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| Turton and Edgworth Early Years Planning |
| Autumn 1 |
| Proud to be me! |
| WOW moment | Literacy-Reading | Literacy-Writing | Mathematics |
| Create a family treeInterview family members (Oracy link) Harvest | Reads individual letters by saying the sounds for themIs able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondencesPhase 2 graphemes- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, lTricky words- is I the  | Is able to spell words by identifying the sounds and then writing the sound with letter/sTricky words- is I the  | Counts objects, actions and soundsIs able to link the number symbol (numeral) with its cardinal number valueCan count beyond tenMatch and sort Representing 1, 2 & 3Compare amountsComparing 1, 2 & 3Composition of 1, 2 & 3Is able to continue, copy and create repeating patternsExploring patternPositional language Compare size, mass and capacity  |
| Communication and language | Personal, social and emotional development | Understanding the world(History, Geography, Science) | Expressive arts and design(Art, DT, Music) |
| Complete WellComm assessmentLearns new vocabularyUnderstands how to listen carefully and why listening is importantEngages in story timesUses new vocabulary through the dayListens to and talk about stories to build familiarity and understandingAsks questions to find out more and to check he/she understands what has been said to him/her | Expresses his/her feelings and considers the feelings of othersManages his/her own needs around personal hygieneKnows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrianBuilds constructive and respectful relationships | Comments on images of familiar situations in the pastTalks about members of his/her immediate family and communityNames and describes people who are familiar to him/herUnderstands that some places are special to members of his/her community | Creates collaboratively sharing ideas, resources and skillsTalk about their ideas and explore different ways to record them. Experiment with mark making in an exploratory way.Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.Work on a range of materials of different textures (eg. playground, bark).Listens attentively, moves to and talks about music, expressing his/her feelings and responsesWatches and talks about dance and performance art, expressing his/her feelings and responses |
| Physical development(PE) | RE | Role play | Books |
| Is further developing the skills he/she needs to manage the school day successfully; mealtimes"Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoonsIs revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbingUses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floorIs further developing the skills he/she needs to manage the school day successfully; lining up and queuing" | Learn the school prayer and the lunch prayer Questful RE- I am special Questful RE- Harvest  | Home corner  | Sharing a shellThe Smartest Giant in Town Funny bones  |