

Prime Areas:

Communication and Language					
<p>Our Communication and Language area of the Oak Green curriculum aims to establish a secure foundation for effective spoken language to help children achieve through all areas of the curriculum throughout their school education. This will develop their presentational skills during lessons, effective English explanations when writing and provide good conversing skills for social interaction as they transition into KS1 and further along to KS2.</p>					
<p>By the end of Reception (OGS Curriculum Statements):</p> <ul style="list-style-type: none"> • I can explain why something has happened in an appropriate order • I can take turns in speaking and listening in a small group • I can follow two-step instructions 					
<p>Listening, Attention and Understanding (ELG):</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 					
<p>Speaking (ELG):</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in discussion about what is read to him/her, taking turns and	Participate in discussion about books, poems and other works that are read to him/her and those	Participate in reasoned discussion about books, poems and other material that are read to	Participate in clear reasoned discussion about books, poems and other material that are	Discuss and evaluate how authors use language, including figurative	Explain and discuss his/her understanding of what he/she has read, including through formal

<p>listening to what others say Explain clearly his/her understanding of what is read to him/her Answer questions in discussion with the teacher and make simple inferences</p>	<p>that he/she can read for himself/herself, taking turns and listening to what others say Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself Explain what has happened so far in what he/she has read</p>	<p>him/her and those he/she can read for himself/herself, taking turns and listening to what others say Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p>	<p>read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</p>	<p>language, considering the impact on the reader Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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Personal, Social & Emotional Development

Through PSED, we value the importance of the individual child's needs and understand that supporting our pupil's social and emotional development is crucial in ensuring a smooth transition through every child's school journey. Our PSED curriculum area provides our children with the fundamental skills they will need to continue to make progress in this area, as outlined in our school's Jigsaw Knowledge Organiser used as a guide for PSHE lessons from Years 1 to 6.

By the end of Reception (OGS Curriculum Statements):

- I can meet my basic personal needs without assistance or reminders
- I can understand what someone is feeling by facial expressions and body language

- I can ask five safe adults for help in school

Self-Regulation (ELG):

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self (ELG):

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships (ELG):

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that they have choices Recognise ways in which they are the same as their friends and ways they are different Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class	Know how to make their class a safe and fair place Understand that everyone's differences make them special and unique Be able to work as part of a group Can identify who they trust in their own relationships	Develop compassion and empathy for others Can take responsibility for keeping themselves and others safe Can identify their own wants and needs and how these may be similar or different from other children in school and the global community Can suggest ways to help them manage feelings during changes they are more anxious about	Be able to take on a role in a group discussion Know how to regulate my emotions Try to accept people for who they are Have strategies for managing the emotions relating to change	Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Recognise strategies for resisting pressure Can celebrate what they like about their own and others' self-image	Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Empathise with people who are different and be aware of my own feelings towards them Are motivated to care for their own physical and emotional health

Physical Development

At Oak Green, we understand the importance of Physical Development – through gross motor and fine motor skills, children are able to develop writing skills, as well as, Physical Education skills too. Our PD curriculum area provides our children with the crucial skills to develop their tripod grip, letter formation as outlined in our school's Jigsaw Knowledge Organiser used as a guide for PSHE lessons from Years 1 to 6.

By the end of Reception (OGS Curriculum Statements):

- I can have self-awareness in the space I am in
- I can use fine motor skills to complete a range of activities
- I can use a pencil with the appropriate grip

Gross Motor Skills (ELG):

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills (ELG):

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form most lower-case letters correctly</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>

	Use spacing between words that reflects the size of the letters				
<p><u>Games</u></p> <ul style="list-style-type: none"> - Follow the rules for a game - Throw and catch a ball - Spatial awareness - Working as a team <p><u>Dance</u></p> <ul style="list-style-type: none"> - Remember a sequence of at least three movements - Follow a simple rhythm - Perform my dance actions with control and co-ordination <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Balance on different parts of my body - Jump and land safely - Use equipment safely - Move with control <p><u>Athletics</u></p> <ul style="list-style-type: none"> - Balance an object whilst moving - Run to a target - Jump forward from standing <p>Run long and short distances</p>					

Specific Areas:

Literacy

In Literacy, one of our absolute goals in our curriculum is embedding a love of storytelling. Therefore, our Literacy area is a driving force to being an excellent starting point for a child's love of reading, writing and telling stories, ready for the rest of their learning journey. Literacy in EYFS supports the fundamental foundation of both reading and writing from Years 1 to 6.

