

**Assessment:**  
 See weekly plans for specific assessments linked to Aspects.  
**Questioning:** During guided learning.  
**Outcome:** Have they met the objectives? Record on sheet.  
**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.  
**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—People Who Help Us

Gaddesby value focus—Teamwork and creativity.

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<div>1</div> <div>07/01/25</div> <div>Fire Service</div> <div>Firefighter visit?</div> <div>Key thread--What number should we ring in an emergency?</div> <div>Celebrating the birth of Guru Gobind Singh- 6<sup>th</sup></div>	<p><b>Key PSED Themes:</b></p> <p><b>Keeping safe: Fire Safety: Stop, drop and roll</b></p> <p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Taking care of resources and equipment.</p> <p><b>Managing Self</b> Embedding school routines and structures with a continued focus on measures to enable us to keep safe.</p> <p>Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day).</p> <p>Discuss keeping safe on computers. <b>Explore technology resources in school (bee-bots, computers).</b></p> <p><b>Building relationships</b> Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher- embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners.</p> <p><b>Circle Time</b> Smoke alarms- Have you got 1 in your house? What is it for? Why is it so important? What do you need to change regularly?</p> <p>Safety with matches.</p> <p><b>TA:</b> Make Fire hoses with cardboard tubes and yellow paper.</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p><b>Developing early writing skills.</b></p> <p>Creating movement in time to music and sharing movement phrases with their peers. Combining different movements (dance and gymnastics) Explore apparatus safely. Negotiate space effectively. Safety will be discussed, and all children will be shown the correct way to use, move, tidy and store resources safely. Combining different movements (dance and gymnastics).</p> <p><b>PE: Dance warm up- Become a Firefighter and go on a rescue mission.</b></p> <p><b>Gymnastics - Static Balances. Fun Cards 1-4 Fronts.</b></p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills –Starting level 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.</p> <p><b>Speaking</b> Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p><b>Stories to read:</b> Non-fiction Fire Fighter Books. Fire stories brought in by the children. The Fire of London. Dinosaur Firefighters PowerPoint Stories. A range of fiction/non-fiction texts.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: level 3 digraphs. Tricky Words on sight to build up fluency.</p> <p><b>Writing</b> <b>Text: Fire Safety PowerPoint &amp; the Great Fire of London.</b></p> <p>Read the PowerPoint together and act out Stop, Drop and Roll.</p> <p><b>Writing:</b> A list of Fire Safety tips. Can we educate other people on how to keep safe, based on our experiences?</p> <p>Label a fire engine.</p> <p>Write down how a firefighter helps us.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Introducing the concept of zero Zero is 1 less than 1 and an absence of something</p> <p>A review of numbers 1 to 5 (including totaling values and coins)</p> <p>Comparison of numbers to 5 using the language of greater than and less than</p> <p>Consolidate recognition of 2D shapes with up to 5 sides (Circle, Semicircle, Triangle, Square, Rectangle, Pentagon)</p> <p>3D shapes</p> <p>Consolidate sorting from Term 1</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 5 Using number songs and visuals for 1 more and 1 less.</p> <p><b>NCETM—</b>Quick maths sessions to improve mathematical fluency.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present:</b> Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities:</b> Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p><b>The Natural World</b> Fire of London- Read about this in the Outdoor Classroom. Then act out the story using props. Links to history. Go camping/ make tents and collect wood for a camp fire. Act out what to do when the flames become too big.</p> <p><b>Artist Study:</b> <b>Goldsworthy- Outdoor links.</b> Make a fire engine using natural materials.</p> <p>Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p> <p><b>Technology:</b> Introduce the variety of Fire Fighter games. Highlight Fire Safety and mouse control. <a href="#">Games and more...</a></p>	<p><b>Creating with Materials:</b> Creative Area readily available for chn to explore.</p> <p>Make big 3d Fire Engine using recycling materials. Free Painting of a Fire Fighter or Fire Engine- Tearing and ripping paper to add to their designs. Fireman Sam colourings. Posters- Stop, Drop and Roll. Role-play Fire Station.</p> <p>Using a variety of tools &amp; techniques to create 2d &amp; 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Role-play- Fire Engine.</p> <p><b>TA:</b> Set up new role-play Fire Engine. Acting out fire fighter roles. Climbing ladders, sliding down poles, winding in hoses and driving engines.</p> <p><b>Artist Study:</b> <b>Goldsworthy- Outdoor links.</b></p> <p><b>Music: Rhythm</b> Keep a steady pulse with some accuracy.</p> <p><b>Instruments-</b> Making siren sounds.</p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses-</b></p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>	<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, stranger danger.</p>	<p><b>Key Vocabulary:</b> conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words.</p>	<p><b>Key Vocabulary:</b> subdividing, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds, measurement, capacity, weight, length, o'clock, time, clock face,</p>	<p><b>Key Vocabulary:</b> winter, history, year, month, week, occupation, non-fiction, emergency, vehicles</p>	<p><b>Key Vocabulary:</b> tools, comparing, instruments, imagination, roles, techniques, creative</p>

