

Spring 1: Lights, sirens, action!							
Enquiry Question: Who helps us and how do they make our lives better?							
Magnificent 7 Goal	Plan a party	Shine like an artist	Be a nature detective	Make a movie	Develop healthy habits	WOW us with your writing	Follow a recipe
Milestones	Children can explore celebrations further through stories, role-play, and hands-on resources.	Children can develop their own ideas and create artwork inspired by observations, stories, natural materials, or artists.	Children can investigate plants, seeds, and animals in more detail, noting changes over time and using simple recording methods.	Children develop storylines through role-play and collaborative storytelling.	Children can confidently and safely use a range of large and small apparatus with relative precision, balance, coordination and accuracy.	Children write CVC words and simple captions with improving grip and growing independence.	Children begin to follow simple instructions to make or prepare something with support.
Goal overview	Using their growing understanding of different cultures and celebrations, children explore music, dance, decorations, food, and simple party activities. Adults model safe food handling, reinforce healthy food choices, hygiene, sharing, and turn-taking, while children practise cooperating, negotiating roles, and making decisions in play. Stories are used to introduce new vocabulary and to reflect on different ways people celebrate.	Children are encouraged to observe natural materials and their environment, particularly during Forest School experiences. They collect leaves, sticks, stones, and other natural items to create sculptures, collages, and textured artwork. Adults support children in planning their creations, using stories, seasonal changes, cultural references, and the work of different artists as inspiration. Children practise fine motor skills to manipulate materials safely and with increasing control. They sustain attention, persevere in creative tasks, and describe their processes and	Children observe growth, decay, and seasonal changes in plants, and notice animal activity in the setting or nearby local environment. They compare differences in size, shape, colour, and texture of seeds, leaves, and small animals. Adults encourage discussion, ask predictive questions ("What might happen next?"), and support simple recording methods such as drawings, tallies, or photographs. Children begin to discuss how the local environment differs from other environments, e.g., comparing a garden to a forest, park, or seaside, using books to draw on their experiences.	Children explore a range of stories from different cultures, traditional tales and modern picture books. They draw characters and scenes inspired by stories and develop their own imaginative ideas. Children begin to plan simple storylines in play, using role-play areas, puppets or small world resources to act out events. Adults encourage children to explain their ideas clearly, ask questions and respond to others' suggestions. Children share stories through the use of different mechanisms.	As children are introduced to a range of equipment (e.g. tumbling mats, wheeled toys, balance bikes, A-frames, hoops, balls etc.) indoors and outdoors, they develop their overall body strength, balance, coordination and agility. Adult support will be given to model different skills that the children will then be able to practice and refine. Children begin to make simple healthy choices, such as choosing water, recognising fruit and vegetables as healthy, and understanding the importance of rest and sleep. Hygiene routines become more consistent,	Children's tripod grip becomes more secure and consistent. They can write dictated CVC words and simple captions using their phonics knowledge. Children show enthusiasm for writing within continuous provision and begin to apply their skills independently in play-based contexts.	Children work in small groups to follow simple instructions, such as preparing food or creating something together. They begin to measure, count and compare quantities while carrying out tasks. Children talk about the changes and processes that happen during activities such as cooking (e.g. mixing, heating or combining ingredients).

		choices using new vocabulary.			including handwashing and basic cleanliness. Children begin to talk about how exercise supports their health and notice changes in breathing and energy.		
Knowledge progression	Community helpers have important roles that support people every day. Different jobs help keep us safe, healthy and connected.	Artists can represent people, places and jobs using different media and techniques.	Living things need care. People help animals and plants grow and stay healthy.	Stories can be created from real-life experiences and community roles.	Doctors, dentists, opticians and vets help us stay healthy and safe.	Words and captions communicate meaning. Writing can be used for real purposes.	Instructions help us complete tasks in the correct order. Measuring and counting help us prepare things accurately.
Skills progression	Discuss community roles, cooperate with others, take turns and explain how people help us.	Create detailed artwork, select resources independently and explain artistic choices.	Observe changes, compare findings, record observations and ask questions.	Develop storylines, collaborate in role-play, use props and explain ideas.	Balance, coordinate, control movements, use equipment safely and discuss healthy choices.	Write CVC words and captions, use phonics independently and apply writing skills in play.	Follow instructions, count and measure ingredients, compare quantities and work collaboratively.
EYFS Weekly teaching	MyHappyMind			NELI (People who help us) Talk for Tuesday (Oracy planning)	Get set for PE	Drawing club Little Wandle	Concept Cat White Rose NCETM
Memorable experiences	Red nose day Road safety talks Children's mental health week		Chinese New year World religion day	Emergency vehicles visit National storytelling week	Visit from a firefighter Visit from a police officer Visit from a nurse, doctor or paramedic Visit from a dentist		Making healthy snacks NSPCC number day Pancake day

