

Literacy Early Years Foundation Stage



Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



EYFSTAGE Literacy is formed of 19 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 The Noisy House	Reception	10
2 Bat Learns to Dance	Reception	10
3 Little Red Hen	Reception	10
4 The Three Billy Goats Gruff	Reception	10
5 Mouse Deer and Tiger	Reception	10
6 The King and the Moon	Reception	10
7 The Gingerbread Man	Reception	10
8 Persuasion: Buy my gingerbread	Reception	10
9 The Three Little Pigs	Reception	10



10	Goldilocks and the Three Bears	Reception	10
11	Recount	Reception	10
12	The Giant Turnip	Reception	10
13	The Sweet-Talking Potato	Reception	10
14	Explanation	Reception	10
15	Fox's Sack	Reception	10
16	The Lucky Duck	Reception	10
17	Little Red Riding Hood	Reception	10
18	Instructions / Discussion / Persuasion	Reception	10
19	The Emperor's New Clothes	Reception	5



3. Lessons

Unit 1 The Noisy House

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To listen to and respond to a story	<ul style="list-style-type: none">In this lesson, we will learn how to listen to and respond to a story through games and nursery rhymes.
2.	To draw a story map	<ul style="list-style-type: none">In this lesson, we will learn how to draw a story map after we have told the story of 'The Noisy House' together.
3.	To use actions to 'step out' a story	<ul style="list-style-type: none">In this lesson, we will learn how to 'step out' a story through learning a nursery rhyme.
4.	To use actions to mime a story	<ul style="list-style-type: none">In this lesson, we will use actions learned through learning a nursery rhyme to mime a story.



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| 5. | To tell a story independently | <ul style="list-style-type: none">• In this lesson, we will learn how to tell a story independently through learning a nursery rhyme. |
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| 6. | To recycle a nursery rhyme | <ul style="list-style-type: none">• In this lesson, we will be recycling a nursery rhyme. |
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| 7. | To recycle a story and create a new one | <ul style="list-style-type: none">• In this lesson, we will be recycling a story and creating a new one through a new nursery rhyme. |
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| 8. | To join in telling a recycled story | <ul style="list-style-type: none">• In this lesson, we will be using choral storytelling to teach a retelling of a recycled story. |
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| 9. | To step a recycled story | <ul style="list-style-type: none">• In this lesson, we will be using actions, steps and mime to teach language through story. |
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| 10. | To independently tell a recycled story | <ul style="list-style-type: none">• In this lesson, we will tell our own version of 'The Noisy House' |
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Lesson number	Lesson question	Pupils will learn
1.	To join in with a story	<ul style="list-style-type: none">• In this lesson, we will be playing a word game and joining in with the story 'Bat learns to dance'.
2.	To sing and map a story	<ul style="list-style-type: none">• In this lesson, we will be singing and mapping the story 'Bat learns to dance'.
3.	To step a recycled story	<ul style="list-style-type: none">• In this lesson, we will be stepping out a recycled story of 'Bat learns to dance'.
4.	To mime a story	<ul style="list-style-type: none">• In this lesson, we will be miming a recycled story.
5.	To tell a story independently	<ul style="list-style-type: none">• In this lesson, we will be telling a story independently.
6.	To recycle the story of Bat Learns to Dance	<ul style="list-style-type: none">• In this lesson, we will be recycling 'Bat Learns to Dance' to make a new story.



