



RCS EYFS Topic Map Spring 2 2023



People who help us/Easter



Personal, Social and Emotional Development:

- Be increasingly able to talk about and manage their emotions.
- Understand gradually how others might be feeling.
- Develop their sense of responsibility such as helping to tidy up, looking after school property, caring for their environment etc.
- Develop sharing and turn taking skills.
- Be more outgoing with unfamiliar people within the setting.
- Use social phrases such as “please can I have a turn”, “No thank you I don’t like it” with increasing independence.
- Talk with others to solve conflicts
- Be able to wait for what they want and control their immediate impulses when appropriate
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Communication and Language:

- Extend vocabulary through key topic words, such as fire fighters, police officers, doctors, nurse, dentist, postal worker etc.
- Enjoy stories and be able to talk about familiar books
- Join in with Nursery rhymes and sing some independently.
- Develop attention and listening skills when listening to stories and during adult led group times.
- Understand simple instructions.
- Respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (Talking about what they want to do when we grow up.)

Physical Development:

- Be able to independently manage their own clothing when using the bathroom e.g. pulling trousers up and down, rolling sleeves up to wash hands.
- Build independently with a range of resources.
- Use large muscle movements to wave streamers and mark make.
- Draw freely and develop pencil control.
- Develop gross motor skills such as hopping, galloping, balance on one leg for 5 seconds.
- Reception children - be independent with dressing and un dressing for PE.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing;
- Reception age children - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (snappy crocodile fingers).

Literacy:

- Core stories – Who helps us at school, Fred the Firefighter, Open wide (my first trip to the Dentist). Daisy the Doctor, People who help us – Police.
- Explore different types of books, story books (fiction) information books about People who help us/Easter (non-fiction)
- Enjoy sharing books with an adult, respond to the pictures and words.

Mathematics:

- Compare amounts saying lots, more, the same.
- Use size language and be able to sort objects by size.
- Be able to compare objects by size/length.
- Talk about and explore 2D and 3D shapes.
- Say one number for each item in order: 12345

Understanding the World:

- Recognise and develop an understanding of ‘People who help us’ e.g. parents, teachers, fire fighters, postal workers, doctors etc.
- Talk about members of their immediate family and the community.
- Explain similarities and differences between people that

Expressive arts and design:

- Take part in pretend play.
- Begin to develop complex stories using play equipment.
- Use imagination when deciding what to do with different materials.
- Listen with increased attention to sounds, notice the tone, pitch.
- Make Mother’s Day flowers, Easter cards.

<ul style="list-style-type: none"> • Repeat words and phrases from familiar stories. • Give meanings to the marks they make e.g. "This is daddy." • Use some of their print and letter knowledge in early writing e.g. writing m for mummy. • Phonics: Phase1/ Aspect 5 Alliteration. <p>We will be following the Little Wandle letters and sounds scheme to teach reading and writing.</p> <p>Phase 2 and 3 : For Reception</p> <p>* Read individual letters and digraphs/trigraphs by saying the sounds for them. Know all Phase 2 and phase 3 sounds</p> <p>* Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>* Begin to read longer words of two syllables e.g. carpark.</p> <p>*Form lower-case correctly and begin to form capital letters.</p> <p>*Spell words by identifying the sounds and then writing the letters for the sounds you can hear. Read all tricky words from phase 2 and 3, be able to spell many of these.</p> <p>*Be able to write a short sentence, starting with a capital letter, finger spaces, end with a full stop.</p>	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you the total. <p>White Rose Spring 2 Growing 6,7,8</p> <p>Composition of numbers 6,7,8</p> <p>Making pairs</p> <p>Combing two group</p> <p>Measuring height and length</p> <p>Days of the week, measuring time</p>	<p>help us e.g. Doctors and Nurses help us feel better, a paramedic helps us feel better and can transport us to a hospital.</p> <ul style="list-style-type: none"> • Talk about the differences between materials and the changes they notice. • Explore the natural world around them and notice changes in the season. <p>*RE Focus: Shrove Tuesday, Ash Wednesday, Easter.</p>	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. (hospital role play, dressing up, core story props etc.) • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • (People Who Help Us songs and rhymes, re-enacting stories through role play.)
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