

Turton and Edgworth Early Years Planning

Spring 2

Space

WOW moment	Reading	Writing	Mathematics
<p>Rocket experiment Astronaut training school Whole School STEM day World book day Hinduism-Holi Mother's Day Breakfast Eid Celebrations Ramadan Kindness Calendar Easter Egg Rolling</p>	<p>Word reading Can segment the sounds in simple CVC, CCVC and CVCC words and blend them together within a phrase. Read phase 3 tricky words by sight.</p> <p>Review all tricky words- was you they my by all are sure pure</p> <p>Review all Phase 3 graphemes- ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Comprehension Demonstrate understanding when talking with others about what they have read. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p>	<p>Write independently during play. Write CVC words (words containing both set 1 and 2 sounds). Write labels and captions. modified tripod grip.</p>	<p>Number Recognises numerals 1 to 10. Select the correct numeral to represent 1 to 10 objects. Record using marks or physical apparatus based on a taught model. Count objects to 10. Count 10 objects from a larger group. Show the different ways of making numbers to 10 (Composition of each number). Compare quantities of two groups with identical objects. Combine two groups to find the whole (numbers to 10).</p> <p>Numerical Patterns Count to 20 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10. Says the number that is one more and one less than a number to 10. Identify which numbers to 10 are odd and which are even. Complete a complex pattern. Compare objects saying when they are heavy/light, full/empty, big/small.</p>
<p>Communication and language</p>	<p>Personal, social and emotional development</p>	<p>Understanding the world (History, Geography, Science)</p>	<p>Expressive arts and design (Art, DT, Music)</p>
<p>Listening, Attention and Understanding Listen attentively and respond to what they hear by answering relevant questions, responding with comments and actions when being read to during small group interactions. Make comments about what they have heard when asked questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>	<p>Self-Regulation Show an understanding of their own feelings, and begin to regulate their behaviour. Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate. Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.</p>	<p>The Natural World Know some similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Identify processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion and stories.</p>	<p>Drawing Create simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair. Colour Name secondary colours and explores what happens when they mix colours. Texture Choose appropriate materials for a purpose. Form Hole punch and thread to combine Design Plan with reasoning. Function Adapt an existing model.</p>

<p>Speaking Participate in small groups, using recently introduced vocabulary. Offer explanations for why things have happened, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences consistently using full sentences, including use of past and present tense with modelling and support from their teacher. Beginning to use connectives (and, because). Retell stories in roleplay.</p>	<p>Managing Self Be confident to try new activities and show independence and resilience. Explain the reasons for rules, knowing right from wrong. Zips own coat. Can name some of the food groups. Can talk about the different exercises they do. Knows to wash hands before eating/drinking/cooking.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs.</p>	<p>Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities between life in this country and life in other countries.</p> <p>Past and Present Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society. Know some similarities between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings and characters encountered in books read in class and storytelling.</p>	<p>Talk with others about their creation and what they like about it. Adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone.</p> <p>Being Imaginative and Expressive Adapt narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others.</p>
<p>Physical development (PE)</p>	<p>RE</p>	<p>Role play</p>	<p>Books</p>
<p>Gross Motor Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, Jumps off an object and lands appropriately.</p>	<p>Questful RE- Stories Jesus told Questful RE- Easter</p>	<p>The International Space station Explore astronaut food Space travel Space equipment and astronaut clothing The moon The solar system He effects of zero-gravity</p>	<p>Whatever Next! The Smeds and the The Smoos Look Up Aliens Love Underpants Something Else The Loon on the Moon</p>

Fine Motor

Use a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Use simple tools to effect changes to materials.
Create simple representations of events, people and objects - A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair.