



OAK Class Annual Term Map 2019/20


Autumn Spring Summer

Topic	PSED	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts & Design	Key Events and additional ideas
<p>Autumn One Do you want to be friends?</p> 	<p>Ourselves and others – people and things that are important to us and our feelings.</p> <p>School rules and expectations.</p> <p>Meet and talk to adults around the school. Tour the school, take photos and ask questions about what they do, where they work and what important things they have in their work space/on their desk. Pg. 2</p> <p>Jigsaw partners – choose a partner and a puzzle to do together. Pg 4</p> <p>Find a friend 'friendship stop' outdoors and indoors. Pg.5.</p> <p>What's your Job? Classroom jobs. Pg.9</p> <p>Pebbles to go into a tin to make</p>	<p>Showing some listening skills. Follow Simple instructions. Use resources correctly.</p> <p>Read Lost and Found (Oliver Jeffers) – good friend checklist. Pg. 6</p> <p>Photos from the experience and objects related to jobs – match up, discuss, label (talking table) pg.4</p> <p>Play the Instructions game pg. 6</p> <p>Friendship Tree, discussion and mark making pg.6</p> <p>People who Help us video and discussion about emergency services. Pg.7</p> <p>Things we like (bring something important to them from how to share) pg.7</p>	<p>Recognising names and logos.</p> <p>Looking at and sharing books.</p> <p>Mark making and giving meaning.</p> <p>2 letter words and CVC words.</p> <p>Labelled photos from the experience and objects related to jobs – match up, discuss, label (talking table) pg.4</p> <p>Friendship Books display and cosy area (tent?) Pg.5</p> <p>Lion and the Mouse - describe the 2 characters – labelling. (CS pg10)</p> <p>Colin and Lea, Carrot and Pea story. Discuss similarities and differences between pairs. CS pg 10.</p>	<p>A number a week (number blocks) Number 1 to 6.</p> <p>One for me, one for you (children working in pairs to share objects fairly between them pg.11</p> <p>Big Foot – Comparing hand and foot sizes – order biggest and smallest. (CS pg 11)</p> <p>USING NUMBERBLOCKS AND WHITE ROSE.</p>	<p>A sense of their own family and relations. Talk about past events in their life and families life.</p> <p>Compare how families are different to their own.</p> <p>People who help you at home. Share and compare – drawing and mark making. (CS pg12) PC</p> <p>Same or different? Similarities and differences between ourselves and others. UtW CS pg.12.</p> <p>Smile! Taking a photo of a friend. Help uploading to a computer and printing. Label the picture (CS pg.12) T</p> <p>Ant observations (ant's working together)</p>	<p>Holding a pen correctly.</p> <p>Understand their own needs (hunger, toilet, personal hygiene)</p> <p>Parachute Play pg.8</p> <p>Circles and Spirals (inside and outside) different mark making tools. (CS pg. 8)</p> <p>Zip it (mix of clothes with zips, buttons and fasteners) children help each other get into costumes. Pg.8</p>	<p>Learning new songs. Simple construction.</p> <p>'People who help us' Small World Tuff Tray x2 (pg.5).</p> <p>Friendship colours – choose a friend and each choose a primary colour to paint their hand – hold hands and mix the colours Make patterns on large paper. CS pg 13. EAD</p> <p>Show Me! – Friendship drama game. CS page 13, BI</p> <p>Express – Baking Playdough Hearts. CS page 15.</p>	<p>4th Sep INSET (safeguarding and team building)</p> <p>5th-9th Sep Home visits</p>

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	<p>friend pie or unfriendly pie. (Enemy Pie CS pg 9)</p> <p>Teamwork games (such as pass the hoop around the circle without breaking hands). Pg.9</p> <p>Express – Friendship Recipe. CS page 15</p>	<p>Have you filled a bucket today? Story and then introduce bucket and pom poms (pg.7)</p>	<p>Express - Thank you Letter for with salt dough heart (CS page 15)</p>					
