

## OAK TREE ROOM CURRICULUM MAP

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Seasons, possible themes, festivals,	All about me, Autumn, Diwali, Christmas, Light, Colour	Winter, Chinese New Year, Spring, Easter & New Life	Summer, Minibeasts, Eid, People Who Help Us, Earth Day, World, Transition
Possible visits and Enhancements	Owl Sanctuary, Christmas trees at St. Bride's	Eggucation, Chinatown, Cathedrals, MJ's pets and exotics	Caterpillar/Butterflies, Firefighters, Police, Medical, Outing park/beach, Aqualisa rock pool
<b>AREA OF LEARNING</b>			
<b>Personal, Social and Emotional Development</b>  <i>Individualised planning and support by key person</i>	<b>TOGETHER TIME – Abercromby Values</b> Settling in, making relationships with adults and children Beginning to learn the rules in the room Becoming independent in their choices and play Learn to explore provision inside and outside. Beginning to understand and articulate feelings.	<b>TOGETHER TIME – Abercromby Values</b> Begin to self-regulate and articulate thoughts, feelings and emotions Begin to seek out new friends Talk about and know the rules Begin to negotiate with others to problem solve. Begin to understand that their choice matters and vote counts; decision making. Develop a sense of responsibility.	<b>TOGETHER TIME – Abercromby Values</b> Begin to talk about emotions and developing sense of self (emotional literacy). Know why we have rules, make up own and support others to follow them Know how to be a good friend Show confidence in new social situations. Talk about own ideas, opinions and question others
<b>Communication and Language</b>  <i>Individualised planning and support by key person</i>	Begin to communicate with peers and adults via gesture, sign-along and simple phrases Begin listening to short stories Start a conversation and recognise turn taking Begin to notice the structure of stories and make comments Begin to understand and respond to simple questions and instructions	Use a wider range of vocabulary during conversation and play, in simple phrases and sentences Understand and respond to open ended questions Articulate ideas, thoughts and feelings Retell a story in their own way Begin to explore rhyme within stories and songs Follow a two part instruction	Have an increasing range of vocabulary to suit varying contexts Use more complex sentences with past and future tenses Start to ask relevant questions and respond appropriately; begin to ask open ended questions themselves Be able to express a point of view using words as well as actions
<b>Physical Development</b>  <i>Individualised planning and support by key person</i>	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Begin to dress and undress themselves and for different situations Begin to be independent with self-care Begin to use whole bodies to move in a range of different ways, developing balance and core strength Develop fine motor skill e.g. cut snips in paper , peg things on line Begin to understand and respond to how our bodies work and what's needed to keep healthy; e.g. teeth brushing, exercise and hydration and healthy eating.	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Continue to develop independence with self-care, including dressing Continue to develop their movement, balance and coordination Match their developing physical skills to activities within the provision Practice fine motor skills; writing, tinkering, snipping, tweezing etc. Develop a preference for a dominant hand. Continue to understand and respond to how our bodies work and what's needed to keep healthy; e.g. teeth brushing, exercise and hydration and healthy eating	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Confidently independent with self-care including using the toilet and dressing Show increasing skill and control in different ways of moving, coordination and balance Take part in team games such as skittles, ball games Show increasing control in fine motor skills e.g. holding a pencil in a tripod grip Understand and respond to how our bodies work and make healthy choices; e.g. teeth brushing, exercise and hydration and healthy eating

<b>LITERACY</b>  <i>Individualised planning and support by key person</i>	<b>T4W: Goldilocks and The 3 Bears &amp; Gingerbread Man</b> Enjoy reading books with an adult and exploring key concepts about print. Take ownership of our reading journey; have a favourite book. Join in with songs and rhymes Enjoy mark making in a variety of ways	<b>T4W: Billy Goats &amp; We're going on a Bear Hunt</b> Read independently or with a friend/adult and talk about the story, characters, plot etc. Learn how books work, which way up and where to start and text direction Learn 2 rhymes by heart Mark make with a purpose, attributing meaning to marks.	<b>T4W: Jack &amp; The Beanstalk &amp; The Very Hungry Caterpillar</b> Listen and follow an oral story Learn and retell a range of key stories Make up own story and represent it by drawing and writing Know 5 rhymes by heart Write letters from their name or whole name
	<b>PHASE 1 PHONICS</b> Recognise environmental sounds Recognise and copy sounds, rhythm and tempo.	<b>PHASE 1 PHONICS</b> Exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Explore alliteration	<b>PHASE 1 PHONICS</b> Voice sound exploration through activities such as metal mike, robotic voice game. Oral blending and segmenting
<b>MATHS</b>  <i>Individualised planning and support by key person</i>	Explore numbers 1-3 in a variety of ways. Start to notice size and link this to play. Count forwards and backwards using number rhymes Begin to name 2D and 3D shapes Begin to explore what pattern is and continue a simple repeating pattern ABABAB.	Consolidate numbers 1-3 with subitising Explore numbers up to 5 in a variety of ways. Explore everyday ways of comparing size and length. Select, name and combine shapes for a purpose (den making, block play, etc.) Learn positional language	Consolidate numbers 1-5 with subitising Explore numbers beyond 5 Problem solving and calculation Explore everyday ways of comparing weight and capacity. Explore 2D & 3D shapes and their properties. Continue patterns ABBABB, ABCABC
<b>Understanding the World</b>  <i>Individualised planning and support by key person</i>	<b>FOREST SCHOOL</b> Become aware of our environment through a forest school experience; using tools and equipment to make changes. Understand what makes us special and unique and how we celebrate in our families Use senses to explore seasonal changes Explore light and colour and how these can be changed	<b>FOREST SCHOOL</b> Articulate and use senses when experiencing seasonal change e.g. ice Observe life cycle of plants and animals e.g. egg hatching Plant seeds and care for our garden Explore forces and how things work e.g. magnets wind up toys, cogs Learn about different cultures and countries	<b>FOREST SCHOOL</b> Use our senses and harvest crops we have grown. Explore floating and sinking Become aware of and appreciate the people who help us, learning about different occupations Learn about different cultures and countries Understand the need to respect and care for living things
	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Porridge, Gingerbread men	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Chinese friedd rice, Vegetable soup	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Bread, Fruit cakes
<b>Expressive Arts and Design</b>  <i>Individualised planning and support by key person</i>	<b>ACTIVE MUSIC</b> <b>WOODWORK</b> Represent themselves using different media Enjoy simple role play e.g. home area or train small world Explore colour and mixing Enjoy and take part in action songs using our bodies or instruments Enjoy performing songs such as Christmas songs to an audience	<b>ACTIVE MUSIC</b> <b>WOODWORK</b> Draw a simple face/person Make and use props to support role play Combine recycled materials for a purpose. Confident to express ourselves in a variety of ways; paint, collage, dance etc. Remember and sing entire songs	<b>ACTIVE MUSIC</b> <b>WOODWORK</b> Draw with increasing detail Immerse themselves in complex imaginative role play around a theme; police, fire fighter etc. Use emotional literacy within creations Create or improvise a song or melody and have the confidence to perform this for others