

Reception Curriculum Plan 2021-22						
	Autumn		Spring		Summer	Summer
Theme Hook question	<p>'All About Me' (Whole School focus- History/Locality)</p> <p>Main Text: 'Hickory Dickory Dickory Dog'- this links in with PSHE about going to school Main rhyme to learn- Hickory Dickory Dock. (To learn the extra verses too)</p> <p>Author study: Julia Donaldson rhyming stories Focus Text- The Gruffalo. To learn the Gruffalo song to help them describe the Gruffalo when they are painting it.</p> <p>Children will sing a variety of traditional nursery rhymes at singing time throughout the year:</p> <p>Incey Wincey Spider Once I caught a fish alive Ring-a-ring o'roses Row, Row, Row your boat Twinkle Twinkle Little Star I hear Thunder Hickory Dickory Dock Baa Baa Black Sheep If your happy and you know it</p>	<p>'What did they do for me?' (Information Centre)</p> <p>Main Text: Naughty Bus!- where would you travel to? Where have you been? Where would you like to go?</p> <p>-links to rescue vehicles - how to save the Naughty bus from the pond -links to oral hygiene -BOOK VISIT FROM THE DENTAL HYGIENE LADY (WEEK 3) <i>Know and talk about the different factors that support their overall health and well being (Physical Dev)</i></p> <p>Additional Text: 'Emergency!'- People who help us <i>(Understanding the World- Name and describe people who are familiar to them)</i></p> <p>Songs linked into our topic themes: Tooth brush song, linked to oral hygiene People who help us song linked to 'Emergency' Topic Hedgehog song, linked into seasons and hibernation</p> <p>Rachel.bates@nwas.nhs.uk- ambulance contact</p> <p>Mrs Crook - vet</p> <p>Mr Jones- Rescue Officer ?</p> <p>Visit: Police/Fire - TO BOOK IN SEPTEMBER</p>	<p>'From Local to Global' (Published Book)</p> <p>Main Text: 'Silly Doggy'- Children will orally re-tell the story, using a story map, with appropriate actions</p> <p>Non- Fiction Texts- Bears Children will engage in non-fiction books and develop an understanding how they are different to fiction text.</p> <p>Additional Text- 'We're going on a bear hunt?' Book talk – Children will be able to orally re-tell the poem out loud and act the poem out, by going on a bear hunt.</p>	<p>'Time Travellers' (Performance)</p> <p>'Mr. Benn books'- Caveman (Do Dinosaurs live?)</p> <p>ELG- Comment on images of familiar situations in the past.</p> <p>Whatever Next? Spaceman- Can we live in space?</p> <p>Children will be able to sing dinosaur songs to help recall facts and space songs, such as '5 little men in a flying saucer'</p> <p>Visit: Museum visit- Dinosaur themed- TO BOOK IN SEPTEMBER</p> <p>(Plant seeds)</p>	<p>'Show what you grow' (Café)</p> <p>Non-Fiction Texts- Life Cycles of a butterfly/frog/Chicken -Story books to enhance the topic and life cycle knowledge- The Very Hungry Caterpillar, Teeny Weeny Tadpole, etc</p> <p>Main Text- 'Hattie Peck'- The journey of an egg- How does a chicken grow?</p> <p>Children will learn the poem: 'The Farmyard' by AA Attwood, and perform to an audience.</p> <p>Visit: Farmer Ted's- Booked- 19th May 2022</p>	<p>'Heal the World' (World)</p> <p>Bog Baby, by Jeanne Willis</p> <p>'Tidy by Emily Gravett- How can we look after the environment?</p> <p>Transition- Handa's Surprise <i>(Recognise some similarities and differences between life in this country and life in other countries.)</i></p>

Role Play Focus	Home Role Play Story telling with puppets	Junk Modelling- Creating different rescue trucks Roleplay- different occupations and enhancements Maps Visitors- police/ Fire Brigade etc	Bear Caves- Making den	Space Travel Agency Archaeologist dig with dinosaur bones Maps	Looking after animals Pond Dipping Habitats Preparing the allotment area outside for growing flowers and veg.	Forest School Eco Warriors

