

Oak 2 Big Picture Plan 2025-2026 Ages 4-5

EYFS Skills Progression Map with Birth to 5 Matters Alignment (Ages 2-5)

Area of Learning / Skill	2-3 Years (DM/Bto5M)	3-4 Years (DM/Bto5M)	4-5 Years (Reception - ELG)
Communication and Language – Listening, Attention & Understanding	Responds to familiar sounds and voices. Listens to simple stories. Begins to understand simple instructions.	Listens with interest. Understands 'who', 'what', 'where' questions. Follows simple two-part instructions.	Listens attentively and responds with questions or comments. Understands instructions with several ideas or steps.
Communication and Language – Speaking	Uses single words and simple phrases. Names objects and people.	Begins to use more complex sentences. Asks simple questions. Describes past experiences.	Expresses ideas using full sentences. Uses new vocabulary. Can describe events, explain ideas and feelings.
Physical Development – Gross Motor Skills	Runs, climbs, kicks a ball. Begins to jump with two feet.	Walks, runs, jumps with coordination. Begins pedalling trike.	Moves confidently in a range of ways. Balances, climbs and uses large equipment with coordination.
Physical Development – Fine Motor Skills	Holds crayon with whole hand. Scribbles and explores mark-making.	Starts to use pincer grip. Attempts snipping with scissors. Uses paintbrush or pencil with control.	Uses a range of tools competently. Holds pencil effectively. Writes letters clearly.
PSED – Self-Regulation	Begins to express emotions. Needs adult support to calm.	Talks about feelings with support. Can wait short turn.	Understands and manages emotions. Waits turn and follows instructions.
PSED – Managing Self	Shows emerging independence in routines.	Tries new things with encouragement. Begins to follow rules.	Confident in trying new activities and managing tasks independently. Understands importance of healthy choices.
PSED – Building Relationships	Shows interest in others. May play alongside rather than with peers.	Begins to play in groups. Takes turns with support.	Forms positive relationships. Plays cooperatively and resolves conflicts with support.
Literacy – Reading	Handles books. Joins in with repeated phrases.	Recognises familiar logos/words. Joins in with rhymes.	Reads simple sentences using phonics. Understands key vocabulary.

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Area of Learning / Skill	2-3 Years (DM/Bto5M)	3-4 Years (DM/Bto5M)	4-5 Years (Reception - ELG)
Literacy – Writing	Makes marks randomly.	Gives meaning to marks. Begins to form some letters.	Writes recognisable letters and short sentences. Spells some words correctly and others phonetically.
Mathematics – Numbers	Notices changes in quantity. Uses some number words.	Counts to 5+. Matches numerals to quantities.	Understands numbers to 10 and uses them to solve simple problems.
Mathematics – Numerical Patterns	Sorts and matches by shape/size.	Talks about shape, size, pattern. Uses comparative language (bigger, longer).	Explores doubling, halving, odd/even. Uses mathematical language in play.
Understanding the World – The Natural World	Explores nature through senses. Notices animals/plants.	Explores materials. Talks about what they see/hear.	Explores the natural world, observes changes.
Understanding the World – People, Culture & Communities	Recognises familiar people.	Talks about family traditions or routines.	Knows similarities and differences among communities.
Understanding the World – Past & Present	Reacts to familiar routines/events.	Comments on photos and past events.	Describes events in the past, comparing to now.
Expressive Arts and Design – Creating with Materials	Explores sensory materials freely.	Uses tools with increasing control. Combines materials.	Creates with purpose, selecting materials and techniques.
Expressive Arts and Design – Being Imaginative & Expressive	Joins in songs. Begins pretend play.	Uses role-play and small world to tell stories.	Performs songs, stories, or dances. Uses role-play to develop narratives.

