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| Turton and Edgworth Early Years Planning | | | |
| Spring 1 | | | |
| Who can I ask for help? | | | |
| WOW moment | Reading | Writing | Mathematics |
| Police/Fire/Doctor/Nurse visits  Road safety  Valentines Day | Can read some letter groups that each represent one sound and say the sounds for them  Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment  Phase 3 graphemes- ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air, er  Tricky words- was you they my by all are sure pure | Can form lower-case and capital letters correctly  Tricky words- was you they my by all are sure pure | Introducing zero  Representing 6, 7 & 8  Counting 9 & 10  Understands the 'one more than/one less than' relationship between consecutive numbers  Comparing numbers to 5  Composition of 4 & 5  Can compare length, weight and capacity  Compare mass and capacity  Length and height |
| Communication and language | Personal, social and emotional development | Understanding the world  (History, Geography, Science) | Expressive arts and design  (Art, DT, Music) |
| Listens carefully to rhymes and songs, paying attention to how they sound  Learns rhymes, poems and songs  Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Is able to identify and moderate his/her own feelings socially and emotionally  Sees himself/herself as a valuable individual | Recognises some similarities and differences between life in this country and life in other countries | Is able to develop storylines in his/her pretend play  Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings  Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them  Explore different ways to use paint and a range of media according to their interests and ideas.  Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)  Use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative. |
| Physical development  (PE) | RE | Role play | Books |
| Is developing the foundations of a handwriting style which is fast, accurate and efficient  Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming  Is able to combine different movements with ease and fluency | Questful RE- Stories Jesus heard | Doctor surgery/hospital |  |