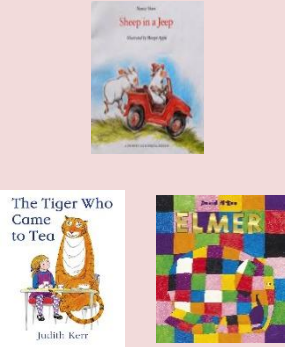


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Silvertrees Academy curriculum has been designed with oracy at its heart. We believe that everything starts with talk. Talk supports thinking and that means it supports learning, so, we believe that oracy is the key to all learning. We support 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'.					
Nursery Cycle B						
	Oracy: Big mirror for the children to see themselves Pot of coloured crayons Family photographs from home Dolls with different hair	Oracy: Leaves with a clipboard, magnifying glasses, pencil Winter clothing: hat, gloves etc Dinosaur poop	Oracy: Beanstalk Basket of different materials Mix in bowl, spoon, flour.	Oracy: Jeep Tea pot and tiger Elephant with different size squares of paper. Animal fur patterns-figures around environment	Oracy: Superhero cape and stethoscope Poisonous apple – red glitter Blue spotted hanky and mouse	Oracy: Whale toy and dolls house bath Sea creatures Shiny fish scales
	Experiences and Inspirations: Family photos	Experiences and Inspirations: Santa visiting school	Experiences and Inspirations: Creating a large beanstalk	Experiences and Inspirations: Chicks and caterpillars	Experiences and Inspirations: Father's day cards Beach day	

	Half term challenge: going on an autumn scavenger hunt	Christmas crafts (card and calendars) Christmas songs Diwali Diva candles Children in Need	Exploring changes – how bread changes	Easter Bonnet parade Mother's day cards Easter cards Red nose day World book week	People who help us- bring visitors into school Mini Beast ball Superhero day	Eco bus
	Communication and language: Can find it difficult to pay attention to one thing at a time	Communication and language: Wider range of vocabulary	Communication and language: Understands question or instruction that has 3 parts	Communication and language: Understands question or instruction that has 3 parts	Communication and language: Sing a large repertoire of songs Use longer sentences of 4-6 words Enjoy listening to longer stories and can remember much of what happens Understand why questions e.g. why do you think the caterpillar is fat?	Communication and language: Use longer sentences of 4-6 words Enjoy listening to longer stories and can remember much of what happens Understand why questions e.g. why do you think the caterpillar is fat? Know many rhymes Be able to talk about familiar book Be able to tell a longer story Develop their communication but may continue to have problems with irregular tenses and plurals e.g. swim for swam May have problems saying some sounds

						(r,j,th,ch,sh, multi syllabic words Be able to express a point of view and debate with an adult or friend using words as well as actions Can start a conversation with an adult or friend and continue it with many turns Use talk to organise themselves in their play
	PSED: Increasingly follow rules, understanding why they are important. Shoe more confidence in new social situations.	PSED: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.	PSED: Do not always need an adult to remind them of the rules. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.	PSED: Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. Play with one or more other children, extending and elaborating ideas. Talk with others to solve conflicts. Begin to understand how others might be feeling.	PSED: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one that is suggested to them. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be	PSED: Develop appropriate ways of being assertive. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one that is suggested to them. Help to find solutions to conflicts and

					spider- Man in the game.	rivalries. For example, accepting that not everyone can be spider- Man in the game.
	New Vocabulary: Family member names Similar, different, unique, special, individual, emotions, feelings, regulating behaviour	New Vocabulary: Diwali, Guy fawkes, celebrations, nativity story vocab, seasons, December, January, February, waterproof, weather, insulate	New Vocabulary: Traditional,	New Vocabulary: Germination, root, stem, leaf, flower, petal, seed, dark, light, past, present,	New Vocabulary: Hero, Villain, Poisonous, Sidekick, powers	New Vocabulary: Ocean, vacation, weather, seasons, under the sea animal names and features, pollution, recycle, storm, planet, material names and properties, minibeast names
	Writing Focus: Mark Making with a range of tools	Writing Focus: Mark Making with a range of tools	Writing Focus: Mark making with a range of tools asserting meaning to marks Preference to show a dominant hand Explore different pencil grips until they find a comfortable grip	Writing Focus: Mark making with a range of tools asserting meaning to marks Preference to show a dominant hand Explore different pencil grips until they find a comfortable grip	Writing Focus: To write some of their name Writing some letters accurately Writing intial sounds in words Comfortable gip with good control Preference for a dominant hand Mark meaning with increased detail	Writing Focus: To write some of their name Writing some letters accurately Writing intial sounds in words Comfortable gip with good control Preference for a dominant hand Mark meaning with increased detail
	Themes: Family and Me Autumn	Themes: Celebrations Winter	Themes: Fairy Tales	Themes: Growing/ looking after living things.	Themes: Minibeasts Superheroes/heroes	Themes: Summer Holidays