<p>Literacy outcomes</p> <p>Oak Academy Literacy Units Detailed Below</p>	<p>Read individual letters by saying the sound for them</p> <p>Blend sounds into words, so that they read short words made up of known letter- sound correspondence.</p> <p>Writing own name</p>	<p>Read individual letters by saying the sound for them</p> <p>Blend sounds into words, so that they read short words made up of known letter- sound correspondence.</p> <p>Writing own name</p> <p>Read Phase 2 tricky words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences</p> <p>Begins to form upper case and lower letters correctly</p>	<p>To label a picture using phase 2 phonics- spell words by identifying the sounds and then writing the sound with the letters.</p> <p>Writing simple captions</p> <p>To write a short sentence with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have wrote</p> <p>To orally re tell the story</p> <p>To sequence the story with pictures</p>	<p>To label a picture using phase 2 phonics- spell words by identifying the sounds and then writing the sound with the letters</p> <p>Writing simple captions</p> <p>To write a short sentence with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have wrote.</p> <p>To orally re tell the story</p> <p>To sequence the story with pictures</p>	<p>To orally recite and retell a familiar narrative</p> <p>To use phonological awareness to decode and spell words plausibly and accurately</p> <p>To rewrite a familiar narrative</p> <p>To express themselves effectively and creatively through a variety of different forms</p>	<p>To use phonic knowledge to write words</p> <p>Write 15 common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Some words are spelt correctly and others are phonetically plausible</p>
<p>On-going</p>	<p>Reading (word level and whole class comprehension/ guided reading) Writing (transcription, Handwriting, composition, vocabulary, grammar and punctuation) Spoken Language/Talk Time</p>					
<p>Numeracy (A focus will be on one number over a few weeks- looking at the number in its entirety)</p> <p>1st Class Number resources</p> <p>Oak Academy Maths Units Detailed Below</p>	<p>Through Power Maths and additional resources, such as Number Blocks, the following skills will be taught:</p> <p><i>To develop 1:1 counting</i> <i>To understand numbers have to be counted in a certain order</i> <i>To understand the number represents the total of number of objects in that group</i> <i>Any objects or noises can be counted</i> <i>To understand that counting in a different order doesn't change the amount</i></p> <p>Order of learning:</p> <p>Sorting (during baseline)</p> <p>Numbers to 5- counting/ recognising/ singing rhymes/developing the skill of subitising through numicon, cusenaire rods, fingers, dots, number blocks</p>	<p>Comparing numbers within 5 (more/less/fewer/greater)</p> <p>2d and 3d shapes</p> <p>Change within 5 (1less/1 more)</p> <p>Using narrative to tell a mathematical story.</p>	<p>Number bonds within 5 (ELG)</p> <p>Numbers to 10</p> <p>Comparing numbers within 10</p> <p>Addition to 10</p>	<p>Number bonds to 10 (ELG)</p> <p>Space and Shape, including prepositions.</p> <p>Rosies's Walk- text to Ink in with maths.</p> <p>Draw information</p>	<p>Exploring patterns</p> <p>Counting on and counting back</p> <p>Numbers to 20</p> <p>Numerical patterns (ELG)</p> <p>Measure</p>	<p>Numerical patterns (ELG)</p> <p>Measure</p>

On-going	Daily counting beyond 20.					
Understanding the World Oak Academy Units Detailed Below	<p>'All about me'- Focus during Baseline Assessment</p> <p>Ourselves-Talk about members of their family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past.</p>	<p>'Occupations' Name and describe people who are familiar to them</p> <p>To promote oral health- Dentists</p> <p>Visit from a dental nurse??</p> <p>Diwali 24th October 2021 'Festival of Lights'- link in with Bonfire Night 5th November</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Christmas-</p>	<p>'From local to global' Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Chinese New Year- 1st February 2022 'Year of the Tiger'</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts- and where appropriate- maps. (ELG understanding the world)</p> <p>Decorate your own Chinese fan (2 simple)</p>	<p>'Time Travellers' Know some similarities and differences between things in the past and now (ELG Past and Present)</p> <p>Holi- March 19th 2022 'Festival of Colour'</p> <p>Easter 17th April 2022 Compare and contrast characters from stories including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present ELG)</p>		<p>. To describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps (ELG People Culture and Communities)</p>
Computing/ Technology	<p>Purple Mash-2 paint a Picture/2 paint a picture project</p> <p>Mouse control/Hand eye co-dination</p> <p>Sock Puppets- app on ipad (turn taking and sharing)</p>	<p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Purple Mash- Technology.</p> <p>Purple Mash- Number</p> <p>Topmarks ICT games to enhance number recognition and counting</p>	<p>Purple Mash- PSHE (Making Relationships/Self Confidence and Awareness)</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)- Decorate your own Chinese fan (2 simple)</p> <p>2 simple City (Link in Guided Reading ERIC questions)</p> <p>Puppet Pals- linked in with story telling/Story sequencing</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Purple Mash- The world/People and Communities</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Class ipads/kindles in continuous provision for children to explore</p> <p>Pic collage-eg- enhance outdoor learning. Looking at changes in</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Knows information can be retrieved on the computer</p> <p>To select and use technology for particular purposes</p> <p>2Go- directional programme</p> <p>Beebots- directional programmes</p>	<p>To select and use technology for particular purposes</p> <p>Purple Mash-Creating stories/Mash Cams</p> <p>Chatterpix/Puppetpals/Pic collage</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p>