<p>Autumn Two What happens when I fall asleep?</p> 	<p>Write class jobs on stars and place in a jar. Choose children to choose one and ask if they want to do the job or swap it. Children can add job to the star cards. Pg.9</p> <p>Owl Babies and discussing how the characters felt at different points. Draw on own experiences. Pg.9</p> <p>Small World in a dark place – lights for a twilight feel, emergency vehicles, nocturnal animal toys. Narrative in play.</p>	<p>Listening to and joining in with lullabies (L, EAD) pg.5</p> <p>How to Catch as Star story – look at props and talk about why they are important to the story. Pg.6</p> <p>Snuggle with cushions and blankets and listen to lullabies – select their favourite? Pg. 6</p> <p>Who works when I am asleep? What do they do? Why do they have to work at night? Own jobs. (UtW, W)</p>	<p>Drawing and tracing constellations (pencil grip, patterns) pg.4</p> <p>People who help us at night match images and text, talk about the images. (UtW, C&L) pg.5</p> <p>Just imagine! What is a dream? Share ideas and talk about dreams. Look at a dreamlike painting and make a list of what they can see. Paint a dream they remember pg.10</p>	<p>Number 7 to 12. White Rose – Sorting into groups, time (my day), One more, One less, comparisons between numbers.</p> <p>How many teddies? Look at images and physical teddies – estimate how many there are and then check. Write the numeral to label the group. Pg.11</p> <p>Use paint on a laptop to copy star patterns. Challenge to explore the</p>	<p>Nocturnal animal hunt with images, a torch and darkness. Identifying animals. Similarities and differences. pg.4</p> <p>Explore telescopes and binoculars. Pg.4</p> <p>Yawn! Share book of sleep – children to record how much sleep they get (sleep diary). Pg.12</p> <p>Night time Visitors- Put out food at overnight and see if it gets eaten – who could it have been? How</p>	<p>Follow my commands game! Version of captain's deck. Bedtime routine instructions. Pg.8</p> <p>Space hoppers and catching and throwing the moon (pg.8)</p> <p>Getting ready for bed challenge (parents help needed for items) pg. 8</p> <p>Science experiment – rockets.</p>	<p>Box of bedtime props (PD, UtW) pg. 5</p> <p>Make a Sleepy Thing using a sock. Pg.13</p> <p>Lost Stars: Describe stars. Create their own star using lots of materials Pg.13</p> <p>Share pictures from the Hubble space telescope. Children to explore paint, squeeze colours mix with fingers and get a print using black card. Pg.13</p>	<p>Express: Constellations.</p> <p>4th-8th November-maths week.</p> <p>11th-15th November Anti-Bullying Week,</p> <p>18th -22nd November Road Safety Week</p>

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	<p>(Under the reading loft) Pg. 9</p>	<p>End of topic sharing time Pg. 14</p> <p>Ready for bed (discuss bed time routines, make comparisons, order cards to show their routine) pg.7 (UtW)</p> <p>Animals that come out at night. Look at a range, read captions and write captions. Pg.7</p> <p>Literacy Shed – Owl Babies</p> <p>Express: Write a bedtime story Pg.15</p> <p>End of topic sharing time Pg. 14</p>	<p>Watch a short clip about Owls and discuss what we found out, ask questions. Pg. 10</p>	<p>software to make more stars of different sizes. Pg.11</p> <p>Read Papa, please get the moon for me. Talk about size of the moon. Re-create using silver playdough. Pg.11</p>	<p>did they see in the dark? Pg 12. Why is it dark at night? Explore darkness as being absence of light using cardboard boxes, darker? Lighter? Give the children lots of junk modelling materials to explore pg.12</p> <p>How do different families celebrate?</p>			
