

Oak Base Curriculum Overview

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
2018/19	What does it mean to belong?	What does it mean to be alive?	Where can we go?
Key learning	<ul style="list-style-type: none"> • Belonging to our class • Belonging to our family • Belonging in Bearwood • Who helps us to feel safe? • How can we help people who are less fortunate? • What is a gift? • How do we celebrate Christmas? 	<ul style="list-style-type: none"> • Name and sort animals • Understand what animals and humans need to stay alive • Understand different types of animal homes. • Understand that dinosaurs lived a long time ago. • Understand that monsters are not real 	<ul style="list-style-type: none"> • Maps • Local visits • Space (Whatever next, Space Tortoise) • Holidays, • Beach Bearwood walk (house types) • 'The Koala Who Could' (focus on Australia as a place to go and the animals there), • Each Peach Pear Plum
Key experiences	<ul style="list-style-type: none"> • Post Box walk • Bus trip to 'Build a Trip' • Hand hygiene workshop • Police visit • Trussel Trust shoe box • Fire service visit 	<ul style="list-style-type: none"> • Visit from a vet • Class pet introduced • Visit to Farmer Palmers • Doctor visit 	<ul style="list-style-type: none"> • Visit to Aviation Museum • RNLI visit • Family Fun Day at the beach
2019/20	What makes me 'me'?	What is a home?	Does winning matter?
Key learning	<ul style="list-style-type: none"> • Families • Traditions and celebrations • Self portraits • 'The Lion Inside' 	<ul style="list-style-type: none"> • Where we live • Jungle animals • Rainforests • Live chicks • Caterpillars and butterflies • Sea life • Estate agent role play 	<ul style="list-style-type: none"> • The 2020 Olympics • Why do we compete? • Health and sport • Time • PSED: different strengths • France • Tokyo • 'Edgar and the Sausage Inspector', • map skills
Key experiences	<ul style="list-style-type: none"> • Parent workshops 	<ul style="list-style-type: none"> • Bearwood walk • Marwell or Sealife visit 	<ul style="list-style-type: none"> • Food tasting • Sports day
Literacy	<ul style="list-style-type: none"> • Phase 1 • Phase 2 • Segmenting and blending CVC words 	<ul style="list-style-type: none"> • Phase 1 • Phase 3 • Caption reading and writing • Enjoys rhyming and rhythmic activities. 	<ul style="list-style-type: none"> • Phase 1 • Phase 4 • Sentence writing • Read and spell CVCC and CCVC words

	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Ascribes meanings to marks that they see in different places. • Gross and fine motor skills • Pencil grip • Caterpillar letter family 	<ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Recognises familiar words and signs such as own name and advertising logos • Sometimes gives meaning to marks as they draw and paint. • One armed robot letters • Long ladder letter family • Zig zag monster letter family 	<ul style="list-style-type: none"> • links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Capital letters
Maths	<ul style="list-style-type: none"> • Counting objects • Number names in order • Weight • Length • Positional language • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	<ul style="list-style-type: none"> • Adding two groups • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Counts an irregular arrangement of up to ten objects. 	<ul style="list-style-type: none"> • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Jigsaw	<ul style="list-style-type: none"> • Being Me In My World • The right to learn • Other people's feelings • Working together • Celebrating Differences • Using king words • Solving problems • Including others in play 	<ul style="list-style-type: none"> • Dreams and Goals • Staying positive • Working towards goals • Having a positive attitude • Healthy Me • Healthy eating • Keeping active • Keeping calm in difficult situations 	<ul style="list-style-type: none"> • Relationships • Making friends • Being part of a group • Know and show what makes a good relationship • Changes • Understand that we are unique • Looking forward to change.