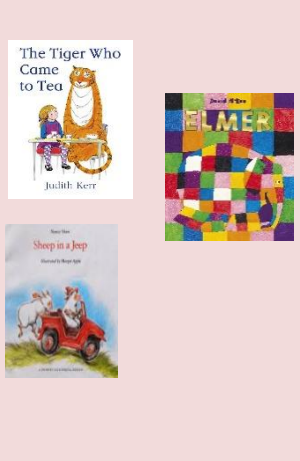


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Silvertrees Academy curriculum has been designed with oracy at its heart. We believe that everything starts with talk. Talk supports thinking and that means it supports learning, so, we believe that oracy is the key to all learning. We support this through our curriculum by using high quality texts which are carefully chosen to promote a love of reading and with learning designed to link concepts across the curriculum. We encourage children to share their thoughts and ideas, the children are at the heart of their learning, they share their prior knowledge and are active participants in planning what they want to learn. At Silvertrees Academy we aim to inspire the children to 'Be the best that they can be'.					
Little Acorns Cycle B						
	Oracy Hook: Bucket with dinosaurs in on the carpet at snack time Big mirror Leaves & clipboard, pencil, magnifying glass	Oracy Hook: Pair of red boots in a bag Stick man on a chair Big gold star	Oracy Hook: Broken chair & 3 bowls Broken gingerbread man with caution tape Basket of food and red cape	Oracy Hook: Pile of poo with dinosaurs Tools & seeds Bag with discovery toys & bear Animal fur patterns/prints around environment	Oracy Hook: Vegetables taped and evil pea Map of the farm from the story, police hat & record animal noises on sound buttons Giant superworm	Oracy Hook: Suitcase – bucket & spade, sun cream, crown & ladybird Fishing net with sea creatures attached Magic Lamp / wand

				with small world figures to match up		
	Experiences and Inspirations: Family photos for discussions Half-Term challenge – bark rubbings Jeans for Genes Day	Experiences and Inspirations: Santa visiting school Christmas Songs? Christmas Crafts – cards and calendars Diwali – Mendhi Diva candles Children in Need	Experiences and Inspirations: Decorate a gingerbread man Pancake day – toppings to decorate Porridge tasting – Healthy eating focus Picnic – whole EYFS – each year make something to contribute	Experiences and Inspirations: Hot cross buns to try Chicks & Caterpillars Easter Bonnet Parade – Easter cards Mother’s Day cards – Afternoon Tea World Book Week	Experiences and Inspirations: People who help us – outside visitors to school Red Nose Day Minibeast ball Superhero day	Experiences and Inspirations: Beach Day Father’s Day cards Eco Bus
	Communication and language: Use gestures like waving and pointing to communicate. Reach or point to something they want whilst making noises. Constantly babble or use single words during play. Can become frustrated when they can’t make themselves heard or understood.	Communication and language: Constantly babble or use single words during play. Can become frustrated when they can’t make themselves heard or understood. Uses speech sounds p,b,m,w.	Communication and language: Can become frustrated when they can’t make themselves heard or understood. Uses speech sounds p,b,m,w. Enjoy singing, music and toys that make sounds. Understand simple instructions such as	Communication and language: Can become frustrated when they can’t make themselves heard or understood. Uses speech sounds p,b,m,w. Generally focus on an activity of their choice and finds it difficult to be directed by an adult.	Communication and language: Can become frustrated when they can’t make themselves heard or understood. Uses speech sounds p,b,m,w. Start to develop conversation often jumping from topic to topic. Develop pretend play – putting the baby to	Communication and language: Can become frustrated when they can’t make themselves heard or understood. Uses speech sounds p,b,m,w. Use innovation and pitch in volume when talking.

