

## Personal, Social & Emotional Development

- Remember the rules and show an understanding of why they are important
- Engage effectively in the learning environment and use resources with some purpose
- Develop sense of responsibility and membership of community
- Continue to develop confident relationships with adults and children within Apple Class and new starters to begin building confident relationships
- Play with one or more children, extending and elaborating play ideas (**particularly with small world play**)
- Begin to solve simple conflicts within Apple Class
- Express feelings in response to spontaneous situations and when talking in groups about feelings in relation to stories and scenarios (refer to PSED skill development)
- Begin to show empathy to others
- Show some confidence in new situations
- Continue to develop personal care skills at an appropriate level
- Make healthy choices in Apple Class

## Ideas for interactions, activities and continuous provision

Stopping and listening when requested to do so, joining in with tidying up, not running inside Apple Class, having kind hands and kind words towards others.

Selecting resources with some independence and purpose, **with particular focus on those who are struggling to interact purposefully with the environment and its resources.**

Through visits from 'people who help us', discuss what community means and how we can all play a part in it. Use stories as a vehicle to explore emotions and extend emotional vocabulary.

Instigate discussions about healthy eating and dental care during snack time and during 'people who help us visits'.

## Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

## Communication & Language

- Listen to topic related stories and core books and recall some details
- Develop and use a wide range of vocabulary
- Begin to answer 'why' questions relating to stories read and as part of interactive play
- Focus on two step questions and instructions based in adult activities and classroom routines (get your coat and then put on your wellies)
- Learn topic related songs and follow a steady beat
- Begin to tell own stories
- Continue to express own point of view and enter into debate
- Begin to speak with animation when talking about things that interest them
- Use sentences of increasing length – up to 6 words
- Initiate and/or continue conversations to instigate and continue play
- Use talk to develop play scenarios (**continue to focus on small world play and outdoor role play to make further progress**)
- Continue to develop effective communication (irregular verbs and plurals) (multisyllabic words)

## Ideas for interactions, activities and continuous provision

Use 'people who help us' as the core theme to take into play both independently and in scenarios set up and/or supported by an adult (**particular focus on small world play and role play**)

Daily singing session

Small group games to explore rhymes and opportunities to re-tell, express opinions by finding favourite 'parts and characters in a book and make up own stories.

Use our visitors as a vehicle for children to explain and describe their own interests to rest of class and to encourage speaking with expression and enthusiasm (I'd like to be a... because...)

Who is in the picture and what do you think they do? Milk delivery worker – explain the story of milk.

Use a member of staff to intervene in games and activities to focus upon development of vocabulary and sentence speaking

Discuss feelings and emotions within questions. How would feel if you were a... firefighter? (Scared, frightened, excited, worried) why?

## **Apple Class People Who Help Us Spring 2 2022**

**Outdoor learning opportunities**  
**Sustained shared thinking/enquiry questions**  
**Cohort specific needs identified with ongoing assessment**

## Physical Development

### **Gross Motor**

- At own level of development, have some independence in getting dressed/undressed for outdoors/home
- Show some control when riding bikes and scooters
- Show some control when throwing and catching balls
- Negotiate simple climbing equipment with some control
- Practise hopping, skipping, jumping and standing on one leg in a range of play situations
- Remember and repeat patterns of movements to music
- Collaborate with others to manage large items (eg moving blocks, tyres etc)
- Plan and carry out physical movements in the outdoor environment

### **Fine Motor**

- Use one handed tools and equipment with staff using fine motor skill development document to extend individual skills
- Make snips with scissors
- Make effective marks with pens and pencils and have a comfortable pencil grip
- Begin to show preference for a dominant hand

## Ideas for interactions, activities and continuous provision

Allow opportunities for independence when getting ready for the outdoors and home and offer advice and top tips to children rather than 'doing it for them'

Daily outdoor play with bikes, scooters, balls, use of adventure playground

Outdoor role play in mud kitchen and with planks, crates, shoots, stands, bricks and mats to develop play scenes

Weekly Musical Apples sessions based around the theme 'in our town'

Opportunities for using scissors, pens, pencils, glue, sellotape and paintbrushes to make a range of creations, adult led, and child initiated. Ensure plentiful craft resources in independent resource selection.