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EYFS Medium Term Planning Spring—People Who Help Us

Gaddesby value focus—Teamwork and creativity.

<div> <div>2</div> <div>13/01/25</div> <div>Doctors and Nurses</div> <div>Sam T to visit school?</div> <div>Key thread-- What are our body parts called?</div> </div>	<div> <div> <b>Key PSED Themes:</b>   <b>Keeping safe: Fire Safety:</b>            Stop, drop and roll   <b>Self-Regulation</b>            Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.            Taking care of resources and equipment.   <b>Managing Self</b>            Embedding school routines and structures with a continued focus on measures to enable us to keep safe.             Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day).             Discuss keeping safe on computers. <b>Explore technology resources in school (bee-bots, computers).</b>   <b>Building relationships</b>            Working within different peer groups both indoors and in the outdoor classroom.            Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher - embedding feedback given.            The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team.            Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip).            Strengthen the use of talk partners.   <b>Circle Time</b>            What to do if some is ill in an emergency.             What number should you dial? What info do you need to know? Should you phone for an ambulance if someone has a really bad cold? Why not?             Act out diff situations- someone choking, broken arm/leg and a bang to the head etc.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div>           Gross motor skills: Forest School, dance and gymnastics.             Fine motor skills: enhanced through the continuous provision.             Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.   <b>Developing early writing skills.</b>             Creating movement in time to music and sharing movement phrases with their peers. Combining different movements (dance and gymnastics). Explore apparatus safely. Negotiate space effectively. Safety will be discussed, and all children will be shown the correct way to use, move, tidy and store resources safely. Combining different movements (dance and gymnastics).   <b>PE: Dance warm up- Miss Polly had a Dolly.</b>   <b>Gymnastics- Dynamic Balances. Fun Cards 5-8 Fronts.</b>   <b>Dojo challenge—</b> all linked to topic.             Writing Skills—Starting level 2 sounds.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Listening, Attention and Understanding</b>            English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School?            External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.   <b>Speaking</b>            Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions.            Use of sensitive questioning to unpick topics.            Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes.            Ask simple questions about how things work.   <b>STEM</b> opportunities to promote conversations.   <b>Stories to read:</b>            Florence Nightingale- Who was she? What did she do? Topsy and Tim go to hospital            Funny bones            PowerPoint Stories.            A range of fiction/non-fiction texts.   <b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Comprehension</b>            Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.             Use of images to develop retrieval skills and inference.             Modelled use of the role-play.   <b>Word reading</b>            Phonics: Tricky Words on sight to build up fluency.   <b>Writing</b>            Fiction Text: <u>Topsy and Tim go to Hospital</u>, <u>Florence Nightingale</u>.             Have you ever been to hospital? What for? Who has been in your family? What happened?             Can we label a body?             Busy bear has hurt himself – can we write him a get well soon message.             Continue with super sentence writer of the week.             DOJO CHALLENGE            WRITING—Clare's dojo challenge to complete.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Number</b>            Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.   <b>White rose maths—</b>            Number bonds to 5.             