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- 7. To join in with a recycled story**
- In this lesson, we will be joining in with a new story based on 'Bat Learns to Dance'.
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- 8. To step a recycled story: Beetle Learns to Eat**
- In this lesson, we will be stepping out 'Beetle Learns to Eat' and learning a song and dance.
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- 9. To mime a story: Beetle Learns to Eat**
- In this lesson, we will be miming 'Beetle Learns to Eat'.
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- 10. To independently tell a recycled story**
- In this lesson, we will be telling a story and celebrating the work and learning of this unit, 'Bat Learns to Dance'.
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Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a story	<ul style="list-style-type: none">In this lesson, we will be joining in with the story of 'The Little Red Hen'.
2.	To sing and map a story	<ul style="list-style-type: none">In this lesson, we will be singing and mapping the story of 'The Little Red Hen'.
3.	To focus on character	<ul style="list-style-type: none">In this lesson, we will be stepping the story and focusing on character.
4.	To reenact a story focusing on character	<ul style="list-style-type: none">In this lesson, we will be re-enacting the story focusing on character.
5.	To tell the story independently, focusing on character	<ul style="list-style-type: none">In this lesson, we will work on skills to enable us to tell the story independently.
6.	To recycle the story of The Little Red Hen and change the ending	<ul style="list-style-type: none">In this lesson, we will be recycling the story of 'The Little Red Hen' and changing the ending to make a new story.



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| 7. | To join in with a telling of a recycled story | <ul style="list-style-type: none">• In this lesson, we will be exploring ways of telling our new story. |
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| 8. | To step a recycled story and develop character | <ul style="list-style-type: none">• In this lesson, we will be stepping out our new story and developing character. |
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| 9. | To re-enact a recycled story focusing on character | <ul style="list-style-type: none">• In this lesson, we will be acting out our new story 'The very little bear'. |
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| 10. | To independently tell a recycled story and compare characters | <ul style="list-style-type: none">• In this lesson, we will tell a recycled story independently. |
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Unit 4 The Three Billy Goats Gruff

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To know that stories have problems in them	<ul style="list-style-type: none">In this lesson, we will be exploring the problem in the 'Billy Goats Gruff' story and the plan to overcome it.
2.	To sing and map the story	<ul style="list-style-type: none">In this lesson, we will sing and map the story of 'The Three Billy Goats Gruff'.
3.	To step the story	<ul style="list-style-type: none">In this lesson, we will step out the story of 'The Three Billy Goats Gruff'.
4.	To mime the story of The Three Billy Goats Gruff	<ul style="list-style-type: none">In this lesson, we will explore language linked to actions in the story of 'The Three Billy Goats Gruff'.
5.	To tell the story independently	<ul style="list-style-type: none">In this lesson, we will tell the story of the 'The Three Billy Goats Gruff' independently.



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| 6. | To recycle the story of The Three Billy Goats Gruff | <ul style="list-style-type: none">• In this lesson, we will recycle the story of 'The Three Billy Goats Gruff' to create a new story with changed characters. |
| 7. | To create a telling of a recycled story | <ul style="list-style-type: none">• In this lesson, we will develop descriptions of new characters. |
| 8. | To sing and step out the new story | <ul style="list-style-type: none">• In this lesson, we will sing and step out the story of 'The Three Frilly Goats'. |
| 9. | To mime the story of The Three Frilly Goats | <ul style="list-style-type: none">• In this lesson, we will be putting actions to all parts of the story and telling it in mime. |
| 10. | To tell the story of The Three Frilly Goats independently | <ul style="list-style-type: none">• In this lesson, we will be supporting pupils to tell the story independently. |



Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with the Story of Mouse Deer	<ul style="list-style-type: none">In this lesson, we will be introducing the story of 'Mouse Deer' and exploring its setting.
2.	To map the story of Mouse Deer and explore the setting	<ul style="list-style-type: none">In this lesson, we will be mapping the story of 'Mouse Deer' with a focus on setting.
3.	To step out the story of Mouse Deer and explore the setting	<ul style="list-style-type: none">In this lesson, we will be stepping the story and developing the language to describe the setting.
4.	To join in with a choral telling of Mouse Deer	<ul style="list-style-type: none">In this lesson, we will learn how to join in with a choral telling of a story.
5.	To tell the story of Mouse Deer independently	<ul style="list-style-type: none">In this lesson, we will learn to tell the story independently.



