**Nursery Planning- People Who Help Us  
Week 1: Summer 2  
(don’t forget to scroll down for additional activities and daily phonics)**

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|  | **Literacy/Understanding the World** | **Maths** |
| **Monday 1st** | INSET DAY | |
| **Tuesday  2nd** | This week we are going to be looking at people who help us. Ask your child if they can think of anybody who has helped them. “What did you need help with?” “Who helped you?” “How did you feel when someone helped you?” “Is there another time somebody helped you- somebody different?” Explore the ‘Mon-pwhu word mat’ together. Ask your child to tell you who they see and ask “what do you know about this person’s job?” “can you tell me what equipment they might need to use” “what about if they have to wear any special clothes” “why might that be?” Challenge gender stereotypes (nurses/builders).  **Challenge:** Now think about a time you have been helpful or what you can do to be helpful at home. What will it be? Will you need anything to help you be helpful? Draw a picture on a heart shaped piece of paper of what you have to be helpful. You could make a helpfulness tree and hang/stick a new heart each day. It could be tidying your toys, helping make food, making your bed, getting dressed on your own. I wonder what it might be? | Write some numbers on some paper shaped flames (1-5, 1-10 or 1-20). Ask your child to pretend to be a firefighter! There are a few games you can play   * Hide the flames around the room/house/outdoor area. Get your child to find the fires to put them out (they could squirt them with water.) As they find them ask them to tell you which number they have found to practise number recognition. * Muddle the number flames up on the floor. Ask your child to put them in order. Do they know that number 1 comes first? * Create a number line by putting the flames in a line but miss out one number. Ask your child if they can spot the missing number. You might like to miss out a few numbers and give them to your child to put in the correct space.   **Challenge:** Can you have a go at writing your own numbers on the flames? |
| **Wednesday 3rd** | Use yesterday’s activity as a springboard to follow your child’s interests about a particular person(s) who helps us.  You could   * use the internet to find out more about their job * find out about the equipment they use * look at the uniform they have to wear * find out if they have a special vehicle or animal to help * talk about what they do to help us * talk about when we might need them to help us * listen to some stories about this job * watch some episodes on Youtube of ‘Cbeebies Let’s Play’ to see them in action <https://www.youtube.com/results?search_query=let%27s+play+cbeebies> * Your grown up could help you make an information book with facts and pictures about a person(s) who helps us   Maybe you could dress up (or make a costume) as your favourite person who helps us? Support your child to role play scenarios linked to the occupation. Be creative! You could use cardboard boxes to make props, use toys and things at home to support the play.  **Challenge:** Can you draw a picture of your favourite person who helps us? Think about what you have learnt about what they wear, what they use, if they have a vehicle or animal to help. | Today pretend you are a Postal Worker. Gather some items that you might need to ‘post’ to different people. You might like to put them into boxes. Can you talk about the weight of the items? (Encourage your child to use language of heavy and light and then to make comparisons between the weights e.g. this one is heavier/lighter).  **Challenge:** Maybe you could order them from lightest to heaviest? Is the biggest one always the heaviest? Is the smallest always the lightest? |
| **Thursday 4th** | Today you will be looking more at the people who help us. Use the ‘Thurs-who-can-help-me-interactive-Powerpoint’ to read the clues and decide who would be the right person to help you. Together talk about how that person would help (what they would do, what they would use etc.). Maybe you could roleplay the scenarios? Take in turns to pretend you need help with different problems and how the person will help them. **Challenge:** First of all stick together lots of pieces of paper to make one giant piece of paper. Can you draw a town where people need help? Think about drawing the buildings where people who help us might work? What might you need to draw to get from one place to another? What emergencies might there be? Who would help if you broke your leg, where would you go? What about if you need help to cross the road? You could use your toys, cars, house etc. to join in with your play. | Can you be a police officer and help to find your missing toys? Explain to your chid that your toys have gone missing and you will need to be a police officer to help get them back safely. You will need to encourage your child to use prepositional language to describe where they had found the toys (next to, in front, behind, on top, under). You may need to model e.g. “I found the teddy under the sofa”. How many toys did you find? Can you count them all? |
