

Year N Yearly Planner 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Who lives in my house?	Where does the day go at night?	Which colours make you feel happy or sad?	What would you find at the farm?	What Mini-beasts would you find in your garden?	What can I do with water?
Core areas of learning	UTW focus: Own self and Senses EAD focus: Art	UTW focus: Environments EAD focus: D&T	UTW focus: Family history & differences EAD focus: Art	UTW focus: Materials – how things work EAD focus: Music	UTW focus: Growing and lifecycles EAD focus: Music	UTW focus: Forces and Countries EAD focus: D&T
Communication and language	ESB: We can build a little house Phonics: L&A games	ESB: Twinkle Twinkle TFW: Owl babies Phonics: L&A games	ESB: I can sing a rainbow TFW: Mouse paint Phonics: L&A games (R3's) Understand a question or instruction has two parts Plan for debate opportunities	ESB: Old McDonald had a farm TFW: Farmer Duck Phonics: L&A games (R3's)	ESB: Incey Wincey Spider TFW: The hungry caterpillar Phonics: L&A games (R3's) Understand 'why' questions Use longer sentences Plan for debate opportunities	ESB: Five fish they swim in the ocean oh! TFW: Billy's bucket Kes Grey Phonics: L&A games (R3's)
Personal, social, emotional development	Routines/rules/ settling in PHSE focus PSHE: All about me RHE: Families who care about me	Personal care and needs including oral health care PSHE: Unit 1 feelings	Rising 3's Routines/rules/ settling in PHSE focus PSHE: Unit 3: Keeping safe	PSHE: Unit 2: Me and Others RHE: Caring relationships Safety lesson: Road safety	Rising 3's Routines/rules/settling in PHSE focus PSHE: Unit 4: Growing up	PSHE: Unit 4: Growing up Transition RHE: Respectful relationships

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	<p>Safety lesson: NSPCC – Pants / water safety (ICE)</p> <p>Develop children’s sense of responsibility and membership of a community</p>	<p>RHE: Online relationships</p> <p>Safety lesson: Firework safety</p> <p>Anti-bullying week</p>	<p>RHE: Being safe</p> <p>Safety lesson: NSPCC – Speak out, stay safe</p>		<p>RHE: Respectful relationships</p> <p>Safety lesson: Water safety</p>	<p>Safety lesson: Stranger danger</p>
<p>Physical development</p>	<p>Dressing/Undressing</p> <p>Moving to music – Sticky Kids</p> <p>Forest school</p> <p>Develop core strength</p> <p>Draws circles and lines – gross motor</p> <p>Using one handed tools showing control</p>	<p>Yoga</p> <p>Boot camp</p> <p>Forest school</p> <p>Scissor skills</p> <p>Imitates drawing simple shapes – circles and lines</p>	<p>Improving balance – bodies /beams / walking along path</p> <p>EYFS</p> <p>Forest school</p> <p>Develop core strength</p>	<p>Balance using objects e.g bean bags/ jumping on two feet</p> <p>Hopping</p> <p>Forest school</p> <p>Scissor skills</p> <p>Holds pencil between thumb and fingers, using good control</p>	<p>Athletics – sports day</p> <p>Use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Forest school</p> <p>Develop core strength</p>	<p>Ball skills</p> <p>Forest school</p> <p>Scissor skills</p>
<p>Literacy</p>	<p>Core text: Large family collection by Gill Waddell</p> <p>Writing outcome: Emergent writing</p> <p>Write some or all of their name</p>	<p>Core text: Owl Babies by Martin Waddell</p> <p>Phonics: RWI pictures</p> <p>Writing outcome: Emergent writing</p>	<p>Core text: Elmer by David Mckee</p> <p>Phonics: RWI pictures</p> <p>Writing outcome: Write some letters accurately</p>	<p>Core text: Farmer Duck by Martin Waddell</p> <p>Phonics: RWI sounds set 1</p>	<p>Core text: The very hungry caterpillar by Eric Carle</p> <p>Phonics: RWI sounds set 1</p>	<p>Core text: Billy’s bucket by Kes Grey</p> <p>One Author/One school</p> <p>Phonics: RWI sounds set 1</p>