Composition of 5            Partitioning and combining 5 in different ways            BBC iPlayer -            Numberblocks - Series 1: Stampolines BBC iPlayer -            Numberblocks - Series 1: The Terrible Twos            BBC iPlayer -            Numberblocks - Series 1: Hide and Seek            BBC iPlayer -            Numberblocks - Series 3: The Numberblocks Express             Composition of numbers to 5             Exploring the part, part-whole model to partition and combine numbers to 5             Pattern             Time up to 5 o'clock   <b>Numerical Patterns</b>            Verbally practising counting to 10.            Number songs.            Count forwards and backwards to 5            Using number songs and visuals for 1 more and 1 less.   <b>NCETM—</b>Quick maths sessions to improve mathematical fluency.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Circle time to explore these areas.</b>   <b>Past and Present:</b>            Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.   <b>People, Culture and Communities:</b>            Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).   <b>The Natural World</b>            First Aid Course- Learn how to bandage up injured parts of a body.             Role-play Hospital- Half the children patients- get out beds from shed and half nurses and doctors caring for them.             Talk about changes in materials.            Learn about trees and fauna at Forest School.            Discuss seasons. <b>Artist Study: Goldsworthy- Outdoor links.</b>   <b>Technology:</b>            Discuss what diff people who help us wear. How is a Fire Fighter diff to a police man? Discuss how their outfits differ from a nurse.  <u>what do they wear</u>            Using the mouse complete the programme by dressing the people in the right uniforms.         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Creating with Materials:</b>            Creative Area readily available for chn to explore.             3d Stethoscopes-            Nurses' hats- white with a red cross.            Free painting of a Nurse.            Collage Ambulance.            999 colourings/posters.             Using a variety of tools &amp; techniques to create 2d &amp; 3d construction.            Junk modelling.            Record work in a creative journal.            Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques.            Make designs linked to termly topic- medicine bottles/labels. Select resources and adapt work.   <b>Being Imaginative and Expressive:</b>             Role-play- Hospital/Ambulance.             Role-play baby clinic- creates links to measuring.   <b>Artist Study:</b>  <b>Goldsworthy- Outdoor links.</b>   <b>Music: Rhythm</b>            Begin to recognise changes in tempo.   <b>Instruments-</b> Accompany Lullabies in baby clinic to soothe babies.   <b>Watch and talk about dance and performance art, expressing their feelings and responses-</b> </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>	<div> <div> <b>Key Vocabulary:</b> hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.         </div> </div>	<div> <div> <b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.         </div> </div>	<div> <div> <b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, stranger danger.         </div> </div>	<div> <div> <b>Key Vocabulary:</b> conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words.         </div> </div>	<div> <div> <b>Key Vocabulary:</b> substitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds, measurement, capacity, weight, length, o'clock, time, clock face,         </div> </div>	<div> <div> <b>Key Vocabulary:</b> winter, history, year, month, week, occupation, non-fiction, emergency, vehicles         </div> </div>	<div> <div> <b>Key Vocabulary:</b> tools, comparing, instruments, imagination, roles, techniques, creative         </div> </div>	<div> <div>See Weekly Plans for lesson objectives/ Success Criteria</div> </div>
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<div> <div>3</div> <div>20/01/25</div> <div>Police Service</div> <div>Police officer to visit school.</div> <div>Key thread- How do Police officers communicate?</div> <div>Burns' Night 25<sup>th</sup></div> </div>	<div> <p><b>Key PSED Themes:</b></p> <p><b>Keeping safe: Fire Safety:</b> Stop, drop and roll</p> <p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Taking care of resources and equipment.</p> <p><b>Managing Self</b> Embedding school routines and structures with a continued focus on measures to enable us to keep safe.</p> <p>Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day).