	Dinosaurs	Nativity		Large/ small animals Spring Easter	Villains Vegetables	Under the Sea
	The natural world: Use all their senses in hands-on exploration of natural materials Explore how things work Explore and talk about different forces they can feel	The natural world: Use all their senses in hands-on exploration of natural materials Explore how things work Explore and talk about different forces they can feel	The natural world: Explore and talk about different forces they can feel	The natural world: Explore collections of materials with similar and/or different properties 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	The natural world: Explore and talk about different forces they can feel Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary	The natural world: Explore and talk about different forces they can feel Talk about what they see, using a wide vocabulary Talk about the differences between materials and changes they notice.
	Creating with materials: Explore colour and colour mixing	Being Creative: Explore colour and colour mixing	Being Creative: Explore colour and colour mixing Join different materials and explore different textures	Being Creative: Explore colour and colour mixing Join different materials and explore different textures	Being Creative: Explore colour and colour mixing Explore different materials freely, in order to develop their ideas about how to	Being Creative: Explore colour and colour mixing Explore different materials freely, in order to develop their ideas about how to

					use them and what to make Develop their own ideas and then decide which materials to use to express them	use them and what to make Develop their own ideas and then decide which materials to use to express them
	People, culture and communities: Continue to develop positive attitudes about the differences between people	People, culture and communities: Continue to develop positive attitudes about the differences between people	People, culture and communities: Continue to develop positive attitudes about the differences between people	People, culture and communities: Continue to develop positive attitudes about the differences between people	People, culture and communities: Show interest in different occupations Continue to develop positive attitudes about the differences between people	People, culture and communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Continue to develop positive attitudes about the differences between people
	Past and present: Begin to make sense of their own life-story and family's history	Past and present: Begin to make sense of their own life-story and family's history	Past and present: Begin to make sense of their own life-story and family's history	Past and present: Begin to make sense of their own life-story and family's history	Past and present: Begin to make sense of their own life-story and family's history	Past and present: Begin to make sense of their own life-story and family's history
	Being imaginative and Expressive: Take part in simple pretend play, using an object to represent something	Being imaginative and Expressive: Take part in simple pretend play, using an object to represent something else even	Being imaginative and Expressive: Remember and sing entire songs	Being imaginative and Expressive: Remember and sing entire songs Use drawings to represent ideas like	Being imaginative and Expressive: Remember and sing entire songs Use drawings to represent ideas like	Being imaginative and Expressive: Remember and sing entire songs Use drawings to represent ideas like

	else even though they are not similar Listen with increased attention to sounds Remember and sing entire songs Use drawings to represent ideas like movement or loud noises	though they are not similar Listen with increased attention to sounds Remember and sing entire songs Use drawings to represent ideas like movement or loud noises	Sing the pitch of tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Use drawings to represent ideas like movement or loud noises	movement or loud noises Sing the pitch of tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Draw with increasing complexity and detail, such as representing a face with a circle and including details Respond to what they have heard, expressing their thoughts and feelings	movement or loud noises Sing the pitch of tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Draw with increasing complexity and detail, such as representing a face with a circle and including details Respond to what they have heard, expressing their thoughts and feelings Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas	movement or loud noises Sing the pitch of 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 Begin to develop complex stories using small word equipment like animal sets, dolls and dolls houses etc Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different buildings and a park Show different emotions in their drawings and paintings like
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						happiness sadness fear etc
Tiered language	Physical Development: Go up steps and stairs, or climb up apparatus using alternate feet Use large muscle movements to wave flags and streamers, paint and make marks	Physical Development: Continue to develop their own movement, balancing, riding (scooters, trikes and bikes) and ball skills Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Physical Development: Skip, hop, stand on one leg and hold a pose for a game like musical statues	Physical Development: Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Start to eat independently and learning how to use a knife and fork	Physical Development: Start taking part in some group activities which they make up for themselves, or in teams Make healthy choices about food, drink, activity and took brushing Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips	Physical Development: 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 Choose the right resources to cary out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Use one-handed tools and equipment for example making snips in paper scissors
	<u>Colour monster</u> Tier 2- Friend, feeling, Unfair, Courage confused, mixed-up, calm, worried, lonely, emotions, separate, jar, yellow, happiness, blue, sadness, red, anger, black, fear, green, calmness, pink,	<u>The leaf thief</u> Tier 2- wonderful, thief, stole, missing, snug, shining, minute, disappeared, year, relax, disaster, shake, rustles, remember Tier 3- autumn, trunk, canopy, squirrel,	<u>Jack and the Beanstalk</u> Tier 2- crusty loaf, poor, strange, wrinkly, grow, gloomy, enormous, demanded, gleaming, fled, furious, dived, scrambled, shrieked,	<u>Sheep in a jeep</u> Tier 2- stuck, steep, shove, tug, pull, cheer, splash, dump, repair, upset, frustrated, crowded, grunt, thud, shrug, yelp, steer, weep, sweep, heap, leap,	<u>Superhero like you</u> Tier 2- Idea, world, poorly, caring, siren, explore, scene, memories, recycling, planet, neighbours, scientist, incredible, discoveries, lab, medicines	<u>The Storm Whale</u> Tier 2- Raged, beach, shore, distance, belonged, early, excellent, listener, angry, evening, sneak, supper, busy, lonely, glad, hoped, storm