<p>Spring One Why do Zebras have stripes?</p> 	<p>What's your favourite animal? Talk about the animal they are most interested in and discuss – can take home books to record about favourite animal pg.9 L</p>	<p>Amazing Africa – Learn about and discuss Africa and the countries in it. Ask questions. Focus on The Serengeti pg.6</p> <p>Guess Who? – Listen to clues and children to guess what animal it is</p>	<p>Browsing Box of African themed non-fiction texts. List of animals for them to find in the books pg. 4.</p> <p>Secrets of Animal camouflage – Learn about camouflage and draw and mark</p>	<p>Numbers 13-18. (Numberblocks)</p> <p>Counting small world animals and adding small groups together. Pg.11.</p> <p>Meerkat Maths – Estimate how many meercats</p>	<p>Who Am I? Images and labels of African animals. Similarities and differences. Describe the animals. Pg. 4.</p> <p>Use technology to listen to animal noises and have a go at creating their</p>	<p>Pancakes – Read Mama Panya's Pancakes and reveal a basket of ingredients – pour, sift and mix ingredients to make pancakes. (adapt for allergies) pg.8</p>	<p>Explore African musical instruments and make music. Pg. 5.</p> <p>African landscapes and animal small world Pg.5</p>	<p>Possible event: Dress up as your favourite animal?</p> <p>Express: Create a new coat for an animal CS. All EYFS areas.</p> <p>11th Feb – Safer Internet Day (week)</p>

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	<p>African drums to tap out the syllables of their names, tap back hello and child's name. pg.9.</p> <p>Feeling left out – Share a story about a lion who is left out and discuss feelings and how we can make sure nobody feels left out. Pg. 9</p>	<p>from The Serengeti. (safari spotting sheet) Pg.6 Safari Fun! Hidden Safari animals – children listen to and follow instructions that lead them to the toys. Pg.6</p> <p>African market role play (can try some food allergies allowing). M Pg.7</p> <p>Masai – Explore and look at Masai and the people who live there. UtW pg.7</p> <p>What do I say? African animal masks – what might your animal say? Pg.7</p> <p>Look back and discuss the topic (final week) Pg.15.</p>	<p>make about camouflaged animals. Pg. 10.</p> <p>Spots or stripes – what animals have spots and what animals have stripes? Labelling animals, create own animal with spots or stripes. EAD Pg. 10.</p>	<p>are on the card and then count and check. Pg.11</p> <p>Create African shape patterns. Pg.11</p> <p>White Rose:</p> <p>Number bonds to 5.</p> <p>Addition to 10.</p> <p>Shape and space.</p>	<p>own animal noise (record) pg.5</p> <p>A day in the life – learn about the school life of children in Africa and make similarities and differences. Pg.12.</p> <p>Discuss the question: Why do Zebra's have stripes (mini experiment outside). Pg. 12.</p> <p>Whose baby? Display images of parent and baby African animals for the children to discuss and match up. L Pg. 12</p>	<p>Move like the animals to traditional African music. Pg.8</p> <p>Mud Mixing – soil and powdered paint. Pg.8</p>	<p>Call and response songs and chants. Learn some and create own. Pg 13.(music) Creating and carving clay masks after looking at and learning about them. Pg. 13.</p> <p>African pattern making –Explore and learn about African patterns and use stampers and ink on fabric to create their own (displayed in the classroom on the washing lines. Pg.13.</p>	
<p>Spring Two Why don't Snakes have legs?</p> 	<p>One to One - discussion with the teacher about their recent interests and favourite reptile – what do you want to learn more about? Pg.9</p>	<p>Listen Up! Talk about their favourite part of the experience. Pg.6</p> <p>Guess Who? Reptile clue cards</p>	<p>Reptile non-fiction books for the children to look at and give them images and words of some of the animals they can find in the book. L Pg.4</p>	<p>Numbers 19 and 20.</p> <p>Practising counting to 20 and back.</p> <p>White Rose:</p>	<p>Reflect on and talk about the memorable experience – an opportunity for children to write about them L P.4</p>	<p>Reptile homes – Choose a reptile, collect natural materials and build a home for a reptile.- take photos of children's work and they can then</p>	<p>Reptile Art – A range of reptile photos and artwork – children to discuss and create using different materials. Pg.4.</p>	<p>Innovate – Hatchlings – find eggs, predict what may hatch, look after hatchlings. Talk about the hatchling.</p> <p>A dinosaur week!</p>

