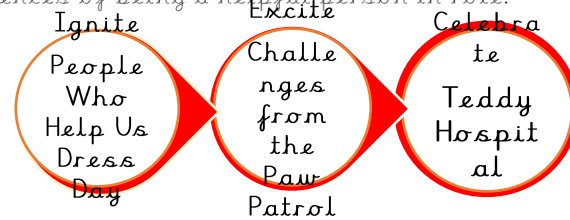




The Helpful Patrol

Through this topic of The Helpful Patrol, we will provide our children with opportunities to explore their own knowledge of the world in which they live by looking at the role some people who help us in our community play. On our first day into this topic we will all dress up as a person who help us, providing us with opportunities to talk and listen to others about the job we do in our community and how it helps others. We will then have an immersive experience of being helpers ourselves to Ryder and the Paw Patrol pups by completing a series of challenges that will give the children first-hand experiences of being a helpful person in role.



Theme	Paw Patrol	Police	Firefighter s	Doctors/Nurses	Dentists
Possible Learning Challenges	<ul style="list-style-type: none"> Can you write a letter to Ryder? Can you retell the events of helping Ryder? Can you write about the clues you find? Can you draw a Paw Patrol pup? Can you use the model making materials to build a Paw Patrol look out? 	<ul style="list-style-type: none"> Can you write a swag bag list? Can you write a list of objects a police officer needs? Can you write a story about a police officer catching a robber? Can you design your own police car? Can you draw a police officer? 	<ul style="list-style-type: none"> Can you write a fire safety label? Can you design and build a fire engine? Can you role play being a firefighter? Can you make a fire safety poster? Can you put out a pretend fire? 	<ul style="list-style-type: none"> Can you write a doctor's note? Can you use the large construction to make an ambulance? Can you label parts of the body? Can you role play going to the doctors with a friend? Can you write a list of patients? 	<ul style="list-style-type: none"> Can you design a dental hygiene poster? Can you write instructions for how to brush your teeth? Can you use the model making materials to make a set of teeth? Can you draw a dentist? Can you count how many teeth you have?
Focus Texts Non-Fiction books.	Paw Patrol books	Cops and Robbers - Janet and Allen Ahlberg	Non Fiction books about Fire fighters	Funny Bones - Janet and Allen Ahlberg	Non Fiction leaflets about the dentist/dental hygiene
Poems/songs	Paw Patrol theme tune	Police Car Dance Song	Fireman Sam Theme Tune	Head Shoulders Knees and Toes	Brush Your Teeth
Moving images	Paw Patrol clips	Let's Play Police Officers - youtube	Fireman Sam	Topsey and Tim Visit the Doctor Get Well Soon - Dr Ranj	Topsey and Tim Visit the Dentist

Topic Word Bank	Emergency, helpful, job, teamwork, considerate, officer, laws, burglar, medicine, rescue				
Role Play Areas	Paw Patrol Lookout, Police Station, Hospital, Fire Station, Vets				
Events	People Who Help Us Dress Up Day Walk around Grantham Town to find places of where people work who help us in our local community	Visit from a police officer Phonics Workshop with Parents	Visit from firefighters	Visit from Nurses/Doctors	Visit from Dentist Trip to Imagination Town
Communication and Language Listening, Attention and Understanding, Speaking	<p>Communication and Language Children in Reception will begin to- <i>Listen carefully, adults will explain and model to children why listening carefully is important. Learn new vocabulary, children will be introduced to new vocabulary weekly. They will be encouraged to use this vocabulary during learning times to ensure correct understanding.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Chatter time: AL: children will share their Christmas holiday photos from Tapestry with the rest of the class AL: discussing and making New Year resolutions AL: sharing roles of their family members who help in the community AL: Children will learn a bank of key words related to the topic 'The Helpful Patrol'</p>		<p>Communication and Language Children in Reception will begin to- <i>Ask questions, adults will encourage and model asking questions around topic areas. Children will know all their questions are valid. Talk about their ideas, adults will model articulating ideas using well-formed sentences and correct children to use the correct language structure.</i></p> <p><i>Extend their ideas, adults will model to children extending their ideas using a range of connectives. Talk about past events, adults will model retelling past events in detail.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Children will learn to join in with the repeated refrains from the story 'Cops and Robbers' AL: Chatter time: AL: Children will discuss what happens in Winter and why these changes happen AL: Children will talk about their own experiences of visiting the dentist when they have a talk from a real dentist.</p>		
Continuous Provision	<p>Adults will model using recently introduced vocabulary in the role play areas. Children will be able to decode some key words in their role play to understand and use in their play. Photos of any family members who are a person who helps us in a book to place in the reading area - model sharing this in snack times Non-fiction books about various people who help us (police, firefighters etc) to share knowledge and understanding Cops and Robbers tuff tray to explore - characters and objects pertaining to police (e.g. handcuffs) Selection of Winter objects/pictures/non-fiction books in various areas (e.g. art to draw) to inspire conversation about what happens</p>				
Personal, social and Emotional Development	Personal, social and Emotional Development Children in Reception will begin to-		Personal, social and Emotional Development Children in Reception will begin to- <i>Manage their own needs, this will be supported by adults giving children ample opportunities to explore different</i>		

