



Oaks and Acorns —Cycle 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Good to be me	Super Celebrations	Ready, Steady, Cook	Let's Create	Once Upon A Time	Beside the Seaside
	Key learning to embed throughout the year: Vocabulary, Listening skills, Asking/answering questions, Retell stories, Learn rhymes, poems and songs, Extend/elaborate play ideas, Solve conflicts through talk, Manage own needs/self-care, Build constructive and respectful relationships, Perseverance and resilience in challenge.					
Understanding the world	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Show interest in different occupations. • Explore how things work. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice. • Explore how things work. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Explore and talk about different forces they can feel.
Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop their sense of responsibility and membership of a community 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.



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Expressive Art & Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs or improvise a song around one they know. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make.



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	Let's Share	Let's Celebrate	Let's Pretend	Let's get messy	Let's Grow	Let's Build
Maths	<ul style="list-style-type: none"> • Number of the week • Recite numbers past 5. • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Say one number for each item in order: 1,2,3,4,5. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Describe a familiar route. (routines) 	<ul style="list-style-type: none"> • Number of the week • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Number of the week • Begin to describe a sequence of events, real, using words such as 'first', 'then...' • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> • Number of the week • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Number of the week • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Begin to describe a sequence of events, fictional, using words such as 'first', 'then...' • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<ul style="list-style-type: none"> • Number of the week • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Physical Development	<ul style="list-style-type: none"> • As a prime area, PD skills will be embedded and developed throughout the year 			<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> • Sports day practise



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	Let's Share	Let's Celebrate	Let's pretend	Let's get messy	Let's Grow	Let's build
Literacy	<ul style="list-style-type: none"> • Mark making baseline • Print has meaning • Print can have different purposes 	<ul style="list-style-type: none"> • Print has meaning • Print can have different purposes 	<ul style="list-style-type: none"> • Start Little Wandle • Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother • Print has meaning - print can have different purposes 	<ul style="list-style-type: none"> • Exploring name writing • Continue teaching of Little Wandle • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Practising name writing • Continue teaching of Little Wandle • Recognise the names of the different parts of a book • Page sequencing • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some letters accurately. 	<ul style="list-style-type: none"> • Embedding name writing • Continue teaching of Little Wandle • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some letters accurately.
Communication & Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Communication and language is developed through all areas of learning across the year.</p>					