



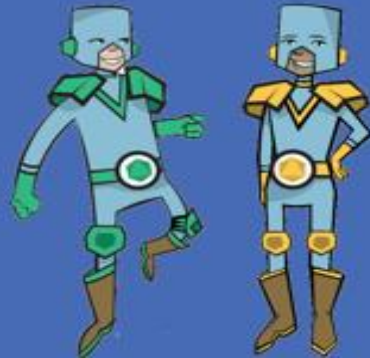
# FS1 Spring 1 Curriculum

## Helpful Heroes



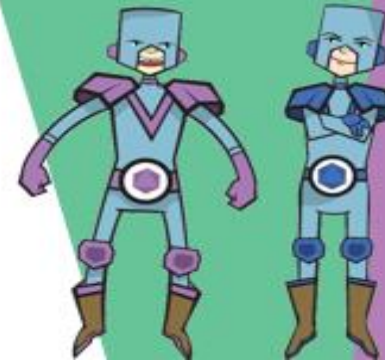
### Commitment

We are brave,  
enthusiastic  
and  
motivated.



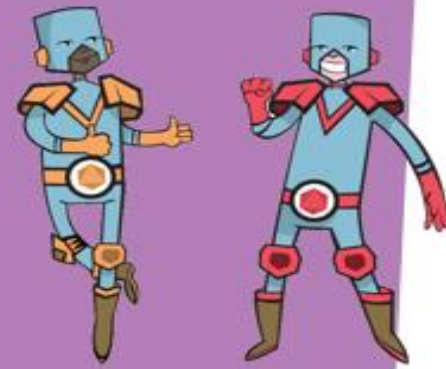
### Aspiration

We are  
encouraging,  
ambitious and  
proud.



### Nurture

We feel happy,  
safe and  
welcome.



# Topic Overview

In this topic, children will begin to **show an interest in different occupations** to support them in **continuing to talk about the differences between people**. Through exploring people who help us, they will **develop a sense of responsibility and membership of a community** and will continue to develop their understanding of **healthy choices**.



## Possible Enhancements and Activities

Invite visitors into school who have different occupations. This will provide the children the opportunity to ask questions for a purpose. They will also have the opportunity to understand the role of these people and how they help us.

Provide the opportunity for the children to act out being different people who help us through enhancing the role play and small world areas. Have resources available but also open ended resources so that children can pretend to rein act being police, firefighters etc.

Provide the children with the opportunity to talk about what keeps them healthy. Discuss with the children how they can be physically and mentally healthy. Discuss with the children what they should eat and drink, how they can be active and have good hygiene.

Discuss with the children how they can be helpful in the classroom. Develop roles and responsibilities like those from the community e.g. tidy up police so that they begin to feel a sense of community in their classroom.

Provide children with the opportunity to look at colours associated with the professions. Use this as an opportunity for using colour for a purpose and model mixing colours. Look at key details and support children in adding these key details to the drawings and models.

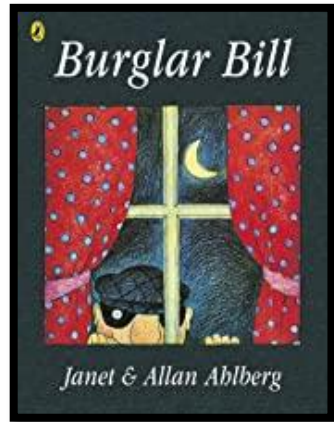
Provide children with a range of pictures of people who help us in the community, Use this as an opportunity for the children to describe what they see in the picture. Pose 'I wonder...' statements to the children and encourage them to ask questions.

Commitment

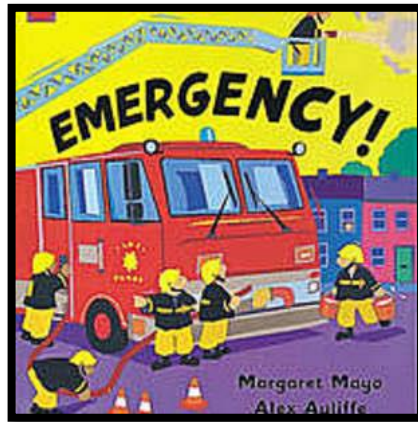
Aspiration

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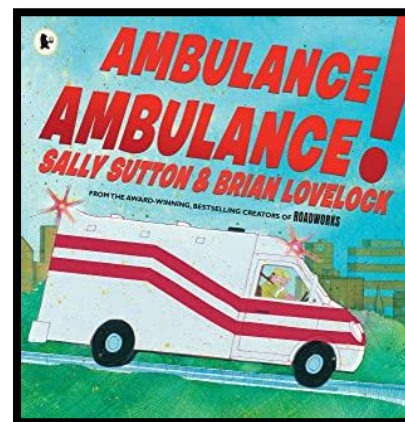
# Book Hooks



