

Acorns (3/4YO) Long Term Curriculum Map 25/26

	<b>Autumn/Stage 1</b>	<b>Spring/Stage 2</b>	<b>Summer/Stage 3</b>
<b>AOL</b>			
<b>Communication and Language</b>	<p>Listen to short stories 1:1 and in small groups</p> <p>Communicate with peers and adults via non-verbal and verbal communication such as simple sentences and questions</p> <p>Start a conversation and recognise turn taking structure</p> <p>Begin to notice the structure of stories and make comments - Tales Toolkit</p> <p>Begin to understand and respond to simple questions and follow simple instructions</p> <p>Join in with 5 rhymes and actions</p>	<p>Enjoy listening to longer stories and can remember more of what happens</p> <p>Use a wider range of vocabulary during conversation and play, in simple phrases and sentences of around four to six words</p> <p>Understand and respond to some open-ended questions - why, how, what etc.</p> <p>Articulate ideas, thoughts and feelings</p> <p>Retell a story in their own way</p> <p>Begin to explore rhyme within stories and songs</p> <p>Follow a two-part instruction</p> <p>Join in with rhymes as part of a group with increased confidence and accuracy</p>	<p>Sing a repertoire of songs - be able to sing 10 nursery rhymes as part of a group with confidence and accuracy</p> <p>Have an increasing range of vocabulary to suit varying contexts</p> <p>Use more complex sentences with past and future tenses</p> <p>Start to ask relevant questions and respond appropriately; begin to ask open ended questions themselves</p> <p>Be able to express a point of view to an adult or peer using words as well as actions</p> <p>Use talk to organise play, and to start and continue conversations</p>
<b>PSED</b>	<p>Settling in, making relationships with adults and children</p> <p>Play with one or more children, extending and elaborating play ideas</p> <p>Begin to learn the rules and routine of room</p> <p>Become independent in their choices and play</p> <p>Learn to explore provision inside and outside alongside older children,</p>	<p>Begin to articulate thoughts, feelings and emotions with growing detail</p> <p>Begin to seek out new friends</p> <p>Talk about and know the rules - increasingly follow these</p> <p>Begin to negotiate with others to problem solve and develop some appropriate ways to be assertive</p>	<p>Begin to talk about emotions and developing sense of self and why (emotional literacy)</p> <p>Know why we have rules, make up own and support others to follow them</p> <p>Find solutions to conflicts and rivalries with increasing independence - know appropriate ways to be assertive</p>

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	<p>developing ability to share and turn take</p> <p>Start to be responsible for their own belongings</p> <p>Support adults with simple jobs in Nursery</p> <p>Understand and talk simply about a range of their own feelings</p> <p>Begin to regulate their emotions with support (My Happy Mind)</p>	<p>Begin to understand that their choice matters and vote counts; decision making</p> <p>Continue to show responsibility for their things begin to understand that they are part of the Dovecot school community</p> <p>Begin to independently complete simple jobs in Nursery</p> <p>Understand gradually how others might be feeling - for example in a story</p> <p>Further regulate their emotions with increasing independence (knowing where/when to get help/using MHM Happy Breathing)</p>	<p>Know how to be a good friend</p> <p>Show confidence in new social situations</p> <p>Talk about own ideas, opinions and question others</p> <p>Show responsibility for their things and know that they are an important part of the Dovecot school community</p> <p>Independently complete simple jobs in Nursery</p> <p>Begin to self-regulate alongside seeking help.</p>
<p><b>Physical Development</b></p>	<p>Find peg and put away belongings with increasing independence</p> <p>Begin to dress and undress themselves for different situations with support as needed - e.g., putting on waterproofs, coat using the flip method</p> <p>Begin to be independent with self-care - toileting, washing hands</p> <p>Begin to use whole bodies to move in a range of different ways, developing balance and core strength</p> <p>Develop fine motor skill e.g. cut snips in paper, peg things on line</p>	<p>Continue to develop independence with self-care, including dressing - confident in putting on coat and wellies</p> <p>Independently put away belongings</p> <p>Continue to develop their movement, balance and coordination</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Match their developing physical skills to activities within the provision</p> <p>Practice fine motor skills; writing, snipping, tweezing etc.</p>	<p>Confidently independent with self-care including using the toilet and dressing in a range of items including waterproofs and jumpers</p> <p>Independently put away belongings and begin to give necessary things to adults - e.g. bed time story book - independently</p> <p>Show increasing skill and control in different ways of moving, coordination and balance</p> <p>Take part in team games such as skittles, ball games</p>