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	<p>Buried treasures – Bury small world reptiles in the sand and children to work as a team to find them- How would be the best way to find them? Pg.9</p> <p>Hungry crocodile – Have a hungry crocodile swamp area outside. One child is the hungry crocodile with back turned. Other children must try to creep across the swamp but freeze when the crocodile turns around. Pg.9</p>	<p>to discuss and guess. Pg.6</p> <p>Reptile swamp (tuff tray) EAD M Give positional language instructions for children to follow and allow the children to create and give their own instructions. Pg.6</p> <p>Why don't snakes have legs? – Children to discuss and feedback. Then watch a video about why and discuss how children's ideas were similar. Pg.7</p> <p>Amazing animals! - Images of reptiles and name and identify their various body parts. Write what the children know about the animals and add to it throughout the topic. Pg.7</p> <p>Shapes and shadows – Lightbox and reptiles in a darkened area for the children to</p>	<p>Reptile Food – in transparent containers for the children to describe, discuss, question and compare. Pg. 5</p> <p>Clap out the syllables of different reptile names. Explore reptile names and create their own and add to reptile names e.g. slinky snake. Pg.10</p> <p>Snake Supper! – Story Snake Supper to join in with, make predictions, sequence and discuss. Pg.10</p> <p>Snake sentences – Images of brightly coloured snakes to discuss, describe and write a sentence about. Pg.10</p>	<p>Number bonds to 5.</p> <p>Addition to 10.</p> <p>Shape and space.</p> <p>Spotty snakes – Reading a book about snakes where children can use mathematical language 'more' and 'longer' etc. Count and add together spotty snakes. Pg.11</p> <p>Know your numbers – digit cards 1-10 and 1-20 count jelly snakes to match to the cards. And have a go at sharing the snakes into equal groups. Pg.11</p> <p>Eek! A bucket full of snakes – Read in, grab a snake and peg it on a washing line – ordering shortest to longest. Pg.11</p>	<p>Who am I? – Pictures and name cards of reptiles for children to match. Similarities and differences. Pg.5</p> <p>Draw like a scientist! – Share scientific images of reptiles and give children a range of reptile images and children to add their own labels and compare the different reptiles. Pg 12/</p> <p>Who eats who? Pairing up cards showing who eats who. Pg.12.</p> <p>Eggs! Share a video of reptiles hatching out of eggs to discuss, pause and ask questions about. Pg.12.</p>	<p>write about it. T L pg. 8</p> <p>Reptile hunt – hide reptile toys and children look for them and return to a shared box before the time runs out. M Pg.8</p> <p>Move like a reptile – Percussion instruments and music for the children to explore moving and travelling like a reptile. Pg.8.</p> <p>Grow and plant such as cress or a sunflower.</p>	<p>Homes and Habitat (reptile tuff tray) UtW Pg.5.</p> <p>Salt dough snakes – roll out, cook, cool and paint. Pg 13. PD.</p> <p>Make a snake skin pattern. Pg.13</p> <p>Boa Constrictor song. Add percussion. Pg.13</p> <p>Express: Look at the story – The mixed up Chameleon and talk about how he has taken the different parts of the other animals. Children to create their own mixed up reptile.</p> <p>Reptile pet shop role play?</p> <p>Easter Nest cakes. (allergies catered for)</p>	
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		<p>create own games and narratives. EAD, L pg.7</p> <p>Express: Best bits – Look at photos from throughout the topic and talk about their favourite bit. Get the children to stick it in a book and write a sentence about it – Memory book. Pg 15. L</p>						
