

Year R Yearly Planner 2022- 2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	What do I know about me?	Why are there so many leaves on the ground?	How can a map help me?	Twinkle, Twinkle, little star, how I wonder what you are	Who can I ask for help?	What bears can you find around the world?
Core areas of learning	UTW focus: Families and community EAD focus: Art	UTW focus: Seasons EAD focus: Music	UTW focus: Map work and comparing images in the past EAD focus: D&T	UTW focus: The natural world (Space) EAD focus: Art	UTW focus: People/Communities/Beliefs EAD: Music and movement	UTW focus: Countries around the world and comparing environments EAD focus: D&T
Communication and Language	ESB: Heads shoulders knees and toes	ESB: Autumn leaves are falling down – to the tune of London Bridge	ESB: Little Bo Peep	ESB: Zoom Zoom Zoom We’re Going to The Moon	ESB: Billy Goats Like Grass so Green Song – Twinkl	ESB: When Goldilocks went to the house of the bears
Personal, social, emotional development	Unit 1: Feelings Rules and routines RHE: Families and people who care about me Safety lesson: NSPCC pants	Unit 1: Feelings Rules and routines RHE: Online relationships Safety lesson: Firework safety Anti-bullying week	Unit 2: Me and others (talk about the perspectives of others) RHE: Being safe Safety lesson: NSPCC Speak out, Stray safe	Unit 3: Keeping safe RHE: Being safe Safety lesson: Road safety	Unit 4: Growing up RHE: Respectful relationships Safety lesson: Water lesson	Transition RHE: Caring friendships Safety lesson: Stranger danger
Physical development	Use a range of tools including paint brushes, scissors, pencils for drawing and writing and cutlery.	Use a range of tools including paint brushes, scissors, pencils for drawing and writing and cutlery.	Develop a handwriting style that is fast, accurate and efficient. (draw freely and letter formation)	Develop a handwriting style that is fast, accurate and efficient. (draw freely and letter formation)	Show accuracy and care when drawing. Use the tripod grip. PE: Athletics – sports day	Show accuracy and care when drawing. Use the tripod grip. PE: Circus (healthy eating, negotiating

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	<p>Use the tripod grip.</p> <p>PE: Transport (movement, negotiating space)</p> <p>Yoga</p> <p>Overall health and wellbeing – regular physical activity (football coach/ sports visitor)</p>	<p>Use the tripod grip.</p> <p>PE: Autumn (movement, negotiating space)</p> <p>Yoga</p> <p>Overall health and wellbeing – sleep routine (school nurse)</p>	<p>Use the tripod grip.</p> <p>PE: People who help us (healthy eating and self care, negotiating space)</p> <p>Overall health and wellbeing – oral health (dentist)</p>	<p>Use the tripod grip.</p> <p>PE: Space (Moving, stopping, negotiating space, catching and throwing, ball skills)</p> <p>Overall health and wellbeing – screen time</p>	<p>Combine different movements with ease and fluency.</p> <p>Overall health and wellbeing – being a safe pedestrian (police/ lollypop person)</p>	<p>space, control over an object, balance)</p> <p>Overall health and wellbeing – healthy eating</p>
Literacy	<p>Core text 1: Little Red Hen</p> <p>Core text 2: The Enormous Turnip</p> <p>TTS: Perfectly Norman, The rainbow Fish, My monster and me</p> <p>Comprehension: Demonstrate understanding of what has been read to them.</p>	<p>Core text 1: The Gingerbread Man</p> <p>Core text 2: Room on the Broom</p> <p>Core text 3: Stick Man</p> <p>TTS: Room on the Broom, Stick Man, On The Way Home</p> <p>Comprehension: Demonstrate understanding of what has been read to them.</p>	<p>Core text 1: The Three Little Pigs</p> <p>Core text 2: Jack and the Bean Stalk</p> <p>Core text 3: The Troll by Julia Donaldson</p> <p>TTS: A Giant Jam Sandwich, The Wonky Donkey, Alien Tea on Planet Zum Zee</p> <p>Comprehension: Re tell stories using own words and recently introduced vocab.</p>	<p>Core text 1: Alien Tea on Planet Zum-Zee</p> <p>Core text 2: Whatever Next</p> <p>Core text 3: How to catch a star</p> <p>TTS: Alien’s Love Underpants, How to catch a Star, The Scarecrow’s wedding</p> <p>Comprehension: Re tell stories using own words and recently introduced vocab.</p>	<p>Core text 1: The Three Billy Goats Gruff</p> <p>Core text 2: Cops and Robbers</p> <p>Core text 3: Burglar Bill</p> <p>TTS: Cops and Robbers, Supertato, (Longer texts/short chapter books – Polly and the Puffin)</p> <p>Comprehension: Anticipate key events in stories</p>	<p>Core text 1: Goldilocks and the three bears</p> <p>Core text 2: Goldiluk and the Three Pandas (Innovate map)</p> <p>Core text 3: innovate the story with another bear</p> <p>TTS: This is the Bear, Ruby’s Worries, Billy’s Bucket, The Bear and the Piano</p> <p>Comprehension: Anticipate key events in stories</p>

