital:	Learning about the emergency services and the pivotal roles they contribute to society. Each child receives their own Bamboo toothbrush (environmentally friendly) Visiting a library to aid a lifelong love of books Posting of Mother's Days letters on school trip Participating in their first art exhibition (Rotary Art competition) Participating in the Easter Story within our school Easter service.	
Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans		
Communication and Language	Learning Intentions (Development matters)	Learning Journey
	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar (Talk partners)</p> <p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Ask questions to clarify understanding of a text or task.</p> <p>Ask questions to find out more and check understanding.</p> <p>Retell a story with exact repetition</p> <p>Use talk to clarify thinking, connect ideas and share thinking with others.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'.</p> <p>Use talk to help work out problems and organise thinking and activities.</p>	<p>In Term 4, we will learn about People who help us. During this the children will be have a wealth of opportunities to ask questions to find out information to key members of the community.</p> <p>The children will sequence events of our school trip (eg what happened first and then next). They will have opportunities to follow instructions when brushing their teeth.</p> <p>The children will sequence brushing their teeth and then describe that event in simple terms using words such as first and last</p> <p>During our exploration of key members of the community the children will have an opportunity to express their points of view about what the right thing to do in a situation.</p> <p>They will learn lots of new words and be given opportunities to use them throughout the weeks. During circle times, they will discuss the Easter story.</p> <p>Within the school grounds the children will have an opportunity to re-visit the bulbs they planted in the Autumn Term, looking at changes and discussing how they have evolved.</p>

Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
	<p>Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried. Understand why listening is important and attend to other people both familiar and unfamiliar. Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of 'screen time' Having a good sleep routine Can get dressed and undressed for Forest Friday sessions. Begin to show persistence when faced with challenges Knows how to be a safe pedestrian. Knows how to respond in an emergency (e.g. 999, fire-stop/drop and roll) Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work Use language to negotiate, play and organise.</p>	<p>Through our Heartsmart unit "Don't hold on to what's wrong" we will be looking at what makes a good friend and how we can be a better friend.</p> <p>Developing our listening skills further so that we do listen to what our friends say and respond with an appropriate response.</p> <p>We will be looking at making sure we keep our mind and body healthy, we will explore what a nutritious diet looks like and how we can help put the right fuel into our bodies.</p> <p>This term we will be exploring oral hygiene and how to brush our teeth correctly, this will be enhanced by a visit from a dental nurse</p>
Physical Development	Learning Intentions (Development matters)	Learning Journey
	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Apparatus-</p>	<p>This term we will be training to be firefighters and will develop our use of equipment within the lesson. The children will practise throwing a ball to a partner and use a two handed catch to receive the ball. They will move across a building (bench) on their tummy and move into a forward roll. When climbing they will use the wall bars to climb and ensure they</p>

	<p>Know how to use of a variety of equipment and resources</p> <p>To make my body tense and relaxed</p> <p>To roll in different ways</p> <p>To travel in different ways</p> <p>To develop overall balance</p> <p>To develop appropriate running technique</p> <p>To jump over different sized obstacles</p> <p>To throw towards a set target</p> <p>To competently catch a ball or bean bag</p>	<p>return safely. The children will use speed and agility to put out fires (cones) quickly.</p> <p>The children will need to show The St Nicholas Way at all times to master and develop their skills.</p> <p>We will talk about how the body changes as we exercise.</p> <p>During Write Dance we will be listening to music and making our bodies respond in different ways.</p> <p>We will be developing our pencil grip and making marks with greater control.</p>
--	---	--

Specific areas of learning:

Literacy	Learning Intentions (Development matters)	Learning Journey
	<p>Re-tell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and tricky words.</p> <p>Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</p> <p>Read a book consistent with their phonic knowledge.</p>	<p>During this term, the children will orally learn and rehearse the text Brown Bear, Brown Bear. We will be acting out parts of the story and sequencing key events from the story.</p> <p>They will begin writing their own version of the story. The children will explore the use of adjectives to make a sentence more exciting to the reader.</p> <p>During our Little Wandle lessons the children will be continuing to blend and segment words. They will consolidate their knowledge of all the sounds they have learnt. We will continue to develop the skill of reading longer words by chunking them. The children will begin to blend words in their head to develop their skill of automatic reading.</p> <p>Our love of reading will continue with a visit from a local author.</p>

