

## Oak Tree Curriculum Map 2024-2025

	<b>My First Term</b>	<b>My Second Term</b>	<b>My Last Term</b>
<b>Seasons, festivals, celebrations and possible themes</b>	Settling in, Myself, My Body, My Senses, nursery rhymes, Autumn, Black History Month, Bonfire Night, Diwali – colour, light, sound, stars, Winter	Traditional Tales, Winter, Ramadan, Eid, Pankcake Day, Chinese New Year, Easter, New Life and Spring, World Book Day	Growing, New Life, Lifecycles, Farm Animals, Wild Animals, Special Days, Staying Sun Safe Transition
<b>Possible Visits and Enhancements</b>	Book Club, Calderstones Park, Greenacres Farm Christmas Trip	China Town, Eid, Library Visits Forest School, Liverpool landmarks, Allotment	Allotment, Teddy Bear’s Picnic, Farm Visit to nursery, Windmill Farm Summer Trip, Celebration Assembly
<b>Books and Rhymes</b>	Owl Babies, All Are Welcome, The Family Book, Going to the Park, Whatever Next, Stick Man	Goldilocks and The Three Bears, Were Going on A Bear Hunt, The Gruffalo, Hetty Peck, Chicken Licken	The Very Hungry Caterpillar, Jack & The Beanstalk, Oliver’s Vegetables, The Colour Monster Goes to School, I’m Actually Really Grown Up Now
AREA OF LEARNING	<b>I will:</b>	<b>I will:</b>	<b>I will:</b>
<b>Personal, Social and Emotional Development</b>	<p>Begin to familiarise myself with new children and adults</p> <p>Begin to control my own emotions and seek comfort from others and objects</p> <p>Familiarise myself with the routine of the day through songs and visuals. I will begin to understand the expectations and rules of the nursery</p> <p>Begin to make simple choices in resources and play, exploring the nursery inside and out</p>	<p>Begin to form relationships with other children and adults</p> <p>Continue to control my own emotions and recognise some feelings by name</p> <p>Continue to understand the routine of the day and possibly guide others</p> <p>Show a preference for certain resources and ask for them</p>	<p>Confidently communicate with adults and children, knowing how to form special friendships and communicate</p> <p>Express my emotions and give some simple explanation for my feelings</p> <p>Confidently follow the rules and routine of the nursery, understanding that they keep me safe</p> <p>Confidently have own opinions on own play and play of others, understanding that we all play differently</p>

	<p>Understand that resources in nursery are special</p> <p>Beginning to recognise that differences in opinion and play arise and that adults can help and reassure me, for example, taking turns with a toy and using a timer</p>	<p>Begin to show responsibility for my personal needs and play choices through tidying and looking after resources</p> <p>Begin to become independent in resolving differences, for example suggesting using a timer to turn take, knowing that adults are here to help</p>	<p>Look after the resources and treat them with respect, showing kind hands and tidying away</p> <p>Manage personal needs and social differences independently</p> <p>Recognise that we can have differences in opinions and that conflicts can arise. Begin to use skills of negotiation and words to resolve differences</p>
<p><b>Communication and Language</b></p> <p><b>Weekly Time2Sign Lessons</b></p> <p><b>Children's understanding assessed using WellComm screening throughout the year</b></p>	<p>Enjoy listening to and exploring short stories and rhymes, remembering some words and key phrases</p> <p>Listen to and sing some songs and rhymes, using hand puppets and props</p> <p>Begin to learn new words and use simple phrases to communicate ideas and wants/needs</p> <p>Start a conversation with an adult or friend</p> <p>Begin to pay attention to more than one thing at a time, which can be difficult</p> <p>Begin to use talk (simple phrases) to inform my play e.g. "Let's go to the house"</p>	<p>Enjoy listening to longer stories and remember most of what happens</p> <p>Sing a large repertoire of songs and rhymes using actions – I will have some favourites</p> <p>Begin to use longer sentences of four to six words</p> <p>Start a conversation with an adult or friend and continue it with many turns, asking some questions</p> <p>Be confident to "listen &amp; do" – focusing on more than one thing at time</p> <p>Use talk to organise myself and others during my play: "Let's have some food... you sit there.. I'm making your dinner" and using talk to pretend objects are</p>	<p>Know familiar nursery rhymes, talk about familiar books and begin to tell my own short stories</p> <p>Sing a large repertoire of songs and rhymes, recalling them from memory</p> <p>Use longer sentences joined up with words like 'and' 'because'</p> <p>Talk about past events in conversations, beginning to use the correct past tense e.g went instead of goed</p> <p>Pay attention to more than one thing at a time for a prolonged period of time</p> <p>Use talk to organise myself and my peers in collaborative play, beginning to work together and listen to other people's point of view.</p>

