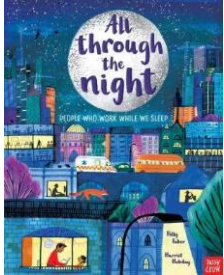
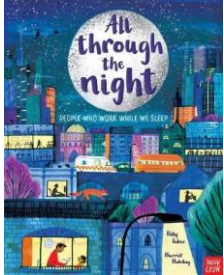
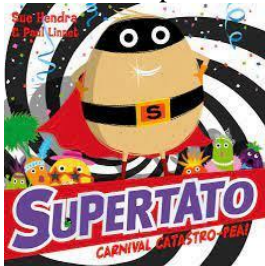

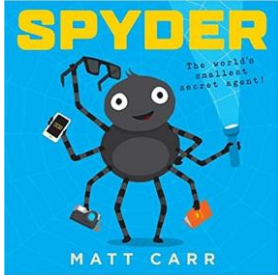


| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| Literacy & CL | <p>Key text: All through the night</p>  <p>Writing skills/knowledge Activity: To write a letter to thank the local heroes in our school community. Children will know what a letter is. Children will give examples of when we write letters. Children will know that a letter starts with 'Dear' or 'To' Children will know a letter ends with 'from' Children will know how to write CVC words (LA) Children will use their phase 2 sounds to write initial sounds. Children will use their phase 2 knowledge to</p> | <p>Key text: All through the night</p>  <p>Writing skills/knowledge: Activity: To write what they would like to be when they grow up. Children will begin to write short sentences to write what they would like to be when they grow up. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to write short sentences e.g. I want to be a vet.</p> | <p>Key text: Supertato: Carnival catastrophe</p>  <p>Writing skills/knowledge: Activity: Wanted posters (Character Description) Children will begin to write labels to describe a character. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to write describing sentences e.g. He is green. He is a bad pea. Children will be able to draw pictures to demonstrate their ideas.</p> | <p>Key text: Supertato: Carnival catastrophe</p>  <p>Writing skills/Knowledge: Activity: To write in role Children will begin to act in role as a character from a story. They will be able to say what the character is thinking, feeling, saying etc. Children will be able to write simple sentences about a picture. Children will be able to write tricky words: me, be, she, he, we Children will be able to check back their sentence to check it makes sense.</p> <p>Reading</p> <p>Comprehension:</p> | <p>Key text: Dear Dinosaur</p>  <p>Writing skills/Knowledge: Activity: To write instructions on how to be a spy Children will know why we have instructions. Children will know where instructions are used in everyday life. Children will know how to write simple sentences e.g. Put a hat on Children will be able to use 'and' to join two ideas together. E.g. Put a hat on and a long coat</p> <p>Communication and Language</p> |

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| | <p>represent sounds they hear in words. E.g. vet, mop, till</p> <p>Children will write simple sentences sequenced together using phase 2 and 3 known sounds. E.g. It is a good job.</p> <p>Communication and language: Children will think about jobs that are important in day to day life e.g. cleaner, security staff, bus driver, delivery driver, lollipop lady, road workers etc Children will be able to explain their ideas to a partner about how jobs keep us safe and how they are all important.</p> | <p>Reading: Children can recognise rhyming strings within stories.</p> <p>Reinforce gender fluidity between the jobs/roles in the story – mum is a bus driver – dad is at home looking after the children and washing up. Equally celebrate the diversity within this book by discussing the names of some of the characters.</p> | <p>Children will be able to write words that match their spoken sound. Children will be able to form most letters correctly. Children will spell: go, no, to, the, into correctly.</p> <p>Communication and Language</p> <p>Children will use adjectives to verbally describe a character from the story.</p> <p>Reading</p> <p>Comprehension Children will be able to answer questions about characters in a story: What is a carnival? What does catastrophe mean? Who had escaped from the freezer? Where did Supertato find the Evil Pea? How did Supertato catch the Evil Pea? How</p> | <p>Children will be able to talk about the characters feelings. Children will be able to take the place of the character. Children will be able to ask and answer questions during hot seating. Children will be able to answer the following questions: How do you think Carrot is feeling? Why do you think he is feeling like this? Why do you think Evil Pea does this? How will Supertato save everyone?</p> | <p>Children will use imperative verbs to give instructions verbally.</p> <p>Reading:</p> <p>Comprehension: Children will predict what happens next. Children will talk about what they would do if they could be a spy Children will know who an Author and illustrator are. Why do you think people are spies? What do you need to be a spy?</p> |