				the environment/ Eco Warrior group	<p>Purple Mash- Health and self care</p> <p>Purple Mash-Communication and Language</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Chatterpix/Pic collage- link in with story telling</p>	
<p>The Natural World</p> <p>Oak Academy Units Detailed Below</p>	<p>Seasonal Change</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map</p> <p>draw maps- link in with the Naughty Bus.</p> <p>Forest Schools:</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map</p> <p>draw maps- link in with the Naughty Bus.</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map- link in the Bear Hunt</p> <p>North/South Poles- ice/snow/ 5 Senses</p> <p>Habitats- bears</p>	<p>Explore the natural world around them- Observe Daffodils growing Link to Spring- warmer weather. Animals coming out of hibernation- recap learning- bears/hedgehogs etc</p> <p>Observations of Spring</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Prepare allotment for planting- plant seeds – where do seeds come from?</p>	<p>‘Show what you grow’</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Life cycles</p> <p>Pond dipping</p>	<p>‘Heal the World’</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Life cycles</p> <p>Pond dipping</p>
Creative Development	<p>Artist: Mondrian</p> <p>Painting- Recognise and name Primary Colours</p> <p>Mix and Match colours</p> <p>Paint on different surfaces</p> <p>Artist- Matisse throughout the year....</p> <p>Start of with Collage.</p> <p>Look at different lines- use big chalks</p>	<p>Artist: Andy Goldsworthy</p> <p>Printing- Rubbing-leaf, brick, etc</p> <p>Create simple patterns by using objects</p> <p>Collage- autumn collage</p> <p>Forest art-</p>	<p>Artist: Matisse</p> <p>PAN ART:- ‘The year we muddled through’</p> <p>(Somewhere over the rainbow.... Wizard of Oz???) TBC</p>	<p>Artist: Indian Art (Link in with the Festival of Colour)- Can they find the continent Asia?</p> <p>Indian Culture- Elephants/Celebrations- recap over Diwali. Introduce ‘The Festival ofHoli’</p> <p>Link with Diversity. Elmer the Elephant. How are we all different/same</p>	<p>Artist: Picasso</p> <p>Drawing- observational drawings of fruits/veg/plants</p> <p>Use a variety of tools and medium to draw and add detail</p>	<p>Textiles-Weaving</p> <p>Making a basket. Can you design a basket for Handa to carry her fruit?</p>

