

# Little Acorns Curriculum Map 2022-2023



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Festivals and Celebrations</b>	Harvest festival	Bonfire Night Diwali Remembrance Advent Christmas	New Year Chinese New Year Valentines Day	Shrove Tuesday Ash Wednesday Lent St Patrick's Day Mother's Day Easter	Father's Day Pentecost Earth Day	World Ocean Day Sport Celebrations Graduation
<b>Topics</b>	Home and Family: <ul style="list-style-type: none"> <li>Who's Who</li> <li>Home</li> <li>The Park</li> <li>The Shops</li> </ul>	Autumn: <ul style="list-style-type: none"> <li>Colours</li> <li>Shapes</li> <li>Changes</li> <li>Textures</li> </ul>	Winter Warmth: <ul style="list-style-type: none"> <li>Cosiness</li> <li>Light/dark</li> <li>Sunsets</li> <li>Sillouettes</li> </ul>	Growth: <ul style="list-style-type: none"> <li>Our world</li> <li>Planting</li> <li>Caring</li> </ul>	All About Animals: <ul style="list-style-type: none"> <li>Pets</li> <li>Farm</li> <li>Zoo</li> <li>Safari</li> </ul>	The Ocean: <ul style="list-style-type: none"> <li>The beach</li> <li>Under the sea</li> </ul>

## Characteristics of Effective Learning and Teaching

- playing and exploring – children investigate and experience things, and 'have a go'.
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Prime Areas of Learning

### Communication and Language

Children will listen to stories in a group and share stories with adults one to one. They will be able to recall what happens in the stories and talk about the plot points and characters.

Children will engage in stories through:

- Role play/dressing up
- Small world play
- Story Sacks
- Sequencing activities
- Helicopter stories

Receptive language  
(Comprehension/  
Understanding)

Children will take part in songs and rhymes during Nurture Time, Acorns Time and Music Time.

Children will learn to focus on the speaker and learn the Acorns Golden Rules of good sitting, good looking and good listening during Nurture time.

Children will understand and be given opportunities to follow instructions. They will also understand and respond to 'why' questions during story times and scientific investigation. They will be provided with interesting objects and activities and encouraged to think about what is happening and to express their own ideas.

Expressive language  
(Speaking)

Children will understand and use a wide vocabulary introduced through a range of activities such as:

- Story time
- Expressive arts and design
- Forest school
- Snack and lunch times

Children will be provided with a language rich environment in which adults talk with them throughout the day about what they are doing, extending their vocabulary and increasing their understanding. Words will be clearly modelled to children. They will have opportunities to start conversations with adults and engage in back and forth exchanges.

Children with English as an Additional Language will be surrounded with a language rich environment in which objects of reference are used frequently. Adults will determine whether engaging in a programme such as colourful semantics is appropriate.

<p><b>Personal, Social and Emotional Development</b></p> <p>Building Relationships</p> <p>Managing Emotions</p> <p>Becoming Independent</p> <p>Having Self-Confidence</p>	<p>Children will become familiar with the routines and boundaries of the setting and will learn to remember the golden rules without adult support. Adults will take time to support children newly started in the setting to know what is expected and what is happening through the day.</p> <p>Adults will take photographs of children following the routines and expectations such as good sitting and good lining up and display these for children to see.</p> <p>Children will be able to select and use resources in the environment. Resources will be arranged so that children can self-access which allows children to develop a sense of agency over the environment and facilitates children's creativity.</p> <p>Children will develop a sense of who they are within the community of the setting through adults and other children celebrating their likes, dislikes and personality.</p> <p>Children will become confident in themselves through adults coming to know each child and their family and forming close attachment relationships with the child.</p> <p>Children will learn to resolve conflicts with one another through adults modelling kindness, patience and taking turns.</p> <p>Children will understand their feelings and the feelings of others. Adults will support this through structured emotions activities and through regularly naming their own and the children's feelings.</p> <p>Children will become independent to manage their own self-care needs including:</p> <ul style="list-style-type: none"> <li>• Self-registration</li> <li>• Hanging up coats and accessing trays</li> <li>• Toileting</li> <li>• Tooth-brushing</li> <li>• Selecting snacks and pouring drinks</li> </ul> <p>Adults will support children to become independent by providing support and then gradually withdrawing until the child can perform a task independently.</p> <p>Children will understand healthy choices including which foods are healthy, the need to drink fluids, sun protection and warm clothing in winter. Cooking activities around healthy food and treat foods will be provided as well as work around each season of the year.</p>
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<p><b>Physical Development</b></p>	<p>Children will develop riding skills using bikes, balance bikes and scooters both in our FSU outdoor area and in dedicated bikes and trikes session on the big playground.</p>
<p>Gross Motor Skills</p>	<p>Children will develop their throwing, catching, kicking and ball skills during Rugby Tots PE sessions and during play based activities in the outside area.</p>
<p>Core strength Stability</p>	<p>Children will learn and practice a variety of ways to move their bodies through space, running, jumping, hopping, skipping, creeping, rolling, crawling and leaping. Adults will support this through guided movement sessions and play based activities.</p>
<p>Balance</p>	<p>Children will develop their cross lateral movements during play based movement activities and during our daily Wake and Shake dance sessions. Adults will give children opportunities for children to create their own movements and sequences of movements during these sessions.</p>
<p>Spatial Awareness</p>	<p>Children will practice climbing during forest school sessions and using our climbing equipment outdoors.</p>
<p>Co-ordination</p>	<p>Children will practice climbing during forest school sessions and using our climbing equipment outdoors.</p>
<p>Agility</p>	<p>Children will develop strength and practice large muscle movements by manipulating and moving the large equipment in our outdoor area such as crate, tubes, tyres and planks of wood.</p> <p>Children will match their choice of movement to their skill level.</p>
<p>Fine Motor Skills</p>	<p>Children will choose appropriately from a range of tools or equipment for the task they wish to carry out.</p>
<p>Proficiency Control</p>	<p>Children will be provided with opportunities to pick up and manipulate small objects, playdough, threading activities, twisting activities such as chunky nuts and bolt to support fine motor development.</p>
<p>Confidence</p>	<p>Children will practice gross motor mark making using whole arm movements such as painting with water outside.</p> <p>Children will use a comfortable grip to hold a pencil or pen. Adults will support the use of a tripod grip and provide chunky pencils and pens to assist with this.</p>
	<p>Children will develop scissors skills beginning with snipping, then cutting in a straight line and then cutting around objects. Adults will provide children with a purpose for cutting.</p>

