

Early Years Curriculum – Little Acorns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Marvellous Me	Helping Hands	Rhymes and Stories	Dinosaur Roar!	Down at the Bottom of the Garden	Down on the Farm
Key questions	<p>What makes me special? Who are my family members? What is important to me? How can I get to know my classmates?</p>	<p>Who helps us? How can we help others? How can we help ourselves? What would we do in an emergency?</p>	<p>What nursery rhymes do we know? What are our favourite stories and why? What new ones can we learn?</p>	<p>What can we learn about dinosaurs? Can we talk to other people about dinosaurs? Can we remember key features of a dinosaur?</p>	<p>What do plants need to grow? What types of minibeasts are there? Where do minibeasts live? How do caterpillars turn into butterflies?</p>	<p>What types of animals do we find on the farm? What is the life cycle of a hen?</p>
Communication & Language – Listening, Attention and Understanding Speaking	<p><u>Talk4Writing:</u> Five Little Ducks</p> <p><u>Poetry Basket:</u> Chop Chop A Basket of Apples</p> <p>*This Is Me Poem</p>	<p><u>Talk4Writing:</u> Five Little Firemen Rhyme</p> <p><u>Poetry Basket:</u> Breezy Weather Cup of Tea</p>	<p><u>Talk4Writing:</u> The Three Little Pigs</p> <p><u>Poetry Basket:</u> Let's Put on Our Mittens Pancakes</p>	<p><u>Talk4Writing:</u> Ten Little Dinosaurs</p> <p><u>Poetry Basket:</u> A Little Seed Stepping Stones</p>	<p><u>Talk4Writing:</u> The Very Hungry Caterpillar</p> <p><u>Poetry Basket:</u> Pitter Patter Five Little Peas</p>	<p><u>Talk4Writing:</u> The Little Red Hen</p> <p><u>Poetry Basket:</u> The Fox Thunderstorm</p>
	<ul style="list-style-type: none"> - Can find it difficult to pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - 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. - Can start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - 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'. - May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 			

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Personal, Social and Emotional Development – <i>Self-Regulation, Managing Self, and Building Relationships</i>	<ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 		<ul style="list-style-type: none"> - Do not always need an adult to remind them of a rule. - Show more confidence in new social situations - Begin to understand how others might be feeling. 		<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Play with one or more other children, extending and elaborating play ideas. - Develop their sense of responsibility and membership of a community. 	
Physical Development - <i>Gross Motor Skills</i>	<ul style="list-style-type: none"> - Go up steps and stairs, or climb up apparatus, using alternate feet. - Start to eat independently and learning how to use a knife and fork. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing 		<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	

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Physical Development - Fine Motor Skills	<ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. 					
Literacy - Key Texts	Pie Corbett Text: Hairy Maclary	Pie Corbett Text: Each Peach Pear Plum	Pie Corbett Text: We're Going on a Bear Hunt	Pie Corbett Text: Come on Daisy	Pie Corbett Jasper's Beanstalk	Pie Corbett Text: The Train Ride
	Key Story Time Reads: Full, full, full of love by Trish Cooke What happened to you? by James Catchpole Rapunzel by Chloe Perkins Paper Dolls by Julia Donaldson Love Makes a Family by Sophie Beer The Teddy Robber by Ian Beck		Key Story Time Reads: Golden Domes and Silver Lanterns by Henna Khan Dachy's Deaf by Jack Hughes Jack and the Beanstalk by Carly Gledhill In Every House on Every Street by Jess Hitchman Dolls and Trucks are For Everyone by Robb Pearlman and Eda Kaban Freddy the Frog by Axel Scheffler		Key Story Time Reads: Handful of Buttons by Carmen Paret Luque Is that your mama? Patrice Lawrence The Enormous Turnip The Jolly Postman by Janet and Alan Ahlberg Leo and the Octopus by Isabelle Marinov Shark in the Park by Nick Sharratt	
Literacy – Comprehension	<ul style="list-style-type: none"> - Engage in extended conversations about stories, learning new vocabulary. 					
Literacy – Word Reading	<ul style="list-style-type: none"> - Understand the five key concepts about print: <ul style="list-style-type: none"> - <i>print has meaning</i> - <i>print can have different purposes</i> - <i>we read English text from left to right and from top to bottom</i> - <i>the names of the different parts of a book -page sequencing</i> - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - <i>spot and suggest rhymes</i> 					

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	<ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 					
Literacy – Writing	<ul style="list-style-type: none"> - 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 or all of their name. - Write some letters accurately. 					
Mathematics – Number	<ul style="list-style-type: none"> - Use some number names spontaneously and accurately during play. - Show ‘finger numbers’ up to 5. 		<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually (subitising). - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 		<ul style="list-style-type: none"> - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. 	
Mathematics – Numerical Patterns	<ul style="list-style-type: none"> - Show ‘finger numbers’ up to 5. - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5 - Talk about and identify patterns around them. For example, stripes on clothes, designs on rugs. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. 		<ul style="list-style-type: none"> - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Compare quantities using language: ‘more than’, ‘fewer than’. - Make comparisons between objects relating to size, length, weight and capacity. 		<ul style="list-style-type: none"> - Begin to recite numbers in order to 10. - Understand position through words alone – for example, “the bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. - Select shapes appropriately – for example, flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc 	

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Understanding the World- Past and Present	<ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. 					
Understanding the World- People, Culture and Communities	<ul style="list-style-type: none"> - Show interest in different occupations. - Continue developing positive attitudes about the differences between people. 					
Understanding the World- The Natural World	<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 what they see, using a wide range of vocabulary. 		<ul style="list-style-type: none"> - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 			
Expressive Arts and Design - Creating with Materials	<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. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. 		<ul style="list-style-type: none"> - 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. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Use drawing to represent ideas like movement or loud noises. 			

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	<ul style="list-style-type: none"> Show different emotions in their drawings – happiness, sadness, fear etc. 					
Expressive Arts and Design - <i>Being imaginative and Expressive</i>	<ul style="list-style-type: none"> 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 			
Planned Enrichment (trips, visitors, experiences)		Hygienist visit Christmas Performance People who Help Us Visits	Vet visit		Nature Walk Plant and share month Wild Fangs	Incredible Eggs: chicks/Ducks Insect lore butterflies
Role Play	Home corner	Fire station Police Station Hospital	The Three Bears House Bakery	Dinosaur Jungle Dinosaur Museum	Forest Garden Centre	Farm Shop Café



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Belonging						
Female role model focus						
British Values						
Sustainability						
Protected Characteristics						
Personal Development						
Enrichment opportunities whole school		11B411 – Christmas Donation (Break a Record)				
Enrichment opportunities for year group						
Life Skills	I can say 'please' and 'thank you'.	I can describe how I am feeling.	I can start a conversation with a classmate.	I can follow two-step instructions.	I can explain why rules are important.	I can use the toilet independently and wash my hands afterwards.