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Spring 2 Medium Term Plan – I need a hero

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| | <p>Reading: Comprehension Children will be able to talk about a story</p> <p>Children will know what a front cover is.</p> <p>Why is mum having her breakfast whilst her daughter is going to bed? ? What makes a job important? Are all jobs important? Can you think of any other important jobs? What would happen if people didn't work through the night?</p> | | <p>did everyone feel at the end of the story?</p> | | |
| Phonics | <p>Group 1: ar, or, ur Tricky words: he, we, she, me, be (recap)</p> <p>Group 2: Recap phase 2 (all sounds) Sounds to write CVC and read CVC</p> <p>Group 3: Recap Phase 2 satpin Tricky words: I, no, go</p> | <p>Group 1: ow, oi, ear Tricky words: was, you</p> <p>Group 2: j, v, w, x Tricky word: me, be</p> <p>Group 3: i, n, m, d Tricky words: to, the, into</p> | <p>Group 1: air, ure, er Tricky words: are, her</p> <p>Group 2: y, z, zz, qu Tricky words: he, she</p> <p>Group 3: g, o, c, k Tricky words: he, me</p> | <p>Group 1: recap gaps from phonics tracker Tricky word: all, they</p> <p>Group 2: ch, sh, th, ng Tricky words: we, was</p> <p>Group 3: ck, e, u, r Tricky words: to, the, into</p> | <p>Group 1: recap gaps from phonics tracker Tricky word: my</p> <p>Group 2: ai, ee, igh, oa Tricky words: you, are</p> <p>Group 3: h, b, f, ff Tricky words: he, be</p> |
| Maths | <p>Growing 6, 7, 8</p> <p>Week 3</p> | <p>Building 9&10 9, 10 and comparing number to 10.</p> <p>Week 1</p> | <p>Building 9&10 Bonds to 10 (Pictoral)</p> <p>Week 2</p> | <p>Building 9&10 Bonds to 10 (concrete)</p> <p>Week 3</p> | <p>Consolidation SSM</p> <p>Week 1 Session 1: Track Game</p> |

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| | <p>Session 1: Which show 6? Composition of 6 Flash up a dice face: How many dots can you see? (3/4/2/5) Read 6 Dinner Sid. Look at number 6 pictures: which show 6? Go on a hunt to find the numeral 6 or get a collection of 6 objects.</p> <p>Session 2: Sorting 6,7,8 and Composition of 7 Sort dominoes into groups 6,7 and 8. With a blank domino template arrange 7 spots in different ways. (3+4, 5+2, 6+1) Look at 7 on a 10 frame and notice that there are 3 empty spaces left.</p> <p>Session 3: Composition of 8 Look at 4 dice faces and spot the odd one out (6/4). With a blank ladybird template arrange 8 spots in different ways. (3+5, 4+4, 6+2, 7+1) Look at 8 on a 10 frame and notice that there are 2 empty spaces left.</p> <p>Session 4: Matching 6,7 and 8</p> | <p>Session 1: Representing and Sorting 9 & 10 Show 10 on your fingers, show 9 – we can see we put 1 finger down. Fill a 10 frame with 10 counters. Show two 10 frames (1 full/1 with 9) What do you notice? Look at 4 number picture cards – find the 2 cards that represents 9 (repeat to find 10) Sort number picture cards into a group showing 9 and a group showing 10. Explore the different ways you can show 9 and 10 using a 10 square and two different coloured counters.</p> <p>Session 2: Representing and Sorting 9 & 10 Show a tens frame filled with an amount – as quick as they can, can they say how many can you see? (5, 8, 10 (5+5), 9 (5+4) Sort cards showing 9 or 10 in lots of</p> | <p>Session 1: Counting back from 10 (10 in a bed) Look at a number line to 10. Spot the mistake. Count 10 animals into a bed. Sing the song and count back 1 less. Order a number line starting with 10 and counting back to 1 using fingers.