



GREEN OAKS PRIMARY ACADEMY

Curriculum Framework Overview Year N 2023/24

| School values and attributes | Ambitious and Aspirational | Responsible and Respectful | Reflective and Critical Thinker | Collaborative and Independent | Creative and Curious | Enthusiastic and Engaged |
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| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Topic Titles | All About Me | Light and Dark | Traditional Stories | People Who Help Us | Growing | Journeys |
| Careers and employability CDI Framework | Growth throughout life | Explore possibilities | Manage careers | Create opportunities | Big Picture | Balance Life and work |
| Employer Encounters links to topics | Office staff, teachers, lunch staff, T.A roles opticians | Artist, Alma Thomas, Stars Yvonne Coomber – Poppies | Builders, emergency services to support problems in stories | Emergency services | Artist, gardener | Animal Rescue, vets, animal rescue Career day, Zoo keeper |
| Skills builder themes | Aim high | Speaking and listening | Problem solving | Teamwork and Leadership | Creativity | Stay positive |
| Key Texts | | Owl Babies Can't You Sleep Little Bear? The Christmas Story | The Three Little Pigs The Three Billy Goats Gruff The Enormous Turnip The Gingerbread Man | Emergency! Flashing Fire engines At the Vets | Jack and the Beanstalk The Very Hungry Caterpillar | Walking through the jungle Handa's Surprise We're going on a Bear Hunt |
| Key Events | | Halloween Christmas Diwali 12 November | | Mother's Day Easter | | Father's Day |
| PSED | Manage transitions from parent to key person Know they have an opinion and ideas Understands boundaries Shows an interest in other children/and or their play | Shows likes and preferences Shows awareness of how to complete tasks Beginning to show an awareness of other children's feelings Feel safe to express a range of emotions | Willing to try new things Engages with others through gestures, gazes and talk Follows rules and routines - uses prompts from other adults/children Follows visual, verbal and other auditory cues | Albe to choose what they prefer from a range of activities Rejects help that leads to frustration, refusal and rejection Play with increasing confidence with themselves and others Understand that not everyone will agree. | Begin to understand that their choices can be different or the same as peers Will select and use activities and resources Accepts or asks for help if needed | Plays alongside other children Begins to predict routines Shows more confidence in new social situations Notice and asks questions about differences |



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| | | | | | | Begins to use limited emotional language |
| Communication - Listening, Attention and Understanding | Stops to listen for directions from an adult but may need support | Listen to simple stories and understand what is happening with the help of pictures | Understand why questions | Easily locate sound sources and can talk about sounds heard | Understand a question or instruction that has two parts | Enjoy listening to longer stories and can remember much of what happened |
| Communication - Speaking | Joins in with nursery rhymes Start and continue a conversation with an adult or a friend Use a wide range of vocabulary | User longer sentences of four to six words Use a wide range of vocabulary | Sings a large repertoire of songs Uses longer sentences of four to six words Use a wide range of vocabulary | Be able to express a point of view and be able to debate when they disagree – using words as well as actions Use a wide range of vocabulary | Knows many rhymes Uses talk to organise play Use a wide range of vocabulary | Uses talk to organise play Use a wide range of vocabulary |
| Physical Development - Gross (Dancing/Ball control – catching/kicking and passing/throwing/batting) | Balances statically on two feet Swinging arms on tiptoes Moving arms vertically | Balances whilst moving axially One leg stand with support Walk up and down stairs/steps | Balances statically on two points Jump off small step Collaborate with others to manage large items | Balances statically on an object Supported hopping on one leg Walk up and down stairs one foot per step | Balances statically on one foot Stand and jump forward landing safely Hanging from climbing equipment | Hop on preferred leg with no support and land safely Collaborate with others to manage large items |
| Physical Development – Fine Motor (Moulding skills, scissor and cutlery skills) | Show a preference for a dominant hand | Scribbles made of lines | Scribbles made of lines and enclosed shapes | Marks including simple pre writing shapes | Simple representations of people | Writing name using some recognisable letters |
| Writing | Show a preference for a dominant hand | Scribbles made of lines Add some marks to their drawings which they give meaning to. | Imitate and copy some patterns | Make marks on their picture to stand for their name | Begin to form some letters in their name correctly | Writing their name using some recognisable letters |