	<p>Additional stories:</p> <ul style="list-style-type: none"> • The Tiger who came to tea by Maranda Kerr • There’s a house in my mummys tummy • All are welcome by Whitney Stewart 	<p>Write some or all of their name</p> <p>Additional stories:</p> <ul style="list-style-type: none"> • Kipper Camping Trip by Mick Inkpen • Jake and Tizzy ‘hello’ • Whatever next • The magic paintbrush Julia Donaldson 	<p>Write some or all of their name</p> <p>Talk through stories:</p> <ul style="list-style-type: none"> • Can’t you sleep little bear • Elmer • There’s a snake in my school <p>Additional stories:</p> <ul style="list-style-type: none"> • Colour and me Mickaela Dais Hyaes • Elmer by David McKee 	<p>Writing outcome: Write some letters accurately</p> <p>Write some or all of their name</p> <p>Talk through stories:</p> <ul style="list-style-type: none"> • Click Clack Moo • The Wonky donkey • Farmer duck <p>Additional stories:</p> <ul style="list-style-type: none"> • Farmer Duck by Martin Waddell • Farmyard Hullabaloo by Giles Andreae • Farm animals 	<p>Writing outcome: Write some or all of their name</p> <p>Talk through stories:</p> <ul style="list-style-type: none"> • Six Dinner Sid • Room on the broom • Where the wild things are <p>Additional stories:</p> <ul style="list-style-type: none"> • Superworm • Tad • Oi Frog • The bug book Sue Flies(factual) 	<p>Writing outcome: Write some or all of their name</p> <p>Talk through stories:</p> <ul style="list-style-type: none"> • Rainbow Fish • Lost and Found • Tiddler <p>Additional stories:</p> <ul style="list-style-type: none"> • Peppa Pig recycling (enrichment)
<p>Mathematics</p>	<p><i>Number of the week</i></p> <p>Number rhymes</p> <p>Recite numbers past 5 (number rhymes to 5, counting to 5, then number rhymes past 5, counting past 5)</p> <p>Show ‘finger numbers’ up to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many are in total (‘cardinal principle’)</p>	<p><i>Number of the week</i></p> <p>Number rhymes</p> <p>Say one number for each item in order</p> <p>Link numerals and amounts, showing the right number of objects to match the numeral, up to 5 (to 3 and then to 5)</p> <p>Develop fast recognition of up to 3 objects, without having to count them (‘subitising’)</p>	<p>Number rhymes</p> <p>Compare quantities using language ‘more’, ‘fewer than’.</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p><i>Shape of the week cube, triangular prism, cuboid, sphere</i></p>			

	<p>Describe a familiar route</p> <p>Discuss routes and locations using words like 'in front of' and 'behind'</p> <p>Understand position through words alone for example the bag is under the table with no pointing</p> <p>Begin to describe a sequel of events, real or fictional using words such as first and then</p>	<p>Solve real world mathematical problems with numbers up to 3</p> <p><i>Shape of the week square, triangle, rectangle, circle</i></p> <p>Talk about and explore 2D shapes using informal and mathematical language</p> <p>Select shapes appropriately for example a flat surface for a building,</p> <p>Combine shapes to make new ones bigger, eg triangle makes another shape</p> <p>Talk about and identify the patterns around them</p> <p>Make comparisons between objects relating to size and length</p>	<p>Talk about and explore 3D shapes using informal and mathematical language</p> <p>Select shapes appropriately for example a triangular prism for a roof</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern</p> <p>Make comparisons between objects relating to weight and capacity</p> <p>Begin to describe a sequel of events, real or fictional using words such as first and then</p>			
<p>Understanding the world</p>	<p>RE: F6 What times and stories are special and why?</p> <p>Topics texts:</p> <ul style="list-style-type: none"> We are all giants by Martin Waddell Different cultures by Rebecca Pettiford 	<p>RE: F6 What times and stories are special and why? (focus on the Christmas story)</p> <p>Topics texts:</p> <ul style="list-style-type: none"> Owl babies by Martin Waddell Day and Night Night to day <p>UtW focus:</p>	<p>RE: F6 What times and stories are special and why?</p> <p>Topics texts:</p> <ul style="list-style-type: none"> Mouse Paint Ellen Walsh Mixed Arree Chung <p>UtW focus:</p>	<p>RE: F6 What times and stories are special and why? (focus on the Easter story)</p> <p>Topics text:</p> <ul style="list-style-type: none"> A squash and a squeeze Fantastic farm machines 	<p>RE: F6 What times and stories are special and why?</p> <p>Topics texts:</p> <ul style="list-style-type: none"> The very hungry caterpillar by Eric Carle Mad about Mini-beasts by Giles Andre 	<p>RE: F6 What times and stories are special and why?</p> <p>Topic text:</p> <p>Emma Jane's aeroplane Shark in the Park</p> <p>UtW focus:</p>

