



GREEN OAKS PRIMARY ACADEMY

Curriculum Framework Overview Year N 2023/24

School values and attributes	Ambitious and Aspirational	Responsible and Respectful	Reflective and Critical Thinker	Collaborative and Independent	Creative and Curious	Enthusiastic and Engaged
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Titles	All About Me	Light and Dark	Traditional Stories	People Who Help Us	Growing	Journeys
Careers and employability CDI Framework	Growth throughout life	Explore possibilities	Manage careers	Create opportunities	Big Picture	Balance Life and work
Employer Encounters links to topics	Office staff, teachers, lunch staff, T.A roles opticians	Artist, Alma Thomas, Stars Yvonne Coomber – Poppies	Builders, emergency services to support problems in stories	Emergency services	Artist, gardener	Animal Rescue, vets, animal rescue Career day, Zoo keeper
Skills builder themes	Aim high	Speaking and listening	Problem solving	Teamwork and Leadership	Creativity	Stay positive
Key Texts		Owl Babies Can't You Sleep Little Bear? The Christmas Story	The Three Little Pigs The Three Billy Goats Gruff The Enormous Turnip The Gingerbread Man	Emergency! Flashing Fire engines At the Vets	Jack and the Beanstalk The Very Hungry Caterpillar	Walking through the jungle Handa's Surprise We're going on a Bear Hunt
Key Events		Halloween Christmas Diwali 12 November		Mother's Day Easter		Father's Day
PSED	Manage transitions from parent to key person Know they have an opinion and ideas Understands boundaries Shows an interest in other children/and or their play	Shows likes and preferences Shows awareness of how to complete tasks Beginning to show an awareness of other children's feelings Feel safe to express a range of emotions	Willing to try new things Engages with others through gestures, gazes and talk Follows rules and routines - uses prompts from other adults/children Follows visual, verbal and other auditory cues	Albe to choose what they prefer from a range of activities Rejects help that leads to frustration, refusal and rejection Play with increasing confidence with themselves and others Understand that not everyone will agree.	Begin to understand that their choices can be different or the same as peers Will select and use activities and resources Accepts or asks for help if needed	Plays alongside other children Begins to predict routines Shows more confidence in new social situations Notice and asks questions about differences

						Begins to use limited emotional language
Communication - Listening, Attention and Understanding	Stops to listen for directions from an adult but may need support	Listen to simple stories and understand what is happening with the help of pictures	Understand why questions	Easily locate sound sources and can talk about sounds heard	Understand a question or instruction that has two parts	Enjoy listening to longer stories and can remember much of what happened
Communication - Speaking	Joins in with nursery rhymes Start and continue a conversation with an adult or a friend Use a wide range of vocabulary	User longer sentences of four to six words Use a wide range of vocabulary	Sings a large repertoire of songs Uses longer sentences of four to six words Use a wide range of vocabulary	Be able to express a point of view and be able to debate when they disagree – using words as well as actions Use a wide range of vocabulary	Knows many rhymes Uses talk to organise play Use a wide range of vocabulary	Uses talk to organise play Use a wide range of vocabulary
Physical Development - Gross (Dancing/Ball control – catching/kicking and passing/throwing/batting)	Balances statically on two feet Swinging arms on tiptoes Moving arms vertically	Balances whilst moving axially One leg stand with support Walk up and down stairs/steps	Balances statically on two points Jump off small step Collaborate with others to manage large items	Balances statically on an object Supported hopping on one leg Walk up and down stairs one foot per step	Balances statically on one foot Stand and jump forward landing safely Hanging from climbing equipment	Hop on preferred leg with no support and land safely Collaborate with others to manage large items
Physical Development – Fine Motor (Moulding skills, scissor and cutlery skills)	Show a preference for a dominant hand	Scribbles made of lines	Scribbles made of lines and enclosed shapes	Marks including simple pre writing shapes	Simple representations of people	Writing name using some recognisable letters
Writing	Show a preference for a dominant hand	Scribbles made of lines Add some marks to their drawings which they give meaning to.	Imitate and copy some patterns	Make marks on their picture to stand for their name	Begin to form some letters in their name correctly	Writing their name using some recognisable letters