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| | | | | Mock handwriting and mock letters | | |
| Reading | <p>Enjoy sharing books with an adult</p> <p>Enjoy songs, rhymes, tuning in and paying attention</p> | <p>Have favourite books and seek them out, to share with an adult, with another child or look at alone</p> <p>Notice some print, such as the first letter of their name, a bus or a familiar logo</p> | <p>Say some of the words in songs and rhymes</p> <p>Count or clap syllables in words</p> <p>Exposure to nursery rhymes and rhymes in stories</p> | <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Sing songs and say rhymes independently</p> <p>Begin to spot rhymes in stories</p> | <p>Repeat words and phrases from familiar stories</p> <p>Begin to spot rhymes in stories</p> <p>Recognise words with the same initial sounds</p> | <p>Develop play around favourite stories using props</p> <p>Recognise words with the same initial sounds</p> |
| Number | Perceptual subitising – recognising values | | <p>Subitise objects up to 3</p> <p>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</p> <p>Solve real world maths problems with numbers up to 5</p> | | <p>Know that the quantity is the same however it is arranged</p> <p>Can talk about the different numbers within a number</p> <p>Know that a group of things changes in quantities when something is added or taken away</p> | |
| Numerical Patterns | <p>Say number words in sequence (initially 5, then 10 and then extending to larger numbers)</p> <p>Compare collections and begin to talk about which group has more</p> <p>Explore numbers with concrete objects – grouping and sharing</p> | | <p>Count using 1:1 correspondence</p> <p>Identify groups with the same number of things</p> <p>Understand fair and unfair when objects are shared between them</p> | | <p>Know that the last number tells you how many are in the set</p> <p>Use vocabulary more, less, fewer and same to compare quantities</p> <p>Understand equal parts and whole of shapes</p> | |
| Measure, pattern, shape | <p>Recognising attributes (the stick is long)</p> <p>Develop spatial awareness: experiencing different viewpoints</p> | <p>With teacher support compares some types of measures</p> <p>Talk about and copy patterns around them</p> | <p>Copy and continue an ABAB pattern</p> <p>Develop spatial vocabulary to describe position and direction</p> | <p>Shows awareness of comparison in estimating and predicting</p> <p>Explores shapes and the attributes of shapes through play</p> | <p>Create own ABAB patterns</p> <p>Explores shapes and the attributes of shapes through play</p> | <p>Compare some types of measures</p> <p>Notice and correct an error in an ABAB pattern</p> <p>Begin to show awareness of the</p> |



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| | | | | | | properties of shapes, identifying similarities. Use informal and mathematical language to describe them. |
| <p>Understanding of the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World - Geography</p> <p>Science (use all their senses in hands on experiences... can identify what you need to wear for each season and why)</p> | <p>Able to say who they are and who they live with</p> <p>Can briefly talk about some of their family members</p> <p>Begin to know that there are differences between what people believe</p> <p>Know that they live in Northampton</p> | <p>Knows that there are special places of worship</p> <p>Comment on recent pictures of experiences in their own life</p> <p>Know the type of house they live in</p> <p>Can talk about the features of their home</p> <p>Explore collections of materials</p> | <p>Comment on fictional characters in stories</p> <p>Comment on recent pictures of celebrations in their own life</p> <p>Can explain what daily life is like in our country</p> <p>Explore how things work</p> | <p>Talk about a wider range of occupations</p> <p>Show an interest in different occupations</p> <p>Knows that there are special places of worship</p> <p>Talk about what they see in their environment</p> <p>Explore and talk about forces</p> | <p>Comment on recent pictures of celebrations in their own life</p> <p>Know what a map is used for</p> <p>Talk about local environments</p> <p>Explore collections of materials identifying with similar and or different properties</p> <p>Understand the difference between plants and animals</p> <p>Plant seeds and cares or growing plants with support</p> <p>Show awareness of the life cycle of a butterfly</p> | <p>Develop positive attitudes about differences between people</p> <p>Comment on recent pictures of experiences in their own life</p> <p>Know there are other countries around the worlds</p> <p>Identify features on a simple map</p> |
| <p>Expressive Arts and Design – creating materials</p> | <p>Use pre-made paints</p> <p>Can hold a paint brush in the palm of their hand to create marks</p> <p>Use glue sticks to join items with support</p> | <p>Can name primary colours. Mix primary colours to appropriate consistency</p> <p>Makes marks – draws circles and lines</p> | <p>Print with large blocks and larger sponges</p> <p>Use glue spatulas to join items with support</p> <p>CLAY?!?!</p> | <p>Print using a range of materials</p> <p>Draw faces with features and gives meaning to marks</p> | <p>Draws potato people</p> <p>Can draw things that they observe</p> <p>Create a model with one texture</p> | <p>Able to mix primary colours to make secondary</p> <p>Children can draw simple things from memory</p> |



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| | Builds towers by stacking objects | Explore different materials freely in order to develop their ideas about how to use them and what to make | | Builds walls to create enclosed spaces. Use glue sticks to join items with support | Use glue sticks and glue spatulas to join independently | Build simple models using a variety of resources |
| EAD - being imaginative and expressive | Enjoys listening to music Explore a range of sound makers and instruments and play them in different ways Moves to music Remember and sing nursery rhymes Play with familiar small world equipment | | Responds to music Explore a range of sound makers and instruments and play them in different ways Copies basic actions Sing the melodic shape Work independently to develop basic skills | | Starting to talk about how music makes them feel Explore a range of sound makers and instruments and play them in different ways Beginning to watch dance and art performances Create their own songs or improvise a song around one they know Use own experiences to develop storylines Work with a friend, copying ideas and developing skills together | |
| Enrichment Opportunities/Culture Capital Experiences | The Tiger Who Came to Tea visit. Exploring school. | Diwali Experience in school Searching for nocturnal animals in the dark cupboard | Dragon Dance/ Chinese New Year Party Bring a Bear Day | Fire Engine Nurse visit Police visit People who help us day | Caterpillars | Pirate Day Forest School Picnic Paddle day (Beach) |
| Parent sessions | Problem solving pop in Ask for ideas of cultural food from home for snack. | Christmas Craft Afternoon Speech and Language workshop | Reading workshop/ Sway Kinetic Letters workshop/ sway | Easter Crafts Maths workshop/ Sway | Bring a Plant Day with parents (Early- mid term) Kinetic letters workshop | Sports Day (if possible) Sing along celebration on video |
| Key to colours to support Curriculum Leaders | UW- People and Communities (R = RE G +Geography) UW Past and Present (H=History) UW The World (includes Science) IT Computing opportunities EAD CM Artists Drama links - Music LOTC | | | | | |