</p> <p>Discuss keeping safe on computers. <b>Explore technology resources in school</b> (bee-bots, computers).</p> <p><b>Building relationships</b> Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher - embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners.</p> <p><b>Circle Time</b> Discuss an incident and how the Police might deal with it. Why did they need the Police? Why wouldn't the ambulance service be as much help? Make Walkie Talkies. Why are these so important to Police? What do they help them do?</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making.</p> <p>Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p><b>Developing early writing skills.</b></p> <p>Creating movement in time to music and sharing movement phrases with their peers. Combining different movements (dance and gymnastics). Explore apparatus safely. Negotiate space effectively. Safety will be discussed, and all children will be shown the correct way to use, move, tidy and store resources safely. Combining different movements (dance and gymnastics).</p> <p><b>PE: Dance warm up- I'm a Police officer</b></p> <p><b>Gymnastics- Co-ordination. Fun Cards 9-12 Fronts.</b></p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting level 2 sounds.</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.</p> <p><b>Speaking</b> Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work.</p> <p><b>STEM opportunities to promote conversations.</b></p> <p><b>Stories to read:</b> Dinosaur police Burglar Bill PowerPoint Stories. A range of fiction/non-fiction texts.</p> <p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Tricky Words on sight to build up fluency.</p> <p><b>Writing</b> <u>Burglar Bill story focus.</u> <u>Read the story, then imitate the story.</u></p> <p>PC Plodd to visit the class with a problem, a crime has been committed! Can the bees make a WANTED poster to show who has done the crime?</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p><b>Number</b> Counting accurately with 1-1 correspondence Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 6 in familiar contexts.</p> <p><b>White rose maths—</b> Comparing mass- heavier/lighter than Compare Capacity- full and empty Measuring capacity How many fit inside? Measuring ingredients Measuring length Measuring time</p> <p>BBC iPlayer - Numberblocks - Series 3: Fruit Salad</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 6 Using number songs and visuals for 1 more and 1 less.</p> <p><b>NCETM—</b>Quick maths sessions to improve mathematical fluency.</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present:</b> Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities:</b> Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p><b>The Natural World</b> Police Officers to find a missing bear using clues</p> <p>Develop road safety on bikes &amp; scooters. Close areas after an accident. How can we prevent accidents?</p> <p>Talk about changes in materials. <b>Artist Study: Goldworthy- Outdoor links.</b></p> <p>Learn about trees and fauna at Forest School. Discuss seasons.</p> <p><b>Technology:</b> Look at the website and discuss all the different police officer uniforms. <a href="#">British Police - photos and information</a></p> <p>Children then design their own Police Officer using 2simple paint.</p> <p><b>TA-</b> Finger print &amp; magnifying glasses with paints/ink.</p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>	<div> <p><b>Creating with Materials:-</b> Creative Area readily available for chn to explore.</p> <p>Designing and making own police badge using a variety of resources available. Children will need to assemble resources. Children will think about why it is important that police officers have a special badge and whey they wear a uniform.</p> <p>Using a variety of tools &amp; techniques to create 2d &amp; 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Role-play police station</p> <p>LM: Set up Role-play Police Station. Make a list of jobs to do in there. Then make Police hats with black &amp; white checks &amp; silver badge.</p> <p><b>Artist Study: Goldworthy- Outdoor links.</b></p> <p><b>Music: Rhythm</b> Explore rhythm through play.</p> <p><b>Instruments- Sirens. How can we make them different to an ambulance or fire engine?</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses-</b></p> </div>	<div>See Weekly Plans for lesson objective/ Success Criteria</div>
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**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—People Who Help Us

