



## Oaklands Primary School Curriculum Planning Map 2019-2020

Autumn This is Me!		Spring Let's Create		Summer Let's Go!	
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Baseline Assessment Settling in period Making friends Who are we all? Daily routines – morning / hometime / lunch Self-help skills – toilet / washing hands Name recognition and writing Book sharing Tour of the school Begin introduction of letter sounds (phonemes) Numbers 1-5	Finish phase 2 letter sounds Begin phase 3 letter sounds Reading and writing CVC words Number bonds to 5 Measurement - Weight Harvest Bonfire night Nativity	Traditional tales which could include... Gingerbread Man Little Red Riding Hood Goldilocks and Three Bears Three Little Pigs Jack and the Beanstalk Art Drama Music linked to the above stories Measuring length and height Science investigations – what would make the best bridge? What does happen if Gingerbread Man does get wet?		The Naughty Bus story Discover parts of a 'time travelling machine' Travel back in time to look at medieval castles Compare and contrast local area landscape aspects – jungle / arctic / desert Different modes of travel and their purpose – sea / land / sky Positional language Data handling Capacity Weight	
Parent workshop (phonics)	Walk to post office	Walk to library	Parent workshop (creative)	Forest school	Walk around local area

Below is an outline of what will be seen in the EYFS, however this can change depending on children's interests and abilities.

Colours reflect the objectives predominately focused on in that term in addition to the ones that are fed throughout the year (light blue)



## Prime Area: Communication and Language

Listening & Attention				Understanding			Speaking		
1. Listens attentively in a range of situations	2. Listens to stories, accurately anticipating key events	3. Responds to what they hear with relevant comments, questions or actions	4. Gives attention to what others say and respond appropriately, while engaged in another activity	1. Can follow instructions involving several ideas or actions	2. Answer 'how' and 'why' questions about their experiences	3. Answer 'how' and 'why' questions in response to stories and events	1. Expresses his/herself effectively, showing awareness of listeners' needs	2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	3. Develop own narratives and explanations by connecting ideas or events

## Prime Area: Physical Development

Moving & Handling				Health & Self-care		
1. Show good control and co-ordination in large and small movements	2. Moves confidently in a range of ways, safely negotiating space	3. Handle equipment and tools effectively	4. Hold a pencil effectively for writing	1. Knows the importance for good health of physical exercise, and a healthy diet	2. Talks about how to keep healthy and safe	3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet

## Prime Area: Personal, Social and Emotional Development

Self-confidence & Self-awareness				Managing Feelings and Behaviour				Making Relationships			
1. Confident to try new activities, and say why they like some activities more than others	2. Confident to speak in a familiar group and talk about their ideas	3. Chooses the resources they need for their chosen activities	4. They say when they do and don't need help	1. Talks about how they and others show feelings	2. Talk about their own and others behaviour, its consequences, and know that some behaviour is unacceptable	3. Work as part of a group or class, and understand and follow the rules	4. They adjust their behaviour to different situations, and take changes in routine in their stride	1. Play co-operatively, taking turns with others	2. Take account of one another's ideas about how to organise their activity	3. Show sensitivity to others' needs and feelings	4. Form Positive relationships with adults and other children

## Specific Area: Literacy

Reading				Writing			
1. Use phonic knowledge to decode regular words and read them aloud accurately	2. Can read some irregular common words	3. Read and understand simple sentences	4. Demonstrate understanding when talking with others about what they have read	1. Uses their phonic knowledge to write words in ways which match their spoken sounds	2. Can write some irregular common words	3. When writing, some words are spelt correctly and others are phonetically plausible	4. Writes simple sentences which can be read by themselves and others



## Specific Area: Mathematics

### Numbers

1. Count reliably with numbers from 1 to 20	2. Place numbers 1 to 20 in order	3. Say which number is one more or one less than a given number to 20	4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	6. Solve problems, including doubling and halving and sharing
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### Shape, Space & Measure

1. Uses everyday language to talk about size	2. Uses everyday language to talk about weight	3. Uses everyday language to talk about capacity	4. Uses everyday language to talk about position	5. Uses everyday language to talk about distance	6. Uses everyday language to talk about time	7. Uses everyday language to talk about money	8. Compares quantities and objects and use to solve problems	9. Recognises, creates and describes patterns	10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them
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## Specific Area: Understanding the World

### People & Communities

1. Talks about past and present events in their own lives and in the lives of family members	2. Knows other children don't always enjoy the same things, and are sensitive to this	3. Knows about similarities and differences between themselves and others	4. Knows about similarities and differences among families, communities and traditions
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### The World

1. Knows about similarities and differences in relation to places, objects, materials and living things	2. Talks about the features of their own immediate environment and how environments may vary from one another	3. Makes observations of plants and animals	4. Explain why some things occur, and talk about changes
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### Technology

1. Recognises that a range of technology is used in places such as homes and schools	2. Selects and uses technology for particular purposes
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## Specific Area: Expressive Arts and Design

### Exploring & Using Media and Materials

1. Sings songs and experiments with ways of changing them	2. Makes music and experiments with ways of changing it	3. Dances and experiment with ways of changing them	4. Safely use and explore a variety of materials, tools and techniques	5. Experiment with colour, design, texture, form and function
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### Being Imaginative

1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes	2. Represent their own ideas, thoughts and feelings through design and technology	3. Represent their own ideas, thoughts and feelings through art	4. Represent their own ideas, thoughts and feelings through music	5. Represent their own ideas, thoughts and feelings through dance	6. Represent their own ideas, thoughts and feelings through role play	7. Represent their own ideas, thoughts and feelings through stories
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