

Year R Yearly Planner 2023- 2024



	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 focus: D&T	UTW focus: Countries around the world and comparing environments EAD focus: D&T
Communication and Language	ESB: Heads shoulders knees and toes Show and tell: Asking questions	ESB: Autumn leaves are falling down – to the tune of London Bridge Show and tell: Asking questions	ESB: Little Bo Peep Show and tell: Places	ESB: Zoom Zoom Zoom We’re Going to The Moon Show and tell: Favourite toy	ESB: Miss Polly Had a Dolly Show and tell: Music	ESB: When Goldilocks went to the house of the bears Show and tell: Favourite school memory
Personal, social, emotional development	3D PHSE: <u>Managing self.</u> Lesson 5 ‘What a problem’. <u>Self-regulation.</u> Lesson 2 ‘Nan’s House’. <u>Building relationships.</u> Lesson 4 ‘It’s your turn’. Lesson 19 ‘ Busy Body’	3D PHSE: <u>Managing self.</u> Lesson 15 ‘One Gold Star’ <u>Self-regulation.</u> Lesson 13 ‘Bully Boy’ <u>Building relationships</u> Lesson 7 ‘An old friend’. Lesson 9 ‘Stick to the rules’. RHE: Online relationships	3D PHSE: <u>Managing self.</u> Lesson 3 ‘ I like...’ Lesson 25 ‘Litter Bug.’ <u>Self-regulation.</u> Lesson 18 ‘A piece of cake’ <u>Building relationships</u> Lesson 23 ‘Eid Mubarak’.	3D PHSE: <u>Managing self.</u> Lesson 6 ‘Taking the plunge’ <u>Self-regulation.</u> Lesson 10 ‘Rainy day’ <u>Building relationships</u> Lesson 1 ‘Hide and Seek.’ RHE: Being safe	3D PHSE: <u>Managing self.</u> Lesson 12 ‘ Clean and Tidy’ <u>Self-regulation.</u> Lesson 20 ‘The new pet’ <u>Building relationships</u> Lesson 24 ‘ Play time games’. Lesson 11 ‘I feel poorly’	Transition 3D PHSE: <u>Managing self.</u> Lesson 21 ‘ Getting in knot’ <u>Building relationships</u> Lesson 14 ‘Family Fun’ RHE: Caring friendships Safety lesson: Stranger danger

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	<p>RHE: Families and people who care about me</p> <p>Safety lesson: NSPCC pants / Water safety (ICE)</p>	<p>Safety lesson: Firework safety Anti-bullying week</p>	<p>RHE: Being safe</p> <p>Safety lesson: NSPCC Speak out, Stray safe</p>	<p>Safety lesson: Road safety</p>	<p>RHE: Respectful relationships</p> <p>Safety lesson: Water lesson (SWIMMING)</p>	
<p>Physical development</p>	<p>Use a range of tools including paint brushes, scissors, pencils for drawing and writing and cutlery.</p> <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 a range of tools including paint brushes, scissors, pencils for drawing and writing and cutlery.</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>Develop a handwriting style that is fast, accurate and efficient. (draw freely and letter formation)</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>Develop a handwriting style that is fast, accurate and efficient. (draw freely and letter formation)</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>Show accuracy and care when drawing. Use the tripod grip.</p> <p>PE: Athletics – sports day Combine different movements with ease and fluency.</p> <p>Overall health and wellbeing – being a safe pedestrian (police/ lollypop person)</p>	<p>Show accuracy and care when drawing. Use the tripod grip.</p> <p>PE: Circus (healthy eating, negotiating space, control over an object, balance)</p> <p>Overall health and wellbeing – healthy eating</p>
<p>Literacy</p> <p>Differentiated text available</p>	<p>Core text 1 / TTS: The Gingerbread Man</p> <p>Core text 2 / TTS: The Enormous</p>	<p>Core text 1 / TTS: Little red riding hood</p> <p>Core text 2 / TTS: Stick Man</p>	<p>Core text 1 / TTS: The Three Little Pigs</p> <p>Core text 2 / TTS: Jack and the Bean Stalk</p>	<p>Core text 1 / TTS: Meg on the moon</p> <p>Core text 2 /TTS: Whatever Next</p>	<p>Core text 1 / TTS: Little red hen</p> <p>Core text 2 / TTS: Farmer duck by Martin Waddell</p>	<p>Core text 1 / TTS: Goldilocks and the three bears</p> <p>Core text 2 / TTS: Goldiluk and the</p>