Gaddesby value focus—Teamwork and creativity.

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<div>4</div> <div>27/01/25</div> <div>Farmers</div> <div>School Trip to the farm—Thursday. TBC.</div> <div>Key thread—What do farmers provide?</div> <div>Chinese New Year 29<sup>th</sup> – Year of the Snake.</div>	<p><b>Key PSED Themes:</b> Keeping safe: Fire Safety: Stop, drop and roll</p> <p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Taking care of resources and equipment.</p> <p><b>Managing Self</b> Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day). Discuss keeping safe on computers. <b>Explore technology resources in school</b> (bee-bots, computers).</p> <p><b>Building relationships</b> Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher – embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners.</p> <p><b>Circle Time</b> Keeping Healthy. Eating 5 fruit and veg a day. How else can you keep healthy? What do you need to do?</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Dance-</b> <b>Warm up-</b> Race making links to the story.</p> <p><b>Special Chinese New Year Dance lesson-</b> make links with CNY and UTW.</p> <p><b>Cool down- Thai Chi.</b> <b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting level 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.</p> <p><b>Speaking</b> Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work.</p> <p><b>STEM opportunities</b> to promote conversations.</p> <p><b>Stories to read:</b> What the ladybird heard Tractor stories PowerPoint Stories. A range of fiction/non-fiction texts.</p> <p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Tricky Words on sight to build up fluency.</p> <p><b>Writing</b> <u>What the ladybird Heard</u> <u>Read the story, then imitate the story.</u></p> <p>Labelling animals in the story.</p> <p>Write instructions on how to steal the fine prize cow.</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 6 in familiar contexts.</p> <p><b>White rose maths—</b> Meet Six Subtising (dice patterns) Exploring equivalent ways to represent 6</p> <p>Partitioning 6 into equal groups—learning about doubling?</p> <p>Factors of 6</p> <p>Weight (use balances and Numicon for number bond equivalence)</p> <p>Introduce 6 o'clock</p> <p>Introduce hexagons</p> <p>BBC iPlayer - Numberblocks - Series 2: Six BBC iPlayer - Numberblocks - Series 2: Counting Sheep</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 6 Using number songs and visuals for 1 more and 1 less.</p> <p><b>NCETM—</b>Quick maths sessions to improve mathematical fluency.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present:</b> Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities:</b> Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p><b>The Natural World</b> Farmer's in his den. Get a dad to visit with his Tractor &amp; children to explore, take photographs &amp; ask questions.</p> <p>Using Farm, bricks &amp; chalks make pens for the animals &amp; sort into groups.</p> <p>Talk about changes in materials. <b>Artist Study: Goldworthy- Outdoor links.</b></p> <p>Learn about trees and fauna at Forest School. Discuss seasons.</p> <p><b>Technology:</b> <a href="#">Tractor Tom - Official Site</a> Explore the site with developing mouse &amp; key board control.</p>	<p><b>Creating with Materials:</b> Creative Area readily available for chn to explore.</p> <p><b>Being Imaginative and Expressive:</b> <b>Chinese New Year Celebrations.</b> <b>Year of the Snake.</b></p> <p><b>Make snakes, lanterns and paint Chinese Numbers.</b></p> <p>Look at a variety of Tractors on the IWB using <a href="#">Tractor Tom - Official Site</a></p> <p>Design 3d Tractors using junk materials and add wheels &amp; sticks to make their tractor move.</p> <p>Fruit &amp; Veg Prints.</p> <p>Make Bread from Ground Corn. Or cakes using eggs from a farm.</p> <p>Using a variety of tools &amp; techniques to create 2d &amp; 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Role-play Farm Shop/bakery.</p> <p>Farm- sorting animals into pens.</p> <p><b>Artist Study:</b> <b>Goldworthy- Outdoor links.</b></p> <p><b>Music: Rhythm</b> Begin to use pictures and images to represent sounds.</p> <p><b>Instruments-</b> Animal sounds using percussion and or voice sounds- Old Macdonald.</p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses</b></p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>	<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, stranger danger.</p>	<p><b>Key Vocabulary:</b> conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words.</p>	<p><b>Key Vocabulary:</b> subtising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds, measurement, capacity, weight, length, o'clock, time, clock face,</p>	<p><b>Key Vocabulary:</b> winter, history, year, month, week, occupation, non-fiction, emergency, vehicles</p>	<p><b>Key Vocabulary:</b> tools, comparing, instruments, imagination, roles, techniques, creative</p>

**Assessment:**  
See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—People Who Help Us

Gaddesby value focus—Teamwork and creativity.