Adults to guide activity to ensure development towards effective tripod grip

Encourage use of fork (and knife where able) at lunchtime

## Key Vocabulary

**Doctor, Nurse, paramedic**, stethoscope, X-Ray, bandage, ambulance, first aid  
Emergency – 999, stretcher

**Firefighter**, hose, fire engine, helmet, fire – resistant jacket

**Police officer**, handcuffs, police station, crime, fingerprints, police car, investigate, radio  
**Post Office**, postal worker, letters, parcels, post van, clock, scales, stamps, envelope, sorting/collection bag,

Milk delivery worker / refuse collector / coast guard

## Literacy

- Enjoy core and topic related books (see list)
  - Engage in conversations about stories and extend vocabulary (see key vocabulary **and enquiry questions/sustained shared thinking opportunities**)
  - Know that the print in the book has meaning and allows the story teller to 'tell' and can be read from L to R, T to B
  - Name the different parts of a book (title, blurb, illustrations, author)
  - Join in collective clapping of syllables in words
  - Spot rhymes (those able can suggest rhymes)
  - Begin to discriminate words that do and don't have the same initial sound.
  - Those who are able, begin to write letters relating to own name
  - Use some knowledge of print and letters to engage with early writing
- Write some letters correctly

## Mathematics

- Recite numbers to 5 and beyond and begin to show finger numbers to 5
  - Subitise with quantities up to 3
  - 1:1 correspond when counting sets up to 5 (beyond for those able)
  - Begin to understand that the last number counted is the total (cardinal principle) - how many children are here today?
  - Link numerals to amounts for example when making a set of pennies, counting number of bins to be emptied etc.
  - Begin to experiment with own symbols and marks to record number
  - Solve simple problems
  - Compare quantities using more than, fewer than
  - Recognise and talk about shapes (2D and 3D) and begin to use shapes for a purpose when building
  - Describe a simple route (linked to topic work) and use related vocab – in front of, behind
- Make comparisons in weight

## Understanding the World

- Explore collections of materials with similar/different properties
- Talk about the differences between materials and changes they notice
- Talk about what is seen using a wide range of vocabulary
- Begin to make sense of their own family story
- Show an interest in different occupations
- Explore how things work
- Explore and talk about different forces that can be felt
- Continue to develop positive attitudes about differences between people (relate to people who help us)

### Ideas for interactions, activities and continuous provision

Daily story sessions with whole class and with small focus groups  
Small group rhyming games such as rhyming pairs  
Games to encourage identification of initial sounds  
Opportunities for children to 'write' relating to stimuli such as post office, doctors, police work etc.  
Regular opportunities for children to recognise and write their own name with an adult.  
Encouraging those who are able to write their name (or part of) with some independence, eg. Putting their name on their picture when it's complete.  
Using key vocabulary in small world and role play situations (adult led and independent)

### Ideas for interactions, activities and continuous provision

In whole class and small groups – regular opportunities to subitise to 5, to show 'finger numbers up to 5 and to count items (number of children here today, number of items in a group, how many fires are there )  
Make pictures with loose parts and offer opportunities for counting- give the house 2 letters, brush and clean 3 teeth in the mouth etc  
Children to make their own records and marks of letters/parcels in our role play areas – post office.  
Children to count and find the corresponding numeral, make comparisons  
Opportunities to compare weight using scales – heavy / light – post office  
Children to use 3D shapes to make an emergency vehicle (using junk modelling) providing opportunities to talk about the 2D shapes in the faces on the different materials  
Set up a postal route to deliver letters – use key vocab to follow and direct

### Ideas for interactions, activities and continuous provision

Take opportunities to explore different materials to make a coat for a crew member of the RNLI  
Talk about and describe what happens to different materials when they become wet.  
What jobs do people in my family do?  
How would you recognise a police officer/ doctor etc discuss uniform.  
**What would you take with you in an emergency? And why?**  
Take opportunities to create emergency vehicles using our outdoor recourses  
What occupations require to be outside/ lollypop lady/man, post service, milkman – create own scenarios outside.  
Make observational drawings of people in different occupations.  
Provide opportunities for children to listen to stories/info about different occupations and enact this in their play.  
Arrange for the police, fire, ambulance, post, bins to visit us (if not possible, use video from last year) many opportunities to role play

## Expressive Arts and Designs

- Small world and role play relating to people who help us
- Begin to develop narratives within own pretend games
- Learn and sing songs relating to topics
- Pitch match in games
- Choose and use instruments to accompany songs and to create desired effects
- Choose and use a range of materials to make own play scenes, pictures and collages, joining with a range of materials
- Create closed shapes with continuous lines to represent objects and draw with increasing complexity and detail
- Show emotion in drawings

### Ideas for interactions, activities and continuous provision

Use large cardboard boxes to create emergency vehicles  
Small world play relating to our topic people who help us  
Weekly Musical Apples Sessions with occupational themes  
Free access to a range of colourful inspired craft materials for independent creating  
Free and guided access to loose parts for exploration  
Making own observational drawings of people of different occupations by creating closed shapes with a pencil  
Fingerprints – use powder paints to look closely at our hands and how they're all different  
x-rays – using different joining techniques to create a skeleton using straws.

## Related Stories and Songs

Charlie The FireFighter (Twinkl)  
Emergency! Margot Mayo  
Mog and the Vee Eee Tee  
Doctor Daisy (Mandy Ross)  
Busy People Series (Lucy George)  
Postman Pat  
Fireman Sam

Miss Polly Had a Dolly  
The Wheels on the Bus  
Henry's Happy Hair Shop  
Yes I Can My family  
Get on the Train!  
10 milk bottles