<p>Self-Regulation Managing Self Building relationships</p>	<p><i>See themselves as valuable; adults will constantly praise good behaviours, perseverance, hard work and 'not giving up attitudes'.</i></p> <p><i>Build respectful relationships with peers, this will be supported by adults showing respectful relationships to children, treating every child as an individual.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL; Circle Times: AL: role play scenarios given to children for them to act out with their peers and adults AL: playing turn taking and team games (board games and physical games)</p>	<p><i>food types, to discuss good hygiene and take part in daily exercise.</i></p> <p>Teaching Input and Activities</p> <p>AL; Circle Times: AL: Categorising healthy and unhealthy foods AL: Discussing the effect of food on our bodies AL: Deciding why it is important to have a balanced diet</p>
<p>Continuous Provision</p>	<p><i>Ample opportunities for children to play together cooperatively in their role play area to act out scenarios.</i></p> <p><i>Adults to help model and play alongside children in these areas.</i></p>	<p><i>Opportunities for children to discuss and explore their bodies and how they look after them with suitable non-fiction books and scientific equipment (skeleton etc.)</i></p>
<p>Physical Development Gross Motor Skill Fine Motor Skills</p>	<p>Physical Development Children in Reception will begin to-</p> <p><i>Children will refine and revise their fundamental skills, adults will provide daily time outdoors for children to explore their fundamental Gross Motor Skills taking into account children with physical disabilities.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: practising their ball skills AL: practise throwing and catching and aiming at a target. AI: Building trim trails outside. AI: Using balance bikes in safe and effective ways.</p>	<p>Physical Development Children in Reception will begin to-</p> <p><i>Children will refine and revise their fundamental skills, adults will provide daily time for children to practice and refine their fundamental Fine Motor Skills taking into account children with physical disabilities.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Hold a pencil correctly when writing or drawing during Adult-Led small group writing activities and during provision. Opportunities for this are provided and encouraged, with adult support, in the Doctors/Vets Role play, small world area, writing area and Maths area. AL: use a range of small tools including scissors, paintbrushes and cutlery. In the creative area children are encouraged to use paintbrushes, rollers, and drawing resources to create with. Fine Motor activities are timetabled that include scissor cutting, playdough, threading and using hole punches to develop the children's fine motor skills.</p>
<p>Continuous Provision</p>	<p>Gross-motor skills opportunities for:</p> <p>Ball skills; throwing and catching Chalking lines on the playground for children to roll or kick a ball along. Children can also chalk their own tracks to follow or for others to follow. Can add cones onto the lines for dribbling practice and extra challenge of moving around. Various target practice for throwing and kicking (into hoops, goals, cones). Ball skills; throwing and catching Catching and counting games (adult led initially) to beat a high score.</p>	<p>Fine-motor skills opportunities for:</p> <p>Using tweezers, constructing with lego, threading pasta, screwing nuts and bolts Threading around People who help us laminated shapes Chalking various different emergency vehicles and people who help us on the playground Draw designs for an emergency vehicle when modelling in the making area/construction area Use pipets to put out the 'fires' on the houses/vehicles Opportunities for children to practice handwriting CVC words using different mediums - pens, pencils, paintbrushes etc</p>

PE Sessions

Implement Get Set 4 PE: Ball Skills Unit 1.

In this unit children will develop their ball skills through the theme of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.

Learning Objectives-

- To develop rolling a ball to a target.
- To develop stopping a rolling ball.
- To develop accuracy when throwing to a target.
- To develop bouncing and catching a ball.
- To develop dribbling a ball with your feet.
- To develop kicking a ball.

Assessment Criteria

I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play cooperatively and take turns with others. I use ball skills with developing competence and accuracy.

Literacy
Comprehension
Word
Reading
Writing

The fundamentals of English are built into the classroom setting daily by use of high quality adult interactions with children. Children are consistently questioned and introduced to new vocabulary throughout the day. This is underpinned by meaningful literacy lessons that are explored through various ways to entice and excite the children

Literacy Children in Reception will begin to-

Children will use their prior learning of phonics in Autumn term to begin to blend words together, learn and read digraphs and trigraphs. Read phase 2 and begin to read Phase 3 common exception words. . Form lower case and capital letters correctly.

