




Year R Medium Term Topic Planning – Spring 1 Weeks 1,2,3,4

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> Jolly post man Blending simple and cvc words Letter of help 	<ul style="list-style-type: none"> Writing table Thank you letter Simple sentences Initial & cvc sound word Construction office area 	See separate planning sheet.	<ul style="list-style-type: none"> All About Me bag Story tapes Hot seat Jolly postman Visitors: School nurse, doctor, dentist, traffic officer, police/ambulance person, librarian, fire engine, school staff.
Problem solving, Reasoning and Maths	Physical Development	Understanding the World	
<ul style="list-style-type: none"> Use language such as more or less to compare two numbers Find 1 more or less than a number from 1-10 Sort familiar objects to identify their similarities and differences Sort objects making choices and justify decisions Know that numbers identify how many numbers are in a set Recognise numerals from 1-9 Match sets of objects to numerals that represent the number of objects Use familiar objects and common shapes to create and recreate patterns and build models. Use language such as circle or bigger to describe the shape and size of solids and flat shapes. Talk about recognise and recreate simple patterns. 	<ul style="list-style-type: none"> Separate PE planning See Outdoor planning Healthy eating and living Handwriting exercises and letter formation. Walk to postbox to post thank you letters 	<div>  <p>Lazy Town Hook – Letter of help from Lazy town Outcome – Hospital day & Junk Modelling emergency vehicles</p> </div>	
Personal, Social and Emotional Development	Creative Development Dance, Music & Singing	Creative Development Art	
<ul style="list-style-type: none"> All About Me bag <p>PSHE separate planning-</p> <ul style="list-style-type: none"> I know that we are all good at different things. I can say what I am going to do next. I can tell you what I like doing and learning. I can tell you what I have done and the things that worked well. I can tell you who helps me at home. I can tell you who helps me at school. I can ask for help from an adult, for example a lunchtime supervisor I can tell you people who help us and what they do. Talk about ways in which adults can help them. I can tell you how to clean my teeth. Draw or write about visitors they have met Recognise similarities and differences I can tell you what to do in an emergency. I can tell you who keeps me safe. I can choose a realistic goal. I can tell you what I want to be when I grow up Emergency calls and road safety 	<ul style="list-style-type: none"> Circle dances- see separate plans PWHU songs Outdoor provision Make up lazy town songs 	<ul style="list-style-type: none"> Create 3D models with reclaimed materials Add detail to vehicles Create pictures of PWHU Building the hospital Making signs for the hospital Making bandages 	
Knowledge and Understanding of the World ICT	Creative Development Role-play / puppets	Construction / small world	
<ul style="list-style-type: none"> Take photos of pwhu in school and where they can be found. Take photos of visitors. All about me programme focus pwhu Lazy Town DVD 	<ul style="list-style-type: none"> Role play PWHU with doll's houses and small world play Different role play corner in each class e.g. doctor, vet, police etc. 	<ul style="list-style-type: none"> Create own 3d models for lazy town buildings and vehicles Small world towns Construction kit models 	
Cooking	Outdoor Opportunities	Sand / Water	
<ul style="list-style-type: none"> Baking healthy snacks 	Continuous provision	<ul style="list-style-type: none"> Investigate with pipes and buckets- how to put a fire out Build a lazy town in the sand 	



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Lazy Town objectives

Literacy - Reading	Literacy - Writing	Communication and Language
<p>Literacy 30-50m</p> <ul style="list-style-type: none"> ■ Listen to and join in with stories and poems, one-to-one and also in small groups. ■ Begin to be aware of the way stories are structured ■ Suggest how the story might end. ■ Show interest in illustrations and print in books and print in the environment. ■ Handle books carefully. ■ Know information can be relayed in the form of print. ■ Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40 to 60 months</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. 	<p>Handwriting/mark making Physical Development: Moving and Handling 30-50m</p> <ul style="list-style-type: none"> ■ Draws lines and circles using gross motor movements. ■ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ■ Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ■ Holds pencil near point between first two fingers and thumb and uses it with good control ■ Can copy some letters, eg letters from their name <p>40-60m</p> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> ■ Handles tools, objects, construction and malleable materials safely and with increasing control. ■ Use simple tools to effect changes to the materials. ■ Shows a preference for a dominant hand. ■ Begins to use anticlockwise movement and retrace vertical lines. ■ Begin to use anti-clockwise movement and re-trace vertical lines ■ Begin to form recognisable letters <p>Literacy: Writing</p> <p>30-50m</p> <ul style="list-style-type: none"> ■ Sometimes give meaning to marks that they create ■ Ascribe meanings to marks that they see in different places <p>40-60m</p> <ul style="list-style-type: none"> ■ Gives meaning to marks they make as they draw, write and paint. ■ Hears and says the initial sound in words. ■ Can segment the sounds in simple words and blend them together. ■ Links sounds to letters, naming and sounding the letters of the alphabet. ■ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ■ Writes own name and other things such as labels,captions. 	<p>Communication and Language: Listening and Attention 30-50m</p> <ul style="list-style-type: none"> ■ Listens to others one to one or in small groups, when conversation interests them. ■ Listens to stories with increasing attention and recall. ■ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ■ Focusing attention - still listen or do, but can shift own attention. ■ Is able to follow directions (if not intently focused on own choice of activity). ■ Maintains attention, concentrates and sits quietly during appropriate activity. ■ Two-channelled attention - can listen and do for short span <p>Understanding 30-50m</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <ul style="list-style-type: none"> ■ Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. ■ Responds to simple instructions, e.g. to get or put away an object. ■ Beginning to understand 'why' and 'how' questions. <p>40-60m</p> <ul style="list-style-type: none"> ■ Able to follow a story without pictures or props. ■ Listens and responds to ideas expressed <p>Speaking</p> <ul style="list-style-type: none"> ■ Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). ■ Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). ■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ■ Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. ■ Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). ■ Uses intonation, rhythm and phrasing to make the meaning clear to others. ■ Uses vocabulary focused on objects and people that are of particular importance to them. ■ Builds up vocabulary that reflects the breadth of their experiences. ■ Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>