</p> <p>Session 2: Comparing numbers within 10 Look at a number line to 10. Spot the mistake. Take a handful of cubes – do you think I have more than 10? How many do you think I’ve managed to fit in my hand? Count them out I wonder how many cubes you could fit in your hand? More or fewer than me? Two girls have sweets...A has 7, B thinks she has more...How many could she have? Use the number track up to 10 to help. (The number of sweets will need to be greater than 7) A thinks she has 3 sweets is she right? Find 3 on number track.</p> | <p>Session 1: Building with 3D Shapes Practise bonds to 10 – show children your fingers and they say how many more. (3/5/4) Look at collection of shapes: sphere, cube, cuboid, cylinder, cone Demonstrate trying to make a tower with a cube on top of a cone – what do they notice about this? (The cone has a point so we can’t stack on top of it) Demonstrate a cuboid with a cube on top – yes it works as it has flat faces Think about which side you would then use to stack the cylinder on top. Can we stack the sphere? What would be the best way to stack the cone? Explore moving a tyre outside – 1 on side and 1 flat on ground (what do they notice about how each tyre moved?) Create a ramp and explore what happens when you put different shaped objects down the ramp.</p> <p>Session 2: Matching 3D shapes Practise bonds to 10 – show children counters in a ten frame and they say how many more. (7/5) Look at some everyday shapes that you can find around your house/classroom.</p> | <p>Look at a number track to 10: Roll a dice and start counting from that number up to 10 and then count backwards to your starting number. Chalk out 2 large number tracks to 10. 2 people/characters roll the dice then move their pebble/themselves along track. Children continue play, making their own tracks and writing their own numerals.</p> <p>Session 2: Composition of 10 Look at a number track to 10: Roll a dice and start counting from that number up to 10 and then count backwards to your starting number. Look at a bead string (5 red/5 white) Then cover 4 white beads, how can we work out how many are covered? Place counters on a ten frame to represent beads and notice how many more to make 10. Explore ways to make 10 by using beads and string or pegs on a coat hanger. Hide amounts and work out the missing amount to 10.</p> <p>Session 3: Composition of 9 Play ‘I count, you count’: Say a number and children say the next number up to 10. Count out 9 bean bags. Place some on the floor and some in</p> |
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| | <p>Flash up dominoes and shout out amount. (2+2, 0+5, 1+2, 2+4) Play memory game – matching number pictures.</p> <p>Session 5: 1 more and less Read Kipper’s Toy Box Play Kim’s Game: Show 7 toy animals or objects – cover and take away 1. Place 7 identical objects on a tray – cover and tell the children you will take 1 away. Keep the tray covered...can they work out how many will be left on the tray? Now we have 6 continue to play the game either taking away or adding 1 or 2.</p> <p>Week 2 Session 1: 6,7,8 Flash up a ten frame – children shout out amount and show on fingers (7,5) Play a memory game – ladybird cards with different amounts of spots. Match same amount of spots (may not be same arrangement)</p> <p>Session 2: Making Pairs</p> | <p>different ways into the 9 or 10 bucket.</p> <p>Session 3: Ordering Numerals to 10 Show a tens frame filled with an amount and children shout out. (4,7) Jumble up the numerals between two teddies. Who has the first numeral? etc. up to 10. A cheeky teddy swaps a numeral in completed order, turns a number upside down, hides one. Practise ordering 1-10 and then trick a friend by changing something on the number line and see if they can spot the mistake and correct it.</p> <p>Session 4: Composition of 9 and 10. Show a tens frame filled with an amount and children shout out. (10, 2) Read 10 black dots – Look at 9 toy soldiers. Look at other pictures using 9 dots (a train with 9 wheels)</p> | <p>B thinks she has fewer sweets than A – How many could she have? With a friend – grab a handful of cubes...who has more/fewer?