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Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	New Beginnings	Celebrations	All around the world	Far and Away	How things grow	Helperville (people who help us)
Possible Themes/Interests/Lines of Enquiry /key dates/Awe and wonder moments	Where do I belong? Family, friendships, relationships routine, season changes Harvest festival Halloween Autumn Walk- Leaf focus	What do we celebrate? Bonfire night Remembrance day World nursery rhyme week 10.11.25-14.11.25 Christmas at the church Family Christmas family sing and share Winter walk- post letters to Santa	How do people live around the world? Cultures and celebrations Valentines day 14.2.26 Chinese New Year 17.2.26 Pancake day 17.2.26	What's a story? Traditional stories Easter at the Church World book day Easter Mothers day Growing Vegetables Duck eggs in school Cooking hot cross buns Sewing Spring Walk- flowers and new life	How do we help save the planet? Caring and protecting growing, environment, animals, Earth Day Recycling Butterflies Tadpoles Growing plants fruit/vegetables Chopping and cutting skills Farm Trip/Moors Valley	Who helps and protects us? Fathers day Sports day Transitions Fire truck visit Dentist visit Police visit RNLI Life ed tent Role play café/ discovery village trip Summer walk-protecting the environment/litter picking
Core theme texts						
Nursery rhymes/songs	Twinkle Twinkle Incy Wincy spider Dingle dangle scarecrow (Harvest) Nelly the elephant The grand old duke of York +Harvest festival songs	Sing a Song of Sixpence Humpty Dumpty When I was One Pirate Song I Hear Thunder Two Little Dickie Birds + Christmas sing and share songs	The wheels on the bus Row row row your boat I'm a little teapot Jack and Jill Pat a cake	Hot cross buns 1,2,3,4,5 once I caught a fish alive 5 current buns I can sing a rainbow Rain rain go away	The ants go marching Old MacDonald 1,2 buckle my shoe 5 little ducks Baa baa black sheep 5 little speckled frogs Horsie horsie Mary had a little lamb	Miss Polly This old man Head shoulders knees and toes Hey diddle diddle Polly put the kettle on Teddy bear teddy bear If you're happy and you know it
Vocabulary	Senses – sight, seeing, hearing, smelling, touching, tasting	ready respectful safe	ready respectful safe	ready respectful safe	ready respectful safe	ready respectful safe

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	Values – kindness, ready respectful safe , fair/unfair,	festivals, celebrations, fireworks, candles, sparklers, bonfire, safety, descriptive vocab, Letter, post, cards, message	world, map, journey, similar, different, experience, love, caring,	fantasy, adventure, superhero, rescue, dragon, magical, mystery, journey, pirates, imagination, creation, island Vocab of characters, naming and describing Setting types order, sequence, first, then, next, finally, last	Mini beast, life cycle, frog spawn, tadpole, froglet, frog etc, symmetry, butterfly, chrysalis egg, growing protect, environment, habitat, endangered, survive, pollute, recycle, save, upcycle. farm, market, bush, underground, names of fruit and vegetables, cook, solid, liquid, change, stir, chop, slice, grate, restaurant, menus, recipe	Occupations – doctor, nurse, teacher, job, vet, builder, mechanic, farmer, shop assistant etc Water, safety, fire, danger, police, firefighters, hygiene, dentist, brush, teeth, tooth,
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Curriculum Goal	<p>Listening/ Attention/ Understanding - The children will be able to 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> <p>Speaking - 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</p>					
Vocabulary	<p>Talk partners – speaker, listener, question, respond, concentrate Rules, consequences, choices Explain, describe, tell, retell, talk, connective – and, so, because, if Questions – what, why, how, where, when</p>					
Listening attention and understanding	Understand why we listen and why listening is important Engage in story times Listen and talk about stories. Learn new vocabulary.	Engage in story times. Make comments about what they have heard.	Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	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.
Speaking	Talk about wants and needs Take turns in conversation	Ask questions to find out more and to check	articulate their ideas and thoughts in well-	Describe events in some detail Participate in	Use new vocabulary in different contexts. Explain	Participate in small group, class and one-to-one discussions,

