

Lent Term 1 Planning Overview



Week commencing 8th January 2024 **The History of Emergency Vehicles**

	08/01/24	15/01/24	22/01/24	29/01/24	05/02/24
	<p>Children's Rights week</p> <p>6th Epiphany (Assembly 8th at 2:30 in the hall)</p> <p>Ellie Fisher volunteer reader to start (Fridays for 6 weeks)</p>	<p>Stay and play Tuesday 16th am</p> <p>Keeping Safe and Healthy Assembly – EYFS 2:45pm</p>	<p>RE observations</p> <p>26th – 28th Jan RSPB big garden bird watch</p>	<p>Stay and play Tuesday 30th am</p> <p>2nd Feb Candlemass – The Presentation of Jesus in the Temple – Liturgy</p>	<p>Safer internet day Children's Rights LOL's feast day</p> <p>10th Feb Chinese New Year – Year of the Dragon.</p>
Weekly Topics	Fire service past and present Big school bird watch	Ambulance service past and present. Big school bird watch	Police service past and present. Birds	Emergency vehicles now and then (mixture) Birds	Chinese New Year Children rights Birds (ending 19th Feb)
	<p>Conservation Social Justice Community</p> <p>Movement of People Farming Cultural similarities and differences Keeping safe and healthy</p>	<p>Conservation Social Justice Community</p> <p>Movement of People Farming Cultural similarities and differences Keeping safe and healthy</p>	<p>Conservation Social Justice Community</p> <p>Movement of People Farming Cultural similarities and differences Keeping safe and healthy</p>	<p>Conservation Social Justice Community</p> <p>Movement of People Farming Cultural similarities and differences Keeping safe and healthy</p>	<p>Conservation Social Justice Community</p> <p>Movement of People Farming Cultural similarities and differences Keeping safe and healthy</p>
Week	2	1	2	1	2
	Alive in 5!			Growing 6, 7, 8	
RE RED planning Prayer and Liturgy Galilee to Jerusalem Branch 3	I know the Wise Men visited Jesus.	I know that the Wise men gave Jesus gifts.	I know that Jesus welcomes everyone.	I know that Jesus takes care of everyone.	I know that Jesus wants us to care for other people. Jesus teaches us that we should share what we have with others.
RE - FS1	Nursery will have the same learning intentions as above - we will follow the same planning, but it will be adapted for the nursery children to access.				
Maths - FS2	Introducing zero Comparing numbers to 5	Compositing of 4 and 5	Compare Mass Compare capacity	6, 7, 8, Making pairs	Combining 2 groups Time
Maths - FS1	WALT recognise numbers			WALT recognise and represent repeating patterns	

Phonics – FS1 Body percussion	Perform songs with actions.	Identify body sounds.	Use the voice to make sounds.	Move the body in response to an instrument.	Assess
Phonics – sounds write	Unit 7 x, y, ff, ll, ss.	Unit 8 VCC and CVCC	Unit 8 VCC and CVCC	Unit 9 CCVC	Unit 9 CCVC
Literacy FS2	New Years resolutions	Non-Fiction books – Exploring texts and identifying the features of a non-fiction text.	Writing non-fiction phrases.	Writing non-fiction sentences linked to emergency vehicles. Compose simple sentences.	Children’s Rights whole school topic work
Literacy FS1	N1 - (New starters) - mark making - picture of self N2 - (rest) mark making - picture of Christmas holiday activities Can say what their marks mean.	Non-Fiction books – Exploring texts and identifying the features of a non-fiction text. Will talk about the pictures and what is happening.	Story time/small group/one to one / CP time Likes to read a book with an adult. Mark making and drawing with a range of tools and equipment.		
Stories read aloud (including books loaned from the library - tbc)	Epiphany/The Wise Men Bible story for kids read aloud - Bing video Awesome Engines Emergency Margaret Mayo	Awesome ambulances – Tony Mitton	Cops and Robber and Burglar Bill - Alan Ahlberg Police Officers on Patrol - Kersten Hamilton	Jobs People Do - Felicity Brooks	Rescue vehicles – Tony Mitton
RE Books Branch 3	The Jesus Storybook Bible I Wonder... Exploring God’s Grand Story The Story of the Three Wise Kings Never Too Little (Little me Big God) How can I pray The Boy who Shared his Sandwich Read aloud Bible stories The Big Umbrella				
Nursery rhymes FS1	<u>Nursery Rhymes</u> Wind the bobbin up	<u>Nursery Rhymes</u> It’s raining, it’s pouring	<u>Nursery Rhymes</u> Pat-a-cake	<u>Action</u> Teddy bear, teddy bear	<u>Action</u> If you’re happy and you know it...
Nursery rhymes FS2	<u>Nursery Rhymes</u> Wind The Bobbin Up Rock-a-bye Baby	<u>Nursery Rhymes</u> Five Little Monkeys Jumping On The Bed Twinkle Twinkle	<u>Action</u> If You’re Happy And You Know It Head, Shoulders, Knees And Toes	<u>Nursery Rhymes</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle	<u>Action</u> If You’re Happy And You Know It Head, Shoulders, Knees And Toes
Communication & Language	Using given resources, the children will be creating their own stories whilst working in pairs or small groups. Children will use the dressing up clothes and accessories for the emergency services. With guidance children make stories about possible accidents/events and how we can help people and keep them safe.				