	Begin to express my own points of view	Be confident in expressing my own point of view and begin to listen to other people's views	Begin to express whether I agree or disagree with an adult or child using things such as 'thumbs up, thumbs down' or voting for options
Physical Development	<p><b>HAND WASHING-</b> Understanding the importance of having clean hands after messy play, before we eat, and after the toilet. Knowing to use soap and water, and how to hand wash effectively through the use of our hand washing song.</p> <p><b>DENTAL HYGEINE</b> – Recognising that to keep healthy we need to brush our teeth. Understanding that we should only have little bits of some foods so that we can keep healthy. Children will create their own dental hygiene packs each term, using the story '<i>Alan's Scary Teeth</i>' and '<i>Going to the Dentist</i>'.</p>		
Weekly PE Lessons Weekly Dance Lessons	<p>Recognise my own peg picture and take my belongings off my peg</p> <p>Take off my own shoes and socks, and try to undo my coat</p> <p>Clearly communicate when I need the toilet or when my nappy needs changing</p> <p>Develop fine motor skills, eg rolling playdough, cutting</p> <p>Begin to use my whole body to move in a range of ways, developing balance and core strength. Begin to take physical risks with equipment that is new to me, eg riding a bike/climbing frame</p>	<p>Put my belongings on/off my peg, recognising that they are my special things</p> <p>Try to put my own shoes and socks on, and independently unzip/unbutton my coat</p> <p>Communicate with an adult when I need help with my toileting or using the potty, no longer needing nappies</p> <p>Practice fine motor skills, eg writing, snipping, tweezing</p> <p>Continue to develop movement, balance and co-ordination through activities in the environment. Continue to take risks by playing at different heights and on different surfaces</p>	<p>Take responsibility for my own belongings, keeping them safe throughout the day</p> <p>Take my own shoes, socks and coat off and put them back on independently, with some help</p> <p>Control and address my own toileting needs</p> <p>Show increasing control in fine motor skills eg pencil grip</p> <p>Show confidence and control in moving in a range of ways, showing balance and spatial awareness. Be confident in taking risks in my play – climbing, obstacle courses</p>

			Understand how to stay safe in the sun and may be able to explain why it is important
Literacy	<p>Hold a book upright, turning the pages one at a time and recognising books are special</p> <p>Understand that print has meaning and recognise some familiar prints</p> <p>Begin to represent meaning using marks and can explain what it means to me</p> <p>Begin to engage in extended conversations about stories, learning new vocabulary</p>	<p>Know that books are special, and begin to read for pleasure</p> <p>Understand key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print is all around us for different purposes eg danger signs, birthday cards etc</li> <li>• We read from top to bottom</li> <li>• Page sequencing, turning one page at a time</li> </ul> <p>Be confident in explaining what my marks mean, my marks will begin to be recognisable</p> <p>Continue to engage in extended conversations about stories, learning new question styles</p>	<p>Know some features of a book such as front cover, author – and enjoy sharing special story times with others</p> <p>Use some of my print and letter knowledge in my early writing. For example, creating a booklet with a front cover and pages to turn, writing a birthday card and using letters from their name</p> <p>Make marks that are increasingly mature and representational. I will use some or all letters from my name in my work</p> <p>Continue to engage in extended conversations about stories, beginning to reflect on plot and characters</p>
	<p>PHASE 1 Phonics (7 aspects) taught throughout the year and embedded in the provision:</p> <p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <p>Aspect 2: General Sound Discrimination – Instrumental Sounds</p> <p>Aspect 3: General Sound Discrimination – Body Percussion</p> <p>Aspect 4: Rhythm &amp; Rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral Segmenting and Blending</p>		

	Develop My phonological awareness, so that I can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mummy		
Understanding the World	<p>Weekly Forest School – Begin to explore new environments and experiences in nature</p> <p>Learn about my family, different families and cultures using all senses and begin to imitate my own experiences in my play</p> <p>Begin to form special friendships and find common play interests</p> <p>Show an interest in living things through small world play and using my senses to explore the world around me</p> <p>Explore unplugged technology such as Beebots and voice recorders and learn how to turn it on and off</p> <p>Explore water play both indoor and outdoor, using different tools to transport and use it for purpose in my play</p>	<p>Weekly Forest School Notice details in the forest school environment including seasonal changes and begin to talk about the things I can see</p> <p>Join in with celebrations and family traditions and begin to understand that they are important</p> <p>Create play with special friends and show a preference for who I spend my time with</p> <p>Observe life cycles of plants through planting seeds and caring for the allotment</p> <p>Be interested in navigating toys and equipment that require pressing buttons, such as using the interactive whiteboard with support from an adult</p> <p>Explore water and mud tools to explore cause and effect</p>	<p>Weekly Forest School Comment and ask questions about the world, and understand how the environment changes over time</p> <p>Talk about differences and similarities between different family traditions and cultures and my own</p> <p>Have my own special friends and understand that not every friend wants to play in the same way</p> <p>Observe life cycles of animals through farm visits and caring for minibeasts (caring for caterpillars)</p> <p>Be confident in operating simple equipment, such as turning it on/off, using touch screen features (interactive globe, IWB, beebots)</p> <p>Be confident in using different materials to support my play</p>

<p>Expressive Art and Design</p>	<p>Explore colour and colour mixing using primary colours</p> <p>Take part in simple pretend play, using open ended resources to support storytelling</p> <p>Explore the different sounds that familiar and unfamiliar instruments make</p> <p>Listen with increased attention to sounds through regular listening activities</p> <p>Join different materials together using a variety of tools and explore different textures, eg cellotape, hole puncher</p> <p>Create drawings with continuous lines and begin to use shapes to represent objects</p>	<p>Explore colour and colour mixing using primary and secondary colours, beginning to have an understanding of making new colours</p> <p>Use small world resources to create roles and stories in my play</p> <p>Explore playing instruments with direction eg slow, quick, fast, high, low</p> <p>Listen with increased attention to new sound including popular culture songs, cultural music and classical</p> <p>Begin to have my own ideas and then decide which materials to use to express them</p> <p>Begin to use more detail in my drawings, such as adding emotions to a face, clouds in the sky</p>	<p>Continue to explore colour and colour mixing, beginning to explore light and dark</p> <p>Be confident in using small world resources along with open ended blocks to create enclosures in my own imaginative small worlds</p> <p>Play instruments with control and confidence</p> <p>Listen and respond to music and sounds, beginning to share my opinions and thoughts</p> <p>Be confident in having my own ideas and choose resources to best express them</p> <p>Draw with increasing complexity, using shapes and lines to represent important things to me, eg experiences, recreating stories, imaginary worlds</p>
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