	Music- delivered by a specialist			Buildings/Landmarks- Building block challenge- inside and outside Mendhi Patterns Visitor?? Sculpture- using malleable materials such as Clay – Forest art		
PSED Oak Academy Units Detailed Below	Text- The Rainbow Fish Demonstrates Friendly behaviour initiating conversations and forming good relationships with peers and familiar adults. Shows confidence in asking adults for help Can usually adapt behaviour to different events , social situations and changes in routine	'On Sudden Hill'- friendship focus Initiates conversation attends to and takes account of what they say ,eg Barnaby's bear Confident to speak to others about own needs, wants, interest and opinions Can describe their selves in positive terms and talk about abilities, eg, link to occupations- what do they want to be when they grow up	<i>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 the teacher (Speaking ELG)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.(Managing Self ELG)</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (Self-Regulation ELG)</i>	Take steps to resolve conflicts with other children <i>Participate in a small group, class and one to one discussions, offering their ideas, using recently introduced vocabulary (Speaking ELG)</i> <i>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. (Self – Regulation ELG)</i>	<i>Work and play co-operatively and take turns with others</i> <i>Form positive attachments to adults and friendships with peers</i> <i>Show sensitivity to their own and to other's needs. (Building Relationships ELG)</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods (Managing Self ELG)</i>	<i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Self-Regulation ELG)</i>
Physical Development	Move freely in a range of ways Uses one handed tools effectively, eg, scissors Develop correct pencil grip Dress/undress without help Fundamental skills Real PE Unit 1 (Personal) FUNS: 10 - Coordination (Floor movement patterns) 1 - Static balance	Move freely in a range of ways Uses one handed tools effectively, eg scissors Develop correct pencil grip Dress/undress without help Fundamental skills Real PE Unit 2 (Social) FUNS: 6 - Dynamic balance 7 - Counter balance in pairs	Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Dance (Creative steps - Seasons) Expressive arts and design. Real PE Unit 3 (Cognitive) FUNS: 5 - Dynamic balance 4 - Static balance	Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Ball skills (Invasion games) Participate in team games, simple tactics for attacking and defending. Real PE Unit 6 (Health and fitness) FUNS: 11 - Agility - ball chasing	Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Gymnastics Real PE Unit 4 (Creative) FUNS: 9 - Coordination - ball skills 2 - Static balance - seated	Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Athletics (Track and field) Develop agility, coordination, strength , technique and fitness, running, throwing and jumping. Real PE Unit 5 (Applying physical skills) FUNS: 8 - Coordination with equipment 12 - Agility (Reaction/response)

Oak Academy English Units for Remote Learning:

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing and grammar are all incorporated within every unit.			
Reception	The Noisy House	10 lessons (2 weeks)	N/A
Reception	The Bat Learns to Dance	10 lessons (2 weeks)	N/A
Reception	The Little Red Hen	10 lessons (2 weeks)	N/A
Reception	The Three Billy Goats Gruff	10 lessons (2 weeks)	N/A
Reception	Mouse Deer and Tiger	10 lessons (2 weeks)	N/A
Reception	The King and the Moon	10 lessons (2 weeks)	N/A
Reception	The Gingerbread Man	10 lessons (2 weeks)	Phase 2 phonics
Reception	Recount	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Three Little Pigs	10 lessons (2 weeks)	Phase 2 phonics

Reception	Goldilocks and the Three Bears	10 lessons (2 weeks)	Phase 2 phonics
Reception	Information	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Giant Turnip	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Sweet-Talking Potato	10 lessons (2 weeks)	Phase 3 phonics
Reception	Explanation	10 lessons (2 weeks)	Phase 3 phonics
Reception	Fox's Sack	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Lucky Duck	10 lessons (2 weeks)	Phase 3 phonics
Reception	Little Red Riding Hood	10 lessons (2 weeks)	Phase 3 phonics
Reception	Discussion	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Emperor's New Clothes	5 lessons (1 week)	Phase 3 phonics

Oak Academy Maths Units for Remote Learning:

Reception			
	Unit title and description	Length of unit	Prior knowledge required
R.1	Early Mathematical experiences Opportunities for classifying, matching, comparing and ordering.	15	
R.2	Pattern and Early Number Opportunities to ensure that every child has been introduced to the key concepts about pattern and early number (within three) in order for them to apply their learning in purposeful play.	10	
R.3	Numbers within 6 Learning to count reliably within 6 and explore different representations of these numbers.	10	R.2: <ul style="list-style-type: none">● count up to 3 objects● represent numbers up to 3
R.4	Addition and subtraction within 6 Exploring the combination and partitioning structures of addition and subtraction within 6.	5	R.3: <ul style="list-style-type: none">● count up to 6 objects● represent numbers up to 6
R.8	Numbers within 10	10	R.6: <ul style="list-style-type: none">● count up to 6 objects