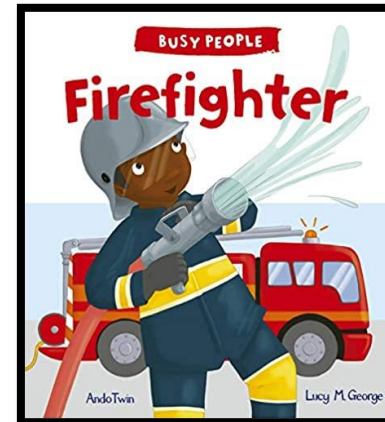
To support the children in understanding why we need police and making right and wrong choices.



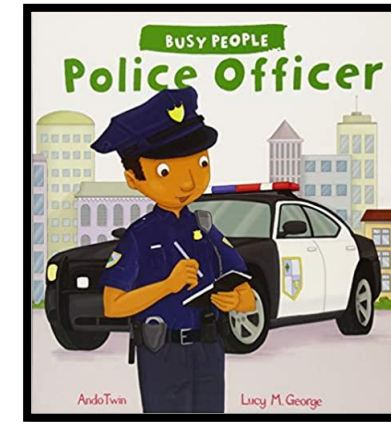
To support the children in understanding the role of the fire brigade through a story.



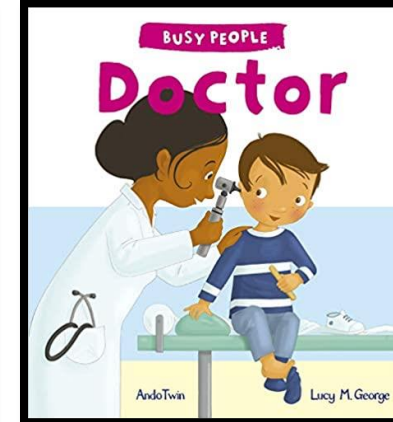
To support the children in understanding the role of an ambulance through a rhyming story with a rhythm and beat.



To support the children in understanding the role of the fire brigade through a non-fiction text.

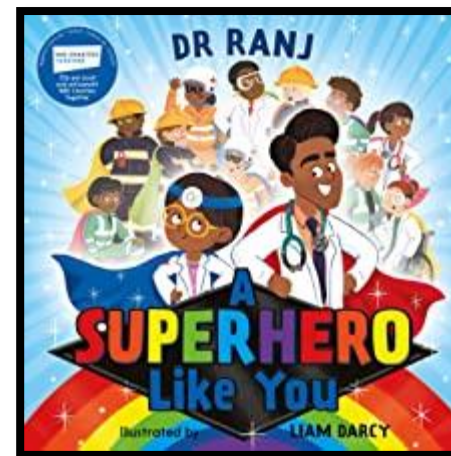
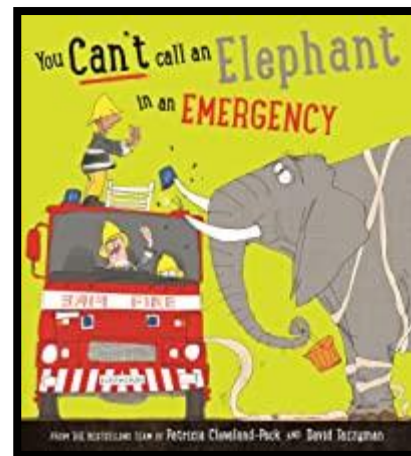


To support the children in understanding the role of the police.



To support the children in understanding the role of a doctor.

To support the children in understanding the role of heroes in society through a story.



To support the children in understanding the different heroes who help us in society.