## Specific Areas of Learning

### Literacy

#### Phonological and Phonemic awareness

<b>Environmental Sounds</b>	<b>Instrumental Sounds</b>	<b>Body Percussion</b>	<b>Rhythm and Rhyme</b>	<b>Alliteration</b>	<b>Voice Sounds</b>	<b>Oral Blending and Segmenting</b>
<p>Notice sounds</p> <p>Different objects make different sounds.</p> <p>Identify and name sounds.</p> <p>Talk about environmental sounds, describing and comparing them.</p>	<p>Explore instrumental sounds.</p> <p>How instruments are used to make sounds.</p> <p>Identify and name instrument sounds.</p> <p>How to change instrument sounds.</p> <p>Talk about instrumental sounds, describing and comparing them.</p> <p>Use instruments to play loud, soft, fast, slow and understand these concepts.</p>	<p>Explore the sounds their bodies can make.</p> <p>Join in and copy actions of familiar songs, body percussion patterns and sequences.</p> <p>Create their own sequences of body percussions.</p> <p>Describe body percussion.</p> <p>Use body percussion to play loud, soft, fast, slow.</p>	<p>Join in with songs and rhymes.</p> <p>Recognise that words rhyme.</p> <p>Play with rhyme.</p> <p>Make up their own rhyming words.</p> <p>Complete sentences with their own rhymes orally.</p> <p>Keep in time with a steady beat.</p> <p>Join in with repeated rhythms.</p> <p>Copy a simple rhythm.</p>	<p>Explore initial sounds of words.</p> <p>Select objects with a given initial sound from a choice of two.</p> <p>Identify initial sounds of words.</p> <p>Match two objects with the same initial sound.</p>	<p>Explore different mouth movements and voice sounds.</p> <p>Recognise and make a variety of different voice sounds, including animal sounds.</p> <p>Say speech sounds clearly.</p> <p>Describe and compare voice sounds.</p> <p>Create their own ideas for voices of characters/ imitating voices.</p>	<p>Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p> <p>Blend and say a simple CVC and VC word.</p> <p>Segment CVC and VC words into their individual sounds.</p> <p>Identify how many sounds are in a CVC or VC word.</p>