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	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds. <p>Additional stories including non-fiction: Perfectly Norman The Lion Inside</p>	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds. <p>Additional stories including non-fiction: Percy park Keeper – Nick Butterworth</p>	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Write short sentences with know sound-letter correspondences using capital letters and a full stop. Re-read work to check it makes sense <p>Additional stories including non-fiction: Zog and the Flying Doctors</p>	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Write short sentences with know sound-letter correspondences using capital letters and a full stop. Re-read work to check it makes sense <p>Additional stories including non-fiction: Mae Jemison – A Kid’s Book About Reaching Your Dreams How Big is a Million</p>	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. <p>Additional stories including non-fiction: The Gingerbread Man Little Red Riding Hood Hansel and Gretel The Enormous Turnip A Tiny Seed (enrichment)</p>	<p>Phonics: RWI including common exception words</p> <p>Writing outcome:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. <p>Additional stories including non-fiction: A chair for Baby Bear National Geographic – All About Bears</p>
<p>Mathematics</p>	<p>Power maths:</p> <ul style="list-style-type: none"> Unit 1 Numbers to 5 		<p>Power maths:</p> <ul style="list-style-type: none"> Unit 7 Numbers to 10 		<p>Power maths:</p> <ul style="list-style-type: none"> Unit 14 Counting on and counting back 	

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	<ul style="list-style-type: none"> Unit 2 Comparing groups within 5 Unit 3 Shape Unit 4 Change within 5 Unit 5 Number bonds within 5 Unit 6 Space 	<ul style="list-style-type: none"> Unit 8 Comparing numbers within 10 Unit 9 Addition to 10 Unit 10 Measure (Length, height and weight) Unit 11 Number bonds to 10 Unit 12 Subtraction Unit 13 Exploring patterns 	<ul style="list-style-type: none"> Unit 15 Numbers to 20 Unit 16 Numerical patterns Unit 17 Shape (Composing and decomposing shapes) Unit 18 Measure (Volume and capacity) Unit 19 Sorting Unit 20 Time 			
<p>Understanding the World</p>	<p>RE: F1 Why is the word God so important to Christians?</p> <p>Online safety: Online relationships</p> <p>Core topic text: 101 Dalmatians</p> <p>Topic texts: Usborne – All about families and all about feelings</p> <p>UTW focus: Talk about members of their immediate family and community</p>	<p>RE: F2 Why is Christmas special for Christians?</p> <p>Online safety: Online reputation</p> <p>Core topic text: The story Orchestra</p> <p>Topic texts: A Stroll Through the Seasons Diwali – non fiction</p> <p>UTW focus: Understand the effect of changing seasons on the natural world around them. Recognise that some environments are different from the</p>	<p>RE: F4 Being special – Where do we belong?</p> <p>Online safety: Copyright and ownership</p> <p>Core topic text: Martha maps it out by Lee Hodgkinson</p> <p>Topic texts: On the way home by Jill Murphy The Jolly Postman Follow that Map! A first book of mapping skills Troll by Julia Donaldson</p> <p>UTW focus: Draw information from a</p>	<p>RE: F3 Why is Easter special to Christians?</p> <p>Online safety: Privacy and security</p> <p>Core topic text: Look Inside Space</p> <p>Topic texts: Little People Big Dream – Stephen Hawkins</p> <p>UTW focus: Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and</p>	<p>RE: Which places are special and why?</p> <p>Online safety: Managing online information</p> <p>Core topic text: Heroes who Help us From Around The World</p> <p>Topic texts: Non-fiction religious books about Christians, Muslims, etc. Dr Ranj – A Superhero Like You All Though The Night- People Who Work Whilst We Sleep</p>	<p>RE: F5 Which places are special and why?</p> <p>Online safety: Health, well-being and lifestyle</p> <p>Core topic text: A Book of Bears – At Home With Bears Around The World</p> <p>Topic texts: I can Say Sorry Oh No George Are We Still Friends</p> <p>UTW focus: Comparing environments - Recognise some similarities and differences between</p>