</p> <p>Session 3: Comparing numbers within 10 Look at a number line to 10. Spot the mistake. Sort dominoes into groups (fewer/6/more) Use a number track to see if the number of spots is smaller or greater than 6.</p> <p>Session 4: Making 10 Look at a number line to 10. Spot the mistake. Show 3 dice faces (3/5/4) - Show another dice face (6) Which one will go together with 6 to make 10? Use fingers to demonstrate. Show 3 filled 10 frames (3/5/6) - Show another 10 frame showing 5. Show 3 numerals (2/5/1) then (6/8/7)– show a ten frame with 8/3. Explore matching numerals to amounts to make 10.</p> <p>Session 5: Making 10 Look at a number line to 10. Spot the mistake.</p> | <p>Show a collection of cuboids (brick, tin, cereal/biscuit box) Note that they have rectangle faces. Look at cylinder objects and note its circle faces. Look at spheres and note that they are good at rolling because of its curved surface. Look at cone (sports cone, ice-cream cone) Practise matching real objects to 3D shapes.</p> <p>Session 3: Printing with 3D shapes Practise bonds to 10 – show children a number shape and they say how many more. (2/1) With a triangular prism, cuboid, cone and cylinder as options – make a print in some playdough – can the children guess which shape made the print? Explore printing in playdough and then make a repeating pattern.</p> <p>Session 4: Pattern Practise bonds to 10 – show children counters in a ten frame and they say how many more. (6/10) Read ‘The Pattern Fish’ Notice various patterns. Look at a repeating pattern (green, red, red, green, red,red....) What is next?</p> | <p>the bucket. Count how many you can see and then work out how many you cannot see in the bucket. Use a number track to place beanbags/counters on.</p> <p>Session 4: What do you notice? Play ‘I count, you count’: Say 2 numbers ‘1,2’ and children say the next 2 numbers ‘ up to 10. Look at a page in ‘Snail and The Whale’: What do you notice? Can you see 1? (snail, fish in bird’s mouth) Where can you see 3? (Red stripes on light house) How many rocks can you see? (2 large rocks and 3 small rocks) Represent the rocks on a ten frame using two different colours. How many altogether? How many birds? (4 birds at the top, 2 birds at the bottom) How many boats? (1 boat over here and a group of 3 boats over there) Look at the group of birds and the group of boats – which has more? Emphasise that 6 is ‘greater’ than 4 and 4 is ‘smaller’ than 6. Gather together some favourite stories and see what you notice in the pictures.</p> |
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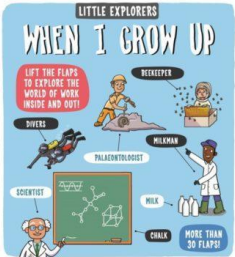

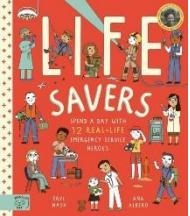
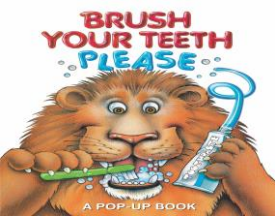
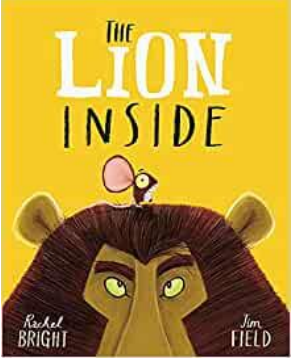
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| | <p>Flash up a ten frame – children shout out amount and show on fingers (3,10) ‘A Pair is when we have 2’</p> <p>6 children run around and when the teacher shouts ‘pair’ they must find a partner.</p> <p>Notice 3 pairs, 3 groups of 2, 3 equal groups.</p> <p>Now 1 more child wants to play...now we have 7 playing the game.</p> <p>What do they notice this time? (3 pairs and 1 left over)</p> <p>Add 1 more to the game and so on.</p> <p>Go on a walk and see if you can make pairs...a pair of leaves/sticks etc.</p> <p>Session 3: Combining 2 groups</p> <p>Flash up a ten frame – children shout out amount and show on fingers (1,8)</p> <p>4 blue flowers/3 orange flowers...How many altogether?</p> <p>(Represent with counters in a ten frame)</p> <p>5 frogs in a pond/1 frog on a log</p> <p>5 birds in the tree/3 birds on a branch</p> | <p>Explore number 9 by firstly looking at it in the 10 frame and then split 9 between two plates. (6+3) (7+2)</p> <p>Split between 3 plates. (3+3+3)</p> <p>Look at the page in book with 10 balloons and challenge children to make their own 10 picture.</p> <p>Session 5: Numbers to 10 Bingo</p> <p>Show a tens frame filled with an amount and children shout out. (6,9)</p> <p>Bingo cards: matching a number picture to the correct numeral.