<p><b>Literacy</b></p> <p>Sharing high quality stories</p> <p>Playing with writing</p> <p>Stepping stones to reading</p>	<p>Children will understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book</li><li>• page sequencing</li></ul> <p>They will explore the key concepts through a wide variety of print with differing functions such as story book, non-fiction books, poems, signs, lists, menus and logos.</p> <p>Children will play with what they know about print and writing. Adults will provide children with opportunities for writing and mark making to represent their thoughts and ideas such as mark making shopping lists, cards, letters, registers and prescriptions.</p> <p>In the term before beginning in reception class, some children will access the first section of the Read Write Inc phonics programme. This will be undertaken at a slow pace – one speed sound per week – to take into account the young age of the children and the sessional nature of preschool attendance.</p> <p>Children will begin to form some letters in their name and from set one speed sounds (RWI).</p>
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<b>Mathematics</b>	<b>Cardinality and Counting</b>	<b>Comparison</b>	<b>Composition</b>	<b>Pattern</b>	<b>Shape and Space</b>	<b>Measure</b>
	<p>Saying number names in sequence.</p> <p>Tagging objects while counting.</p> <p>Knowing the last number gives the total.</p> <p>Subitising up to three objects.</p> <p>Numeral Meanings.</p> <p>Conservation (knowing the number doesn't change if things are rearranged).</p>	<p>More than/less than.</p> <p>Identifying groups which are the same.</p> <p>Comparing and reasoning</p>	<p>Part-whole – identifying smaller numbers within a number.</p>	<p>Continuing an AB Pattern.</p> <p>Copying an AB pattern.</p> <p>Making their own AB pattern.</p> <p>Spotting an error in an AB pattern.</p> <p>Finding the unit of repeat.</p> <p>(As above for ABC patterns).</p> <p>Noticing patterns around us.</p>	<p>Developing spatial awareness.</p> <p>Using spatial vocabulary.</p> <p>Representing spatial relationships.</p> <p>Shape awareness,</p> <p>Identifying similarities between shapes.</p> <p>Describing properties of shapes.</p>	<p>Recognising attributes.</p> <p>Comparing amounts of continuous quantities.</p> <p>Showing awareness of comparison in estimating and predicting.</p> <p>Comparing indirectly.</p> <p>Recognising the relationship between the size and the number of units.</p>
<p>Children will be given opportunities to represent their thinking around the above concepts through drawing and mark making and children's mathematical graphicacy will be nurtured and celebrated.</p>						

<p><b>Understanding the World</b></p> <p>The Natural World</p> <p>People and Places</p> <p>Scientific Investigation</p>	<p>Children will explore natural resources using all their senses. They will explore resources provided by adults in continuous provision and adult led activities and they will also explore the natural environment of Forest School and the school grounds.</p> <p>Children will learn about the life cycles of animals such as a frog or a chicken.</p> <p>Children will learn about caring for the natural environment through our mission of Laudato Sii. They will plant seeds and watch them grow and explore growth and change through our Come and See RE curriculum.</p> <p>Adults will model observational skills and questioning, "I wonder if..."</p> <p>Children will begin to make sense of their own life and how they fit into their family and community.</p> <p>Children will learn about and celebrate differences in people and places of the world.</p> <p>Children will be interested in people of various occupations. Adults will support this through:</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Educational visits to the Fire Station and the local shops</li> <li>• Topic Work</li> </ul> <p>Children will carry out scientific investigations through play into:</p> <ul style="list-style-type: none"> <li>• How things work</li> <li>• Forces they can feel</li> <li>• Differences in materials</li> <li>• Changes they can make</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p>Pretend Play</p> <p>Art and Design</p>	<p>Children will take part in pretend role play and will create their own small worlds. They will use objects to represent other objects. Adults will support this by providing a variety of flexible objects that can be used in many ways. Adults will also notice children who are not joining in and support them to pretend play.</p> <p>Children will have their own ideas of what they want to make and how they are going to make it. Adults will provide a variety of resources for them to select from. Adults will listen to what children want to create in order to support this.</p> <p>Children will draw, cut, stick, combine and paint to create objects and art work that they have chosen themselves. Adults will provide children with high quality paintings, photographs, stories and objects to draw inspiration from. Adults will model having ideas and creating themselves.</p>



Music	<p>Children will explore texture, colour and colour mixing.</p> <p>Children will be using to represent objects, people, sounds and feelings in their drawings and adults will support them by spending sustained time sitting with children and discussing their drawings while they work.</p> <p>Children will listen to a wide variety of music from different cultures, times and places. They will play listening games and respond to music with movement and painting. They will talk about the music they hear and how it makes them feel. Children will engage in vocal play, pitch matching, singing nursery rhymes and learning new songs.</p> <p>Children will explore tuned and untuned percussion instruments.</p> <p>Children will engage in musical role play and free exploration of instruments.</p>
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## Features of Effective Practice

<b>The Best for Every Child</b>	<b>High Quality Care</b>	<b>The Curriculum</b>	<b>Pedagogy</b>	<b>Assessment</b>	<b>Self-Regulation and Executive Function</b>	<b>Partnership with Parents</b>
Practitioners will ensure equity of experience for children in the setting and understand that some children in the setting will have had/be having challenging experiences and will need more love and care.	Practitioners will focus on providing care and support for all children in the environment, ensuring that their physical and emotional safety needs are met and that they are interested and stimulated by the environment.	Practitioners will recognise that young children's development is a spider's web in which children develop along many strands simultaneously.	Practitioners will carefully design the learning environment and provide self-access opportunities as well as adult-led group learning experiences.	Practitioners will complete on-entry and termly assessment sheets focussed on getting to know their key children and on what the children know and can do.	Practitioners will support children to extend their attention and concentration, focus their thinking, plan what they are doing, be patient for what they want and regulate strong feelings.	Practitioners will build positive relationships with parents and families. They will get to know the children's families and work to put in place what is needed by each child.