

OAK TREE ROOM CURRICULUM MAP

	Autumn Term	Spring Term	Summer Term
Seasons, possible themes, festivals	All about me, Autumn, Diwali, Christmas, Light, Colour, Winter	Lunar New year ,Spring, Easter & New life, transport, ocean and under the sea,	Summer, Minibeasts, Eid, People Who Help Us, Earth Day, World, Transition to reception
Possible visits and Enhancements	Father Christmas, B-Tales visit, Autumn Walk – within school, parent engagement visits	China town, Lunar New Year ,Incredible Eggs (ducks), parent engagement visits, Eid Al-Adha, Eid Al-Fitr	Caterpillar/Butterflies, Outing park, school teacher reception visits , bug hunt, water play day, Abercromby Festival, Celebration Day
Stay and Play Focus	Learning through play	Physical Development	Christmas Craft Along
AREA OF LEARNING			
<i>Personal, Social and Emotional Development</i>	<p><i>We will endeavor to:</i></p> <ul style="list-style-type: none"> -provide strong, warm and supportive key person relationships which enable children to learn how to understand their own feelings and those of others. We will support children to: -manage emotions -develop a positive sense of self -have confidence in their own abilities -persist and wait for what they want - Learn how to look after their bodies and manage personal needs independently -make good friendships, cooperate and resolve conflicts peaceably - Establish rules, routines and behaviours of learning and help the children to develop their sense of responsibility and membership of a community. - Help children learn how to select and use activities and resources, with help when needed. <p>ZONES OF REGULATION , ABERCROMBY VALUES</p>	<p><i>As per autumn term and:</i></p> <ul style="list-style-type: none"> -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. -Encourage children to start taking part in some group activities which they make up themselves or in teams. -Be increasingly independent as they get dressed and undressed, for example putting coats on and doing zips up. <p>ZONES OF REGULATION , ABERCROMBY VALUES</p>	<p><i>As previous terms and:</i></p> <ul style="list-style-type: none"> -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. <p>ZONES OF REGULATION , ABERCROMBY VALUES</p>
<i>Communication and Language</i>	<p><i>Staff to support children to :</i></p> <ul style="list-style-type: none"> - Read for pleasure – Lending Library (weekly book sent home) -Begin to communicate with peers and adults via gesture, sign-along and simple phrases. -have frequent and high quality conversations. -active engagement with fiction and non-fiction 	<p><i>As autumn term:</i></p> <ul style="list-style-type: none"> -- Read for pleasure – Lending Library (weekly book sent home) -Use a wider range of vocabulary during conversation and play, in simple phrases and sentences -Understand and respond to open ended 	<p><i>-As all previous half terms and:</i></p> <ul style="list-style-type: none"> - Read for pleasure – Lending Library (weekly book sent home) -Encourage children to use talk to organise themselves and their play. Talk about what they see using a wide vocabulary. Have an increasing range of vocabulary to suit