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| 6. | To recycle the story of Mouse Deer focusing on plot and character | <ul style="list-style-type: none">• In this lesson, we will be identifying the key value and elements of 'Mouse Deer' and recycling these to make a new story. |
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| 7. | To join in with the telling of a recycled story | <ul style="list-style-type: none">• In this lesson, we will guess characters using word clues and then learn to join in with our recycled story. |
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| 8. | To step a recycled story and elevate the language | <ul style="list-style-type: none">• In this lesson, we will be stepping out a recycled story and developing the language. |
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| 9. | To tell the story chorally and independently | <ul style="list-style-type: none">• In this lesson, we will be developing the story language and telling the story together and independently. |
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| 10. | To create my own story | <ul style="list-style-type: none">• In this lesson, we will be using the story matrix to create our own story. |
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Lesson number	Lesson question	Pupils will learn
1.	To listen and reflect upon a new story	<ul style="list-style-type: none">In this lesson, we will be listening to the story of 'The King and The Moon'. Then we will draw our favourite part.
2.	To map the story of The King and the Moon	<ul style="list-style-type: none">In this lesson, we will be mapping the story 'The King and The Moon' and starting to think about explanations and the word 'because'.
3.	To step the story of The King and the Moon	<ul style="list-style-type: none">In this lesson, we will be stepping out the story 'The King and The Moon' and developing explanations using the word 'because'.
4.	To act out the story of The King and the Moon	<ul style="list-style-type: none">In this lesson, we will be acting out the story 'The King and The Moon' focusing on explanation.
5.	To tell the story of The King and the Moon chorally and independently	<ul style="list-style-type: none">In this lesson, we will be rehearsing a choral telling of the story 'The King and The Moon' to support an independent telling.



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| 6. To recognise a new story can be created by recycling another | <ul style="list-style-type: none">• In this lesson, we will be recycling the story of 'The King and the Moon', changing characters and creating a new story into which we can apply the learning of the unit so far. |
| 7. To join in with a recycled story | <ul style="list-style-type: none">• In this lesson, we will listen and join in with our recycled story 'The Pirate Fairies and The Moon' and draw parts of the story. |
| 8. To step the recycled story focusing on characters responses | <ul style="list-style-type: none">• In this lesson, we will read a key character response and step out the story. |
| 9. To act out the recycled story focusing on character explanations | <ul style="list-style-type: none">• In this lesson, we will read a key character response to the narrative question 'why?' and act out the story. |
| 10. To tell the story chorally and independently | <ul style="list-style-type: none">• In this lesson, we will be supporting pupils to tell the story 'The Pirate Fairies and The Moon' independently. |



Lesson number	Lesson question	Pupils will learn
1.	To listen to and join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to the story 'The Gingerbread Man' and think about our favourite part of the story.
2.	To map and speak the story	<ul style="list-style-type: none">In this lesson, we will look at a model story map and create our own story map to help retelling of the story.
3.	To step and speak the story	<ul style="list-style-type: none">In this lesson, we will revisit the story and begin to add actions to aid our understanding.
4.	To explore description through song	<ul style="list-style-type: none">In this lesson, we will learn a story to the tune of a nursery rhyme, and use this to deepen our understanding of the story. We will then focus on a lyric and work to describe a picture.
5.	To explore description through role play	<ul style="list-style-type: none">In this lesson, we will use role play to describe using all of our senses.



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| 6. | To draw and label characters | <ul style="list-style-type: none">• In this lesson, we will use our phonics skills to write descriptions of familiar characters. |
| 7. | To write simple sentences with an adjective | <ul style="list-style-type: none">• In this lesson, we will explore description of appearance and character and then write a simple sentence with an adjective. |
| 8. | To recycle a story by changing characters | <ul style="list-style-type: none">• In this lesson, we will recycle a familiar story by changing characters. We will create a new story map to record this change. |
| 9. | To deepen character choice through description | <ul style="list-style-type: none">• In this lesson, we will use a story map of our recycled story to step and tell the story of 'The Pie Person'. |
| 10. | To create a story | <ul style="list-style-type: none">• In this lesson, we will learn how to create our own story using a plot matrix. We will follow the same 'escape' pattern as 'The Gingerbread Man'. |



Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a persuasive piece	<ul style="list-style-type: none">In this lesson, we will hear a persuasive text told. We will begin to think about features of persuasion.
2.	To map and speak a persuasive piece	<ul style="list-style-type: none">In this lesson, we will recap a persuasive text and then create a map to support our memory.
3.	To step and speak a persuasive piece	<ul style="list-style-type: none">In this lesson, we will revisit our text map and then add actions, stepping the text to aid memorisation.
4.	To explore persuasion through song	<ul style="list-style-type: none">In this lesson, we will hear a persuasive piece told through song. We will think about persuasive techniques used and identify them.
5.	To use role play to explore persuasion	<ul style="list-style-type: none">In this lesson, we will create persuasive arguments which clearly argue a point of view about why something should happen.



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| 6. | To use the boxing method to organise a persuasive piece | <ul style="list-style-type: none">• In this lesson, we will box up the text to support us with retelling. |
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| 7. | To write persuasively | <ul style="list-style-type: none">• In this lesson, we will learn how to write simple persuasive sentences. |
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| 8. | To recycle a persuasive piece | <ul style="list-style-type: none">• In this lesson, we will use a familiar persuasive text and change elements. |
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| 9. | To recycle a persuasive piece and add actions to commit it to memory | <ul style="list-style-type: none">• In this lesson, we will use a familiar persuasive text and change elements. We will then step the text to help remember it. |
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| 10. | To create a persuasive piece | <ul style="list-style-type: none">• In this lesson, we will create our own persuasive piece about an issue of our choosing. |
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and join in with a story	<ul style="list-style-type: none">• In this lesson, we will hear the story of The Three Little Pigs. We will begin to join in with repeated refrains.
2.	To map and speak the story	<ul style="list-style-type: none">• In this lesson, we will create a story map. We will then use this story map to tell the story.
3.	To step and speak the story	<ul style="list-style-type: none">• In this lesson, we will add actions to our telling of the story and step these to help commit the story to memory.
4.	To mime the moods in the story	<ul style="list-style-type: none">• In this lesson, we will explore mood through the medium of mime.
5.	To dance the moods in the story	<ul style="list-style-type: none">• In this lesson, we will explore mood through the medium of dance.



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| 6. | To role play feelings with speech | <ul style="list-style-type: none">• In this lesson, we will use spoken role play to explore feelings. |
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| 7. | To write simple sentences with an adjective | <ul style="list-style-type: none">• In this lesson, we will write simple sentences about the mood of the characters using an adjective. |
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| 8. | To recycle a story by changing characters | <ul style="list-style-type: none">• In this lesson, we will learn how to change the characters in the story to create a new story. Then we will create a story map for our new story and use it to retell our story. |
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| 9. | To recycle a story by changing characters and materials | <ul style="list-style-type: none">• In this lesson, we will change the materials used to build the houses to create a new story. We will use a story map to help us retell the story. |
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| 10. | To create a story with a familiar lesson learnt | <ul style="list-style-type: none">• In this lesson, we will create a new story which will be based around the story moral of taking advice. We will plan and write the story. |
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and join in with a story	<ul style="list-style-type: none">• In this lesson, we will listen to the story of 'Goldilocks and the three bears'. We will make a list of settings.
2.	To map and speak the story	<ul style="list-style-type: none">• In this lesson, we will create a story map for 'Goldilocks and the three bears'. We will then use this story map to tell the story to help us learn the story by heart.
3.	To step and speak the story	<ul style="list-style-type: none">• In this lesson, we will add actions to our telling of 'Goldilocks and the three bears' and step these to commit the story to memory.
4.	To sing the story with a focus on setting	<ul style="list-style-type: none">• In this lesson, we will use a song to help us think about the various settings in the story 'Goldilocks and the three bears'.
5.	To draw and label settings	<ul style="list-style-type: none">• In this lesson, we will draw and label settings from the story of 'Goldilocks and the three bears'.



