



## People who help us




<u>Areas of Learning:</u>	<u>Early learning Goal:</u>	<u>Task/Activity:</u>
<b>Expressive Art and Design:</b> Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children to paint an emergency vehicle.  Paint a rainbow to show support for NHS and front line workers.
<b>Expressive Art and Design:</b> Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Role play at home your favourite emergency service. E.g. Pretend to put a fire out using a garden hose.  Role play doctors and nurses by setting up a hospital for soft toys.

<p><b>Personal, Social and Emotional Development:</b> Managing feelings and behaviour</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Kind words time: Adult to show pictures of doctors, nurses, vets, dentist, police, and firefighters. Children to say something kind about them and why.</p> <p>Talk about why we are painting rainbows for front line workers.</p>
<p><b>Communication and Language:</b> Speaking</p> <p>Listening and attention</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Adult to describe an emergency to their child. E.g. Mr Fergusons Cat is stuck up a tree.</p> <p>Which emergency service could help him and why?</p>
<p><b>Physical development:</b> Moving and Handling</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>P.E: Emergency service game: In the garden make a road or pretend. Adults to shout out a colour and children to complete the command to follow:</p> <ul style="list-style-type: none"> <li>• Green = Run and make Siren noises as fast as you can.</li> <li>• Amber = Jog around the garden.</li> <li>• Red = Stop. Waiting for an emergency phone call.</li> </ul> <p>Can you think of your own</p>

		command?
<b>Physical development:</b> Health and self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Dentist: What foods are good for our teeth? Make a pile of food then sort the pile into healthy and unhealthy foods. E.g. You could make a mouth shape and a bin = Healthy foods go into the mouth and unhealthy foods go into a pretend bin.  Discussion: Why is it important to look after our teeth?
<b>Literacy:</b> Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Can you read simple sentences the adult writes on a parking ticket?  Examples:  Stop! You are going fast.  I need help.  It is a police man.  Listen to the story 'Francis the firefly' on YouTube.
<b>Literacy:</b> Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children to write a thank you letter/card to an emergency service thanking them for all their recent help.  Can they make an appointment card?  Write a thank you card to the NHS and front line workers.
<b>Mathematics:</b> Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities	Look outside your windows, can you count how many cars you can see?

	<p>and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Red= White= Yellow= etc...</p> <p>If you count the red cars and the yellow cars together, how many have you got all together?</p> <p>If you have toy cars you can make up your own number sentences.</p> <p>During your one exercise a day can you teach road safety to your child... Stop, Look and Listen! Making sure they hold a grown-ups hand.</p>
<p><b>Mathematics:</b> Shape, Space and Measure</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Use a physical map or online maps to find the nearest police station. Fire station and doctors.</p> <p>Which one is closer? Which building looks bigger on the map?</p> <p>Can they use recycled plastic bottles or jars to measure capacity? Which one is full, empty or half full? They can use this in their role play as pretend medicine for the soft toys.</p>
<p><b>Understanding the World:</b> The World</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things</p>	<p>Talk about what they might see different at an emergence service building to their own home?</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• fire station - large garage doors.</li> <li>• Doctors - lots of chairs in the waiting room</li> </ul>

	<p>occur, and talk about changes.</p>	<p>Can they make labels for different parts of the body?</p> <p>If you have these items at home: cotton buds, black paper and chalk</p> <p>Can they make an x-ray?</p> 
<p><b>Understanding the World:</b> People and communities</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Video chat any family members that might work for an emergency service.</p> <p>Can they remember their own address in case of an emergency?</p>
<p><b>Understanding the World:</b> Technology</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Look at videos of other emergency services from around the world and see how they differ.</p>

Thank you,  
The Reception Team