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		they understand what has been said to them. Retell familiar stories, using story language Develop social phrases	formed sentences. Participate in small group discussions Talk using past and present tense.	class discussions Extend sentences with conjunctions.	why things might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	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.
Personal, Social and Emotional Development	children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
Curriculum Goal	self-Regulation - 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 - 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 - 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.					
Vocabulary	emotions, feelings, happy, sad, angry, frustrated, love, excited, calm, body, in charge of body, brain, unique, special, individual, independent, Rules, consequences, choice					
Self regulation	express their feelings and consider the feelings of others. Follow classroom rules and routines. Complete tasks to the end to complete a goal.	Identify and moderate their own feelings socially and emotionally. Understand behaviours change when mood/ feelings change. Understand that they are in charge of own body. Respond appropriately when engaging with activity.	how 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	See themselves as a valuable individual. Try new activities Explain the reason for rules in classroom, community. Use the toilet independently Manage own personal hygiene, hand washing before eating, after the toilet. Dress themselves independently	Show resilience and perseverance in the face of challenge. Manage their own needs Develop independence and ask for help when needed Understand the importance of healthy eating.	e 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	Build constructive and respectful relationships. Take turns with others.	think about the perspectives of others. Build positive friendships with peers and adults. Know how to be a good friend.	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.			

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<p>*NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>						
Physical Development	<p>physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
Curriculum Goal	<p>gross Motor Skills – 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.</p> <p>Fine Motor Skills - 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.</p>					
Gross motor skills	developing skills to manage the school day successfully e.g. lining up, queuing, personal hygiene, mealtimes.	Is revising and refining fundamental skills needed for rolling, crawling, walking, jumping, hopping, skipping and climbing.	Further refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Combine different movements with ease and fluency.	Confidently and safely uses a range of large and small apparatus Develop the foundations for handwriting which is increasingly accurate in formation.	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	Hold scissors correctly and cut around a basic shape Use a tripod grip when holding a pencil. Can thread using pincer grip Build strength in fingers through dough disco, funky fingers	Use a knife and fork with increased accuracy. Manipulate a range of small objects by moving or placing using fingers or tweezers.	Hold scissors correctly and cut carefully along a more complex shape, rotating the paper for accuracy. Can cut food up using knife and fork.	Add increasing details to drawings	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	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
Curriculum focus linked to Get Ste for PE	Introduction to PE unit 2	Fundamentals unit 2 Forest school	Gymnastics unit 2	Enrichment Primer sports Forest school	Dance unit 2 Balls skills unit 2	Games unit 2 Forest school
Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words</p>					

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	<p>(decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Curriculum Goal	<p>comprehension - Demonstrate understanding of what has been read to them by retelling stories 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 roleplay. Word Reading - 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 - 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.</p>					
Phonics *Little Wandle Scheme	<p>Phase 2 Graphemes s a t p, i n m d, g o c k c k e u r, h b f l Tricky words: is I the</p>	<p>Phase 2 graphemes: ff ll ss j, v w x y, z zz qu words with s /s/ added at the end (hats sits) ch, sh th ng nk, words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p>Phase 3 graphemes: ai ee igh oa, oo oo ar or, ur ow oi ear, air er words with double letters: dd mm tt bb rr gg pp ff, longer words. Tricky words: was you they my by all are sure pure</p>	<p>Phase 3 graphemes review: ai ee igh oa oo ar or ur ow oi ear review Phase 3: er air words with double letters longer word words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Tricky words: Review all taught so far Secure spelling</p>	<p>Phase 4: short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC longer words, longer words compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words:said so have like some come love do were little here says there when what one out today</p>	<p>Phase 4: long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words Tricky words: Review all taught so far Secure spelling</p>
Writing	<p>Can write their own name Writes random letters which have been taught – letters do not match what the child is trying to say Can write initial sounds in singles words to label or write lists Can hold a pencil in a tripod grip Starting point for writing may be anywhere on a page Writes some recognisable letters Talk about their marks on a page</p>	<p>Can hear and write initial sound and other dominant sounds in words that match the spoken sounds that they can hear Know that writing goes from left to right on a page</p>	<p>Can write a caption with two words Some recognisable letters Can distinguish the difference between letters, words and sentences Spell simple CVC words e.g hat Other words are phonetically plausible using their single letter sounds Can remember a simple sentence and write groups of letters to represent words. Begin to use finger space</p>	<p>Some words follow the correct spelling pattern including some key words Can use and apply some phase 3 digraphs in words. Spelling phonetically with increased accuracy using phonic knowledge Can write simple sentences in a logical sequence – may omit some words in the sentence and finger spaces. Read sentence back that they have written. Sentence may be difficult to read by others.</p>	<p>Can write simple sentences that can be read by others They are using some finger spaces, full stops, capital letter Can spell some key words correctly. Writing can be read by themselves and others. Rereads sentence to check it makes sense.</p>	<p>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 ready by others.</p>