By the end of Reception (OGS Curriculum Statements):

- I can retell a familiar story.
- I can understand the steps of writing a simple sentence with appropriate punctuation.
- I can share what I have written with others.

Comprehension (ELG):

- Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading (ELG):

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing (ELG):

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write down one of the sentences that he/she has rehearsed Compose and write sentences independently to convey ideas	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Write for different purposes to develop	Draft and write in narratives, creating settings, characters and plot Draft and write non-narrative material, using headings and sub-headings to organise texts Evaluate and edit by assessing the	Plan his/her writing by discussing and recording ideas Draft and write by organising paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write narratives, describing	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

	positive attitudes and stamina for writing	effectiveness of his/her own writing	consideration for the audience and purpose	settings, characters and atmosphere and integrating dialogue to convey character Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly	Integrate dialogue to convey character and advance the action Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
Apply phonic knowledge and skills as the route to decode words Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing Understand what he/she reads by identifying how language, structure and presentation contribute to meaning

Maths

Our Maths curriculum area provides the children with an all-round understanding regarding different areas of maths, which provides all children with a strong starting point for their continued learning throughout their school lives. Maths in EYFS supports the fundamental foundation of both reading and writing from Years 1 to 6.

By the end of Reception (OGS Curriculum Statements):

- I can count up to 20 and subitise to 10.
- I can use appropriate mathematical vocabulary in context.
- I can name and recognise 2D & 3D shapes.

Number (ELG):

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns (ELG):

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Count and read numbers to 100 in numerals Read and write numbers from 1 to 20 in words Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Recognise the place value of each digit in a two-digit number (tens, ones) Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers,	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Add and subtract numbers mentally, including a three-digit number and ones Recall and use multiplication and division facts for the 3, 4	Count in multiples of 6, 7, 9, 25 and 1000 Add numbers with up to four digits using the formal method of columnar addition Recall multiplication and division facts for multiplication tables up to 12×12 Recognise and show, using diagrams,	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Perform mental calculations with mixed operations to carry out calculations involving the four operations

<p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>quantities and measures Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>and 8 multiplication tables Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Identify right angles and identify whether other angles are greater or less than a right angle Interpret and present data using bar charts, pictograms and tables</p>	<p>families of common equivalent fractions Find the area of rectilinear shapes by counting squares Identify acute and obtuse angles and compare and order angles up to two right angles by size Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Add and subtract numbers mentally with increasingly large numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Compare and order fractions whose denominators are all multiples of the same number Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Draw 2-D shapes using given dimensions and angles Draw and translate simple shapes on the coordinate plane, and reflect them in the axis Interpret and construct pie charts and line graphs and use these to solve problems</p>
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	<p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>			<p>Solve comparison, sum and difference problems using information presented in a line graph</p>	<p>Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison</p> <p>Express missing number problems algebraically</p>
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Understanding the World

In the area Understanding the World, we ensure that children are provided with knowledge and skills that can be built upon in Years 1 to 6. Therefore, we ensure our Understanding the World creates a strong starting point for children's understanding, by covering a myriad of elements, in which the foundation subjects develop through KS1 and KS2.

By the end of Reception (OGS Curriculum Statements):

- I can discuss similarities and differences about people and the world around me.
- I can understand change, why and how it happens.
- I can create and tell my own story.

Cornerstone Topics (Science, History, Geography & RE) covered by Reception:

Autumn - Let's Explore, Build it up, Marvellous Machines, Puppets & Pop Ups.

