

Intent: the children will learn about people who are heroes in their own community and who have helped to shape their community to the one in which the children live

Implementation: educational visits / in school workshops, focused texts, links with LEA library services, role play station

Impact: the children will have a good understanding of what the term 'hero' means

Early Years Foundation Stage – Reception

Spring 1 Medium Term Planning

3 Prime Areas of Learning

Superheroes (History link)

Who are our local heroes?

Key Vocabulary:

Hero – a person who is brave and courageous

Past – gone by / no longer happens

Community – the place in which we live / belong to

Facts – information that is true

Difference – how people, objects or things are not the same/ have changed

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 What is a hero?	New Year Resolutions / goals SCA40-60m Can describe self in positive terms and talk about abilities SCAELG <u>Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</u>	Discussion about what a hero is S30-50m Uses vocabulary focused on objects and people that are of particular importance to them. S40-60m Links statements and sticks to a main theme or intention SELG Develops own narratives and explanations by connecting ideas or events.	PE: Using gymnasium equipment appropriately MH40-60m Jumps off an object and lands appropriately. MH40-60m Travels with confidence and skills around, under, over and through balancing and climbing equipment. HSC40-60m Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
2 Local heroes – Firefighters	Discussion about own abilities and capabilities SCA30-50m Confident to talk to other children when playing, and will communicate freely about own home and community SCA40-60m Can describe self in positive terms and talk about abilities SCAELG <u>Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</u>	Asking questions about the role of firefighters S 30-50m Uses vocabulary focused on objects and people that are of particular importance to them. S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG They develop their own narratives and explanations by connecting ideas or events.	Visit from Healthy Schools' Team HSC 40-60m Shows some understanding and good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Walking to the local fire station HSC40-60+mths Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks –
3 Local heroes – Police	How can we make good choices? MFB40-60mths Aware of the boundaries set, and of behavioural expectations in the setting	The role of the police in our community U40-60mths Listens and responds to ideas expressed by others in conversation or discussion	Police Obstacle Course (outdoors) HSC40-60mths Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks MH40-60m Travels with confidence and skills around, under, over and through balancing and climbing equipment.
4 Local heroes – Paramedics & Doctors CYN	Helping and working together MFB 40-60m Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. MR 40-60m Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Following instructions to make Lanterns CNY U40-60mths Responds to instructions involving a two-part sequence LA 40-60m Maintains attention, concentrates and sits quietly during appropriate activity.	Junk modelling – ambulance MH40-60mths Begins to use anticlockwise movements and retrace vertical lines MH40-60mths Handles tools, objects, construction and malleable materials safely and with increasing control
5 Local heroes – Sports People	PE: Team games linked to ball skills MR40-60mths Explains own knowledge and understanding, and asks appropriate questions of others	Local sporting heroes from the past S30-50m Uses vocabulary focused on objects and people that are of particular importance to them. S40-60m Links statements and sticks to a main theme or intention SELG Develops own narratives and explanations by connecting ideas or events.	PE: Ball skills MH40-60mths Experiments with different ways of moving. MH40-60mths Negotiates space successfully when playing racing and changing games with other children, adjusting speed or changing direction to avoid obstacles
6 How can we be a local hero?	Linking abilities to being a helpful person within the wider community SCA40-60m Can describe self in positive terms and talk about abilities SCAELG <u>Confident to speak in a familiar group, will talk about their ideas, a</u>	Sharing ideas about being a helper in the wider community S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. SELG They develop their own narratives and explanations by connecting ideas or events. U40-60mths Listens and responds to ideas expressed by others in conversation or discussion	PE: Team Games MH40-60mths Experiments with different ways of moving. MH40-60mths Negotiates space successfully when playing racing and changing games with other children, adjusting speed or changing direction to avoid obstacles

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4 Specific Areas of Learning

Superheroes (History link)