	Uses speech sounds p,b,m,w.		give to mommy or stop. Recognise and point to objects if asked about them. Start to say how they are feeling using words as well as actions.	Listen and respond to a simple instruction.	sleep or driving the car to the shops Identify familiar objects and properties for practitioners when they are described.	Usually still learning to pronounce - l, r, w, y, s, sh, ch, dz, j, f/th. Multisyllabic words such as banana and computer. Listen to other people talk with interest but can easily be distracted by other things. Listen to simple stories and understand what is happening with the help of pictures. Understand and act on longer sentences such as 'make teddy jump'. Understand simple questions about who, what, where but generally not why.
	PSED: Find ways to calm themselves through being calmed and	PSED: Establish their sense of self.	PSED: Thrive as they develop their self-assurance.	PSED: Safely explore emotions beyond their normal range	PSED: Notice and ask questions about differences, such as	PSED: Notice and ask questions about differences, such as

	comforted by their key person. Find ways of managing transitions, e.g. from parent to key person.	Engage with others through gestures, gaze and talk.	Grow in independence, rejecting help sometimes 'me do it', this can lead to frustrations. Develop friendships with other children. Feel strong enough to express a range of emotions.	through play and stories. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Express preferences and decisions. They also try new things and start establishing their autonomy.	skin colour, types of hair, gender, special needs and disabilities and so on. Begin to show 'effortful control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Are talking about feelings in more elaborated ways "I'm sad because..." or "I love it when..."	skin colour, types of hair, gender, special needs and disabilities and so on. Begin to show 'effortful control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Are talking about feelings in more elaborated ways "I'm sad because..." or "I love it when..."
	New Vocabulary: Dinosaurs names (variety) Me Mom, dad, brother, sister, nan, granddad, aunt, uncle	New Vocabulary: Diwali Loud, quiet, fire Cold, snow Coat, boot, red Baby Jesus	New Vocabulary: Bears, bowl, spoon, chair Wolf, grandma, trees, teeth, eyes, ears Cook, oven	New Vocabulary: Growing, seed, root, plant, lawnmower Snow, grass, mud Granny	New Vocabulary: Hog, farmyard animals, farm, bad people Simple vegetable names Road, hungry, night	New Vocabulary: Sea, holiday Simple sea animals

	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools Start to make marks intentionally	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Explore paint, using fingers and their parts of their bodies as well as brushes and other tools Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
	People, culture and communities: N/A	People, culture and communities: N/A	People, culture and communities: N/A	People, culture and communities: N/A	People, culture and communities: Make connections between the features of their family and other families	People, culture and communities: Notice differences between people
	Past and present: N/A	Past and present: N/A	Past and present: N/A	Past and present: N/A	Past and present: N/A	Past and present: N/A
	Being Imaginative and Expressive: Show attention to sounds and music Respond emotionally and physically to music when it changes	Being Imaginative and Expressive: Show attention to sounds and music Respond emotionally and physically to music when it changes	Being Imaginative and Expressive: Explore their voices and enjoy making sounds Start to develop pretend play, pretending that one	Being Imaginative and Expressive: Explore their voices and enjoy making sounds Start to develop pretend play, pretending that one	Being Imaginative and Expressive: Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds	Being Imaginative and Expressive: Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds

	Explore their voices and enjoy making sounds	Explore their voices and enjoy making sounds Anticipate phrases and actions in rhymes and sounds, like 'Peepo'	objects represents another.	objects represents another. Move and dance to music.	Make rhythmical and repetitive sounds Explore a range of sound-makers and instruments and play with them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.	Make rhythmical and repetitive sounds Explore a range of sound-makers and instruments and play with them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.
	Physical Development: Enjoy moving when outdoors and inside Eat finger food and develop likes and dislikes Gradually gain control of their whole body through continual practice of large movements, such as	Physical Development: Try a wider range of foods with different tastes and textures.	Physical Development: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Develop manipulation and control	Physical Development: Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Physical Development: Build independently with a range of appropriate resources. Learn to use the toilet with help, and then independently. Explore different materials and tools	Physical Development: Walk, run, jump and climb – and start to use the stairs independently. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

	waving, kicking, rolling, crawling and walking Clap and stamp to music				Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	
	RHE: N/A	RHE: N/A	RHE: N/A	RHE: N/A	RHE: N/A	RHE: N/A