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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 tree  Interview family members (Oracy link)  Harvest | Reads individual letters by saying the sounds for them  Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences  Phase 2 graphemes- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l  Tricky words- is I the | Is able to spell words by identifying the sounds and then writing the sound with letter/s  Tricky words- is I the | Counts objects, actions and sounds  Is able to link the number symbol (numeral) with its cardinal number value  Can count beyond ten  Match and sort  Representing 1, 2 & 3  Compare amounts  Comparing 1, 2 & 3  Composition of 1, 2 & 3  Is able to continue, copy and create repeating patterns  Exploring pattern  Positional 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 assessment  Learns new vocabulary  Understands how to listen carefully and why listening is important  Engages in story times  Uses new vocabulary through the day  Listens to and talk about stories to build familiarity and understanding  Asks 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 others  Manages his/her own needs around personal hygiene  Knows 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 pedestrian  Builds constructive and respectful relationships | Comments on images of familiar situations in the past  Talks about members of his/her immediate family and community  Names and describes people who are familiar to him/her  Understands that some places are special to members of his/her community | Creates collaboratively sharing ideas, resources and skills  Talk 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 responses  Watches 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 spoons  Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  Is 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 shell  The Smartest Giant in Town  Funny bones |