Who are our local heroes?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 What is a hero?	<p>Phonics – RWI targeted groups</p> <p>Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>R 40-60m Enjoys an increasing range of books.</p> <p>New Year Resolutions / goals</p> <p>W 40-60m Hears and says the initial sound in words.</p> <p>W 40-60m Writes own name and other things such as labels, <u>captions</u></p> <p>W 40-60m Attempts to write short sentences in meaningful contexts.</p>	<p>Counting and recognising numbers to 10</p> <p>M:N 40-60m Recognises numerals 1 to 10.</p> <p>M:N 40-60m Counts out up to 10 objects from a larger group.</p>	<p>Recall of heroes past and present</p> <p>PC 30-50m Remembers and talks about significant events in their own experiences.</p> <p>PC ELG talk about past and present events in their own lives and in the lives of family members.</p>	<p>Role-Play of local heroes</p> <p>BI40-60+mths Introduces a storyline or narrative into their play</p> <p>BI40-60+mths Plays alongside other children who are engaged in the same theme.</p> <p>BI40-60+mths Plays co-operatively as part of a group to develop and act out a narrative.</p>
2 Local heroes – Firefighters	<p>Phonics – RWI targeted groups</p> <p>Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>R 40-60m Enjoys an increasing range of books.</p> <p>Labelling a firefighter's uniform</p> <p>W 40-60m Hears and says the initial sound in words.</p> <p>W 40-60m Writes own name and other things such as <u>labels</u>, captions</p> <p>W 40-60m Attempts to write short sentences in meaningful contexts.</p>	<p>Counting and recognising numbers to 10</p> <p>M:N 40-60m Recognises numerals 1 to 10.</p> <p>M:N 40-60m Counts an irregular arrangement of up to 10 objects.</p>	<p>Timeline of uniform changes for firefighters</p> <p>TW 40-60mths Looks closely at similarities, differences, patterns and change</p> <p>Experiment – how can we stop ice melting?</p> <p>TW 40-60mths Looks closely at similarities, differences, patterns and change</p>	<p>Shades of blue</p> <p>EUMM 30-50mths Explores colour and how colours can be changed</p> <p>EUMM 40-60m Explores what happens when they mix colours.</p>
3 Local heroes – Police	<p>Phonics – RWI targeted groups</p> <p>Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>R 40-60m Enjoys an increasing range of books.</p> <p>Writing lists – items police need</p> <p>W 40-60m Hears and says the initial sound in words.</p> <p>W 40-60m Writes own name and other things such as labels, captions- <u>lists</u></p> <p>W ELG use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Recognise and describe 3D shapes</p> <p>M:SSM 40-60m Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes.</p>	<p>Police vehicles from the past</p> <p>TW 40-60mths Looks closely at similarities, differences, patterns and change</p>	<p>Small World – Police set up</p> <p>BI40-60+mths Introduces a storyline or narrative into their play</p>

<p>4</p> <p>Local heroes – Paramedics & Doctors & CNY</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books.</p> <p>Description of the CNY Dragon W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in meaningful contexts. W ELG use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Recognise and describe 3D shape patterns M:SSM 40-60m Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes M:SSM ELG explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Facts about Florence Nightingale PC ELG know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>CNY Festivals DVD and research T ELG select and use technology for a particular purpose.</p>	<p>Chinese Dragon dancing BI 40-60m Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
<p>5</p> <p>Local heroes – Sports People</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books.</p> <p>Fact file on a hero from the past W 40-60m Hears and says the initial sound in words. W 40-60m Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W 40-60m Attempts to write short sentences in meaningful contexts.</p>	<p>Ordering objects by weight M:SSM 40-60m Orders two items by weight or capacity. M:SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Research on a sporting hero from the past T 40-60m Uses ICT hardware to interact with age appropriate computer software. T ELG They select and use technology for a particular purpose.</p>	<p>Designing a football strip EUMM 40-60m Experiments to create different textures. EUMM 40-60m Understands that different media can be combined to create new effects. EUMM 40-60m Manipulates materials to achieve a planned effect</p>
<p>6</p> <p>How can we be a local hero?</p>	<p>Phonics – RWI targeted groups Reading cycle – R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. R 40-60m Enjoys an increasing range of books.</p> <p>Personal pledge W 40-60m Hears and says the initial sound in words. W 40-60m Attempts to write short sentences in meaningful contexts. W ELG write simple sentences which can be read by themselves and others.</p>	<p>Ordering objects by height / length M:SSM 40-60m Orders two or three items by length or height. M:SSM ELG use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>How to be eco-friendly to help our wider community TW 40-60mths Looks closely at similarities, differences, patterns and change TW ELG talk about the features of their own immediate environment and how environments of animals and plants and explain why some things occur and talk about changes.</p>	<p>Poster making – being a wider community hero EUMM 40-60m Manipulates materials to achieve a planned effect EUMM ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>