	<p>books, rhymes and poems.</p> <ul style="list-style-type: none"> -learning, using and embedding new vocabulary in a range of contexts (including words from texts and topic). -story-telling and role play -sharing ideas -helping children to build a large repertoire of songs and rhymes. -encouraging children to pay attention to more than one thing at a time. <p>Develop sense of self (Show and tell) observations from home on Learning Journals – Children should be able to show their friends what they have done when not at school and speak for a short time about it.</p>	<p>questions</p> <ul style="list-style-type: none"> -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 <p>Develop sense of self (Show and tell) observations from home on Learning Journals – Children to become increasingly more confident and competent at explaining the things they have done when not at school.</p>	<p>varying contexts</p> <p>Use more complex sentences with past and future tenses</p> <p>Start to ask relevant questions and respond appropriately; begin to ask open ended questions themselves</p> <p>Be able to express a point of view using words as well as actions.</p> <p>Develop sense of self (Show and tell) observations from home on Learning Journals – Children to become increasingly more confident and competent at explaining the things they have done when not at school, by now children should be able to ask questions of the talker and they should be able to respond appropriately. (Know what a question is rather than statement).</p>
<i>Physical Development</i>	<p>WEEKLY PE SESSIONS WITH MARTIN</p> <p>Opportunities for play both indoors and outdoors.</p> <p>Adults support children to develop their: core strength stability balance spatial awareness</p> <ul style="list-style-type: none"> -co-ordination agility health social and emotional well-being hand-eye co-ordination -Repeated and varied opportunities to explore/play with/develop: small world activities, puzzles arts and crafts and the practice of using small tools, movement, balancing, riding and ball skills, go up steps and stairs, or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. -a preference for a dominant hand. -a comfortable grip with good control when holding pens and pencils. -eating independently and learning how to use a spoon and fork. 	<p>WEEKLY PE SESSIONS WITH MARTIN</p> <p>Continue to develop independence with self-care, including dressing</p> <p>Continue to develop their movement, balance and coordination</p> <p>Match their developing physical skills to activities within the provision</p> <p>Practice fine motor skills; writing, tinkering, snipping, tweezing etc.</p> <p>Develop a preference for a dominant hand.</p> <p>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</p> <p>Encourage children to start taking part in some group activities which they make up for themselves or in teams. -Be increasingly independent as they get dressed and undressed for example putting on coats and doing zips up.</p>	<p>WEEKLY PE SESSIONS WITH MARTIN</p> <p>As all previous half terms and:</p> <ul style="list-style-type: none"> -Match their developing physical skills to tasks and activities in the setting. -Make healthy choices about food, drink and activity. <p>Confidently independent with self-care including using the toilet and dressing</p> <p>Show increasing skill and control in different ways of moving, coordination and balance</p> <p>Take part in team games such as skittles, ball games</p> <p>Show increasing control in fine motor skills e.g. holding a pencil in a tripod grip</p> <p>Understand and respond to how our bodies work and make healthy choices; e.g. teeth brushing, exercise and hydration and healthy eating</p>

Literacy	<p><i>T4W: & Owl Babies & Gingerbread Man</i> <i>Other weeks: Titch, Teddy Bears Picnic, My Mum and Dad make me laugh, colour monster, my big shouting day</i></p> <p>We will endeavour to:</p> <ul style="list-style-type: none"> -encourage a life-long love of reading. -talk with children about the world around them, share books (stories and non-fiction) and enjoy rhymes, poems and songs together. -support children to develop reading skills, working on environmental print and how to hold a book, turn pages and talk about/make up a story about the pictures and understand the five key concepts about print: -Print has meaning and can have different - purposes - teach that we read English text from left to right and from top to bottom -teach the names of the different parts of a book -provide opportunities to develop pre-writing and early writing skills -teach new vocabulary. <p>TEACH PHASE 1 PHONICS INTRODUCE TALK FOR WRITING</p>	<p><i>T4W: Billy Goats & The Ugly Duckling</i> <i>Other books: Tiddler, Commotion in the Ocean, Sharing a Shell, Lost and Found, Pirates love underpants, Brilliant Boats, Rosie's Walk, Marmalade Jam, Brenda's Boring Egg, Charlie Chick, the great race Non-fiction books about Lunar New year (Spring 1) Non- Fiction Books about transport.</i></p> <p>As per Autumn term, plus, children will:</p> <ul style="list-style-type: none"> - 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. 	<p><i>T4W: Jack & The Beanstalk & The Very Hungry Caterpillar</i> <i>Other books: Jaspers Beanstalk, Mad about Minibeasts, the very quiet cricket, the very bad tempered ladybird, farmer duck, What the Ladybird heard, People who help us texts, starting school, the colour monster starts school.</i></p> <p>As Autumn and Spring term, and children will:</p> <ul style="list-style-type: none"> -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
	<p><u>PREPARING FOR PHONICS</u> Recognise environmental sounds Recognise and copy sounds, rhythm and tempo.</p>	<p><u>PREPARING FOR PHONICS</u> Exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Explore alliteration</p>	<p><u>PREPARING FOR PHONICS</u> Voice sound exploration through activities such as metal mike, Mr Munch. Oral blending and segmenting</p>
	<p><u>SONGS</u> Heads shoulders Knees and Toes The Hokey Cokey Tommy Thumb One finger One thumb Twinkle Twinkle little star (and chocolate bar) Hop Little Bunnies I'm a Little Teapot <u>Maths songs:</u> 1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato 5 little speckled frogs 5 little ducks went swimming one day 5 currant buns.</p>	<p><u>SONGS</u> 1,2,3,4,5, Row, Row Row Your Boat, A sailor went to Sea Sea Sea, I had a little turtle, 5 little mermaids. Ring a Ring a Roses (fishes in the water) Down at the station 5 little motor cars Aeroplanes, Aeroplane/ I'm a little aeroplane The wheels on the bus/A big red bus 5 little firemen/5 little men in a flying saucer</p>	<p><u>SONGS</u> There's a Tiny Caterpillar, , Incy Wincy spider, down at the bottom of the garden, Little Miss Muffet, Crawling and flying around, Old MacDonald had a garden. we're going to the zoo, old McDonald had a farm, pussy cat, pussy cat, five little owls, hickory dickory dock, the animal boogie.</p>

