



Oaks and Acorns —Cycle 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Everyday Life	Super Celebrations	Books	The Environment	My Body	Animals
	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. • 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"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant. • Begin to understand the need to respect and care for the natural environment and all living things. • Plant seeds and care for growing plants. • Explore how things work. • Explore and talk about different forces they can feel. 	<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 the differences between materials and changes they notice. • Explore how things work. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of an animal. • Begin to understand the need to respect and care for the natural environment and all living things.
Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help • Develop their sense of responsibility and membership of a community • 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"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<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"> • Develop appropriate ways of being assertive. • 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"> • Make healthy choices about food, drink, activity and toothbrushing • 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"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.



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	Let's Share	Let's Celebrate	Let's Pretend	Let's get messy	Let's Grow	Let's Build
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
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: <ul style="list-style-type: none"> 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 Recognise the names of the different parts of a book Page sequencing Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> 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. 	<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.
Maths	<ul style="list-style-type: none"> More than, fewer than, the same Explore and build with shapes and objects Explore repeats Hear and say number names 	<ul style="list-style-type: none"> Begin to order number names I see 1,2,3 Join in with repeats Explore position and space 	<ul style="list-style-type: none"> Show me 1, 2,3 Move and label 1,2,3 Explore position and routes Explore own first patterns 	<ul style="list-style-type: none"> Take and give 1,2,3 Match, talk, push and pull Talk about dots Compare and sort collections 	<ul style="list-style-type: none"> Lead on own repeats Start to puzzle Making patterns together Make games and actions 	<ul style="list-style-type: none"> Show me 5 My own pattern Stop at 1,2,3,4,5 Match, sort compare



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Expressive Art and 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"> • 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"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing.
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>					