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<div>5</div> <div>03/02/25</div> <div>Lots of people—shopkeepers, vets and dentists.</div> <div>Key thread—How do we care for our teeth?</div>	<p><b>Key PSED Themes:</b> <b>Keeping safe:</b> Fire Safety: Stop, drop and roll <b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Taking care of resources and equipment.</p> <p><b>Managing Self</b> Embedding school routines and structures with a continued focus on measures to enable us to keep safe.</p> <p>Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day).</p> <p>Discuss keeping safe on computers. <b>Explore technology resources in school</b> (bee-bots, computers).</p> <p><b>Building relationships</b> Working with different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher--embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners.</p> <p><b>Circle Time</b> Discuss the importance of the job roles of vets and dentist and how they show respect to animals and people.</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b></p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b></p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Dance warm up- The Farmer's in his Den- ring games.</b></p> <p><b>Gymnastics- Smarty Pilates Cat stretches.</b></p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Focus on keeping teeth clean and healthy.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.</p> <p><b>Speaking</b> Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p><b>Stories to read:</b> Supertato PowerPoint Stories. A range of fiction/non-fiction texts.</p> <p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.</p> <p><b>Role-play area-</b> Set up role play post office.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Tricky Words on sight to build up fluency.</p> <p><b>Writing</b> <u>Helping Supertato capture the evil pea.</u></p> <p>Pretending we are a vet, that can hear what animals think.</p> <p>Write instructions to help Busy Bear clean his teeth?</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 6 in familiar contexts.</p> <p><b>White rose maths—</b> Meet Seven 7 is one more than 6 Counting (1 to 7)</p> <p>Counting 1 to 8 Number bonds within 7 Space &amp; Pattern Introduce 7 o'clock Introduce heptagons</p> <p>BBC iPlayer - Numberblocks - Series 2: Seven</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 6 Using number songs and visuals for 1 more and 1 less.</p> <p><b>NCETM—</b>Quick maths sessions to improve mathematical fluency.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present:</b> Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities:</b> Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p><b>The Natural World</b> Talk about changes in materials.</p> <p>Learn about trees and fauna at Forest School. Discuss seasons. <b>Artist Study: Goldworthy- Outdoor links.</b></p>	<p><b>Creating with Materials:</b> Creative Area readily available for chn to explore. Make shoe cut out and add laces to develop fms and tying laces. Design own toothbrush and pasta. Make designs linked to termly topic. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Role-Play shop keepers. Using a variety of tools &amp; techniques to create 2d &amp; 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques.</p> <p><b>Being Imaginative and Expressive:</b> Role-Play shop keepers.</p> <p><b>Creating with Materials:</b> Creative Area readily available for chn to explore.</p> <p><b>Being Imaginative and Expressive:</b> <b>Chinese New Year Celebrations. Year of the Dragon.</b></p> <p><b>Artist Study: Goldworthy- Outdoor links.</b></p> <p><b>Music: Rhythm</b> Talk about my own and other's performances.</p> <p>Make links with CNY PE dance. Different music to make up Dragon Dances and carry out Tai Chi moves.</p> <p><b>Instruments-</b> Outside use instruments to retell the Chinese New Year story. <i>What would be good for the snake?</i></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses-</b></p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>	<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, stranger danger.</p>	<p><b>Key Vocabulary:</b> conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words.</p>	<p><b>Key Vocabulary:</b> substitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds, measurement, capacity, weight, length, o'clock, time, clock face,</p>	<p><b>Key Vocabulary:</b> winter, history, year, month, week, occupation, non-fiction, emergency, vehicles</p>	<p><b>Key Vocabulary:</b> tools, comparing, instruments, imagination, roles, techniques, creative</p>



**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

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# EYFS Medium Term Planning Spring—People Who Help Us

Gaddesby value focus—Teamwork and creativity.