<i>Mathematics</i>	<p>Children will:</p> <ul style="list-style-type: none"> -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 clap, tap, clap, tap -Explore colour and pattern 	<p>As Autumn term and:</p> <ul style="list-style-type: none"> -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 <p>Encourage the children to:</p> <ul style="list-style-type: none"> -talk about and explore 2D shapes using informal and mathematical language. -select shapes appropriately, and combine shapes to make new ones in construction activities. -understand position through words alone. - describe a familiar route. -discuss routes and locations. -make comparisons between objects relating to size, length, weight and capacity 	<p>-As all previous half terms and: -</p> <ul style="list-style-type: none"> -Consolidate numbers 1-5 with subitising -Explore numbers beyond 5 -Problem solving and calculation -Explore everyday ways of comparing weight and capacity. -Talk about and identify the patterns around them, including 2D & 3D shape names. -Extend and create ABAB patterns. -Notice and correct an error in a repeating pattern. -Introduce weight and comparing objects.
<i>Understanding the World</i>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Understand some important changes in the natural world, e.g. seasons, temperature, decay, growth. 	<p>As all previous half terms and:</p> <ul style="list-style-type: none"> -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 - Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Observation drawings from the natural world.
	<p>FOREST SCHOOL</p> <p><u>Week 1:</u> Fire rules, safety, introducing forest school area, toasting marshmallows (halal available)</p> <p><u>Week 2:</u> Reinforcing fire rules, exploring living things in the garden, bird feeders, porridge</p> <p><u>Week 3:</u> Natural resources within forest school area, monsters on sticks using clay and foraged materials, cheese toasties</p> <p><u>Week 4:</u> Natural materials, identifying different trees and their uses; kindling and</p>	<p>FOREST SCHOOL</p> <p><u>Week 1:</u> Fire rules, safety, introducing forest school area, toasting marshmallows (halal available)</p> <p><u>Week 2:</u> Reinforcing fire rules, exploring living things in the garden, bird feeders, porridge</p> <p><u>Week 3:</u> Natural resources within forest school area, monsters on sticks using clay and foraged materials, cheese toasties</p> <p><u>Week 4:</u> Natural materials, identifying different trees and their uses; kindling and making beads using hazel and elder, Pancakes to eat.</p>	<p>FOREST SCHOOL</p> <p><u>Week 1:</u> Fire rules, safety, introducing forest school area, toasting marshmallows (halal available)</p> <p><u>Week 2:</u> Reinforcing fire rules, exploring living things in the garden, bird feeders, porridge</p> <p><u>Week 3:</u> Natural resources within forest school area, monsters on sticks using clay and foraged materials, cheese toasties</p> <p><u>Week 4:</u> Natural materials, identifying different trees and their uses; kindling and making beads using hazel and elder, Pancakes to eat.</p>

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	COOKING: Notice changes in materials; cooking, melting, combining. Gingerbread men	COOKING: Notice changes in materials; cooking, melting, combining. Vegetable soup and porridge with toppings	COOKING: Notice changes in materials; cooking, melting, combining, Banana Bread, chips and fruit salad
<i>Expressive Arts and Design</i>	Children will be able to: -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 -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	As per autumn term, and children will be able to: -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 -Draw with complexity and detail such as representing a face with a circle and including details. -Use drawings to represent ideas like movements or loud noises. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Play instruments with increasing control to express their feelings and ideas. -Make simple models to express their ideas.	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 - Explores what happens when they mix colours - Manipulates materials to achieve a planned effect - Constructs with a purpose in mind, using a variety of resources - Beginning to be interested in and describe the texture of things - Creates movement in response to music - Engages in imaginative role-play based on own first -hand experiences - Introduces a storyline or narrative into their play