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Reading	<p>Understands that print contains meaning Recognises some letter shapes from their own name Starts matching some letter sounds to letters Enjoys sharing a book with an adult Looks at pictures and can talk about what they see Engages in conversation about what they have seen in pictures. Recognise own name in print and other words such as logos Start pretending to read by turning pages and making up stories Joins in with singing and rhyme</p>	<p>Recognises the cover of favourite books Answer simple questions Asks questions about what they have read Orally segments and blends sounds in words Begins to blend CVC words Recognise letters by sound Counts or claps syllables in words Understand that text is read from left to right and top to bottom. Start noticing words that rhyme</p>	<p>Reads individual letters by saying the sound for them. Identify the initial, medial and final sound in CVC words Blends short words (phase 2) Begin to recognise some words from sight Retells their own simple story using new vocabulary Predicts what might happen next in stories</p>	<p>Segment and blend words for reading Recognise some words from sight Recognises and says Phase 3 digraphs Describes an event in stories in detail Retells a story in order using words or pictures Understands recently introduced vocabulary Ask and answer who, what, why, when, where questions about the story Answers retrieval questions, where answers can be found in the pictures. Inference questions, related to a character's emotions. Recall and discuss stories or information they have read or have been read by others</p>	<p>Recognises letters by sound and name Reads phonetically decodable phrases and sentences including some tricky words Reads with increased fluency Retells stories and narratives using new vocabulary in context. Uses new vocabulary in role play an small world when imagining and recreating. Anticipate key events in stories they know about to make predictions Shows understanding by checking that a text makes sense and self correcting. Makes links between texts</p> <p>Talks confidently about what they have read and engages in discussions about new words.</p>	<p>Comprehension - Demonstrate understanding of what has been read to them by retelling stories 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, nonfiction, rhymes and poems and during role-play</p> <p>Word Decoding - 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</p>
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes</p>					
Curriculum Goal	<p>Number - Have a deep understanding of number 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 - 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.</p>					
Curriculum mapping from Ark maths	<p>Early Mathematical Experiences 4 wks</p> <ul style="list-style-type: none"> •Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets •Ordering objects and sets 	<p>Numbers within 6 2 wks</p> <ul style="list-style-type: none"> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six 	<p>Numbers within 10 2wks</p> <ul style="list-style-type: none"> •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less 	<p>Number patterns within 15 2wks</p> <ul style="list-style-type: none"> Count up to 15 objects and recognise different representations •Order and explore number patterns to 15 •One more or fewer 	<p>Subtraction and addition facts 2wks</p> <ul style="list-style-type: none"> •Commutativity •Explore addition and subtraction •Compare two amounts <p>Number patterns within 20 2wks</p>	<p>Money</p> <ul style="list-style-type: none"> 1wk(make it 2 wks over a half term) Coin recognition and values •Combinations to total 20p •Change from 10p <p>Measures 2wks</p> <ul style="list-style-type: none"> Describe capacities •Compare volumes •Compare weights