<p>Summer One Will you read me a story?</p> 	<p>Baddies Beware – see page 9 of cornerstones.</p> <p>Sleeping Dragons circle game Pg.9.</p> <p>Tea party – children help set table and children in costumes – talk about their character. Pg.15</p> <p>Discuss healthy and unhealthy foods when planning for tea party PD GA.</p>	<p>Read Goldilocks and the three Bears, discuss main events, look at images from the story and props – how is it relevant to the story? Pg 6.</p> <p>Read Goldilocks and the three Bears, discuss main events, look at images from the story and props – how is it relevant to the story? Pg 6.</p> <p>Fairy tale formula – share a familiar fairy tale and complete the formula- setting, characters, problems,</p>	<p>Fairy Tale character snap. PSED pg.4</p> <p>Read and share fairy tale stories to discuss – children can vote on the story for the day, pg.10.</p> <p>Fairy Tale twists – Read some fairy tales with a twist – discuss differences. Children to choose a fairy tale and change the ending. Pg.10.</p> <p>Story maps – Re-tell and draw out a familiar fairy tale pg.10.</p>	<p>White Rose:</p> <p>Making simple patterns.</p> <p>Adding by counting on (addition work).</p> <p>Counting to 20.</p> <p>Doubling, halving and sharing.</p> <p>Length and height.</p> <p>Button up! – Give the gingerbread man the right buttons, order them and use the language of one more, one less, bigger and smaller. Pg. 11.</p>	<p>Goodies and Baddies sort on a washing line. Pg.4</p> <p>Three little pigs – materials.</p> <p>Walking Rainbow water science experiment.</p>	<p>GIANTS! Giant footsteps and big obstacles for children to travel up, down, over and under. Pg.5</p> <p>Snow White – poisoned apples hidden in various places – children to problem solve and try to reach PSED Pg.8</p> <p>Fairy Dust – tuff tray of fairy glitter children to mark make, form letters and words in. pg.8</p> <p>Magic Beans Game (after reading Jack and</p>	<p>Castles and Kingdoms small worlds.</p> <p>Fairy Tale small worlds – can the children re-tell the stories. Pg.4</p> <p>Children to decorate sticks to make wands using paint and glitter that can then be placed in a bucket. Choose a wand and make a wish. C&L Pg 5.</p> <p>Building Bridges – images of different types of bridges and different construction materials for</p>	<p>Innovate: Planting magic beans and write a story about your magic beans. Pg.14</p>

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	<p>solutions and magic. Pg.6</p> <p>Perfect Porridge – Look at and follow instructions to make porridge (allergy check) pg.6</p> <p>Ruler for a day. Children to put on a shiny crown and say what their rule for the day would be.Pg.7</p> <p>Goodies and baddies – discussion and sort using a range of different characters – what makes them a goodie or a baddie? Pg.7</p> <p>Once Upon a time! – Have a bag of different characters and props- pass the bag around a circle and ask the children to add what they draw out of the bag to the story. Pg.7</p> <p>Reflect and discuss the topic</p>		<p>Money</p> <p>Counting Beans! – A jam jar full pf beans – reveal a number and children need to take that amount from the jar. Take out handfuls and make estimates. Pg. 11</p> <p>Castle builders! 2D and 3D shapes to build models of castles. Talk about shapes used to make castles features. Pg.11</p>		<p>the beanstalk). Travel around a space and listen for an instruction e.g. 'beans jump' C&L Pg.8</p>	<p>children to create bridges. Pg. 5</p> <p>Building homes for the three little pigs using different materials. Pg.13.</p> <p>Royal workshop – make swords, crowns, shields etc using different materials and techniques. Pg.13.</p>	
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		and their favourite parts. Pg.15 Writing invitations for tea party.						