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| 6. | To write sentences describing settings in the story | <ul style="list-style-type: none">• In this lesson, we will write sentences describing each of the settings in the story of 'Goldilocks and the three bears'. |
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| 7. | To box up a recycled story | <ul style="list-style-type: none">• In this lesson, we will recycle the story 'Goldilocks and the three bears' to create and box up our own version. |
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| 8. | To write the opening to a recycled story | <ul style="list-style-type: none">• In this lesson, we will write the opening to our recycled story of 'Goldilocks and the three bears'. |
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| 9. | To write the middle of a recycled story | <ul style="list-style-type: none">• In this lesson, we will continue with our recycled story of 'Goldilocks and the three bears' and write the middle. |
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| 10. | To write the ending of a recycled story | <ul style="list-style-type: none">• In this lesson, we will continue with our recycled version of 'Goldilocks and the three bears' and write the ending. |
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Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a recount	<ul style="list-style-type: none">• In this lesson, we will hear a recount, from the point of view of baby bear and will begin to join in with it.
2.	To map and speak a recount	<ul style="list-style-type: none">• In this lesson, we will create a text map to learn the recount of 'Goldilocks and the three bears'. We will use this to tell the recount ourselves.
3.	To step and speak a recount	<ul style="list-style-type: none">• In this lesson, we will add actions to our recount of 'Goldilocks and the three bears' and use our map to retell it from memory.
4.	To explore a recounted piece through song	<ul style="list-style-type: none">• In this lesson, we will learn a song which tells the recount of 'Goldilocks and the three bears'.
5.	To use role play to deepen understanding	<ul style="list-style-type: none">• In this lesson, we will use role play to deepen our understanding of a recount of 'Goldilocks and the three bears'.



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| 6. | To role play a recycled recount | <ul style="list-style-type: none">• In this lesson, we will role play the recount of 'Goldilocks and the three bears' from other characters' perspectives in the story. We will ask questions and answer in role. |
| 7. | To sing a recycled recount | <ul style="list-style-type: none">• In this lesson, we will deepen our understanding of character perspective in a recount of 'Goldilocks and the three bears' using song. |
| 8. | To write a recycled recount (Part 1) | <ul style="list-style-type: none">• In this lesson, we will write a recount in role as Baby Bear's porridge. We will write full sentences using 'I'. |
| 9. | To write a recycled recount (Part 2) | <ul style="list-style-type: none">• In this lesson, we will write a recount in role as Baby Bear's chair. We will write full sentences using 'I'. |
| 10. | To write a recycled recount (Part 3) | <ul style="list-style-type: none">• In this lesson, we will write a recount in role as Baby Bear's bed. We will write full sentences using 'I'. |



Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to and join in with the story of 'The Giant Turnip'.
2.	To map and speak the story	<ul style="list-style-type: none">In this lesson, we will create a story map for 'The Giant Turnip' and use it to retell the key events.
3.	To step and speak the story	<ul style="list-style-type: none">In this lesson, we will recap the story of 'The Giant Turnip', adding actions to help us remember key events.
4.	To dance a story	<ul style="list-style-type: none">In this lesson, we will use dance to help us deepen our understanding of 'The Giant Turnip'.
5.	To role play action in a story	<ul style="list-style-type: none">In this lesson, we will go into role as the characters in 'The Giant Turnip' to show action in the story.
6.	To write a caption to show action in a story	<ul style="list-style-type: none">In this lesson, we will write labels and captions to show action in 'The Giant Turnip'.



7. To box up a story to show what happens

- In this lesson, we will create a box plan for the 'The Giant Turnip' focusing on the action and what is happening.
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8. To write a story to show action (Part 1)

- In this lesson, we will write 'The Giant Turnip' showing clear action.
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9. To write a story to show action (Part 2)

- In this lesson, we will continue writing 'The Giant Turnip' showing clear action.
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10. To write a story to show action (Part 3)

- In this lesson, we will finish writing our story of 'The Giant Turnip' showing clear action.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to and join in with the African story of 'The Sweet-Talking Potato'.
2.	To map and speak a story	<ul style="list-style-type: none">In this lesson, we will make a story map to help us retell the story of 'The Sweet-Talking Potato'.
3.	To step and speak a story	<ul style="list-style-type: none">In this lesson, we will add actions and words to our story map of 'The Sweet-Talking Potato'. We will then practise retelling the story.
4.	To map and mime moods	<ul style="list-style-type: none">In this lesson, we will think about how the events that happen in 'The Sweet-Talking Potato' make the characters feel.
5.	To draw and describe characters	<ul style="list-style-type: none">In this lesson, we will describe what happens to the characters in 'The Sweet-Talking Potato' and what they are doing throughout the story.