	<p>Phase 3-ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words-was you they my by all are sure pure Read longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end • words with –s /s/ and /z/ at the end Build words using known letter-sound correspondences in writing. Write their name independently. Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spell to write VC, CVC and CVCC words independently using Phase 2 graphemes and Phase 3 graphemes. Spell some tricky words independently. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	
Maths	Learning Intentions (Development matters)	Learning Journey
	<p>Count forwards and backwards beyond 20 Recognising patterns of the counting system Estimate how many objects they can see and check by counting. Use reasoning to compare numbers and quantities Explore the composition of numbers 1-10 Relate addition to combining 2 groups Read an addition calculation with + and – and solve To relate subtraction to taking away To read a subtraction calculation with – and = and solve Recite number bonds</p>	<p>We will start the term by learning to count beyond 10 and look at the patterns in the numbers 11-20. We will begin to write the numbers 11-20. We will then progress to counting beyond 20 and look how these patterns continue. The children will learn to estimate the amount of objects they can see and then will check the amount by using their counting skills. We will then be comparing numbers using vocabulary such as more and fewer. They will also be learning about how the numbers 1-5 are made up (eg the number 4 is made up of 2 and 2). The children will then move on to learn about 3D shapes, naming and describing them. The children will end the term by creating different types of patterns and will be spotting errors in repeated patterns.</p>

Understanding of the world	Learning Intentions (Development matters)	Learning Journey
	<p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)</p> <p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p> <p>Identify changes in the environment due to seasonal changes. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts.</p>	<p>During “Who are you going to call?”, we will go on a journey on a bus to visit our local firestation and library, we will draw maps of our journey. We will have a variety of visitors from the community who will help us understand what they do and know their names. We will have opportunities to ask questions.</p> <p>Sending a letter to our home address.</p> <p>In Forest Friday we will continue to observe how our bulbs have changed through time. We will look at different animals who lay eggs and identify them.</p> <p>This term we will recognise the importance of staying healthy and looking after our teeth.</p>
Creative Development	Learning Intentions (Development matters)	Learning Journey
	<p>Observational drawing people who help us vehicles/still life. Colours in nature and how they can be applied to art in the style of Andy Goldsworthy. To mix paints to make new colours following instructions. Printing simple repeating patterns. Recognise patterns in the environment (vehicle parts). Collage Follow instructions to make own play dough. Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books.</p>	<p>In music we will be continuing to build up our repertoire of music by learning more familiar songs, we will be learning to play selected notes on our musical instruments.</p> <p>We will be exploring watercolours to make different backgrounds.</p> <p>We will be exploring drawing objects from still life, developing our use of shape, colour and line.</p>

	Choosing materials for effect e.g. feather headdress Use scissors to cut shapes.	
--	---	--

Learning Journey:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mon -P.E-Apparatus-Firefighter training Tues - Describing a firefighter scene Weds - Trip to Firestation/library/postbox Thurs - Recount trip Fri - Forest Friday-Cracking Fireman Sam's code * Make Mother's Day cards *Oral rehearsal of Brown Bear, Brown Bear * Trip to Firestation and library	Mon - P.E-Apparatus-Firefighter training Tues - Subtraction using coins Weds - Subtraction using coins Thurs - Potion making-friendship/colour mixing Fri -Forest Friday- People who help us and tools *Police visit * Book week-reading breakfast/worship/play	Mon -P.E-Apparatus-Firefighter training Tues - Story of The Selfish Crocodile. Sequence brushing teeth Weds - Write instructions for brushing teeth Thurs -Write instructions for brushing teeth Fri - Forest Friday-Exploring animal teeth *Dental nurse visit *Book week- Drama workshop	Mon - P.E-Apparatus-Firefighter training Tues - Create an animal Weds - Describe animal Thurs - Looking after animals Fri - Red Nose day Forest Friday- What can animals eat?	Mon - P.E-Apparatus-Firefighter training Tues - Make Easter cards Weds - Scribe Easter cards Thurs - Author visit Fri - Forest Friday-Egg hunt and hot cross buns around fire pit.	Mon - P.E-Apparatus-Firefighter training Tues - Order Easter story Weds - Easter bunny problem solving Thurs - Easter crowns/Easter nests/Easter egg hunt Fri - EASTER HOLIDAYS *Letter from Easter bunny