</p> | <p>I’ve found some magic beans...how many have I got? (2silver/3gold – 5 altogether)</p> <p>Repeat with $3+4 = 7$</p> <p>Trying to find 10 beans... Using a 10 frame...show that Panda found 3 bean: how many more do we need to find?</p> <p>Pig has found 3...add them to the 10 frame.</p> <p>How many do we have now? How many more do we still need to find? The bear manages to find 4.</p> <p>Add them to the 10 frame and share what you notice.</p> <p>Hide 10 beans/objects, find, add to 10 frame and see how many more you need to find to make 10.</p> | <p>(dot, dot, stripe, dot, dot, stripe...)</p> <p>Explore making patterns of your own using objects of your choice.</p> <p>Session 5: Pattern</p> <p>Practise bonds to 10 – show children a number shape and they say how many more. (4/8)</p> <p>Look at a body percussion pattern – head, head, shoulder.</p> <p>stamp, stamp, clap</p> <p>jump, jump, wave</p> <p>Explore making your own body percussion patterns.</p> | <p>Session 5: Estimation</p> <p>Play ‘I count, you count’: Say 3 numbers and children say the next 3 numbers ‘up to 12.</p> <p>Look at a jar of beads (8) Dhow many do you think are in the jar? More than 10 or fewer than 10?</p> <p>Put the beads on a 10 frame to check.</p> <p>Repeat with a jar of shells (14) (A full 10 and 4 more)</p> <p>Jar of sweets (20) (2 full ten frames)</p> <p>Set up an estimation station to enable children to explore estimation.</p> |
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| | <p>Use number pictures for children to explore more addition problems.</p> <p>Session 4: Combining 2 groups Flash up a ten frame – children shout out amount and show on fingers (4,9) Under the sea picture: 2 large fish, 5 small fish – how many fish altogether?</p> <p>1 yellow octopus, 4 blue octopus</p> <p>2 pink shells, 4 purple shells</p> <p>(Represent on ten frame) Practise combining groups by using dominoes – how many dots altogether?</p> <p>Session 5: Adding more Flash up a ten frame – children shout out amount and show on fingers (6,2) Number track to 12 game. Roll two dice (combine dots) and move that amount along the track. First person to reach 12 is the winner. Note how many you might need to roll next to win the game.</p> <p>Week 3</p> | | | | |
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| | <p>Session 1: Comparing Height – taller and shorter Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (3/6, 5/5) Build a tower of 5 or roll a dice and build a tower with that number of cubes. Challenge to build a tower that is taller – will you need to use more or fewer cubes? Challenge to build a shorter tower. Look at the 3 towers – which is tallest/shortest? Show 3 piles of cubes (9/5/3) – if we were to build a tower with each set of cubes – which would make the tallest tower? Build the towers – what do you notice? Children can continue play by rolling a dice and building towers.</p> <p>Session 2: Comparing Length – longer and shorter Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show</p> | | | | |
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| | <p>different numbers? (7/4, 4/4) Look at two different lengths of ribbon/string – what do they notice? Measure each piece with paper clips to help compare lengths. Look at two lengths of the same length – what do they notice? Measure the lengths with paper clips to check. Make playdough snakes of different lengths and measure them (you could use pasta as a non-standard measurement)</p> <p>Session 3: Days of the week Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (6/8, 3/3) Read Jasper’s Beanstalk. Order days of the week starting with Monday. Match pictures from the story to each day. Think of something you do on each day or a specific day of the week and draw a picture (Link to writing task: ‘On Monday I...’)</p> | | | | |
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| | <p>Session 4: Measuring height Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (7/7, 2/1) Use cubes or junk materials to make beanstalks and measure the heights using cubes. Plant a seed and observe growth.</p> <p>Session 5: Measuring time Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (8/8, 6/6) Put on a 10 second timer – how many jumps can you do in that time? (Other 10 second challenges) Next explore what you can do in 1 minute. How tall can you build a tower in 1 minute/ how many times can you write your name? Which things take longer and shorter lengths of time?</p> | | | | |
