

Oasis Academy Don Valley – Curriculum Map EYFS 2020.21

Year Group Reception	Half Term 1 Autumn 1 1 st Sept-23 rd October 8 weeks	Half Term 2 Autumn 2 2 nd November – 18 th Dec 7 weeks	Half Term 3 Spring 1 4 th Jan-12 th Feb 6 weeks	Half Term 4 Spring 2 22 nd Feb – 1 st April 6 weeks	Half Term 5 Summer 1 19 th April – 28 th May 6 weeks	Half Term 6 Summer 2 7 th June-21 st July 6 weeks, 3 days
Whole Academy Theme	Being me in my world PSHE/Geog/Science	Celebrating Differences PSHE/RE/History	Time Travellers History	The nature of life Science	The world we live in Geography	Eat well, move more, we're going to the Olympics Science/Geography
Name of project	Being me in my world Key Question – What do I like the most?	Celebrating Differences Key Question - What is special about me?	Knights and princesses Key Question – Why were Kings and Queens afraid of dragons?	Living Things Key Question – What hatches out of an egg?	Our World Key Question – How do we look after our world?	We're going to.... Key Question - Where are we going for the Olympics?
'Hook' – first-hand experience	Looking around the academy. Darnall Library/Library van?	Pioneer priest visit? Imam? Father Christmas	Banquet at the start of term, to introduce topic – children to get an invite and help prepare the feast Castle – Bolsover (end of term)	Whirlow Hall Farm – end of the term – build up to the 'farmer's exam'. Caterpillars	Police visit.	Sports Day EIS visit Lidl shopping trip
Parental engagement event/session/exhibition	Introducing Challenge Checkers/Characteristics of effective learning – children to design the characteristics Online Celebration of the work children have created.	Christmas celebration – make a paperchain T/TAs to record what activities are going on in Provision and have an online celebration.	Chinese New Year? (12 th Feb) - Ox	Farmer's 'exam' – parents involved	Create staying safe posters e.g. road safety	Celebration of the year.
Curious Questions	Who am I? What is in my Academy? Who is in my Academy? What do I enjoy in my academy? What are the Academy Values?	What do you celebrate? What do others celebrate? How is your appearance different to others? What are your likes and dislikes?	What is a dragon? What is a myth? Can you talk about the past? Why is CNY celebrated?	What is a baby called? How can we care after the animals? How can we look after our Earth and the animals on it?	Who helps us? What does it mean to be safe? How can we travel in our world?	What do you need to be healthy? What foods are healthy? What exercises can you do? What happens when we exercise?
PSHE/PSED – Jigsaw 9 habits Oasis Ethos	Being me in my world Who... me? How am I feeling today? Being at school. Gentle Hands Our rights. Our responsibilities. - Recognising and managing feelings - Children's' rights	Celebrating difference What am I good at? I'm special, I'm me. Families. Houses and homes. Making friends. Standing up for yourself. - Expressing feelings about home and standing up for yourself	Dreams and goals Challenge. Never giving up. Setting a goal. Obstacles and support. Flight to the future. Award ceremony. <i>January – Being patient and preserving</i> <i>February – Compassionate</i>	Relationships My family and me. Make friends, Make friends never ever break friends (part 1 and part 2). Falling out and bullying (part 1 and part 2.) Being the best friend we can be. - Stranger danger - Bullying – who to tell - Managing feelings	Changing me Making relationships (KUW) Respecting my body (KUW) Growing up (KUW) Fun and fears Celebration. - Identifying worries <i>June – Humble/humility</i> <i>July Honesty</i>	Healthy Me Being Patient Learning from our mistakes and saying sorry Keep Learning - Respecting my body - Expressing feelings Everybody's body. (KUW) We like to move it, move it. (KUW) Food glorious food. (KUW)