<p>Summer Two Who lives in a rock pool?</p> 	<p>Can you find the star fish? Working together to look for all the hidden star fish. Count how many you found. M pg.9</p> <p>A sea shore shop role play. EAD pg.9</p> <p>Share their rock pool jar's. Questions parents can ask children when they see them.</p>	<p>Listening Shell – Allow children to listen in a conch shell – talk about what they can hear. Pg.6</p> <p>What, who, where, why? – Have a bag and say that it was found on the beach (filled with lots of objects to discuss) Help find the owner and return it with letters from the children. Children to then receive a reply. L Pg.6</p> <p>What a load of rubbish! – display lots of litter that can be found on a beach, Discuss materials, how it might hurt animals, what will happen if people keep leaving litter on the beach? Sort the rubbish. Pg.6 UtW Share a book about plastic pollution. Pg.6</p>	<p>Listen to, talk about and perform seaside poems with actions. Jill Bennett.</p> <p>Sharing non-fiction books about rock pools and the seaside. Pg.10 – discussing the features of the books and talking about information within them.</p> <p>At the Beach – (after beach visit) writing post cards about their visit. Share the text At the Beach. Pg.10</p> <p>Literacy Shed-Bubbles.</p>	<p>White Rose: Money</p> <p>Exploring more complex patterns.</p> <p>Taking away by counting back.</p> <p>Odds and evens.</p> <p>Weight, capacity and distance.</p> <p>Practising any areas needing more practise.</p> <p>Wobbly Jellyfish – Make Jelly Jelly fish and use them to ask questions about them relating to colour and pattern. PD pg.11</p> <p>Shells and pebbles – ordering based on size and using positional language. Pg.11</p> <p>Making sandy handprints and</p>	<p>Chrystal growing science experiment.</p> <p>Seashore combing – a range of natural and man made seashore objects – name and sort the objects. Pg.4</p> <p>Seaweed in a tuff tray- use their sense to explore, describe. How are the types of seaweed different? Pg.4</p> <p>Sally's limpet – read a picture book (pg.12) Has anybody seen a limpet or tried to move one? Share facts about them and explore toys and objects with suckers. Compare limpets to garden snails. Pg.12.</p> <p>Who eats who? Sea animal food chains. Pg.12</p>	<p>Sand Builders Tuff tray with a mountain of sand and different tools (ice cube trays, rakes, buckets, spades, spoons) What can we build with the sand? Shells and pebbles to decorate. Pg.8</p> <p>Bouncing Beach Balls – Play ball games with different sized inflatable beach balls -pg.8</p> <p>Scrub it – warm spay water, different brushes to clean and dry items. Also cleaning toys used throughout the year. Pg.8</p>	<p>Sea birds – look at images and explore sea birds for children to draw. Pg.5</p> <p>Show images of beach art made with pebbles -give the children pebbles to create their own. Pg.5</p> <p>Seashell art – Making and imprinting clay shells. Painting them. Pg.13.</p> <p>Brightly coloured shells – decorate plain white shells using marker pens and a range pf patterns. Pg.13.</p> <p>Let's get moving – Listen to sounds of the sea shore and children to close their eyes and listen and then later feedback about what they were imagining. Pg.13</p>	<p>Innovate – Create a rock pool in a jar. (Penultimate or final week).</p>

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		<p>Talk about and sequence the visit to the beach? (if we go) pg.7 L write about their visit.</p> <p>Feeling Crabby – Look at images of different crabs, discuss the similarities and differences. Label their parts. Pg.7 UtW.</p> <p>Who lives in a rock pool? – Create a rock pool on the carpet and discuss what lives in a rock pool and what does not. Use magnets to fish in the rock pool and use nets. Pg.7 UtW.</p> <p>Reflect of their learning for the topic. Pg.15</p>		<p>footprints and compare the different sizes. Pg 11.</p>	<p>Shell investigators: Exploring shells, describing what they see. Shell identification. Draw and write about a shell EAD PD L Pg.12</p> <p>Beebots and rock pool beebot mat.</p>		<p>Large paper for the children to draw and write what they have learnt about the rockpools and what live in them. Pg.15</p>	
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