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	<p>UtW focus: Use all their senses in hands-on exploration of natural materials</p> <p>Begin to make sense of their own life-story</p> <p>Continue developing attitudes about the differences between people</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice</p> <p>Talk about what they see</p> <p>Barefoot Computing Early Years – Awesome Autumn</p>	<p>Continue developing attitudes about the differences between people</p> <p>Talk about what they see</p> <p>Begin to make sense of their family’s history</p> <p>Barefoot Computing Early Years – Winter Warmers</p>	<p>UtW focus: Explore collections of materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore how things work (include looking at types of transport)</p> <p>Barefoot Computing Early Years - Springtime</p>	<ul style="list-style-type: none"> • Fran’s flower /Jasper’s beanstalk (enrichment/growing) <p>UtW focus: Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and animal</p> <p>Barefoot Computing Early Years - Summer Fun</p>	<p>Show interest in different occupations</p> <p>Explore and talk about different forces they can feel</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Barefoot Computing Early Years - Boats Ahoy</p>
<p>Expressive arts and design</p>	<p>Take part in pretend play using objects to represent</p> <p>Create closed shapes using lines and begin to use shapes to represent objects</p>	<p>Develop their own ideas and decide which materials to use to express them</p> <p>Join different materials and explore different textures</p>	<p>Artist focus: Jackson Pollock</p> <p>Explore colour and colour mixing</p> <p>Use drawing to represent ideas like movement or loud noises</p>	<p>Remember and sing songs to a tone sung by another person</p> <p>Sing the melodic shape of familiar songs</p> <p>Create their own songs or improvise a</p>	<p>Sherman/Sherman – Ugly Bug Ball</p> <p>Respond to what they have heard expressing their thoughts and feelings</p> <p>Create a song using sounds they know</p>	<p>Make imaginative and complex small worlds with blocks and construction</p> <p>Draw with increasing complexity and detail</p> <p>Show different emotions in drawings</p>

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	Explore materials freely Listen with increasing attention to sounds	Begin to develop complex stories using small world Remember and sing entire songs	Show different emotions in drawings and paintings	song around one they know Make imaginative and complex small worlds with blocks and construction	Play instruments with increasing control to express their feelings and ideas	
Enrichment	Music and dance to include all cultures		Cooking	Recycling	Growing	Talents and Interests
SMSC/ British Values	Harvest Rule of Law Eid/Good to be me Tolerance and Beliefs	Christmas Children in need Anti-bullying – tolerance Remembrance day – Tolerance Bonfire night – Rule of Law	Chinese New Year – Tolerance and Respect Shove Tuesday - Spiritual	World book day Mother’s day Comic relief/ Sport Relief Ash Wednesday Easter	Democracy – choosing favourite stories Sports Day - Respect	Democracy – using favourite stories Father’s Day
Disney link	Cinderella	Day and night	Inside Out	Barnyard	A Bug’s Life	Frozen
Trips/WOW’s/ Fundraising	WOW: Sleepy Ted / Hamilton Bear photos in the local environment WOW: Library book gifting session	Fundraiser: Christmas photos and enterprise gifts WOW: Shadow theatre/black out tent Trip: Santa experience	WOW: Colour experimenting with paper, paint, fabric WOW: parents/grandparents to come into school to talk about their	Fundraiser: Sponsored sing along WOW: Farm on wheels WOW: Mother’s Day assembly	WOW: Living Caterpillars WOW: Bug Ball	WOW: Pilot Greg visit WOW: Water team building challenge

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	WOW: Site staff / builder to come and show the children how to mix cement		family and read a story Fundraiser: Art exhibition			
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