	<p><i>September – Who am I? October – Who am I becoming?</i></p> <p>PiXI – getting to know one another (again for those who have been in a setting together before)</p>	<p><i>November – Being hopeful December – Being joyful</i></p> <p>'A Passion to include everyone' Being Welcoming Team Work Including everyone</p> <p>PiXI – what is the same and difference between our lives and others</p>	<p>'A desire to treat people equally respecting differences' I am unique Likes and dislikes Respecting differences</p> <p>PiXI – self motivation</p>	<p>- Being a good friend – healthy relationships</p> <p>May – self control</p> <p>'A deep sense that things can be changed and be transformed' Setting Targets Aspirations Change Friend contract</p> <p>PiXI – seeking support from others</p>	<p>'A sense of perseverance to keep going for the long haul'</p> <p>PiXI – feelings around change</p>	<p>Sweet dreams. (KUW) Keeping clean. (KUW) Stranger danger.</p> <p>March – Forgiving April – Considerate</p> <p>'A Commitment to healthy open relationships' Being Kind What to do when feeling sad angry of saying sorry Being Friends Friend contract</p> <p>PiXI – comparing life before and after – making sure to stay healthy during the pandemic e.g. washing hands</p>
Safeguarding	<p>Positive and negative touches We will be discussing kind hands (e.g. playing, writing, sharing) and unkind hands (e.g. hitting, scratching) and how these make us feel. We will also learn what to do if someone touches us with unkind hands or in a place that is private (NSPCC link – PANTS)</p>		<p>I can do any job (stereotypes in jobs)</p>	<p>Hygiene We will learn how to wash our hands properly and when we should be brushing our teeth</p> <ul style="list-style-type: none"> - Handwashing – www.carex.co.uk 		
Characteristics of Effective Learning CoEL	<p>Designing CoEL characters. Name the characters Children to be provided with a shape outline and a WAGOLL and then create their own. Collated and then create a booklet like the reading aliens.</p>	<p>Having my own ideas – why this is important? But why is it also good to share these? Enjoying my achievements – as well as celebrating what others achieve</p>	<p>Keep trying – link to Jigsaw Continue to celebrate children's learning linking to the COEL characters</p>	<p>Making links – between lifecycles Finding out and exploring</p>	<p>Using our CoEL in our learning – supporting with how we can look after our planet and make it a better place</p>	<p>Using our CoEL to think about what we have learnt this year. Share with our parents.</p>
Key Text	<p>Starting School – Janet and Allan Ahlberg Ruby's Worry Our class is a family – Shannon Olsen The Colour Monster – Anna Llenas</p>	<p>The colour of home – Mary Hoffman Whoever you are – Mem Fox The Name Jar – Yangsook Choi, Yangsook Choi →???? The Same but different too – Karl Newson, Kate Hindley Everybody's Welcome – Patricia Hagarty Christmas Story</p>	<p>George and the Dragon Princess and the pea</p>	<p>Zoomer's handbook Window – Jeannie Baker Jack and the Beanstalk Pumpkin soup Lost Words The Hungry Caterpillar A Butterfly is Patient.</p>	<p>Can't you sleep little bear? Someone ate Stanley Window</p>	<p>Oliver's vegetables Oliver's fruit salad Oliver's milkshake. Non-fiction – learning a sport for the Olympics – Basketball – team sport</p>

<p>Literacy</p>	<p>Familiarisation day on Friday – 4th September 2020</p> <p>Week 1 – Baseline – developing classroom routine/play (half days- photos etc...)</p> <p>Week 2 – Baseline – COEL, ‘starting school’ (book) → Read starting school – day one, day two, first week. Stop there.</p> <p>Week 3 – Baseline - COEL</p> <p>Week 4 – OADV Values week - COEL</p> <p>Week 5- Ruby’s Worry</p> <p>Week 6 Ruby’s Worry</p> <p>Week 7 – Ruby’s worry – artwork</p> <p>Week 8: Using our phonics efficiently in our writing and reading.</p> <p>COEL – playing with what I know, engagement</p> <ul style="list-style-type: none"> - making links – thinking - choosing ways to do things – thinking - finding out and exploring - being willing to have a go - being involved and concentrating - keep trying - motivation - having my own ideas- thinking critically - enjoying my achievements - motivation <p>Aims:</p> <ul style="list-style-type: none"> - develop mark making - showcase what they already know - talk about their marks - retell a story - talk about a story - talk about how they feel 	<p>I can talk about my skills I can compare to others skills I can celebrate my successes and successes of others</p> <p>Week 1 - rhyme</p> <p>Week 2 – Everybody’s welcome</p> <p>Week 3 – Everybody’s welcome</p> <p>Week 4 – The Name Jar (link to DT)</p> <p>Week 5 – Christmas story</p> <p>Week 6- Christmas</p> <p>Week 7 – Christmas</p>	<p>I can talk about dreams and goals. I can recognise different jobs.