Built upon by: Teaching Input and Activities

AL: Character descriptions (fact files) using 3-4 letter words/ 2-3 word captions.

AL: Exploring non-fiction books - discussing what makes a book non-fiction

Purposeful Writing Opportunities

AL: HA: labelling their Paw Patrol Pup
AL: MA/HA: Caption writing for paw patrol pictures
AI: Can you label a map of Adventure Bay?

Built upon by: Teaching Input and Activities

AL: List writing a swag bag

Purposeful Writing Opportunities-

AL: words for describing characters in Cops and Robbers

Built upon by: Teaching Input and Activities

AL: MA/LA Labelling Fire Safety

Posters

HA: Caption writing for Fire Safety

Posters

(to be put around the school)

Purposeful Writing Opportunity-

AL: Identifying Fire risks around school.

Built upon by: Teaching Input and Activities

AL: Labelling parts of the body

AL: Retelling the story of Funny Bones

Purposeful Writing Opportunity-

AL: Write labels for the skeleton
ECP: Write a doctor's note
ECP: Labelling skeletons using the life sized skeleton.

Teaching Input and Activities

AL: Instructions for how to brush your teeth

Purposeful Writing Opportunity-

AL: Instructions for how to brush your teeth for younger siblings
AI: Dental Hygiene Posters

Continuous Provision	Writing area: Paw Patrol images People Who Help Us Key words Labelling the Paw Patrol and their jobs.	Writing area: Police images Police key words Paper and Clip boards for writing down evidence. Drawing and labelling wanted Posters.	Writing area: Firefighter images Firefighter Key words Clipboards and paper for writing health and safety checks.	Writing area: Doctors images Doctors Key words	Writing area: Dentist images Dentist Key words Recounting personal trips to the dentist on dentist paper.
English	<p>Transcription- Handwriting, punctuation and spelling - use of phonics</p> <p>Composition- Wanted Posters, Doctors Note, Character descriptions, Wanted Posters, Map labels, Caption writing, Doctors Note, Labelling the paw patrol pups and what makes their vehicle special</p> <p>Exploratory- What does a doctor do? Why are they important and how do they help you?</p> <p>Presentational- Children present their doctors note to the class, what does the note say? Why is their vehicle special? How will it help us? Teacher to model reading some of the key texts.</p>				
Phonics	<p style="text-align: center;">Literacy Children in Reception will begin to-</p> <p style="text-align: center;"><i>Children will use their phonics knowledge to spell phonetically plausible words during phonics lessons and phonics activities. Adults will demonstrate re-reading what they have wrote to make sure it is spelt correctly and encourage children to do the same.</i></p> <p style="text-align: center;">Built Upon by: Teaching Input and Activities</p> <p>Begin Phase 3 teaching - Using Phonics Bug Set plus tricky words Phase 3 sound books sent home AL: LA children: CVC writing AL: MA children: CVC and CVCC/CCVC writing AL: HA children: caption writing</p>				
Continuous Provision	<p>Can you write a letter to Ryder? Can you retell the events of helping Ryder? Can you write about the clues you find? Can you draw a Paw Patrol pup? Can you use the model making materials to build a Paw Patrol look out?</p>	<p>Can you write a swag bag list? Can you write a list of objects a police officer needs? Can you write a story about a police officer catching a robber? Can you design your own police car? Can you draw a police officer? Sharing stories with adults in the setting.</p>	<p>Can you write a fire safety label? Can you design and build a fire engine? Can you role play being a firefighter? Can you make a fire safety poster? Can you put out a pretend fire?</p>	<p>Can you write a doctor's note? Can you use the large construction to make an ambulance? Can you label parts of the body? Can you role play going to the doctors with a friend? Can you write a list of patients?</p>	<p>Can you design a dental hygiene poster? Can you write instructions for how to brush your teeth? Can you use the model making materials to make a set of teeth? Can you draw a dentist? Can you count how many teeth you have?</p>