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	<p>Pattern and Early number 2 wks Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting</p>	<p>Addition and subtraction within 6 1wk Explore zero •Explore addition and subtraction</p> <p>Measures 1 wk Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting 1 wkDescribe, and sort 3-D shapes •Describe position accurately</p>	<p>Calendar and time 1wk Days of the week, seasons •Sequence daily events</p> <p>Addition and subtraction within 10 1wks Explore addition as counting on and subtraction as taking away</p> <p>Grouping and sharing 2 wk •Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing</p>	<p>Doubling and halving 2 wks (make it 2 weeks) •Doubling and halving Relationship between doubling and halving</p> <p>shape and pattern 2wks Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p>	<p>Count up to 10 and beyond with objects •Represent, compare and explore numbers to 20 •One more or fewer</p> <p>Number patterns beyond 20 2wksOne more one less •Estimate and count •Grouping and sharing</p> <p>Money 1wk (make it 2 wks over a half term) Coin recognition and values •Combinations to total 20p •Change from 10p</p>	<ul style="list-style-type: none"> •Estimate, compare and order lengths <p>Exploration of numbers within patterns 2wks Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p>
Understanding of the world						
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Curriculum Goal	<p>Past and Present – 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 - 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 - 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.</p>					
Past and Present	<p>Talk about members of family and community Compare same, difference and similarities – link to caring, attributes, abilities, appearance etc</p> <p>Organising events using basic chronology</p>	<p>Comment on images of familiar situations in past and present</p>	<p>answer how and why questions</p>	<p>understand past through stories, settings, characters Organising events using chronology</p>	<p>Look at a variety of different sources e.g. photos, books, internet to learn about the past. How do we know?</p>	<p>Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and</p>

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						events encountered in books read in class and storytelling;
People, Culture, Communities	Name and describe people who are familiar to them. Name places in local community	Make comparisons with other families and cultures Asking family members questions to find out more information To name key features and immediate environment e.g. pond, garden, house etc. Compare with other environment in other countries. Talk about differences and similarities Understand how people celebrate in different ways and have different beliefs	understand things that are special to people, communities and why. Express own ideas and opinions	Talk and describe different characters appearance, attributes, behaviour. Understand how and why we celebrate Easter. Talk about own beliefs	Understand changes to the environment/ world in the past to now e.g. dinosaur lands vs now – what has changed?	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, nonfiction texts and – when appropriate – maps.
Natural World	Exploring environment using senses – talk about what see, hear, smell, taste, touch Understand season changes – Autumn Show curiosity	Understand season changes Winter. to notice changes to materials Noticing changes to states of matter- ice/water	To follow simple maps. To create simple maps. Compare contrasting environments – linking to own experiences	To identify different food and what are healthy for our bodies Understand seasonal changes-spring	Observing shape, size through drawing Understand life cycles and changes over time Notice changes to state of matter using some technical vocabulary To understand changes to body during exercise	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. Understand season changes – summer
Expressive art and design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					

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Curriculum Goal	<p>creating with Materials - 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. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - 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.</p>					
Vocabulary						
Creating with materials	Explore materials, textures and tools. Explore colour mixing with the prime colours	Explore materials, texture and tools and talk about what they notice, what they feel like. Use tools with increasing accuracy e.g. scissors. Join materials with a variety of methods e.g. selotape, glue, stapler, blue tac.	Talk about how they made their creation and what they are pleased about. Select resources and talk about the decisions they have made. Explore colour mixing with black and white to change shade.	Create own props for role play. Make drawings of planned ideas. Share creations, explaining the process.	Use different size tools to add detail or change effect.	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; • Make use of props and materials when role playing characters in narratives and stories
Being imaginative and expressive	Imitate from known experiences roles e.g. doctor, families , home corner Join in to a range of nursery rhymes	Develop storylines in their pretend play. To create with a purpose in mind. To identify pulse of music and move to it.	Create collaboratively, sharing ideas and resources. Return to and build on their previous learning, refining ideas. To identify tone of sounds – high, low.	Creation looks like what was intended e.g. The product looks like a dinosaur which was planned for. Use their body to move to music, listening and talking about their thoughts and feelings. Explore and engage in music making and dance – performing to a group	Watch and talk about dance and performing arts, expressing their feelings and responses. To know that music can touch your feelings	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.
Focus	Drawing, painting, role play	Materials, sculptures, joins,	Collage, print making, cooking, role play	Drawing, sculptures, digital media	cooking, textures,	Painting, print making movable parts