6. To role play a story

- In this lesson, we will be exploring what happens in 'The Sweet-Talking Potato' through role play, by acting out different sections of the story.
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7. To box up a story to show what happens

- In this lesson, we will be boxing up 'The Sweet-Talking Potato' to see what happens during each section.
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8. To write a story (Part 1)

- In this lesson, we will write the beginning of the story 'The Sweet-Talking Potato'. We will use our knowledge of the action at the beginning to show what is happening.
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9. To write a story (Part 2)

- In this lesson, we will continue writing the beginning of the story 'The Sweet-Talking Potato'. We will use our knowledge of the action at the beginning to show what is happening.
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10. To write a story (Part 3)

- In this lesson, we will write the beginning of the story 'The Sweet-Talking Potato'. We will use our knowledge of the action at the beginning to show what is happening.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and join in with an explanation	<ul style="list-style-type: none">In this lesson, we will meet Dr. Explanation, who will explain why the king was amazed in the 'Talking Sweet Potato' story. We will start to use the word 'because'.
2.	To map and speak an explanation	<ul style="list-style-type: none">In this lesson, we will create a text map for the explanation and then talk the map using the word 'because'.
3.	To step and speak an explanation	<ul style="list-style-type: none">In this lesson, we will step out the explanation to help us learn it.
4.	To sing an explanation	<ul style="list-style-type: none">In this lesson, we will explore the explanation through song.
5.	To interview a character	<ul style="list-style-type: none">In this lesson, we will explore one of the characters from the 'Talking Sweet Potato' and develop some of our own ideas of why he might feel amazed.



6. To show how a character feels

- In this lesson, we will explore how we can tell the King feels amazed using drama.
-

7. To box up an explanation

- In this lesson, we will create a box plan for our own explanation writing.
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8. To write an explanation (Part 1)

- In this lesson, we will write the first part of our explanation of why the King was amazed.
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9. To write an explanation (Part 2)

- In this lesson, we will write the next part of our explanation of why the King was amazed.
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10. To write an explanation (Part 3)

- In this lesson, we will write the final part of our explanation of why the King was amazed in 'The Sweet-Talking Potato'.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and to join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to the story of 'The Fox's Sack' and join in with actions to show what is happening. We will then create a plot matrix to check our understanding of the story.
2.	To map and speak a story	<ul style="list-style-type: none">In this lesson, we will explore what happens throughout the story of 'The Fox's Sack' by creating a story map.
3.	To step and speak a story	<ul style="list-style-type: none">In this lesson, we will step 'The Fox's Sack' story by adding words and actions to our story map. This will help us to become more familiar with the story and commit the story to memory.
4.	To deepen a story through role play	<ul style="list-style-type: none">In this lesson, we will act out the story of 'The Fox's Sack'. We will look closely at what is happening in different parts of the story.



5. To deepen a story through art

- In this lesson, we will create a shared piece of artwork to explore what is happening in the beginning of the story 'The Fox's Sack' in order to deepen our knowledge of the events in the story.
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6. To deepen a story through hot seating

- In this lesson, we will develop our understanding of what happens in the story and why through hot seating. The children will think of questions to ask the characters in the story and answer questions about the story.
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7. To describe, draw and label characters from the story

- In this lesson, we will think about the different characters in the story 'The Fox's Sack' and discuss what happens to them at different points in the story. We will then draw and label what happens to the characters in order to develop our knowledge of the action in the story.
-

8. To write a story (Part 1)

- In this lesson, we will write a section of the story 'The Fox's Sack' using what we have learnt about action.
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9. To write a story (Part 2)

