

Acorns (3/4YO) Long Term Curriculum Map 24/25

	Autumn/Stage 1	Spring/Stage 2	Summer/Stage 3
AOL			
Communication and Language	<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>
PSED	<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 self-regulate and 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 (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 independently Start to be responsible for their own belongings Support adults with simple jobs in Nursery Understand and talk simply about a range of their own feelings Begin to regulate their emotions with support</p>	<p>Begin to understand that their choice matters and vote counts; decision making Continue to show responsibility for their things begin to understand that they are part of the Dovecot school community Begin to independently complete simple jobs in Nursery Understand gradually how others might be feeling - for example in a story</p>	<p>Know how to be a good friend Show confidence in new social situations Talk about own ideas, opinions and question others Show responsibility for their things and know that they are an important part of the Dovecot school community Independently complete simple jobs in Nursery</p>
<p>Physical Development</p>	<p>Find peg and put away belongings with increasing independence Begin to dress and undress themselves for different situations with support as needed - e.g., putting on waterproofs, coat using the flip method Begin to be independent with self-care - toileting, washing hands Begin to use whole bodies to move in a range of different ways, developing balance and core strength Develop fine motor skill e.g. cut snips in paper, peg things on line 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>Continue to develop independence with self-care, including dressing Independently put away belongings Continue to develop their movement, balance and coordination Start taking part in some group activities which they make up for themselves, or in teams Match their developing physical skills to activities within the provision Practice fine motor skills; writing, snipping, tweezing etc. Begin to develop a preference for a dominant hand. 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>Confidently independent with self-care including using the toilet and dressing Independently put away belongings and begin to give necessary things to adults - e.g. bed time story book - independently Show increasing skill and control in different ways of moving, coordination and balance Take part in team games such as skittles, ball games Show increasing control in fine motor skills e.g. holding a pencil in a tripod grip Understand and respond to how our bodies work and make healthy choices; e.g. teeth brushing, exercise and hydration and healthy eating</p>

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	<p>Copy movements modelled by adult in squiggle while you wiggle on paper Scissor safety - know how to move around with, hold and use scissors safely with support</p>	<p>Use a comfortable grip with good control when holding pens and pencils Scissor safety - know how to move around with, hold and use scissors safely independently (may need occasional reminders) Know the squiggle while you wiggle routine and follow this with confident and focused movements</p>	<p>Scissor safety - know how to move around with, hold and use scissors safely independently Can join in with dough disco, beginning to copy the moves demonstrated by an adult.</p>
<p>Literacy</p>	<p>Enjoy reading books with an adult and exploring key concepts about print - Tales Toolkit Have a favourite book Join in with songs and rhymes Enjoy mark making in a variety of ways and gives meaning to marks Beginning to understand that print conveys meaning Begin to make up own stories verbally Begin to remember some key stories</p>	<p>Read independently or with a friend/adult and talk about the story, characters, plot etc. Learn how books work, which way up and where to start and text direction Learn 2 rhymes by heart Make up own stories verbally and begin to represent these by drawing Mark make with a purpose attributing meaning to marks and using differing marks Understand that print conveys meaning Understands that sentences can be broken down Begin to understand that words can sound the same and rhyme Begin to know and retell some key stories</p>	<p>Listen and follow an oral story Know and retell a range of key stories Make up own stories and represent it by drawing and writing Know 5 rhymes by heart Write letters from their name or whole name Understand that words can be broken down Understand that words can begin with the same sound and this is called alliteration Recognise some familiar words such as logos, signs and own name</p>

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<p align="center">Phonics</p>	<p align="center">PHASE 1 PHONICS Recognise environmental sounds Recognise and copy sounds, rhythm and tempo Begin to explore rhyme through games, stories and songs</p>	<p align="center">PHASE 1 PHONICS Exploring body percussion and rhythm Explore rhyme through stories, songs and games Begin to explore alliteration</p>	<p align="center">PHASE 1 PHONICS Explore alliteration Voice sound exploration through activities such as metal mike, robotic voice game Beginning to orally blend Nursery 2 final term - RWI pictures and sound names</p>
<p align="center">Maths</p>	<p>Explore numbers 1-3 in a variety of ways Begin to subitise Start to notice size and link this to play Count forwards and backwards using number rhymes Begin to explore and talk about 2D and 3D shapes using informal mathematical language Begin to explore what pattern is and continue a simple repeating pattern ABABAB Show 'finger numbers' up to five Begin to experiment with their own symbols and marks</p>	<p>Consolidate numbers 1-3 with subitising and grouping Begin to explore representing numbers on five frames Explore numbers up to 5 in a variety of ways Explore everyday ways of comparing size and length Select, name and combine shapes for a purpose (den making, block play, etc.) Learn positional language Talk about and identify patterns around them using informal pattern language Compare quantities Experiment with their own symbols and marks as well as numerals</p>	<p>Consolidate numbers 1-5 with subitising Explore numbers beyond 5 Problem solving and calculation with numbers up to five Explore everyday ways of comparing weight and capacity Explore 2D & 3D shapes and their properties Continue patterns ABBABB, ABCABC</p>
<p align="center">Understanding the World</p>	<p>Articulate and use senses when experiencing seasonal change e.g. leaves falling</p>	<p>Articulate and use senses when experiencing seasonal change e.g. ice Explore forces and how things work e.g. magnets wind up toys, cogs</p>	<p>Articulate and use senses when experiencing seasonal change e.g. blossom and plants growing</p>

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	<p>Understand what makes us special and unique and how we celebrate in our families Use senses to explore seasonal changes Explore light and colour and how these can be changed</p>	<p>Become aware of and appreciate the people who help us, learning about different occupations Learn about different cultures and countries Explore floating and sinking</p>	<p>Observe life cycle of plants and animals e.g. caterpillars Plant seeds and care for our outdoor area Make a bug house Understand the need to respect and care for living things</p>
<p>Expressive arts and design</p>	<p>Represent themselves using different media Use playdough to explore with hands and tools Enjoy simple role play e.g. home area or train small world Explore colour and mixing Enjoy and take part in action songs using our bodies or instruments Is able to move and use scissors safely and with increasing control to cut different materials Beginning to know where to access resources Enjoy performing songs such as Christmas songs to an audience</p>	<p>Draw a simple face/person Make and use props to support role play Combine recycled materials for a purpose Confident to express self in a variety of ways; paint, collage, dance etc. Remember and sing entire songs Use playdough to make models using hands and tools</p>	<p>Draw with increasing detail Immerse themselves in complex imaginative role play around a theme; police, fire fighter etc Use emotional literacy within creations Create or improvise a song or melody and have the confidence to perform this for others Joins and builds using a variety of materials and techniques with confidence and is beginning to recognise when a certain material or technique would be more suitable</p>