	<p>Sharing stories with adults in the setting. Listening and responding to pictures and words. Joining in with songs and rhymes.</p>	<p>Listening and responding to pictures and words. Joining in with songs and rhymes.</p>			
<p>Mathematics Underpinned by White Rose Maths and Number blocks Number Numerical Pattern</p>	<p><i>Mathematics Children in Reception will begin to- Count objects independently after repeating and refining counting skills in Autumn terms.</i> <i>They will link the cardinal number with the number value for numbers up to 10.</i></p> <p>Built upon by: Teaching Input and Activities White Rose - Spring AL: Introducing zero. AL: Exploring the number bonds to 5. AL: counting to 10.</p>		<p><i>Mathematics Children in Reception will begin to- Children will continue to explore the composition of numbers to 10 by learning, revising and implementing number bonds to 5 and 10.</i></p> <p>Built upon by: Teaching Input and Activities White Rose - Shapes with 4 sides. AL: Combining 2 groups to find the whole. AL: talking about 2D and 3D shapes.</p>		
<p>Continuous Provision</p>	<p>Well stocked and set up numeracy area with a daily intended task. Objects for counting. Combining different numicon pieces. 5/10 frames and counters Pairs of gloves/washing line for counting in 2's Finding numbers around the environment. Construction areas, counting the number of resources used.</p>		<p>Well stocked and set up numeracy area with a daily intended task. Printing with lego and duplo. 2D and 3D shapes Clocks for supporting time.</p>		
<p>Understanding the World Past and Present People, Culture and Communities</p>	<p><i>Understanding the World Children in Reception will begin to- Children will learn about the changing seasons as they watch Winter come into fruition.</i> <i>They will gain a sense of community when learning about Police Officers and how they keep us safe.</i></p> <p>Built upon by: Teaching Input and Activities AL: Connecting Paw Patrol Pups to the services in our community AL: Exploring the life of a police officer AL: Investigating a robbery AL: Chatter time: AL: sharing roles of their family members who help in the community AL: exploring the season of winter AL: DT - to create and make soup</p>		<p><i>Understanding the World Children in Reception will begin to- Children will gain a sense of different cultures and understand some places a special to come members of the community.</i></p> <p>Built upon by: Teaching Input and Activities AL: Becoming a firefighter in role play AL: Talking about experiences of going to the doctors AL: Taking part in a visit from the dentist AL: Chatter time: AL: learning about Chinese New Year AL; learning about Shrove Tuesday AL: learning about Lent AL: Science: AL: exploring what ice is and how it is formed</p>		
<p>Continuous Provision</p>	<p>People Who Help Us non-fiction books Paw Patrol toys, Handcuffs, police hats/dress up for children to use in their play Learn about changing seasons Explore winter</p>		<p>Firefighter/doctors/dentists non-fiction books Burnt objects Skeleton, felt organ body, Big set of teeth, toothbrushes, toothpaste Doctor/Nurse non-fiction books Skeleton, felt organ body</p>		

	<p>Understand people who help us in the community such as the police, firefighters, doctors, dentists and nurses.</p>	<p>Understanding different cultures and special places in the community Share experiences they have had of those who help us Understand what Chinese New Year is Learn about Shrove Tuesday and lent Programming beebots to follow a map to save people.</p>
<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p>	<p>Expressive Arts and Design Children in Reception will begin to: <i>Children will return to and build upon skills learnt previously to draw recognisable pictures.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Drawing own Paw Patrol Pup AI: Drawing a Paw Patrol Scene AL: Design a Police Badge AL: Finger Printing our DNA AI: Model make your paw patrol pup using playdough. AL: Draw your friend's teeth AL: Firework paintings Home Learning Challenge: Junk modelling emergency vehicles AL: Creating a Chinese New Year lantern AL: class project - creating a Chinese Dragon AI: Role play being a doctor/firefighter</p>	<p>Expressive Arts and Design Children in Reception will begin to: <i>Children will return to and build upon skills learnt previously to draw recognisable pictures.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: listen attentively, move to and talk about music expressing their feelings and responses through painting to music and dancing/moving to music. AL: Singing Nursery Rhymes/counting songs. AL: stories to support imaginary play. Make up stories using the Paw Patrol/People Who Help Us characters in the small world.</p>
<p>Continuous Provision</p>	<p>Booby traps in the large construction area Clay making Paw Patrol Pups Use PVA glue to add glitter to the end of a firefighter's hose, understanding that they need to pour off the excess into a tray. Create water splashes for a fireman's hose using small circles from one hole punch. Use split pins to make moving fire using different oranges and reds. Use glue gun to stick robbers 'swag' into a hessian sack. Fire Station small world Junk modelling fire engines Junk modelling an ambulance Make a set of teeth with the playdough Children draw various 'people who help us' focusing on uniforms and body features.</p>	<p>Paw Patrol/Fire Engine Station Small World - can the children create a scenario or emergency for the Paw Patrol or firefighters to solve? Do we need any other emergency workers such as paramedics? Doctors/Vets role play - what is wrong with the patient/animal? Do they need medication? Can you write out a prescription? Music in the creative area to paint to - how does it make you feel? How are you moving your paintbrush? Why are you moving it in this way?</p>
<p>Well-being</p>	<p>AL: Well-Being Take notice - My surroundings I am unique Similarities and differences Festivals</p>	<p>Where do you live? What features are in your environment? Why are you unique? What is similar? What is different? Do you enjoy the same or different things to your friends? What festivals do you celebrate?</p>

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



The Helpful Patrol