				Mock handwriting and mock letters		
Reading	<p>Enjoy sharing books with an adult</p> <p>Enjoy songs, rhymes, tuning in and paying attention</p>	<p>Have favourite books and seek them out, to share with an adult, with another child or look at alone</p> <p>Notice some print, such as the first letter of their name, a bus or a familiar logo</p>	<p>Say some of the words in songs and rhymes</p> <p>Count or clap syllables in words</p> <p>Exposure to nursery rhymes and rhymes in stories</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Sing songs and say rhymes independently</p> <p>Begin to spot rhymes in stories</p>	<p>Repeat words and phrases from familiar stories</p> <p>Begin to spot rhymes in stories</p> <p>Recognise words with the same initial sounds</p>	<p>Develop play around favourite stories using props</p> <p>Recognise words with the same initial sounds</p>
Number	Perceptual subitising – recognising values		<p>Subitise objects up to 3</p> <p>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</p> <p>Solve real world maths problems with numbers up to 5</p>		<p>Know that the quantity is the same however it is arranged</p> <p>Can talk about the different numbers within a number</p> <p>Know that a group of things changes in quantities when something is added or taken away</p>	
Numerical Patterns	<p>Say number words in sequence (initially 5, then 10 and then extending to larger numbers)</p> <p>Compare collections and begin to talk about which group has more</p> <p>Explore numbers with concrete objects – grouping and sharing</p>		<p>Count using 1:1 correspondence</p> <p>Identify groups with the same number of things</p> <p>Understand fair and unfair when objects are shared between them</p>		<p>Know that the last number tells you how many are in the set</p> <p>Use vocabulary more, less, fewer and same to compare quantities</p> <p>Understand equal parts and whole of shapes</p>	
Measure, pattern, shape	<p>Recognising attributes (the stick is long)</p> <p>Develop spatial awareness: experiencing different viewpoints</p>	<p>With teacher support compares some types of measures</p> <p>Talk about and copy patterns around them</p>	<p>Copy and continue an ABAB pattern</p> <p>Develop spatial vocabulary to describe position and direction</p>	<p>Shows awareness of comparison in estimating and predicting</p> <p>Explores shapes and the attributes of shapes through play</p>	<p>Create own ABAB patterns</p> <p>Explores shapes and the attributes of shapes through play</p>	<p>Compare some types of measures</p> <p>Notice and correct an error in an ABAB pattern</p> <p>Begin to show awareness of the</p>

						properties of shapes, identifying similarities. Use informal and mathematical language to describe them.
Understanding of the World Past and Present People, Culture and Communities The Natural World - Geography Science (use all their senses in hands on experiences... can identify what you need to wear for each season and why)	<p>Able to say who they are and who they live with</p> <p>Can briefly talk about some of their family members</p> <p>Begin to know that there are differences between what people believe</p> <p>Know that they live in Northampton</p>	<p>Knows that there are special places of worship</p> <p>Comment on recent pictures of experiences in their own life</p> <p>Know the type of house they live in</p> <p>Can talk about the features of their home</p> <p>Explore collections of materials</p>	<p>Comment on fictional characters in stories</p> <p>Comment on recent pictures of celebrations in their own life</p> <p>Can explain what daily life is like in our country</p> <p>Explore how things work</p>	<p>Talk about a wider range of occupations</p> <p>Show an interest in different occupations</p> <p>Knows that there are special places of worship</p> <p>Talk about what they see in their environment</p> <p>Explore and talk about forces</p>	<p>Comment on recent pictures of celebrations in their own life</p> <p>Know what a map is used for</p> <p>Talk about local environments</p> <p>Explore collections of materials identifying with similar and or different properties</p> <p>Understand the difference between plants and animals</p> <p>Plant seeds and cares or growing plants with support</p> <p>Show awareness of the life cycle of a butterfly</p>	<p>Develop positive attitudes about differences between people</p> <p>Comment on recent pictures of experiences in their own life</p> <p>Know there are other countries around the worlds</p> <p>Identify features on a simple map</p>
Expressive Arts and Design – creating materials	<p>Use pre-made paints</p> <p>Can hold a paint brush in the palm of their hand to create marks</p> <p>Use glue sticks to join items with support</p>	<p>Can name primary colours. Mix primary colours to appropriate consistency</p> <p>Makes marks – draws circles and lines</p>	<p>Print with large blocks and larger sponges</p> <p>Use glue spatulas to join items with support</p> <p>CLAY?!?!?</p>	<p>Print using a range of materials</p> <p>Draw faces with features and gives meaning to marks</p>	<p>Draws potato people</p> <p>Can draw things that they observe</p> <p>Create a model with one texture</p>	<p>Able to mix primary colours to make secondary</p> <p>Children can draw simple things from memory</p>



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	Builds towers by stacking objects	Explore different materials freely in order to develop their ideas about how to use them and what to make		Builds walls to create enclosed spaces. Use glue sticks to join items with support	Use glue sticks and glue spatulas to join independently	Build simple models using a variety of resources
EAD - being imaginative and expressive	Enjoys listening to music Explore a range of sound makers and instruments and play them in different ways Moves to music Remember and sing nursery rhymes Play with familiar small world equipment		Responds to music Explore a range of sound makers and instruments and play them in different ways Copies basic actions Sing the melodic shape Work independently to develop basic skills		Starting to talk about how music makes them feel Explore a range of sound makers and instruments and play them in different ways Beginning to watch dance and art performances Create their own songs or improvise a song around one they know Use own experiences to develop storylines Work with a friend, copying ideas and developing skills together	
Enrichment Opportunities/Culture Capital Experiences	The Tiger Who Came to Tea visit. Exploring school.	Diwali Experience in school Searching for nocturnal animals in the dark cupboard	Dragon Dance/ Chinese New Year Party Bring a Bear Day	Fire Engine Nurse visit Police visit People who help us day	Caterpillars	Pirate Day Forest School Picnic Paddle day (Beach)
Parent sessions	Problem solving pop in Ask for ideas of cultural food from home for snack.	Christmas Craft Afternoon Speech and Language workshop	Reading workshop/ Sway Kinetic Letters workshop/ sway	Easter Crafts Maths workshop/ Sway	Bring a Plant Day with parents (Early- mid term) Kinetic letters workshop	Sports Day (if possible) Sing along celebration on video
Key to colours to support Curriculum Leaders	UW- People and Communities (R = RE G +Geography) UW Past and Present (H=History) UW The World (includes Science) IT Computing opportunities EAD CM Artists Drama links - Music LOTC					