

Primary Curriculum Driver: UW (Understanding the World)

Intended outcome:

Children show

an interest in different occupations and ways of life.
Children show some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health.

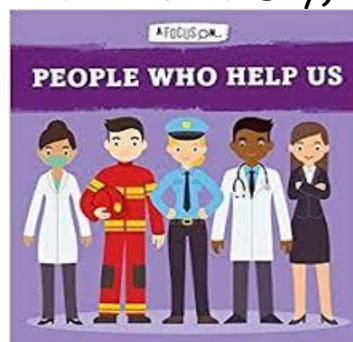
Children eat a healthy range of foodstuffs & Understand a need for variety in food.

Proposed learning opportunities:

Children can re-enact different professions and the ways in which they help us, e.g. a vet looking after a poorly animal.

Children can talk about different jobs which help other people (not just the main ones covered through stories/ visits etc).

Nursery Curriculum Information Spring 2 People Who Help Us (Pancake Tuesday/ World Book Day)



Secondary Curriculum Driver: EAD (Expressive Arts and Design)

Intended outcome:

Children

notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Children engage in imaginative role-play based on their own first-hand experiences, e.g. trip to the dentist.
Children can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Children can use available resources to create props to support role-play.

Children can introduce a storyline or narrative into their play.

Children

play alongside other children who are engaged in the same theme.

Proposed learning opportunities:

Role Play areas to change to explore different professions, e.g. dentist, doctor, vet, mechanic etc.

Resources/ materials available to make outfits/ uniforms.

Using junk modelling materials to make different vehicles and buildings for those who help, e.g. an ambulance, fire engine, hospital etc.

Children can construct with a purpose in mind, adapting their ideas/ methods as they work, e.g. finding new ways to join materials together.
Joining in with action songs, rhymes and ring games.

Literacy:

Proposed learning opportunities:

To create

Children use their growing phonic knowledge to begin to write labels or posters etc. showing an awareness of initial sounds, e.g. 'B' brush your 't' teeth

Children can label important information, e.g. parts of the fire engine etc.

Children can join in with discussions, sharing their own views and opinions.

Communication and Language:

Proposed opportunities:

Create and discuss various jobs and what they need to do to fulfil their role.

Respond to ideas which have been shared during discussion times.

Children can answer 'how' and 'why' questions in response to stories and events.

Personal, Social, Emotional:

Proposed opportunities:

Children are confident to talk about their own ideas with others.

Be independent when selecting and using a range of resources, e.g. modelling or role play equipment.

Children can talk to others, children and adults about their own ideas.

Physical Development:

Proposed opportunities:

Join in dough disco and other fine motor activities.

Manoeuvre safely through obstacles and travel safely across, under and between various equipment on the transport (bikes/ scooters.)

Use various construction materials to build and model.

Family Finger song, People Who Help Us play and Learn action song.

(Mathematical Development)

Proposed learning opportunities:

To buy different toppings for their pancakes using 1p and 2p coins.

In practical activities, children carry out simple addition problems by looking at how two groups can be joined together to create a new total.

Children can arrange a group of objects e.g. 4 items, in a variety of ways, while understanding that the total does not change, e.g. 2+2, 1+3, 3+1 etc.