</p> <p>Reading – continuing to develop our reading comprehension skills through the reading aliens</p> <p>Week 1 – DT focus ending with banquet, children get an invite at the start of the week</p> <p>Week 2 – Introduce the key question and add to display.</p> <p>Immerse – photos of dragons destroying things.</p> <p>Week 3- Immerse - GatD</p> <p>Week 4 - Retell</p> <p>Week 5 – innovate – The dragon and George – what would it be like if dragons were scared of us?</p> <p>Week 6 – CNY – comparison of dragons in China to mythical stories</p>	<p>I can talk about a lifecycle of an animal. I can name animals. I can talk about what animals need to live.</p> <p>I can talk about a lifecycle of a plant. I can name what plants need to grow. I can name different parts of a flower.</p> <p>Reading – continuing to develop our reading comprehension skills through the reading aliens</p> <p>Week 1 – introduce caterpillars</p> <p>Week 2 – lifecycle of butterfly</p> <p>Week 3 – lifecycle of a chick</p> <p>Week 4 – Little Red Hen – bake bread</p> <p>Week 5 – learn LRH</p> <p>Week 6 – LRH – prepare to retell to animals on the farm</p>	<p>I can talk about my community I can compare it to other communities</p> <p>Reading – continuing to develop our reading comprehension skills through the reading aliens</p> <p>Week 1 – what can we see out of our window?</p> <p>Week 2 – How does our view compare to others? (Pen Pals?)</p> <p>Week 3- Who helps us?</p> <p>Week 4- Who is in charge in our Academy? Who is in charge of our country? Etc... Write to?</p> <p>Week 5 – Someone ate Stanley</p> <p>Week 6 – Recycling</p>	<p>I can talk about fruits and vegetables I can say how I can be healthy I can talk about different sports</p> <p>Week 1 – immerse -tasting and naming/describing fruits</p> <p>Week 2 – Oliver’s Vegetables/Fruits – learn the story</p> <p>Week 3 - write</p> <p>Week 4 – shopping in order to innovate with their new fruits</p> <p>Week 5 – Olympics – staying healthy – learn the rules for a sport, create own sport</p> <p>Week 6 – Olympics/transition</p> <p>Week 7 (3days)</p>
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Communication and Language (vocabulary)	Academy/School Reading Classroom Values Teacher Principal Assembly Puzzled Happy Sad Worried Sleepy Grumpy Sick/Unwell	Bonfire Christmas celebration difference name jar rhyme welcome everybody	Destruction fear destroy fire dragon myth lucky Chinese Nian Money Red Loud Fireworks Celebrations	Lifecycle Animal Living thing Care Egg Mammal Reptiles Insects Birds Fish Habitats Stem Leaf Flower Root Soil Water Sun Seed	Recycling window environment view penpals Prime Minister Queen Principal Police Paramedics Nurse Doctor Dentist	Sugar Salt Meat Dairy Vegetables Supermarket Fruit Pips Seed Healthy Lifestyle Safe Exercise
Phonics	Reading First four weeks – baseline activities and phase 1 aspects. Phase 2 teaching – a sound a day. Starting week 5. Assessment at the end	Reading – continuing to develop our reading comprehension skills through the reading aliens (If doesn't fit – Assessment after recap). Start phase 3	Use assessments at the end of Phase 2 to group children accordingly. Support children in smaller groups	Phase 2/3 groups Follow the yearly overview for EYFS covering sounds in phase 2 and 3, using these sounds to support writing and reading.	Phase 2/3 groups Follow the yearly overview for EYFS covering sounds in phase 2 and 3, using these sounds to support writing and reading.	Phase 2/3/4 groups Follow the yearly overview for EYFS covering sounds in phase 2 and 3, using these sounds to support writing and reading.
Maths	First three weeks – baseline activities. Unit 1: Early Mathematical experiences Week 1: See how they use the provision – set up provision. Week 2: Number and counting baseline Week 3: Shape space and measure baseline. Unit 2: Pattern and early number – start on week 4. Unit 3: Numbers within 6 – start on week 6. Assessment on the last week – units 2 and 3	Unit 4: Addition and subtraction within 6 Unit 5: Measures Unit 6: Shape and sorting Unit 7: Calendar and time.	Unit 8: Numbers within 10 Unit 9: Addition and subtraction within 10 Unit 10: Numbers within 15	Unit 11: Grouping and sharing Unit 12: Numbers within 20	Unit 13: Doubling and halving Unit 14: Shape and pattern Unit 15: Addition and subtraction within 20 Unit 16: Money	Unit 17: Measures Unit 18: Depth of numbers within 20 Unit 19: Numbers beyond 20.

