



People Who Help Us Topic Trail –Little Stars Spring 2

Here is some of the learning that we will be focusing on this half term for you to discuss and research at home

Topic Opener:

Community

Our key values this half term:

Team work

Key Questions

What do they do?
How do they help us?

Vital Vocabulary

Help police ambulance wolf
disguise trick woodcutter
grandma hide rhyme

Communication and Language

Can tell you what I have painted or drawn.
Can talk about a story I have listened to.
Can talk about what happened in a story and maybe why.
Can join in with a rhyme or refrain from a story.

Personal, Social and Emotional Development.

Beginning to make sense of my own life and family.
Show interest in photographs of myself and other children in nursery.
Use my senses to explore the indoor and outdoor environment.
Name the 4 emotions – happy, sad, angry and calm.
Can say how I feel using the Colour Monster story.

Physical Development:

Hold a pen using a tripod grip.
Hold a pair of scissors.
Snip/cut along or around a line.
Use a knife and fork.
Sit at a table and eat my lunch or snack.
Go to the toilet and take care of my personal hygiene.
Ask for help if needed.

Understanding the World:

Name some of the seasons.
Know the days of the week through the song.
Name and find the primary colours.
Know that breakfast is an important meal.
Know what I eat for breakfast.
Know how bread is made.
Can taste hot cross buns.
Explore natural materials linked to Winter and Spring and changes in

Maths:

Recite number to 5 in order and start at different numbers.
Match a small quantity to a numeral.
Join in number rhymes eg. Five little ducks, five little speckled frogs
Show numbers up to 5 on their fingers.
Recognise numbers of importance eg. 1, 2, 3 and 4.
Use positional language – between, above, beneath and around
Use 1 more and 1 less in play and number rhymes.

Literacy:

Starting to find my name.
Starting to write my name with some recognisable letters and marks.
Know that words convey meaning in books and the environment.
Can listen to a story and talk about it.
Know some supersonic friends actions for sounds.
Look at books and have a favourite.
Can turn the pages in books.
Starting to understand that words go from left to right.

Expressive Arts and Design:

Know how to use different tools and colours when painting.
Have my own ideas about what materials I want to use.
Name the 4 emotions – happy, sad, angry and calm.
Know the movements to make more complex marks like a car or van.
Use puppets and small world to retell stories.
Can use different percussion instruments with control.
Can follow the lead of a singer when singing songs eg. pitch.

Key and Supportive Texts