<p>6</p> <p>10/02/25</p> <p>Postal workers</p> <p>Key thread—Where do letters go?</p> <p>Safer Internet Day—Tuesday 11<sup>th</sup> Feb</p>	<p><b>Key PSED Themes:</b> <b>Keeping safe: Fire Safety: Stop, drop and roll Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Taking care of resources and equipment.</p> <p><b>Managing Self</b> Embedding school routines and structures with a continued focus on measures to enable us to keep safe.</p> <p>Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day).</p> <p>Discuss keeping safe on computers. <b>Explore technology resources in school (bee-bots, computers).</b></p> <p><b>Building relationships</b> Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher - embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners.</p> <p><b>Circle Time</b> Discuss the importance of the job roles of postal workers and how they show great respect when they deliver letters. Make links to Valentine's Day and sending</p>	See Weekly Plans for lesson objectives/ Success Criteria	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b></p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b></p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Dance warm up- Mulberry Bush tune for all helpers in a circle with actions to match.</b></p> <p><b>Gymnastics- Smarty Pilates PowerPoint. Demonstrate moves and hold in easy/hard positions.</b></p> <p><u>Dojo challenge—</u> all linked to topic.</p> <p>Writing Skills—Starting level 2 sounds.</p>	See Weekly Plans for lesson objectives/ Success Criteria	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually.</p> <p><b>Speaking</b> Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p><b>Stories to read:</b> The Jolly Postman PowerPoint Stories. A range of fiction/non-fiction texts.</p> <p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.</p> <p><u>Role-play area:</u> Set up role play shopkeeper.</p>	See Weekly Plans for lesson objectives/ Success Criteria	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Tricky Words on sight to build up fluency.</p> <p><b>Writing</b> <u>The Jolly Postman- Writing a letter to someone that we love.</u></p> <p>Links to Valentine's Day.</p>	See Weekly Plans for lesson objectives/ Success Criteria	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> S2 Episode 3 (Eight) Meet Eight</p> <p>Counting (1 to 8) 8 is one more than 7 8 is one less than 9 Substituting practise up to 6, but also linked dot patterns to find the total of 8. Pairs of numbers that total 8—number bonds to 8.</p> <p>Introduce 8 o'clock</p> <p>Introduce octagons</p> <p>Partitioning 8 into equal groups. Focus on <b>sharing</b>, linked to Goldilocks and the three bears.</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 10 Using number songs and visuals for 1 more and 1 less.</p> <p><b>NCETM—</b>Quick maths sessions to improve mathematical fluency.</p>	See Weekly Plans for lesson objectives/ Success Criteria	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present:</b> Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities:</b> Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p><b>The Natural World</b> Sorting activities.</p> <p>Making a fire and toasting marshmallows.</p> <p>Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons. <b>Artist Study: Goldsworthy- Outdoor links.</b></p>	See Weekly Plans for lesson objectives/ Success Criteria	<p>Valentine's Day Cards. <b>Post?</b> Artificial flower bouquets/ single red rose. Heart biscuits. Wrapping Parcels. Writing &amp; Posting Letters.</p> <p>Using a variety of tools &amp; techniques to create 2d &amp; 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Role-Play Post Office- makes links to prior learning from Christmas Celebrations.</p> <p><b>Artist Study: Goldsworthy- Outdoor links.</b></p> <p><b>Music: Rhythm</b> Listen to ideas from others and take turns sensibly.</p> <p><b>Instruments- Share/guess the instruments in a circle taking turns.</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses</b></p>	See Weekly Plans for lesson objectives/ Success Criteria
	<p><b>Key Vocabulary:</b> hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>		<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>		<p><b>Key Vocabulary:</b> Occupation, injury, safety, help, arrest, vehicles, stranger danger.</p>		<p><b>Key Vocabulary:</b> conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words.</p>		<p><b>Key Vocabulary:</b> subitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds, measurement, capacity, weight, length, o'clock, time, clock face,</p>		<p><b>Key Vocabulary:</b> winter, history, year, month, week, occupation, non-fiction, emergency, vehicles</p>		<p><b>Key Vocabulary:</b> tools, comparing, instruments, imagination, roles, techniques, creative</p>	