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# Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> <li>• Uses a wider range of vocabulary.</li> <li>• Know many rhymes and be able to talk about familiar books.</li> <li>• Sing a large repertoire of songs.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand 'why' questions.</li> <li>• Use longer sentences of four to six words.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts. Use the 'Word Aware' scheme to support children in using and applying a range of concept words.</li> <li>• Incorporate aspects from the core books into the continuous and enhanced provision. Model using familiar vocabulary from the texts so that children begin to use this independently in their play to talk about books they have read.</li> <li>• Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Play with one or more children, extending and elaborating play ideas.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Increasingly follow rules, understanding why they are important and do not always need an adult to remind them of a rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest.</li> <li>• Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.</li> <li>• Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack. Use the context of the topic to talk about how they can help in the setting like people in the community.</li> <li>• Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the person felt when they were hurt?"</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Choose the right resources to carry out their own plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</li> <li>• Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. Use the context of the dentist as a way to promote this within the setting.</li> <li>• Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</li> <li>• Encourage children to become more confident, competent, creative and adaptive movers. Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.</li> </ul>

# Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> <li>Continue to develop the five key concepts about print.</li> <li>Develop their phonological awareness.</li> <li>Engage in conversations about stories, learning new vocabulary.</li> <li>Use some of their print knowledge in their early writing.</li> <li>Write some letters accurately (letters of importance)</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small-muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</li> <li>Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books.</li> </ul>
M	<ul style="list-style-type: none"> <li>Link numerals to amounts to match the numeral up to 5.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language 'more than/fewer than'.</li> <li>Talk about and identify patterns around them and extend and create their own ABAB patterns.</li> <li>Describe a sequence of events using words 'first, then'.</li> </ul>	<ul style="list-style-type: none"> <li>Provide real life opportunities through their play to solve problems e.g. 'I think Adam has got more'. Support children in using the resources around them and the mathematical language and vocabulary to solve these problems.</li> <li>Find opportunities within the stories to solve math's problems 'If Burglar Bill steals one, how many will be left?.'</li> <li>Talk about patterns of events, in cooking or getting dressed. Suggestions: - 'First', 'then', 'after', 'before' - "Every day we..." - "Every evening we..." Talk about the sequence of events in stories.</li> <li>Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Count down to forthcoming events on the calendar in terms of number of days or sleeps.</li> </ul>
UTW	<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about what they see using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.</li> <li>Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their talks and play.</li> <li>Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?"</li> <li>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> </ul>
EAAD	<ul style="list-style-type: none"> <li>Take part in simple pretend play and begin to develop complex stories using small world equipment.</li> <li>Make imaginative and complex small worlds using blocks and construction kits.</li> <li>Draw with increasing complexity and detail.</li> <li>Sing the pitch of a tone sung by another person.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>Provide lots of flexible and open-ended resources for children's imaginative play.</li> <li>Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.</li> <li>Help children to develop their drawing and model-making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</li> <li>Encourage children to draw from their imagination and observation.</li> <li>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li> </ul>

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# Knowledge Organiser

\*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> <li>Recognise and talk about events when they have helped or someone has helped them. Use the words <b>before, younger, last (year, week) a long time ago, first, next.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>communities</b> they are apart of. <b>Nursery, Grampian, and Sinfín.</b></li> <li>Know that in their <b>community</b> there are <b>shops, a library, restaurants and cafes, schools and a doctors surgery.</b></li> <li>There are people in our <b>community</b> who can help us: <b>police officer, Doctor, Nurse, Teacher, Dentist, Vet, Builder, Refuse Collector, Mechanic, Bus Driver.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Create</b> pictures of people showing different <b>emotions (happy, sad).</b></li> </ul>	<ul style="list-style-type: none"> <li>Construct models of <b>vehicles</b> using <b>resources</b> to build wheels so that the vehicle can <b>move.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know the sounds different instruments make and use this to create <b>sounds of emergency vehicles.</b> Name the instruments <b>maraca, tambourine, drum.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that <b>materials</b> can <b>melt</b> when they get <b>hot.</b></li> <li>Know that <b>fruit</b> and <b>vegetables</b> are healthy and name the fruits (<b>apple, banana, orange, pear, strawberry, grape</b>) and vegetables (<b>potato, carrot, cauliflower, broccoli, peas, sweetcorn</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Know that <b>firefighters, doctors</b> and the <b>police</b> help people who are in need.</li> <li>Know that these people help to keep our <b>communities safe.</b></li> </ul>	
<p>PSHE and R.E – Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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