| **Friday 5th** | Explain that the people who help us have a job (maybe get your child to think about the jobs different people in your family have). Can they think of any jobs that grown-ups do? Ask them to think about what job they might like to do when they are a grown up. Ask them to close their eyes and imagine they are grown up (you could get them to put on a special hat/glasses that helps them to look into the future). Will it be a job that will help people? You might like to look at the ‘Mon-pwhu word mat’ together again. Ask them to tell you why they want to do that job. Will it help anyone? Stick lots of paper together (enough so you can draw around your child). Ask them to draw/paint a life size person of them as a grown up doing their job e.g. drawing themselves as a firefighter. | Please see ‘Fri-2D shape hunt’ document. |

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| **Additional activities** These are some further ideas that link to the story on each day. They are a great way of extending your child’s learning or to develop their interests further. The instructions can be found in separate named documents. | | | | |
| **Monday 1st** | **Tuesday  2nd** | **Wednesday 3rd** | **Thursday 4th** | **Friday 5th** |
| INSET day | * Find out more about the people who help us by watching Biggleton on iplayer <https://www.bbc.co.uk/iplayer/episodes/b09hln47/biggleton> * You could make a lollipop crossing in your garden to teach and practise talking about road safety * This week could provide an opportunity to talk to your child about thanking the NHS. You could explain that they are helping poorly people in the hospital to get better. Drawing rainbows and clapping each Thursday is to say thank you. Have you drawn/made a rainbow? * Can you cut out and match the right person with their place of work and their equipment? Print ‘t-e-663-jobs-place-of-work-tools-and-vehicles-matching-cards’ * Have you talked about less obvious people who help us? What about the rubbish collection people? How do they help? What would happen if we didn’t have them? You could talk to your child about recycling. Ask them to help sort out the recycling. * Practise cutting skills by printing ‘People-Who-Help-Us-Themed-Cutting-Skills-Worksheets’ * Does your child know what the emergency services are? You could teach them about calling 999 when there is an emergency. Practice role playing with old phones * If you have chalk you could chalk flames/numbers/letters outside and use a hose/spray bottle to put out the fire whilst recognising letters/numbers. | | | |
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| **Phonics** Below are some daily phonics ideas that will enable your child to practise and develop the skills they have learnt so far this year  **Please visit phonicsplay.co.uk- Parents- Pre-school children for some really helpful support about how what phonics is, how it is taught and further ideas.** | | | | |
| **Monday 1st** | **Tuesday  2nd** | **Wednesday 3rd** | **Thursday 4th** | **Friday 5th** |
| Go to Twinkl.co.uk. They will allow you to access some free resources (Phase 1) | | | | |
|  | **Environmental sounds-** Practise your listening skills by playing this game on Twinkl. Can you turn your listening ears on to tell me what sounds you can hear? <https://www.twinkl.co.uk/resource/tg-ga-146-level-1-phonics-the-garden-environmental-sounds-game> | **Instrumental sounds-** Make some shakers or use drums (pots and pans and wooden spoons are perfect) to play along with songs, rhymes and the radio. Try making the loudest sounds that you can then the quietest sounds that you can. Tap out simple rhythms. Can your child repeat the rhythm back to you? | **Rhyming-** Have a look at the rhyming word pictures. Tell your grown up what you can see (they go in a strip). Can you tell them which picture does not rhyme with the others? | Listening and copying- Play ‘Welcome to the Zoo’ on Phonics Play <https://new.phonicsplay.co.uk/resources/phase/1/welcome-to-the-zoo>  Download ‘Fri-Welcome to the Zoo’ document for how to play. |
| **Oral segmenting and blending: Robotic talking**- Words are made up from sounds (called phonemes) and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). If you aren't sure what the sounds are or how to break that word down then just miss out that word and pick something easier. E.g.  Pass that p-i-g to me. Sit d-ow-n. Point to your t-ee-th. Hop like a f-r-o-g As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves? | | | | |