

Spring B

Week 5: 22nd – 26th March

Personal, Social and Emotional

- Invite the Police in to discuss how they help us, ensuring all children are involved and motivated to continue their learning during CIL.
- During discussions about the Police and their role within the community discuss the use of a 999 call and why we only call in an emergency.
- In the OC provide Police outfits to facilitate the role play. Encourage the children to dress and undress independently and help each other when necessary.
- Whilst making Easter cards with the children discuss this Christian festival with them and encourage the children to discuss how they celebrate Easter with their family.
- Through MUST/SHOULD/COULD challenges support children in trying new activities.
- During *Review Times* and *Celebration Assembly* encourage the children to talk through their learning, celebrating their achievements.

Communication, Language and Literacy

- During the visit from the Police encourage the children to listen attentively and ask any relevant questions. Following the visit, encourage the children to recall what they found out, discuss any new vocabulary encountered. What does it mean? Can they use these words during their recounts?
- Phonics Phase 2 - revise all letters and sounds so far.
- Phase 3 - recap oo, igh, or,
- Phase 5 - teach a-e, e-e, teach reading tricky words **asked**. Practise spelling **there**.
- When using phonic shells, dice and crabs encourage the children to put the graphemes together, sounding out each phoneme and blending to make words.
- Read a variety of non-fiction texts about the Police with the children. Remind them about the features of non-fiction texts - contents page, glossary, photographs, starting anywhere in the book.
- CLL Focus
- Discuss with the children the aim of writing a recount from the fire fighter visit. Encourage the children to plan the sentences and to sound out each word. Extend the children emphasising the use of time related vocabulary, e.g. first, next, then and encouraging them to use related words at the beginning of their sentences. Remind them to use capital letters to start each sentence and full stops at the end of each sentence.
- In OC put pictures from the Police visit for the children to write captions to match.

Problem Solving, Reasoning and Numeracy

- During welcome times encourage the children to add and subtract in different ways. Encourage children to count on from the largest number using number square and number lines.
- Focus on comparing lengths and the related vocabulary - longer/shorter. In focus groups compare the lengths of a selection of objects and encourage the children to use cubes or hands to measure different length.
- During TT encourage the children to measure objects using metre rules and tape measures.
- Encourage them to measure each other and record on a height chart. Discuss with the children different ways of measuring and recording.
- Can the children sort the flowers according to length? Are there any similarities in their length?
- *Challenge - 'Must should could' - I COULD find out how tall my friends are and record it.*

Knowledge and Understanding of the World

- *Challenge - 'Must should could' - I SHOULD make my own junk model*
- After last week's focus encourage children to use the creative area to make their own models out of junk. Encourage children to explain what they have made and why - evaluations - how could they make it better?
- During the visit from the Police, encourage the children to ask their own questions about the Police, what they would like to find out.
- Find out about the technology they use radios, walkie talkies etc. and highlight how they serve the community in which we live.
- Invite Reverend Thornton in to talk to us about why Christians celebrate Easter, link back to other festivals and celebrations the children remember.
- Remind children that different communities have different views and beliefs.
- During discussions about Easter and the Police, recount model time related words e.g. yesterday, then, next, after, before.
- Encourage the children to ask questions and to independently solve problems or draw conclusions.

Physical Development

- Continue with using the large climbing apparatus, explaining the safety rules for climbing and travelling up and down the apparatus. Add the long horizontal pole for them to slide along, swing under etc.
- In the OC have large boxes and crates for the children to build and construct their own police vehicles.
- Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. Talk to the children about exercise, its' effect on their bodies and the positive contributions it can have on their health.
- In the OC have large boxes and crates for the children to build and construct their own police vehicles.
- Junk modelling - remind the children how to use the scissors safely to cut their boxes to the correct size.

Creative Development

- Encourage the children to communicate their ideas after the visits from the fire fighters/Police - through painting, during our music session, through designing and making their own vehicles, in the Police/fire fighters role play and through the songs we sing.
- *Challenge - 'Must should could' - I MUST paint a picture of someone who helps us.*
- Make Easter cards using paper plates to make ducks. Combine different media, paint, paper and card.
- During EMC make paper flowers using the children's handprints. Add pipe cleaners/straws for stems.
- During music session
- Starter: Continue as last week sing the fire fighter action song to the tune of 'The Wheels on the Bus'
- Main: Tell a story about the Police coming to an emergency. Ask the children to illustrate the story using the instruments.
- Make materials accessible indoors and outdoors to allow them to use their imagination to be creative in the role-play areas -the fire/Police station.