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

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| **Term/Week** | **Literacy** | **Mathematics** | **UW** | **EA&D** | **C&L** | **PD** | **PSED** |
| Week 1Start of RSPB’s Bird WatchNational 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 gripName writingMark Making | Rules & RoutinesThink about the perspectives/feelings of others |
| Week 2 | **Text:**The Three Little PigsStory Mapping and retell – Beginning, middle, end. | **R:** Introduce 0Find 0-5Subitise 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 SafetyCut in a range of waysFolds paper in a range of ways | Ten:Ten: Emotional WellbeingSession 1 |
| Week 3Burns Night 25th Jan | **Text:**The Three Little PigsCharacter/Setting description through spine poetry. | **R:** 1 more/ 1 LessComposition**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 4International Lego Day 28th JanChinese New Year 30th Jan | Text:The Three Little PigsInnovation stage of T4W Writing Simple Sentences | **R:** Find & represent 6,7,8 N: Subitising 2 (1,2,3) | Chinese New YearWhere 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 WellbeingSession 2 |
| Week 5Children’s Mental Health Week World Read Aloud Day 5th FebTime to Talk Day6th FebNSPCC Number Day 7th Feb | Text:Little Red Riding HoodStory 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 6Safer Internet Day11th FebValentines14th Feb(end of Bird Watch) | **Text:**Little Red Riding HoodCharacter/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 7Random Acts of Kindness Day 17th Feb | **Text:**Little Red Riding HoodInnovation 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.** |