<p>Areas of Learning</p>	<p>Expressive Arts and Design – Draw their family- Children will discuss who is in their family. They will talk about where they live, how they get to school and who they see.</p> <p>COEL – character creating, design characters and then talking about the characters roles and how we can show these in our learning.</p> <p>Technology (Knowledge and understanding of the world) - Purple Mash – how do we log on, setting challenges to complete at school and home</p> <p>PD (Physical Development) – PE – Listening to instructions and taking turns in a team. Practising getting changed into PE kit</p>	<p>Expressive Arts and Design (DT) – design and create ‘name jar’ following name jar story – talking about why it is important all of our names go into the jar (PSHE link)</p> <p>Knowledge and Understanding of the World – children will learn about the Christmas story and learn about who celebrates Christmas and why</p> <p>Expressive Arts and Design Christmas Cards – Purple Mash? – using ICT skills to create a card</p> <p>PD – PE – Ball games – kicking, throwing, passing, developing co-ordination</p>	<p>Expressive Arts and Design (DT) – making food for a feast – how can we prepare it? What food will we need? How can we be safe making our food e.g. safely use the knives, wash hands before</p> <p>Knowledge and Understanding of the World – compare where we live to castles – how are our homes different to a castle? Would you like to live in a castle?</p> <p>Technology - Purple Mash – design a castle – what features does the castle have? Why are they needed? How are they different to our own homes?</p> <p>PD – PE – Different ways to move around – balancing etc.</p>	<p>JIGSAW: Making relationships (KUW) Respecting my body (KUW) Growing up (KUW)</p> <p>Expressive Arts and Design - Lost Words – creating pictures and talking about them. Can we find out more about the lost words?</p> <p>Knowledge and Understanding of the World – plant seeds from Lost Words – how can we help them grow?</p> <p>Technology - Purple Mash – lifecycles – what is the correct order for a lifecycle. Why are lifecycles important?</p> <p>PD – Using apparatus safely – jumping from a bench and landing, balancing along a beam</p>	<p>Expressive Arts and Design – make a recycled kite out of plastic bags – why is it important not to throw litter on the floor?</p> <p>Knowledge and Understanding of the World - recycling, changes in communities – learning about recycling and linking to our own homes and the different bins we have. What can recycled objects become e.g. paper can become more paper</p> <p>Technology - Purple Mash – What can we recycle?</p> <p>PD – dance and moving in time to music. Creating a dance that reflects the music used, including moving at different levels (stood up, on the floor etc...)</p>	<p>JIGSAW: Everybody’s body. (KUW) We like to move it, move it. (KUW) Food glorious food. (KUW) Sweet dreams. (KUW) Keeping clean. (KUW)</p> <p>Knowledge and Understanding of the World - Learn Japanese, compare to other languages we can speak, celebrate the languages we can speak</p> <p>Expressive Arts and Design (DT) – make a medal/ papier Mache a trophy – is it nice to receive an award? What did it feel like when you got the Champion medal?</p> <p>Technology - Purple Mash – quiz about being healthy - using our knowledge of being healthy to answer some questions.</p> <p>PD – Sports related to the Olympics – working as a team. Why is this important?</p>
<p>Festivals and celebrations</p>		<p>Oct 31st Halloween Bonfire Night 5th November Christmas 25th December</p>	<ul style="list-style-type: none"> • CNY – 12th Feb • • Pancake Day/Shrove Tuesday – 16th February (hols) 	<ul style="list-style-type: none"> • WBD 4th March • Mother’s Day 14th March <p>4th April – Easter Sunday (hols)</p>	<p>12th April – Ramadan starts (hols)</p> <p>23rd April – St George’s Day</p>	<ul style="list-style-type: none"> • 20th June Father’s Day
<p>Whole Academy events</p>	<p>Parent talks</p>	<p>Christmas Production Christmas Dinner</p>	<p>Chinese new year</p>	<p>World Book day Sports relief</p>	<p>St Georges day Sheffield Book awards</p>	<p>Sheffield Book awards continued Father’s day dinner Sports day</p>
<p>EYFS Trips.</p>	<p>Darnall Library</p>		<p>Castle.</p>	<p>Whirlow hall farm.</p>	<p>Police visit.</p>	<p>Supermarket visit</p>