	love, smile, shine, stars, roar, unfair, hide, grow, bloom, gentle, light, colourful, untangle <u>Mega magic hair swap</u> Tier 2-Curly, wild puffs, beautiful, magic, grow, shrink, straight, swishy, flows, almost, bouncy, soft, grants, wishes, tight, whirl, twirl, recognize, scared, bouncy Tier 3- Dolphin, Unicorn, Coconut, tangly	wind, hazelnut, woodpecker, <u>Sneezy the Snowman</u> Tier 2- sneezy, freezing, shivering, melted, puddle, flew, blew, gigantic, blinked, surprise, swirled, sneezed, warmth, cried, brand-new, wear, share, Tier 3- snowman, melt, melted, freezing, thaw, coal, campfire, <u>The dinosaur that Pooped Christmas</u> Tier 2- munched, cosy, gigantic, greedy, lesson, explodes, exploded, explosive, devoured, hungry, naughty, frightened, scared, surprised, shouted, cried, exclaimed, rushed, clattered, rumbling, sneaky, cheeky, massive, enormous, suddenly, quickly, carefully, unwrap, wrapped, important, list, learnt, lesson	creaked, flung, wobbled, Tiered 3- Beanstalk <u>Three Little pigs</u> Tier 2- squealed, wise, teeny, whispered, yelped, clattered, galloped, trembled, shivered <u>The little red hen</u> Tier 2- glossy, noisy, field, juicy, scratch, sharp, fluffed, ground, hole, tall, strong, soft, warm Tier 3- farmhouse, barn, grains, wheat, pecked, Winter, shoots, spring, summer, mill, grind, flour, baked	deep <u>Tier 3- jeep</u> <u>The Tiger Who Came to Tea</u> Tier 2- Furry, Stripy, Sandwich, mouthful, Teapot, jug, swallowed, drunk, lit, lamps, walked. Tier 3- Grocer, Milkman, Supper, café <u>Elmer</u> Tier 2 – herd, tall, fat, thin, jokes, tired, slipped, shook, bunches, pleased, recognised, serious, surprise, gasped, parade, ground, silent Tier 3 – patchwork	Tier 3- Superhero, firefighter, carer, <u>Snow White and the seven dwarfs</u> Tier 2 – sewing, daughter, wife, fairest, true, born, wandered, afraid, belonged, knit, disguised, trinkets, poison, suddenly, forest, delicious, resist, wept, coffin, beautiful, evil Tier 3 – Huntsman, dwarf, <u>The Baddies</u> Tier 2- horrible, baddies, hard, stronger, fight, scary, bump, boast, magic, beware, cottage, roared, sigh, quivering, bulgy, stone, shrill, quarrel, shoving, pinching, worst, stream, seize, yell, trotted, tangled, glide, fright, groan, rattle, howls, wails, cross, defeated Tier 3- troll, ghost, witch, rubies, pearls, coal, toads, haunt,	Tier 3- Whale Island, Drawing (in), Growing (dark) <u>Tiddler</u> Tier 2- plain, imagination, tales, diving, register, bashed, thrashed, wiggled, struggled, rescued, dawdling, glimmered, shivered, peeped, escape Tier 3- Scales, seahorse, ray, Johnny Dory, Rabbitfish, Redfin, shipwreck, treasure chest, dragon fish, dab, crab, squid, turtle, squid, spider fish, sun fish, seal, lobster, eel, ocean, anchovies, shrimp, whale, herring, butterfish <u>Rainbow Fish</u> Tier 2 Ordinary, scales, beauty, proud, glide, amazed, dazzling, wise, admire, glare, emerged, advice, discover, peculiar, delighted Tier 3 Ocean, coral reef, fin
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		Tier 3_Christmas, Santa, sleigh, reindeer, North Pole, elf, elves, presents, stocking, chimney, tree, snow			sidle, ogre	
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