	<p>Turnip (link to healthy eating)</p> <p>Core text 3 / TTS: Room on the Broom</p> <p>Comprehension: Demonstrate understanding of what has been read to them.</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: Perfectly Norman, The rainbow fish, The lion inside, Room on the broom</p>	<p>Core text 3 / TTS: One Snowy Night</p> <p>Comprehension: Demonstrate understanding of what has been read to them.</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, The squirrels that squabble, Stick man, One snowy night</p>	<p>Core text 3 / TTS: Were going on a bear hunt</p> <p>Comprehension: Re tell stories using own words and recently introduced vocab.</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: The Disney book of maps, Me on the map, Follow that map</p>	<p>Comprehension: Re tell stories using own words and recently introduced vocab.</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, Alien’s Love Underpants</p>	<p>Core text 3 / TTS: Cops and robbers Non-fiction writing about people who help us</p> <p>Comprehension: Anticipate key events in stories</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>Three Pandas (Innovate map)</p> <p>One author one school</p> <p>Comprehension: Anticipate key events in stories</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.
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					Additional stories including non-fiction: The Gingerbread Man Little Red Riding Hood Hansel and Gretel The Enormous Turnip	Additional stories including non-fiction: A chair for Baby Bear National Geographic – All About Bears, This is the Bear
Mathematics	Power maths: <ul style="list-style-type: none"> Unit 1 Numbers to 5 Unit 2 Comparing groups within 5 Unit 3 Shape Unit 4 Change within 5 Unit 5 Number bonds within 5 Unit 6 Space 		Power maths: <ul style="list-style-type: none"> Unit 7 Numbers to 10 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 		Power maths: <ul style="list-style-type: none"> Unit 14 Counting on and counting back 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 	
Understanding the World	RE: F1 Why is the word God so important to Christians? Core topic text: 101 Dalmatians Topic texts: Usborne – All about families and all about feelings UTW focus: Talk about members of	RE: F2 Why is Christmas special for Christians? Core topic text: The story Orchestra Topic texts: A Stroll Through the Seasons Diwali – non fiction UTW focus: Understand the effect of changing seasons	RE: F4 Being special – Where do we belong? Core topic text: Martha maps it out by Lee Hodgkinson Topic texts: On the way home by Jill Murphy The Jolly Postman Follow that Map! A first book of mapping skills	RE: F3 Why is Easter special to Christians? Core topic text: Look Inside Space Topic texts: Little People Big Dream – Stephen Hawkins UTW focus: Understand the past through settings, characters and	RE: Which places are special and why? Core topic text: Heroes who Help us From Around The World Topic texts: Non-fiction religious books about Christians, Muslims, etc. Dr Ranj – A Superhero Like You	RE: F5 Which places are special and why? Core topic text: A Book of Bears – At Home With Bears Around The World Topic texts: Oh No George The Bear that lost his Grrr! Hugless Douglas Can't you sleep little Bear

	<p>their immediate family and community</p> <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>Barefoot Computing Early Years – Busy bodies</p> <p>Project Evolve - Rec - Copyright and Ownership</p> <p>Project Evolve - Rec - Health, Well-being and Lifestyle</p>	<p>on the natural world around them.</p> <p>Recognise that some environments are different from the 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>Troll by Julia Donaldson</p> <p>UTW focus: Draw information from a 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>Sequencing & Bee Bots (Code.org –</p>	<p>events encountered in books read in class and storytelling.</p> <p>Know some similarities and 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>Barefoot Computing Early Years – Super Space</p> <p>Project Evolve - Rec - Online Reputation</p>	<p>All Though The Night- People Who Work Whilst We Sleep</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. Explore the natural world.</p>	<p>UTW focus: Comparing environments - Recognise some similarities and differences between 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. Explore the natural world.</p> <p>Programming (Code.org – Programming with</p>
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		<p>Barefoot Computing Digital doodle</p> <p>Project Evolve - Rec - Managing Online Information</p> <p>Project Evolve - Rec - Online Bullying</p>	<p>Learn to drag and drop / Sequencing with scrat / Loops with scrat)</p> <p>Project Evolve - Rec - Online Relationships</p>		<p>Barefoot Computing Digital doodle</p> <p>Project Evolve - Rec - Privacy and Security</p>	<p>angry birds / programming with Rey & BB8 / Programming in Harvester)</p> <p>Project Evolve - Rec - Self-Image and Identity</p>
EAD	<p>Music: Charanga Me</p> <p>Art: Kapow Drawing – Marvellous marks</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 	<p>Music: Charanga My stories</p> <p>Art: Christmas cards</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 	<p>Music: Charanga Everyone</p> <p>D&T: Kapow Structures Junk Modelling</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 	<p>Music: Charanga Our world</p> <p>Art: Planets</p> <p>D&T: Kapow Seasonal project Easter – Egg card decoration</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 	<p>Music: Charanga Big Bear Funk</p> <p>D&T: Kapow Textiles – Making a book mark</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 	<p>Music: Charanga Reflect, Rewind and Replay</p> <p>D&T: Kapow Structures Junk Modelling</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

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	refine ideas and develop their ideas to represent them.	music making and dance, performing solo or in groups	resources, ideas and skills.	effects to express their ideas and feelings) <ul style="list-style-type: none"> Using them to role play Perform songs, rhymes, poems and stories with others and when appropriate move in time with music – Easter 	feeling and responses. <ul style="list-style-type: none"> Sing in a group or own, following pitch and melody. 	explaining the process. <ul style="list-style-type: none"> Understanding characters and events through storytelling.
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 Shrove Tuesday – Spiritual Ash Wednesday Holi	World book day Mother’s day Comic relief/ Sport Relief Easter	Sports Day – Respect Eid/Good to be me	Father’s Day
Disney link	Inside out	Bambi	Wreck it Ralph	Toy Story	Cinderella	Encanto
Trips/WOWs/ Fundraising	WOW: Visit from a mum and baby and / or grandparent WOW: Book Gifting	Trip: Santa Visit Fundraising: Enterprise	WOW: Posting a letter via local area visit	WOW: Alien Picnic WOW: Pastor visit – Easter story	WOW: Religious figures e.g. Priest, Vicar, Imran,	WOW: Growing a sunflower (Enrichment gardening)

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	WOW: Decorate gingerbread man	WOW: Woodland walk to the park (groups) WOW: Pastor visit – Christmas story			WOW: People who help us visitors	WOW: Teddy Bears Picnic
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