Spotlight learning		Fire inspired artwork Make thank you cards for emergency workers	Create simple maps of the local area Chinese new year dragon dancing Finger print investigations	Role-play emergency workers	Explore medical equipment	Draw and label emergency vehicles	
Key texts	Fiction · Sammy's Kitten · Supertato · Emergency! · Topsy and Tim Visit the Doctor · Charlie the Firefighter · A Day in the Life of a Doctor			Non-fiction · People Who Help Us · Firefighters · Police Officers · Doctors and Nurses · Postal Workers · Vets and Animal Care			
Nursery rhymes and poems	Nursery rhymes · The Ni-Na Song · So Many People Who Help Us · Miss Polly Had a Dolly · London's Burning · Five Little Firefighters · This Is the Way We Help Our Friends			Poems · The Firefighter (Twinkl/teacher-created poem) · The Helpful Doctor · People Who Help Us · The Police Officer · Brush Your Teeth · Wash Your Hands · Healthy Me · Five Brave Firefighters · The Ambulance Ride · When I Grow Up · Busy People (simple repetitive verse) · Who Am I? community helper guessing poem			
Key vocabulary	Teir 1 vocabulary postman, postwoman, postal worker, van, envelope, stamp, firefighter, police officer, help, fire engine, ambulance, police car, siren, doctor, vet, healthy, ill, dentist, optician, glasses, check, pet, loud, quiet, family, friend, mine and yours.			Teir 2 vocabulary postal workers, deliver, reward stamp, helper, helpful, extinguish, fire extinguisher, paramedic, hospital, nurse, surgery, medicine, healthiest, checking, contact lenses, friendship, household, quieter, loudest, community and responsibility.			

Wider curriculum links	PSHE: Understanding the roles of people who help us, recognising how to stay safe and healthy, developing empathy and respect for others, learning about responsibilities within a community, and building confidence when speaking to visitors. RE: Exploring how different faiths and communities care for others, discussing kindness and helping behaviours, and learning about people who support their communities through service and compassion.	Art & Design: Portraits of community helpers, observational drawings, emergency vehicle artwork, junk modelling vehicles, creating badges, signs and posters, and exploring colour and texture through mixed media. Design and Technology: Designing and making emergency vehicles, creating uniforms and badges, exploring how equipment works, constructing models using a range of materials, and evaluating designs. Music: Learning songs about people who help us,	History: Comparing people who help us today with those in the past, exploring how hospitals, firefighting and policing have changed over time, and discussing significant individuals who helped others. Geography: Exploring places in our local community, identifying where community helpers work, using simple maps and routes, and understanding how services help people in different locations. Science: Learning about keeping our bodies healthy, healthy eating, exercise, hygiene, growth		Physical Education: Developing coordination, balance and agility through emergency-themed obstacle courses, practising teamwork games, understanding how exercise affects our bodies, and developing fine motor skills through tool use and role play.	Literacy: Listening to stories about community helpers, writing labels, captions, thank-you cards, appointment slips and simple messages, developing topic vocabulary, and retelling experiences through role play and storytelling.	Computing: Taking photographs of visitors and learning experiences, creating simple recordings of role-play scenarios, using technology to document learning, and exploring simple ways to communicate information. Mathematics: Counting and comparing quantities, measuring ingredients when preparing healthy snacks, sorting objects by category, exploring time and sequencing routines, creating simple maps and routes, and interpreting
-------------------------------	--	--	---	--	--	--	---

	· Show curiosity about living things and how they are cared for. · Firefighters help keep us safe from fire. · Police officers help keep people safe and enforce rules. · Doctors, nurses, dentists and opticians help us stay healthy. · Postal workers deliver letters and parcels. · Vets care for animals. · Healthy choices help our bodies grow strong. · Communities work best when people help one another. · Instructions need to be followed in the correct order.
--	--