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	<p>Begin to understand and respond to how our bodies work and what's needed to keep healthy; e.g. teeth brushing, exercise and hydration and healthy eating</p> <p>Copy movements modelled by adult in squiggle while you wiggle</p> <p>Scissor safety - know how to move around with, hold and use scissors safely with support (any handle)</p>	<p>Begin to develop a preference for a dominant hand.</p> <p>Continue to understand and respond to how our bodies work and what's needed to keep healthy; e.g. teeth brushing, exercise and hydration and healthy eating</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Scissor safety - know how to move around with, hold and use scissors safely independently (may need occasional reminders)</p> <p>Know the squiggle while you wiggle routine and follow this with confident and focused movements.</p>	<p>Show increasing control in fine motor skills e.g. holding a pencil in a tripod grip</p> <p>Understand and respond to how our bodies work and make healthy choices; e.g. teeth brushing, exercise and hydration and healthy eating</p> <p>Scissor safety - know how to move around with, hold and use scissors safely independently</p> <p>Use the motions from squiggle while you wiggle in independent mark making</p>
<p><b>Literacy</b></p>	<p>Enjoy reading books with an adult and exploring key concepts about print - Tales Toolkit - introduce phrases character, setting, problem, solution with support</p> <p>Have a favourite book and rhyme</p> <p>Join in with songs and rhymes</p> <p>Enjoy mark making in a variety of ways and give meaning to marks</p> <p>Begin to understand that print conveys meaning</p> <p>Begin to make up own stories verbally</p> <p>Begin to remember some key stories</p> <p>Begin to recognise name on picture card</p>	<p>Read independently or with a friend/adult using pictures, and talk about the story, characters, plot etc.</p> <p>Learn how books work, which way up and where to start and text direction</p> <p>Learn 2 rhymes by heart</p> <p>Make up own stories verbally and begin to represent these by drawing</p> <p>Mark make with a purpose attributing meaning to marks and using differing marks</p> <p>Understand that print conveys meaning</p>	<p>Listen and follow an oral story</p> <p>Know and retell a range of key stories</p> <p>Make up own stories and represent it by drawing and early writing</p> <p>Know 5 rhymes by heart</p> <p>Write letters from their name or whole name</p> <p>Understand that words can be broken down</p> <p>Understand that words can begin with the same sound and this is called alliteration</p>

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		<p>Understands that sentences can be broken down</p> <p>Begin to understand that words can sound the same and rhyme</p> <p>Begin to know and retell some key stories</p> <p>Recognise name on picture card/without card</p>	<p>Confidently recognise some familiar words such as logos, signs and own name</p>
<b>Phonics</b>	<p align="center">PHASE 1 PHONICS</p> <p>Recognise environmental sounds</p> <p>Recognise and copy sounds, rhythm and tempo</p> <p>Begin to explore rhyme through games, stories and songs</p>	<p align="center">PHASE 1 PHONICS</p> <p>Exploring body percussion and rhythm</p> <p>Explore rhyme through stories, songs and games</p> <p>Begin to explore alliteration</p>	<p align="center">PHASE 1 PHONICS</p> <p>Explore alliteration</p> <p>Voice sound exploration through activities such as metal mike, robotic voice game</p> <p>Beginning to orally blend</p> <p>Nursery 2 final term - RWI pictures and sound names</p>
<b>Maths</b>	<p>Sort, group and organise objects by various properties.</p> <p>Explore numbers 1-3 in a variety of ways</p> <p>Begin to subitise</p> <p>Start to notice size and link this to play</p> <p>Count forwards and backwards using number rhymes</p> <p>Begin to explore and talk about 2D and 3D shapes using informal mathematical language</p>	<p>Consolidate numbers 1-3 with subitising and grouping</p> <p>Begin to explore representing numbers on five frames</p> <p>Explore numbers up to 5 in a variety of ways</p> <p>Explore everyday ways of comparing size and length</p> <p>Select, name and combine shapes for a purpose (den making, block play, etc.)</p> <p>Learn positional language</p>	<p>Consolidate numbers 1-5 with subitising</p> <p>Explore numbers beyond 5</p> <p>Problem solving and calculation with numbers up to five</p> <p>Explore everyday ways of comparing weight and capacity</p> <p>Explore 2D &amp; 3D shapes and their properties</p> <p>Continue patterns ABBABB, ABCABC</p>

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	<p>Begin to explore what pattern is and continue a simple repeating pattern ABABAB</p> <p>Show 'finger numbers' up to five</p> <p>Begin to experiment with their own symbols and marks</p>	<p>Talk about and identify patterns around them using informal pattern language</p> <p>Compare quantities</p> <p>Experiment with their own symbols and marks as well as numerals</p>	
<p><b>Understanding the World</b></p>	<p>Articulate and use senses when experiencing seasonal change e.g. leaves falling</p> <p>Understand what makes us special and unique and how we celebrate in our families</p> <p>Begin to explore how others celebrate events</p> <p>Use senses to explore seasonal changes</p> <p>Explore light and colour and how these can be changed</p>	<p>Articulate and use senses when experiencing seasonal change e.g. ice</p> <p>Explore forces and how things work e.g. magnets wind up toys, cogs</p> <p>Become aware of and appreciate the people who help us, learning about different occupations</p> <p>Learn about different cultures and countries</p> <p>Explore floating and sinking</p>	<p>Articulate and use senses when experiencing seasonal change e.g. blossom and plants growing</p> <p>Observe life cycle of plants and animals e.g. caterpillars</p> <p>Plant seeds and care for our outdoor area</p> <p>Make a bug house</p> <p>Understand the need to respect and care for living things</p>
<p><b>Expressive arts and design</b></p>	<p>Represent themselves using different media</p> <p>Use playdough to explore with hands and tools</p> <p>Enjoy simple role play e.g. home area or train small world</p> <p>Explore colour and mixing</p> <p>Enjoy and take part in action songs using our bodies or instruments</p> <p>Move and use scissors safely and with increasing control to cut different materials</p>	<p>Draw a simple face/person</p> <p>Make and use props to support role play</p> <p>Combine recycled materials for a purpose</p> <p>Confident to express self in a variety of ways; paint, collage, dance etc.</p> <p>Remember and sing entire songs</p> <p>Use playdough to make models using hands and tools</p>	<p>Draw with increasing detail</p> <p>Immerse themselves in complex imaginative role play around a theme; police, fire fighter etc</p> <p>Use emotional literacy within creations</p> <p>Create or improvise a song or melody and have the confidence to perform this for others</p> <p>Joins and builds using a variety of materials and techniques with confidence and is beginning to</p>

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	<p>Beginning to know where to access resources</p> <p>Enjoy performing songs such as Christmas songs to an audience</p>		<p>recognise when a certain material or technique would be more suitable</p>
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