

## Oak Base Curriculum Overview

<b>2019/20</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<b>What makes me 'me'?</b>	<b>What is a home?</b>	<b>Does winning matter?</b>
<b>Key learning</b>	<ul style="list-style-type: none"> <li>• Families; what types of family are there? who is in my family? How are we related? Names of relatives.</li> <li>• Traditions and celebrations; birthdays, Divali, Hannuka (festivals of light) Christmas</li> <li>• Nursery rhymes; learning new ones</li> <li>• Self portraits; emphasis on labelling body parts</li> <li>• Likes and dislikes; interests outside school, toys, hobbies</li> <li>• 'The Three Bears' talking story, size ordering, Making our own porridge and experimenting with ingredients.</li> <li>• 'The Lion Inside'</li> </ul>	<ul style="list-style-type: none"> <li>• Where we live; exploring types of homes and the local area/environment</li> <li>• Jungle animals</li> <li>• Rainforests</li> <li>• Live chicks</li> <li>• Wormery</li> <li>• Caterpillars and butterflies</li> <li>• 'Jack and the Beanstalk' talking story</li> <li>• Animal Bop</li> </ul>	<ul style="list-style-type: none"> <li>• The 2020 Olympics</li> <li>• Why do we compete? Comparing performance with our autumn sports day</li> <li>• Health and sport</li> <li>• Time</li> <li>• PSED: different strengths</li> <li>• France</li> <li>• Tokyo</li> <li>• 'Edgar and the Sausage Inspector',</li> <li>• map skills</li> <li>• 'The Gingerbread Man' talking story, linking with cooking our own gingerbread men.</li> </ul>
<b>Key experiences</b>	<ul style="list-style-type: none"> <li>• Special delivery hook: class mascot</li> <li>• 'Box of Me'</li> <li>• 'Giggles' trip 2<sup>nd</sup> October</li> <li>• Sports day</li> <li>• Home learning challenge: investigating what parents used to play with.</li> <li>• Visit from the fire service</li> <li>• Phonic and maths workshops for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Hook: Visit the Bearwood SANG land</li> <li>• Visit the Barratt building site</li> <li>• RSPB bug hunting workshop (on heath potentially)</li> <li>• Visit from PCSOs</li> <li>• Visits from Baby Gunstone</li> <li>• Visit from 'Mad 4 Animals'</li> <li>• Home learning challenge: grow and care for a bean</li> </ul>	<ul style="list-style-type: none"> <li>• Food tasting; Wagamamas</li> <li>• Trip to 'The Junction' to experience difference sports</li> <li>• Learn to use the Playground Gym (Reception only)</li> <li>• EYFS mini sports day with family picnic</li> <li>• Bikeability</li> </ul>
<b>2020/21</b>	<b>What does it mean to belong?</b>	<b>What does it mean to be alive?</b>	<b>Where can we go?</b>

<p><b>Key learning</b></p>	<ul style="list-style-type: none"> <li>• Belonging to our class</li> <li>• Belonging to our family</li> <li>• Belonging in Bearwood</li> <li>• Who helps us to feel safe?</li> <li>• How can we help people who are less fortunate?</li> <li>• What is a gift?</li> <li>• How do we celebrate Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Name and sort animals</li> <li>• Understand what animals and humans need to stay alive</li> <li>• Understand different types of animal homes.</li> <li>• Understand that dinosaurs lived a long time ago.</li> <li>• Understand that monsters are not real</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Local visits</li> <li>• Space (Whatever next, Space Tortoise)</li> <li>• Holidays,</li> <li>• Beach Bearwood walk (house types)</li> <li>• 'The Koala Who Could' (focus on Australia as a place to go and the animals there),</li> <li>• Each Peach Pear Plum</li> </ul>
<p><b>Key experiences</b></p>	<ul style="list-style-type: none"> <li>• Post Box walk</li> <li>• Bus trip to 'Build a Trip'</li> <li>• Hand hygiene workshop</li> <li>• Police visit</li> <li>• Trussel Trust shoe box</li> <li>• Fire service visit</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from a vet</li> <li>• Class pet introduced</li> <li>• Visit to Farmer Palmers</li> <li>• Doctor visit</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Aviation Museum</li> <li>• RNLI visit</li> <li>• Family Fun Day at the beach</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 2</li> <li>• Segmenting and blending CVC words</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Gross and fine motor skills</li> <li>• Pencil grip</li> <li>• Caterpillar letter family</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 3</li> <li>• Caption reading and writing</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Recognises familiar words and signs such as own name and advertising logos</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• One armed robot letters</li> <li>• Long ladder letter family</li> <li>• Zig zag monster letter family</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 4</li> <li>• Sentence writing</li> <li>• Read and spell CVCC and CCVC words</li> <li>• links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> <li>• Capital letters</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Number names in order</li> <li>• Weight</li> <li>• Length</li> <li>• Positional language</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the</li> </ul>	<ul style="list-style-type: none"> <li>• Adding two groups</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>• Count reliably with numbers from one to 20, place them in order and say which number is</li> </ul>

	<p>vocabulary involved in adding and subtracting.</p>	<ul style="list-style-type: none"> <li>Shows an interest in representing numbers.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul>	<p>one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Jigsaw</b></p>	<ul style="list-style-type: none"> <li>Being Me In My World</li> <li>The right to learn</li> <li>Other people's feelings</li> <li>Working together</li> <li>Celebrating Differences</li> <li>Using king words</li> <li>Solving problems</li> <li>Including others in play</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Staying positive</li> <li>Working towards goals</li> <li>Having a positive attitude</li> <li>Healthy Me</li> <li>Healthy eating</li> <li>Keeping active</li> <li>Keeping calm in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Making friends</li> <li>Being part of a group</li> <li>Know and show what makes a good relationship</li> <li>Changes</li> <li>Understand that we are unique</li> <li>Looking forward to change.</li> </ul>