


Yearly Planning 2023/2024

KINDERGARTEN K2 - K4

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Circle time	Harvest, late summer, Michaelmas (farmer, blacksmith, cobbler)	Leaves falling, hedgehogs, squirrels, elves, wind, lantern, pumpkin, Advent, St Nicolas christmas	New Year, Epiphany/3kings, winter, frost, north wind, snowdrops, woodcutter	End of Winter, beginning of Spring, bulbs, crocus, birds, daffodils, farmer and seeds, Easter rabbit.	Spring, Birds, bluebells. Snowy May, dandelion, tadpoles, rabbit, little lamb, end of Spring.	Summer, caterpillars, butterflies, frogs, bees, midsummer, St John's, river.
	Stories (titles)	Giant turnip Michaelmas Autumn blanket 3 bears The Fisherman and the princess fish	Divali story (Sikh and Hindu) Lantern story The magic Porridge pot The Elves and the Shoemaker St Nicolas Advent stories	3 kings The seed's journey Shingebiss, Snowdrop North wind Chinese New year – The Great Race	Little seed 3 Billy Goats Gruff, The rabbit and the carrot, Little Red Cap, The Easter hare	The Fairy Tulips The 3 little pigs The Caterpillar-Butterfly A Whitsun and daisy story Snowwhite and Rose Red	The Mushroom in the rain Little Red Hen The Frog Prince The Eid Shoes (Eid 17 th June) Midsummer's Eve The Tortoise and the Hare The Crow and the Bee
	Enrichment experiences	Picking and cooking apples Making Kites Making pinecone gnome	Making: lanterns, items to sell at Advent fayre, Pomanders, Christmas biscuits and gifts	Making crowns Chinese Masks	Making Easter gardens. Pom-pom chicks Planting seedlings. Decorate eggs	Sew caterpillars Nurturing raised beds and planting the seedlings. Making doves.	Nurturing the plants that are growing. Lavender bags.

	Festivals/ community links	St Michealmas festival	Divali Lantern festival Spiral festival St Nicolas Christmas	Chinese New year Candlemas celebration		Easter festival	Eid John's festival/summer solstice End of year festival
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Meet the expectations of the Early Years Foundation stage (EYFS):

Communi cation and language	Listening and Attention	Circle time, Story time, Meal times, instructions					
	Understanding	Giving instructions as clear directions also using gesture and alternative words/phrases. Give instructions and jobs with sequencing. Use a wide vocabulary for them to imitate. Circle time, story time.					
	Speaking/Oracy	Sharing songs and rhymes during circle time embeds phonological awareness i.e. alliterations, rhyme, rhythm. Repetition of stories and puppet plays embeds new vocabulary and sentence structures and enables children to retell the stories to each other. Adults model correct speech in good English.					
	Pre-literacy skills (reading & writing)	Circle time, story time. Phonic games- rhymes, verses, poems, language games throughout the day. Seeing staff write and read, using the register, picture books, supporting tripod grasp, using wax crayons, modeling drawing, painting, hand written names on children's pegs.					
	German	Circle time with 5+ group	Circle time with 5+ group	Circle time with 5+ group	Circle time with 5+ group	Circle time with 5+ group	Circle time with 5+ group
Maths	Number	Tidy up time, helping with setting the table and activities (1: 1 correspondence), measuring and counting during baking, modeling mathematical language. Number rhymes Modeling counting: children, dough balls, fruit, plates, cups etc.					
	Space, shape measure	Modeling mathematical language during daily activities, i.e. baking, tidy-uptime , free play including building. Craft activities: eg. kite, sewing, woodwork ect					

Understanding the World	People, Culture and Communities	Stories, rhymes, poems and informal discussions foster children’s understanding of our culturally, socially, technologically and ecologically diverse world . Through Story time and circle time we celebrate birthdays and different festivals, i.e. Harvest, Michaelmas, Divali, Christmas, Chinese New Year, Midsummer, Eid. Children learn about different occupations through stories and circle time (e.i. cobbler, farmer, woodcutter, seamstress, baker, artist, painter, hunter, fisher etc) and freeplay (e.i. police, nurse, doctor, postman etc).
	Past and Present	Story time and circle time- how the world has changed (clothes, tools, transport, housing).
	The Natural World	Through Story time, circle time and sustained shared thinking, children learn to understand change, growths and decay, weather, seasons, different animals, lifecycles (i.e. metamorphosis). Adults model care and love for nature, mend equipment, respond to outdoor findings (animals, plants) with reminders of care and perspective, naming and identifying. Children develop awe and wonder for nature by experiencing nature hands on, spending time outside in all weathers, every day. Children learn about processes through gardening, composting, recycling, planting and free play.
Personal, social and emotional development	Self confidence and self awareness	Familiar rhythm/routine, seasonal activities, repetition, free play alternated by structured time, participation, model politeness, respect and help, group chats, secure attachment to staff.
	Managing feelings and behaviour	Space for children to resolve disagreements while supporting if needed, guide to taking turns, sharing, free play, cooperative daily moments (circle, hand holding, seating).
	Making relationships	Model consideration of others and good manners, snack and meal time, sociable group moments, older children helping younger ones, free play.
Expressive arts and	Exploring and using materials	Free play, crafts, bread making, music (self-initiated,), domestic activities, eurythmy, nature table, drawing, painting. Wax modeling (for 5+)

Design	Being imaginative	Free play, crafts.
Physical	Gross motor skills	Climbing, balancing, running, hopping crawling, galloping, handling (scissors, candle), carrying an array of objects, using tools (brush, rake, sand toys, crayons, cutlery, scissors, silks, bean bags, water jug), Climbing on climbing frame and trees. Monkey bars, Pulling and pushing the trolley. Building structures (big and small) Eurythmy-Storytelling through movement.
	Fine motor skills	Finger games, crafts, cutting with scissors, sewing, using paintbrushes and wax crayons. Preparing snack-cutting fruit and vegetables, spreading butter, eating with cutlery. Woodwork and Wax modelling(Transition group)
	Health and self-care	Preparing snack time, cooking, healthy snack, walks, bring awareness of limits and boundaries in and out (toilet, gates, tree climbing, nature table), hand washing, appropriate clothing.
Personal, Social and Emotional Development	Self-regulation	Through play and stories and gentle adult support, children will develop an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children's ability to wait for what they want and control their immediate impulses when appropriate will mature as well as their ability to focused attention during teacher lead activities, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Managing self	Throughout their time in Kindergarten, children will become confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will learn to understand and explain the reasons for rules, know right from wrong and begin to behave accordingly. Children will be encouraged and supported to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building relationships	Free-play, ringtime, storytime and games encourage children to learn to work and play cooperatively and take turns with others, to form positive attachments to adults and friendships with peers; and to become sensitivity to their own and to others' needs.

Well being	British values/citizenship					
	Model everyone is equal and care for one another (make amends, sharing, turn taking, listening), support individual liberty in free play and expression of thoughts/ideas, crafts. Same expectations for the entire group, lack of preferences, respect of teachers. Tolerance. Festivals, stories. Integrity-truth. Following laws- Rules					
Safeguarding and Online safety	Through parents' meeting and emailed information	Teacher led conversation with over 5 y old group.	Teacher led conversation with over 5 y old group.	Teacher led conversation with over 5 y old group.	Teacher led conversation with over 5 y old group.	PANTS story