**Early Years Planning** Spring 1  **2024 to 2025**

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| **Term/Week** | **Literacy** | **Mathematics** | **UW** | **EA&D** | **C&L** | **PD** | **PSED** |
| Week 1  Start of RSPB’s Bird Watch  National Bubble Bath Day 8th Jan | Revision of name writing and letter formation. | Revision of subitising, number composition to 5 and 2d shapes. |  |  |  | Fine-Motor Cont.  Tripod grip  Name writing  Mark Making | Rules & Routines  Think about the perspectives/feelings of others |
| Week 2 | **Text:**  The Three Little Pigs  Story Mapping and retell – Beginning, middle, end. | **R:** Introduce 0  Find 0-5  Subitise and represent 0-5  **N:** Pattern 2 (Join in with repeats) | What type of house do I live in?  Materials  (share a photo of their home) | Construct houses using a range of media and materials | Listen and talk about stories.  Show understanding of beginning, middle and end. | Scissor Safety  Cut in a range of ways  Folds paper in a range of ways | Ten:Ten: Emotional Wellbeing  Session 1 |
| Week 3  Burns Night 25th Jan | **Text:**  The Three Little Pigs  Character/Setting description through spine poetry. | **R:** 1 more/ 1 Less  Composition  **N:** S,S&M 2 (Position & space) | Explore houses and homes  (Walk in community) | Retell the Story of the 3 little pigs through drama and or dance. | Learn and use new vocabulary associated with Character and Setting | Explore movement in response to story and song. | **Commando Joes:** |
| Week 4  International Lego Day 28th Jan  Chinese New Year 30th Jan | Text:  The Three Little Pigs  Innovation stage of T4W  Writing Simple Sentences | **R:** Find & represent 6,7,8    N: Subitising 2 (1,2,3) | Chinese New Year  Where is China? | Explore media and materials to create Chinese New Year decorations.  Dragon Dance/Drums | Hold back and forth conversations about their learning around the Three Little Pigs. | Fold and manipulate paper to make Chinese new year decorations. | **Ten:Ten**  Emotional Wellbeing  Session 2 |
| Week 5  Children’s Mental Health Week  World Read Aloud Day 5th Feb  Time to Talk Day  6th Feb  NSPCC Number Day 7th Feb | Text:  Little Red Riding Hood  Story Mapping and retell – Beginning, middle, end. | **R:** 1 more, 1 less & Composition 6,7,8  **N:** Counting 3 (Move & Label 1,2,3) | **Where do we live?**  Explore Berwick through Google Earth and maps.  Locate their homes and familiar locations around the Town. | Observational art – The Bird Watch  -mirror image art | Express their own ideas and feelings. | Explore mindful movement encouraging balance and coordination. | **Children’s mental Health Week – mindful activities, exercise, reflection.**  **(invite parents to peer massage session)** |
| Week 6  Safer Internet Day  11th Feb  Valentines  14th Feb  (end of Bird Watch) | **Text:**  Little Red Riding Hood  Character/Setting description through spine poetry. | **R:** Make Pairs (odd & even)  Find & Make doubles to 8.  **N:** Counting 3 (Move & Label 1,2,3) | Where is Berwick?  Explore:  Northumberland, England, British Isles, Europe | Retell the Story of Little Red through drama and or dance.  Valentines cards | Demonstrate a deep familiarity with new knowledge and vocabulary. | Use scissors to cut out a range of shapes from simple to more complex.  (Heart for Valentines) | **Commando Joes:** |
| Week 7  Random Acts of Kindness Day 17th Feb | **Text:**  Little Red Riding Hood  Innovation stage of T4W  Writing Simple Sentences | **Revision** | Leave acts of kindness around our locality. | Create a piece of art with the aim of making someone happy. | Offer explanations and predictions about story events. |  | **Ten:Ten Emotional Wellbeing Session 3**  **Random Acts of Kindness.** |