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| <p>Science</p> | <p>Oral Hygiene Children will know who helps us stay healthy. Children will look at health in terms of teeth, fitness, food. Invite a visitor from the local dentist-allow ch to learn about oral hygiene and how important it is to look after our teeth by brushing and drinking water and milk. Children will be able to role play dentists.</p> | <p>Weather Children will know that we are in Winter but we will soon start seeing signs of Spring- March 20 Children will know we dress differently in winter. Children will know winter is a season. Children will know Winter comes after Autumn. Many people listen to or watch a weather forecast before they leave their homes every day. Discuss how helpful weather forecasters are and investigate different ways to forecast the weather including popular sayings. (W30-50a; ELGiii)</p> | <p>Floating/sinking Once children have created their lifeboats, ask the children to test their boats in the water tray to find out if they float or sink. If their boat sinks, encourage them to change and adapt their ideas by trial and error. If necessary, prompt ideas to help each child create a simple boat that floats on water.</p> | <p>Make a bug hotel. https://www.redtedart.com/sim-ple-bug-hotel-for-kids/  Linked to our literacy book the children will go on a mini-beast hunt outside. We will learn how to spot mini-beasts and what we can provide in our outside area to care for mini-beasts.</p> | <p>Spiders Lifecycle We will look at information about spiders and show the lifecycle of a spider. Write an invisible message. We will be learning how to make invisible ink and writing each other secret messages https://www.ehow.com/how_8416143_make-invisible-inkheat.html</p> |
| <p>PSED</p> | <p>Key text:  Children can explore the diverse range of jobs that they could do when they</p> | <p>Key text:  Images and stories featuring coastguards such as 'Colin the Coastguard' – visit</p> | <p>Key text:  School value: Respect Children will celebrate real life heroes. Children</p> | <p>Key text:  Children will know why we need to brush our teeth. Children will know how to brush their teeth.</p> | <p> School value: Respect</p> |

Spring 2 Medium Term Plan – I need a hero

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| | <p>grow up. By lifting the flaps, they can uncover fascinating facts about some amazing careers, including firemen, astronauts, artists, architects and more</p> | <p><u>Colin the Coastguard</u> and volunteer lifeboat crew members – visit <u>RNLI</u></p> | <p>will learn about the amazing work our frontline staff do, the incredible skills they have and the important equipment they need to save a life, Children will know what makes them different to someone else. Children will begin to develop an understanding of ‘disabled’ Children will begin to develop an understanding of different skin colours. Children will continue to learn about other cultures.</p> | <p>Children will know how many times a day they should brush their teeth. Children will understand which foods are bad for our teeth. Children will know why it is important to visit the dentist.</p> | <p>Children will know what respect means. Children will know why it is important to respect each other. Children will know that we are all different. Children will know that being unique is important.</p> |
| RE | <p>Easter-Look at how Easter is celebrated by Christians-is this similar to any other festivals we have looked at? Compare/contrast. Discuss the Easter story.</p> | | | | |
| UW | <p>PSED LINK-Visit from Dentist</p> | <p>Invite a police officer to talk to the group about the things that they do to help people to be safe and show their uniform and equipment. Discuss the special clothing worn and items needed by emergency personnel and why this is necessary. Are there any items that</p> | <p>Ask a grandparent to come into school to talk about who helped them when they were younger. Discuss how this has changed from who helps the children now. Look at who helps the children from when they are born to now. How has this changed over time?</p> | | |

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| | | different workers have in common? Explore the range of dressing-up clothes and resources available and how they might be used. Record the visit using photographs. | Who helped you as a baby?-midwife, Doctors Who helped you to eat? Mummy, Daddy-who helps you now? Discuss as we get older, we might not need the same help we did when we were little but as we get older we might start needing help again. | | |
| EAD | Self portraits Children will understand the importance of people wearing ID badges in their Jobs-Look at my ID badge. Look at a selection of these, exploring what information they contain and why Children to make their own ID badges – they could include self-portraits or children could use cameras/iPads to photograph themselves. | Portraits Children will Paint portraits of the people who help chn at home/school/the community. They will learn to sketch first closely observing photographs of ‘real life heroes’ using the look and sketch technique. They will create their own photo frames using pasta to decorate the edge of large sheets of card. When dry, paint the pasta with gold or silver paint and use the pasta frames to display the portraits. | Junk Modelling Talk about the vehicles the people in the book and what we have learned about would use in their work. Introduce boxes, lids and talk about how they could be transformed into emergency vehicles, such as ambulances, police cars or fire engines. What markings would they need on the outside so that others could recognise them – lights, bright stripes and words? Make large emergency vehicles from boxes and invite the children to act out rescue scenarios in the outdoor area. Show chn a selection of toy ambulances. Help them to make ambulances with moving wheels from boxes turned inside out, cotton reels, dowelling, | Fruit Kebabs Children will design and make their own healthy fruit kebabs. Junk Modelling Linked to Supertato book design and make a prison/trap using junk modelling so the Evil Pea cannot escape again Costume Making Design a superhero costume for Supertato and his veggie assembles to wear. Provide material for the children to cut, draw on and make into capes, masks, wristbands. | Disguise Spy’s often wear a disguise. Children will make themselves a disguise. They will learn how to plan and design their disguise and then use appropriate materials to make their items-straws and card fro glasses. The children will learn hwo to attach items. The children will then take a photo and we will play guess who. Nature Art  Children will look at Artists-Andy Goldsworthy, who use Nature to create pictures. We will make our own of spiders |

Spring 2 Medium Term Plan – I need a hero

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| | | | <p>plastic tubing and clothes pegs. Alternatively, explain to the children that if someone is in trouble at sea, the coastguard will call for a lifeboat to be launched to carry out a search and rescue. Read the story about a friendly coastguard called Colin to the children. Provide the children with a wide range of tools and equipment and invite them to design and make a toy lifeboat.</p> | | <p>and mini-beasts using sticks, leaves, stones etc.</p> |
| <p>Music</p> | <p>Make up a song linked to the poster to the tune of 'Here We Go Round the Mulberry Bush': 'We are the emergency services, services, services, We are the emergency services, and this is how we help you. We patrol the beach to guard your life... And this is how we help you'.</p> | <p>Know how to clap along to a rhythm.</p> | <p>Know what an instrument is.</p> <p>Know that different instruments make different sounds.</p> <p>Children can use instruments to create effect. E.g. Bangs to build tension.</p> | | |