	Developing understanding of numbers within six and introducing pupils to numbers within 10.		<ul style="list-style-type: none"> represent numbers to 6
R.9	Addition and subtraction within 10 Exploring the augmentation and reduction structures of addition for numbers within 10.	5	R.8: <ul style="list-style-type: none"> count up to 10 objects represent numbers up to 10
R.10	Numbers within 15 Learning to count reliably within 15, building on their knowledge about numbers within 10	10	R.8: <ul style="list-style-type: none"> count up to 10 objects represent number to 10
R.11	Grouping and Sharing Exploring grouping and sharing and recognising the relationship between the two concepts.	10	R.10: <ul style="list-style-type: none"> count up to 15 objects
R.12	Numbers within 20 Learning to count reliably within 20 and building on their knowledge about numbers within 15.	10	R.10: <ul style="list-style-type: none"> count up to 15 objects
R.13	Doubling and halving Opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and recognise the relationship between the two concepts	5	R.11: <ul style="list-style-type: none"> grouping and sharing R.10: <ul style="list-style-type: none"> addition and subtraction within 10
R.15	Addition and subtraction within 20 Pupils explore the different addition and subtraction structures they have encountered and use these to help solve problems	10	R.10: <ul style="list-style-type: none"> count and represent numbers to 20 addition and subtraction within 10
R.16	Money Pupils explore the values of the coins and use different combinations of coins to make a certain amount.	5	R.15: <ul style="list-style-type: none"> addition and subtraction within 20
R.18	Depth of numbers within 20 Opportunity to apply understanding of numbers to 20 to problems.	10	R.12 and R.15: <ul style="list-style-type: none"> count and represent numbers to 20

			<ul style="list-style-type: none"> addition and subtraction within 20
R.19	Numbers beyond 20 Explore numbers within 50 and apply their understanding of counting within 10, counting on and counting back as well as one more and one less.	5	R.12 and R.15: <ul style="list-style-type: none"> count and represent numbers to 20 addition and subtraction within 20
Ratio and proportion			
R.13	Doubling and halving Opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and recognise the relationship between the two concepts	5	R.11: <ul style="list-style-type: none"> grouping and sharing R.10: <ul style="list-style-type: none"> addition and subtraction within 10
Measurement			
R.5	Measures Introduces pupils to capacity, size and length. Giving opportunities to measure, weigh and compare two or more objects.	5	
R.7	Calendar and Time Building understanding about time, using everyday language to talk about events and their duration.	5	
R.16	Money Pupils explore the values of the coins and using different combinations of coins to make a certain amount.	5	R.15: <ul style="list-style-type: none"> addition and subtraction within 20
R.17	Measures Pupils compare the lengths, capacities and weights of different objects and use appropriate language to talk about each one.	10	R.5: <ul style="list-style-type: none"> experience of measuring capacity, size and length
Geometry			
R.6	Shape and sorting Exploring the characteristics of shapes and objects and using mathematical language when describing them.	5	



R.14	Shape and pattern Exploring the properties of 2-D and 3-D shapes and using to copy, continue and create patterns.	5	
			Total: 150 (30 <u>wks</u>)

Oak Academy - Understanding of the World Units

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	All About me	Me	3 lessons
		My family	3 lessons
		My friends	3 lessons
		My community/ where I live	3 lessons
		Feelings	3 lessons
		Difference	3 lessons
		Autumn	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	People who help us	People who help us (Doctors and Nurses)	3 lessons
		People who help us (Police Officers)	3 lessons
		People who help us (Firefighters)	3 lessons
		Jobs	3 lessons
		Transport	3 lessons
		Journeys	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Celebrations	Bonfire Night	3 lessons
		Diwali	3 lessons
		Birthdays	3 lessons
		Winter: Hot/Cold	3 lessons
		<u>Hannukah</u>	3 lessons
		Christmas Story	3 lessons
		Christmas Traditions	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Growing	Growing (Babies)	3 lessons
		On the Farm. Growing (Animals)	3 lessons
		Growing (Plants)	3 lessons
		Spring	3 lessons
		Healthy Eating	3 lessons
		Easter (Calendar Informed)	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Habitats	Habitats	3 lessons
		Woodland	3 lessons
		Rainforests	3 lessons
		Eid (Calendar Informed)	3 lessons
		Polar Habitat	3 lessons
		Climate Change	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Under the Sea	Summer	3 lessons
		Under the Sea	3 lessons
		At the beach	3 lessons
		Float and Sink	3 lessons
		Looking after our oceans	3 lessons
		Space	3 lessons
		Transitions	3 lessons

Oak Academy PSED Units:

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1. New beginnings	2. Staying safe	3. Food, glorious food	4. Squeaky clean	5. Circle of love 6. Circle of Trust	7. Circle of life 8. Same and different