Mathematics	Physical Development Gross Motor	Understanding the World
<p>Number 30-50m</p> <ul style="list-style-type: none"> ■ Use some number names accurately in play. ■ Sometimes match number and quantity correctly. <p>Knows that numbers identify how many objects are in a set.</p> <p>40-60m</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects <p>Counts an irregular arrangement of up to ten objects.</p> <ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Shape, space and measure</p> <p>22-36m</p> <ul style="list-style-type: none"> ■ Notice simple shapes and patterns in pictures. ■ Begin to categorise objects according to properties such as shape or size. <p>30-50m</p> <ul style="list-style-type: none"> ■ Show an interest in shape and space by playing with shapes or making arrangements with objects. ■ Show awareness of similarities in shapes in the environment. ■ Uses positional language. ■ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ■ Use shapes appropriately for tasks. ■ Begin to talk about the shapes of everyday objects. <p>40-60m</p> <ul style="list-style-type: none"> ■ Begin to use mathematical names for flat 2D shapes. 	<p>Movement and handling</p> <p>22-36m</p> <ul style="list-style-type: none"> ■ Respond to rhythm, music and story by means of gesture and movement. ■ Are able to stop. <p>30-50m</p> <ul style="list-style-type: none"> ■ Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ■ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ■ Can stand momentarily on one foot when shown. ■ Can catch a large ball <p>40-60m</p> <ul style="list-style-type: none"> ■ Experiments with different ways of moving. ■ Jumps off an object and lands appropriately. ■ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ■ Travels with confidence and skill around, under, over and through balancing and climbing equipment. ■ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and self care</p> <p>22-36m</p> <ul style="list-style-type: none"> ■ Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. ■ Beginning to be independent in self-care, but still often needs adult support. <p>30 to 50 months</p> <ul style="list-style-type: none"> ■ Can tell adults when hungry or tired or when they want to rest or play. ■ Observes the effects of activity on their bodies. ■ Understands that equipment and tools have to be used safely. ■ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ■ Can usually manage washing and drying hands. ■ Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40 to 60 months</p> <ul style="list-style-type: none"> ■ Usually dry and clean during the day. ■ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. ■ shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p>People and Communities</p> <p>22 to 36 months</p> <ul style="list-style-type: none"> ■ Has a sense of own immediate family and relations. ■ In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. ■ Beginning to have their own friends. ■ Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>30-50m</p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> ■ Remembers and talks about significant events in their own experience. ■ Recognises and describes special times or events for family or friends. ■ shows interests in different occupations and ways of life ■ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>40-60m</p> <ul style="list-style-type: none"> ■ Enjoys joining in with family customs and routines <p>The World</p> <p>22-36m</p> <ul style="list-style-type: none"> ■ Enjoys playing with small-world models such as a farm, a garage, or a train track. ■ Notices detailed features of objects in their environment <p>30-50m</p> <ul style="list-style-type: none"> ■ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world <p>40-60m</p> <ul style="list-style-type: none"> ■ Looks closely at similarities, differences, patterns and change.



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Lazy Town objectives

Personal, Social and Emotional Development	Expressive Art and Design Creating Music & Dance	Expressive Art and Design Art & DT
<p>Making Relationships 22 to 36 months</p> <ul style="list-style-type: none"> Seeks out others to share experiences. Shows affection and concern for people who are special to them. <p>30 to 50 months</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40 to 60 months</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self Confidence and Self awareness. 30 to 50 months</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>40 to 60 months</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour 22 to 36 months</p> <ul style="list-style-type: none"> Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. <p>30 to 50 months</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. <p>40 to 60 months</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Exploring media and using materials 22-36m</p> <ul style="list-style-type: none"> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. <p>30-50m</p> <p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms Explores and learns how sounds can be changed <p>40-60m</p> <ul style="list-style-type: none"> Explores the different sounds for instruments <p>Being Imaginative 30-50m</p> <ul style="list-style-type: none"> Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60m</p> <ul style="list-style-type: none"> Simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Exploring media and using materials 22-36m</p> <ul style="list-style-type: none"> Experiments with blocks, colours and marks <p>30-50m</p> <p>Explores colour and how colours can be changed.</p> <ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <p>40-60m</p> <ul style="list-style-type: none"> Explores what happens when they mix colours. Experiments to create different textures. Explore what happens when they mix colours. Understand that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.
Understanding the World ICT	Expressive Art and Design Role-play / puppets Construction / small world	
<p>Technology 22-36m</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. <p>30-50m</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones <p>40-60m</p> <ul style="list-style-type: none"> Completes a simple program on a computer. 	<p>Being Imaginative 22-36m</p> <ul style="list-style-type: none"> Beginning to make-believe by pretending. <p>30-50m</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. <p>40-60m</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative 	