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	<p>Name and describe people who are familiar to them</p> <p>Forest School: describe what they see, hear and feel whilst outside. Understand the effect of changing seasons. Explore the natural world.</p> <p>Code.org: Lesson 1 – Safety in my online neighbourhood Lesson 2 - Learn to drag and drop</p> <p>Project Evolve - Rec - Copyright and Ownership Project Evolve - Rec - Health, Well-being and Lifestyle</p>	<p>ones in which they live</p> <p>Weather and seasonal features including how animals behave differently.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Forest School: describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons.</p> <p>Explore the natural world.</p> <p>Code.org: Lesson 3 -Happy Maps Lesson 4 – Sequencing with scrat</p> <p>Project Evolve - Rec - Managing Online Information</p>	<p>map (aerial view of school setting and name the road and town that the school is located in)</p> <p>Comment on images of familiar situations in the past (Homes, schools, transport, people – identify similarities and differences).</p> <p>Forest School: describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons.</p> <p>Explore the natural world.</p> <p>Code.org: Lesson 5 – Programme with scrat Lesson 6 – programming with Rey BB8</p>	<p>differences between the natural world and the world around them and contrasting environments.</p> <p>Forest School: describe what they see, hear and feel whilst outside. Understand the effect of changing seasons.</p> <p>Explore the natural world.</p> <p>Code.org: Lesson 7 – Happy Loops Lesson 8 - Loops with scrat</p> <p>Project Evolve - Rec - Online Reputation</p>	<p>UTW focus: Talk about members of their immediate family and community</p> <p>Understand that some places are special to members of their community</p> <p>Comment on images of familiar situations in the past (organise events using basic chronology, recognising things that happen before the children were born).</p> <p>Forest School: describe what they see, hear and feel whilst outside. Understand the effect of changing seasons.</p> <p>Explore the natural world.</p> <p>Code.org: Lesson 9 – Loops with Laurel Lesson 10- Ocean scene with loops</p>	<p>life in this country and life in other countries</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Recognise that some environments are different from the ones in which they live</p> <p>Forest School: describe what they see, hear and feel whilst outside. Understand the effect of changing seasons.</p> <p>Explore the natural world.</p> <p>Code.org: Lesson 11- The big event junior Lesson 12- Mini project on the move Lesson 13 – End of course project</p>
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		Project Evolve - Rec - Online Bullying	Project Evolve - Rec - Online Relationships		Project Evolve - Rec - Privacy and Security	Project Evolve - Rec - Self-Image and Identity
EAD	<p>Music: Charanga Me</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Experimenting with colour and function – use of brushes/sponges etc to create a portrait for display • Return to and build on previous learning to refine ideas and develop their ideas to represent them. 	<p>Music: Charanga My stories</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Recreate the story Room on the Broom adding sound (explore and engage in music making) • Making the props and using them to role play • Christmas carols/ concert - Explore and engage in music making and dance, performing solo or in groups 	<p>Music: Charanga Everyone</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Experimenting with form and function – outcome to create a moving vehicle • Create collaboratively sharing resources, ideas and skills. 	<p>Music: Charanga Our world</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Experimenting with texture – practising the skill and then making (explore use and refine a variety of artistic effects to express their ideas and feelings) • Using them to role play • Perform songs, rhymes, poems and stories with 	<p>Music: Charanga Big Bear Funk</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Develop storylines in their pretend play. • Watch and talk about dance and performance art. • Listen attentively, move to and talk about music, expressing their feeling and responses. • Sing in a group or own, following pitch and melody. 	<p>Music: Charanga Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories • Uses simple tools and techniques competently and appropriately to make a chair for Goldilocks. • Share their creations explaining the process. • Understanding characters and events through storytelling.

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				others and when appropriate move in time with music – Easter		
Enrichment activities	Mindfulness & self-reflection	Enterprise	Community Explorer	Interests and talents	Communication and Performance (Show and tell/drama)	Gardening
SMSC/ British Values	Harvest Rule of Law Tolerance and Beliefs What languages do we speak?	Christmas Children in need Anti bullying – tolerance Remembrance day – Tolerance Bonfire night – Rule of Law Diwali	Chinese New Year – Tolerance and Respect Shove Tuesday – Spiritual Ash Wednesday Holi	World book day Mother’s day Comic relief/ Sport Relief Easter	Sports Day – Respect Eid/Good to be me	Fathers Day
Disney link	Inside out	Bambi	Wreck it Ralph	Toy Story	Cinderella	Encanto
Trips/WOWs/ Fundraising	WOW: Visit from a mum and baby and grandparent WOW: Book Gifting	Trip: Cannock chase visit Santa Fundraising: Enterprise WOW: Woodland walk/ seasons topic	WOW: Local area visit WOW: Posting a letter	WOW: Alien Picnic	WOW: Dance for performance (Sponsored fundraising) WOW: Religious figures e.g. Priest, Vicar, Imran, People who help us visitors	WOW: Growing a sunflower (Enrichment gardening) WOW: Teddy Bears Picnic