	<p>Role-play –Indoor - Fire engine and burning buildings Dressing up clothes Outdoor - Bird watchers hut</p> 	<p>Role-play – Indoor - Police crime scene investigation area Dressing up clothes and accessories Outdoor - Bird watchers’ equipment</p>	<p>Role play – outdoor winter to spring gardening. Garden explorer</p>
--	--	--	--

<p>Understanding of the World</p> <p>Past and present</p>	<p>WALT know some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class.</p> <p>BBC iPlayer - Topsy and Tim - Series 2: 13. Emergency Rescue</p> <p>Compare images of fire engines today and those from a long time ago. Compare vehicles with engines and those which were horse drawn.</p> <p>Sort old and new images. CBeebies Do You Know? How do Firefighters put out fires? (youtube.com)</p> <p>Small world play – wooden fire engine scene of burning buildings using blocks and box model houses.</p>	<p>Storytime for kids Emergency! By Margaret Mayo and Alex Ayliffe Bing Videos</p> <p>Put images of ambulances today, a long time ago and a very long time ago into order. This can be done using a washing line or sticking images on a strip of card.</p> <p>What powered the ambulance?</p> <p>What would the challenges have been?</p>	<p>How do you make Police Car Stickers? Maddie's Do You Know? (youtube.com)</p> <p>Share photos and videos of the children meeting the community police officers. Talk about what they can remember.</p> <p>Compare police transport now and then.</p> <p>Use images of vehicles from then and now.</p> <p>Slice images into 3 strips. Children build the images like a jigsaw puzzle.</p> <p>Time to look at images closely and make comparisons.</p> <p>Did they have reflective strips/stickers?</p> <p>Did it have a light, siren etc?</p> <p>Compare interior – satnav and other technology in the vehicle.</p>	<p>Teaching Children to Call 999 Bing Videos</p> <p>Set up a call centre in the role play area.</p> <p>Talk about how people called for help a long time ago.</p> <p>Compare now and then.</p> <p>Teaching children how to call 999 in an emergency with Lookout Lion Bing Videos</p>	<p>Let's Play: EMERGENCY SERVICES! FULL EPISODE - Preschool Compilation ZeeKay Junior - YouTube</p> <p>Opportunities for role play. Application of knowledge.</p> <p>Can children act out the different role of the emergency services.</p>
---	---	---	--	---	---

Children will know about the emergency services and their transport today and in the past through books, posters, videos and resources shared by families.
 (Use of library services to provide a rich bank of resources)

People culture and communities

6th Epiphany
 (Assembly 8th at 2:30 in the hall)

Keeping Safe and Healthy
 Assembly – EYFS 2:45pm

2nd Feb Candlemass – The Presentation of Jesus in the Temple – Liturgy

10th Feb Chinese New Year – Year of the Dragon.

Bedtime Stories | Idina Menzel reads Robin's Winter Song | CBeebies Bing Videos

Share the RSPB website with the children. Introduce the big school bird watch.

Use small world play and allow the children time to explore the similarities and difference between bird.

Take the children out to the school field, the hut and the forest kingdom. Talk about what the children can see. Take binoculars, bird spotting sheets and clipboards.



[Birdsong test: can you tell these birds from their songs? - BBC Newsround](#)
The Little Book of woodland bird song

Compare different bird songs. Listen to the video. Use the bird song book and press the different sound buttons.

Go on a listening walk around the school grounds. Make threading bird feeders and hang these in the trees.



Read Lucky duck.
 Talk about what is the same or different about the birds.
 Focus on beak shape and think about what birds eat if they have a sharp beak or rounded beak.
 Make bird feeders – fat balls.
 Pinecone, fat seeds, grated cheese etc



Read cheeky sparrow – RSPB
 Compare the birds by colour, size etc
 Can children match names to bird pictures?

Children use available crafting materials to make birds,
 Paper plates, card, feathers, paint etc



Read Bouncy Black bird
 Children use tweezers to collect fake words from the soil (tuff tray) Or worms on grass and peg birds.

Children pretend to be blackbirds.

Compare the food that birds eat.



The Natural World Birds

WALT look closely at similarities and differences.

