

## Unit planner: Who helps us? FS2 Weeks: 6

<p><b>Key Concepts:</b> Conflict, friendship, justice, fairness, morals and choices</p>	<p><b>Intent:</b> To provide opportunities to look at how human activity impacts the planet and what we can do to help.</p>			
<p><b>Communication and Language (Reception) + ELG</b></p> <p><b>Listening, attention and understanding</b>          Understand how to listen carefully and why listening is important.          Learn new vocabulary.          Use new vocabulary through the day.          Engage in story times.          Listen to and talk about stories to build familiarity and understanding.          Listen carefully to rhymes and songs, paying attention to how they sound.          Learn rhymes, poems and songs.          Engage in non-fiction books.          Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b>          Ask questions to find out more and to check they understand what has been said to them.          Articulate their ideas and thoughts in well-formed sentences.          Connect one idea or action to another using a range of connectives.          Describe events in some detail.          Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.          Develop social phrases.          Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.          Use new vocabulary in different contexts.</p> <p><b>PSED(Reception)</b></p> <p><b>Self regulation</b>          Express their feelings and consider the feelings of others.          Identify and moderate their own feelings socially and emotionally.          Manage their own needs.</p> <p><b>Managing self</b>          Show themselves as a valuable individual.          Show resilience and perseverance in the face of challenge.</p> <p><b>Building relationships</b>          Build constructive and respectful relationships.          Think about the perspective of others.</p> <p><b>Physical Development (Reception)</b></p> <p><b>Gross motor skills</b>          Revise and refine the fundamental movement skills they have already acquired:-          rolling- crawling - walking - jumping - running - hopping - skipping - climbing          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><b>Starter:</b> Children to investigate a dumped rubbish situation in the classroom</p>		<p><b>Outcome:</b> Videos about helping the planet</p>	
	<p><b>Communication and Language</b></p>		<p><b>Key Vocabulary/songs</b></p>	
	<p>Can I answer Blooms Taxonomy questions about key texts?          Can I respond to stories and nonfiction texts with comments and questions?          Can I ask questions about different jobs? Real life heroes coming to school (TBC)          Can I answer questions about making the right choice?          Can I imitate different role models during role play, e.g. dentist, vet, police?          Can I talk about what I want to be when I grow up?          Can I talk about how to be responsible?</p>		<p>right, wrong, consequence, reward independent</p>	
	<p><b>PSED</b></p>			
	<p>Can I speak about my abilities and what I am good at?          Can I independently access what I need or ask an adult for help?          Can I talk about right and wrong?              Give children a scenario and 2 options to choose which is right or wrong.          Can I understand the role of the police and other people who help us?              Match the job role to the scenario          Can I talk about the importance of looking after our environment/planet?</p>		<p>Who, what, when , why, how          Hero, responsible</p>	
	<p><b>PD</b></p>			
	<p>Can I move my body like a bean in PE?          Can I throw and catch a bean bag or ball?          Can I experiment with different ways of transporting a ball? Kit academy          Can I sort healthy and non-healthy foods onto a happy and sad tooth? Challenge - How else can we keep our teeth healthy?          Can I identify ways to stay healthy and safe?</p>		<p>Design, create, stick, make, glue, sellotape, colour, cut, scissors, paint, print, pattern</p>	
	<p><b>Understanding the world (RE- Being Responsible) Science (Materials)</b></p>			
	<p>Can I identify the different roles of people that help us?          Can I sort objects according to materials for the 'eco warrior's/bin lorry'?          Can I talk about how humans influence the environment?          Can I model how I can help maintain our environment? E.g. litter picking          Can I identify similarities with fire fighters, police etc from the past and now          Can I begin to understand the properties of different materials?          Can I discuss ways to look after our environment?          Can I describe ways to save my environment?</p>		<p>Environment, planet, recycle, materials, pollution, community, influence, maintain, litter</p>	
	<p><b>Art and Design</b></p>			
	<p>Can I create my own hand print hero? (Fish?)          Can I create myself as a real life hero by colouring and cutting?          Can I create something for the display?          Can I use recycled materials to create a junk model?          Can I create a picture using recycled objects?</p>		<p>Jump, run, climb, stretch          Throw, catch, roll, bounce           Healthy, not healthy, sugar, salt</p>	
	<p><b>Literature:</b></p>	<p><b>Text types:</b></p>	<p><b>Maths links:</b></p>	<p><b>Published outcomes:</b></p>

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian

Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.

#### **Fine motor skills**

Develop the foundations of a handwriting style which is fast, accurate and efficient.

### Understanding the World (Reception)

#### **Past and Present**

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

#### **People, culture and Communities**

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Draw information from a single map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

#### **The Natural World**

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

### Expressive Art and Design (Reception)

#### **Creating with materials**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

#### **Being Imaginative & expressive**

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

- Somebody swallowed Stanley

- Burglar Bill

- Rubbish or Recycling- A book about recycling

- Writing speech bubble for sea creatures

- Labels and captions for recycling

- Instructions for brushing teeth-CP

- Measuring the length of different items

- Poster

- Junk model

- Videos about helping to look after the planet

### **Enrichment:**

**Trips and Visitors:** Visitors from real life heroes, e.g. vet, nurse, police

**School environment:** School grounds to look at litter