Spring - Long Ago, Stories & Rhymes, Ready Steady Grow, Signs of Spring.

Summer - Animal Safari, Creep Crawl & Wiggle, On the Beach, Move it.

Past and Present (ELG):

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities (ELG):

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World (ELG):

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	KS1	LKS2	UKS2
Science	Everyday Materials Animals including Humans Seasonal Changes Plants Living Things & their Habitats	Rocks Forces & Magnets Light Sound States of Matter Electricity	Earth & Space Properties & Changes of Materials Evolution & Inheritance
Geography	<u>Humankind</u> Human Features & Landmarks Settlements & Land Use <u>Processes</u> Climate & Weather Physical Processes <u>Investigations</u> Geographical Resources Data Analysis Fieldwork <u>Materials</u> Natural & Human-made Materials <u>Nature</u> Physical Features Environment <u>Place & Space</u> World UK Location		

	<p>Maps</p> <p>Position</p> <p><u>Comparison</u></p> <p>Compare & Contrast</p> <p><u>Significance</u></p> <p>Significant Places</p> <p><u>Change</u></p> <p>Geographical Change</p>
History	<p><u>Humankind</u></p> <p>Everyday Life</p> <p>Hierarchy & Power</p> <p><u>Creativity</u></p> <p>Report & Conclude</p> <p>Communication</p> <p><u>Materials</u></p> <p>Artefacts & Sources</p> <p><u>Place & Space</u></p> <p>Local History</p> <p><u>Comparison</u></p> <p>Compare & Contrast</p> <p><u>Significance</u></p> <p>Significant Events</p> <p>Significant People</p> <p><u>Change</u></p> <p>Changes Over Time</p> <p>British History</p> <p>Chronology</p>
RE	<p><u>Knowledge & Understanding</u></p> <p>Recall and name different beliefs/festivals/ritual/worships</p> <p>Describe and compare different religions, traditions & communities</p> <p><u>Expressing Ideas & Insights</u></p> <p>Ask & respond to questioning about different religions</p> <p>Understand & recount challenges of faith</p> <p><u>Gaining & Deploying Skills</u></p> <p>Expressive ideas & opinions</p> <p>Discuss & apply others & their own ideas</p>

Expressive Arts & Design

In Expressive Arts & Design we expose children to many different forms of art and art materials, allowing them to be creative and imaginative on their own terms. This is a fantastic foundation for children to grow and progress in the arts for the rest of their educational journey in KS1 and KS2.

By the end of Reception (OGS Curriculum Statements):

- I can perform songs and movements confidently.
- I can use my imagination to be creative and express myself.
- I can draw an object using different media.

Creating with Materials (ELG):

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. 16
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive (ELG):

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Art & Design

Humankind

Human form

Creativity

Creation

Generation of Ideas

Evaluation

Materials

Malleable Materials

Paper, Fabric, Metal & Plastic

Paint & Colour

Printing

Pencil, Ink, Charcoal & Pen

Nature

Natural Art

Place & Space

	<p>Landscapes <u>Comparison</u> Compare & Contrast <u>Significance</u> Significant People, Artwork & Movements</p>
<p>Design & Technology</p>	<p><u>Humankind</u> Everyday Products Staying Safe <u>Processes</u> Mechanisms & Movement Electricity <u>Creativity</u> Generation of Ideas Structures Use of ICT <u>Investigation</u> Investigation Evaluation <u>Materials</u> Materials for Purpose <u>Nature</u> Food preparation & Cooking Nutrition Origins of Food <u>Comparison</u> Compare & Contrast <u>Significance</u> Significant People</p>
<p>Music</p>	<p><u>Listening & Appraising:</u> Classical Rock Country Rap Hip Hop Opera Pop</p>



Jazz

Folk

Instrumentation:

Glockenspiels

Keyboards

Recorders

Djembe Drumming

Singing

Composing

Performing