<p>Seasons - Winter WALT: talk about and make observations of changes</p> <p>WALT: think about how and why changes occur.</p> <p>Freezing and melting</p>	<p>WALT: talk about the changes we see in Winter.</p> <p>Children explore winter themed tuff trays, winter words, snowballs, arctic animals, ice blocks.</p> <p>Make an iglu from the reading arch – white drapes, icicles etc</p> <p>Read Jack Frost Share nonfiction books about cold climates – arctic</p> <p>Lost and found by Oliver Jeffers Bing Videos</p>	<p>WALT: talk about and make observations of changes.</p> <p>How can we free the small world birds from the icebergs?</p> <p>Children to draw what they can see.</p> <p>Make observations. Use tools and salt to affect changes to the ice.</p> <p>At any point during the next three weeks make observations of freezing and melting in the outdoor area, pond, water tray etc</p>	<p>WALT look closely at similarities and differences.</p> <p>Children make observations of different sized ice cubes.</p> <p>Small cubes, ice blocks made in take away tubs, large ice blocks made in ice-cream tubs, frozen water balloons.</p> <p>BBC iPlayer - Kit & Pup - Series 1: 23. Melting and Freezing</p>	<p>WALT: think about how and why changes occur.</p> <p>Make frozen sun catchers. Place natural materials (twigs, leaves, evergreens, pinecones) in ice-cream/take away tubs. Pour in water. Place in the freezer.</p> <p>Hang the frozen creations around the outdoor area. Encourage the children to monitor the sun catchers at intervals as they change.</p> <p>Make 3 drawings of the sun catchers and talk about why the changes are happening.</p>	<p>WALT: think about how and why changes occur. How can we protect frozen parts of our world? Why are they at risk?</p> <p>The Journey Home by Frann Preston-Gannon - Bing video</p>
<p>FS1 Understanding the World N1 - new starters</p>	<p>Past and Present Children start to be curious about the people around them. They show interest in characters in stories and people in school.</p> <p>People, Culture and Communities Children are interested in very simple similarities and differences between people and places.</p> <p>The Natural World Children start to explore the environment around them.</p>				
<p>UW N2 - rest</p>	<p>Past and Present Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.</p> <p>People, Culture and Communities Children start to know there are other countries in the world.</p> <p>The Natural World Children start to notice when things have changes with support from an adult.</p> <p>(Nursery will access above activities during CP and TL activities)</p>				
<p>Expressive Arts & Design Painting and Mixed media: Paint my world</p>	<p>Finger painting</p>	<p>Outdoor painting</p>	<p>Painting to music</p>	<p>Collage and transient art</p>	<p>Landscape collage</p>
	<p>Religious Art – The entry of the animals in to Noah’s Ark (Jan Brueghel, the elder, 1613) <i>(Including peer-critique and re-drafting)</i> Charanga music</p>				
<p>FS1 Expressive Arts and Design N1 - new starters</p>	<p>Being Imaginative and Expressive Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music. Creating with Materials Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p>				
<p>N2 - rest</p>	<p>Being Imaginative and Expressive Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.</p>				

Creating with Materials Experimentation of marks and mark making using colour, texture and senses.

Continuous Provision and teacher led activities will enable the above

<p>Physical Development Gross motor Indoor</p>	<p>Gymnastics Unit B Stretching and curling</p>	<p>Gymnastics Unit B Stretching and curling</p>	<p>Dance Unit 2 Icicles Mr Jelly and Mr Strong</p>	<p>Dance Unit 2 Wriggling William Angry Elephant</p>	<p>Chinese Dragon Dance</p>
<p>Physical Development Gross motor Outdoor</p>	<p>Nursery and large trim trail.</p>	<p>Bikes and trikes.</p>	<p>Trim trails from loose parts.</p>	<p>Tree swing</p>	<p>Wheelbarrows Large water containers Mud kitchen Lifting</p>
<p>Fine motor</p>	<p>Hide stars in black rice – provide children with tweezers. Children look for the stars just like the 3 kings.</p> <p>Feathers and colanders</p> <p>Snipping Christmas tree branches. – scissors, pots</p> <p>Squirting laminated flame shapes with spray bottles.</p> 	<p>Use tools to free polar bears from the ice. Finding seeds in different fruits.</p>  <p>Make a snowflake – mirrors, glass beads, sequins.</p> 	<p>Building blocks to make a small world town. Make a nest from natural materials.</p>  <p>Lego bord feeder house</p> 	<p>Who can build the tallest tower challenge? Emergency service vehicle threading.</p>  <p>Sort different seeds – tweezers, seeds, ten frame, chocolate box container.</p>	<p>Chinese New Year cutting themed activities. Popcorn bird feeders</p> 
<p>FS1 Physical Education</p>	<p>Continuous provision in outdoor area and hall time to encourage crossing the midline</p>				
<p>Gross Motor Skills</p>	<p>Embed independence and self-care.</p>	<p>Explore different movements, e.g. shuffling, crawling, slithering, rolling, jumping. Run safely.</p>	<p>Travel with confidence through equipment</p>	<p>Walk up and down stairs/steps. Balance on one foot.</p>	<p>Develop skills and balance for riding bikes Jump safely on and off objects and equipment.</p>

Fine Motor

Each day the children will take part in a fine motor activity upon arriving at school and after lunchtime. Each day a different skill eg: cutting, threading, mark making, dough disco, construction.

The children will have continuous access to fine motor activities during continuous provision time (free flow time) See FS2 and below