- In this lesson, we will continue to write a section of the story 'The Fox's Sack' using what we have learnt about action.
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10. To recycle a story

- In this lesson, we will change elements of the story 'The Fox's Sack' so that we can create a new story.
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Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to and join in with the story of 'The Little Duck'.
2.	To map and speak a story	<ul style="list-style-type: none">In this lesson, we will create a story map for 'The Little Duck' and use it to retell the key events.
3.	To step and speak a story	<ul style="list-style-type: none">In this lesson, we will recap the story of 'The Little Duck', adding actions to help us remember key events.
4.	To draw and describe characters	<ul style="list-style-type: none">In this lesson, we will be drawing characters from the story of 'The Little Duck' and describing them using labels.
5.	To write speech and thought bubbles	<ul style="list-style-type: none">In this lesson, we will be going into role as the characters from the story of 'The Little Duck' and writing speech and thought bubbles.



6. To box up a recycled story

- In this lesson, we will be thinking about how we can recycle the story of 'The Little Duck' focusing on the little duck's problem. We will plan our ideas in a box plan.
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7. To write a recycled story (Part 1)

- In this lesson, we will write the first part of our recycled story focusing on problems.
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8. To write a recycled story (Part 2)

- In this lesson, we will write the second part of our recycled story focusing on problems.
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9. To write a recycled story (Part 3)

- In this lesson, we will write the final part of our recycled story focusing on problems.
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10. To create a story focusing problems

- In this lesson, we will create a story using the plot matrix focusing on problems and how characters overcome them.
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Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a story	<ul style="list-style-type: none">In this lesson, we will listen to and join in with the story of 'Little Red Riding Hood'.
2.	To map and speak a story	<ul style="list-style-type: none">In this lesson, we will create a story map for the story of 'Little Red Riding Hood' and use it to retell the key events.
3.	To speak and step a story	<ul style="list-style-type: none">In this lesson, we will recap the story of 'Little Red Riding Hood', adding actions to help us remember key events.
4.	To sing a story to show wonder and excitement	<ul style="list-style-type: none">In this lesson, we will deepen our understanding of 'Little Red Riding Hood' through song.
5.	To write speech and thought bubbles to show how a character is feeling	<ul style="list-style-type: none">In this lesson, we will be going into role as the characters from 'Little Red Riding Hood' and writing speech and thought bubbles.



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| 6. | To recycle a story with new ideas | <ul style="list-style-type: none">• In this lesson, we will be thinking about how we can recycle the story of 'Little Red Riding Hood' focusing on creating middles that build drama. |
| <hr/> | | |
| 7. | To write a recycled story focusing on middles that build drama (Part 1) | <ul style="list-style-type: none">• In this lesson, we will write the first part of our recycled story focusing on middles that build drama and wonder. |
| <hr/> | | |
| 8. | To write a recycled story focusing on middles that build drama (Part 2) | <ul style="list-style-type: none">• In this lesson, we will write the second part of our recycled story focusing on middles that build drama and wonder. |
| <hr/> | | |
| 9. | To write a recycled story focusing on middles that build drama (Part 3) | <ul style="list-style-type: none">• In this lesson, we will write the third part of our recycled story focusing on middles that build drama and wonder. |
| <hr/> | | |
| 10. | To create a story focusing on middles that build dtama | <ul style="list-style-type: none">• In this lesson, we will create a story using the plot matrix focusing on middles that build drama and wonder. |
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Lesson number	Lesson question	Pupils will learn
1.	To listen and join in with a discussion	<ul style="list-style-type: none">In this lesson, we will listen to and join in with a discussion, 'should Little Red Riding Hood go into the forest alone?'
2.	To map and speak a discussion	<ul style="list-style-type: none">In this lesson, we will map our ideas on a discussion map so that we can clearly see advantages and disadvantages.
3.	To speak and step a discussion	<ul style="list-style-type: none">In this lesson, we will step our discussion by adding actions to our discussion map. This will help us to recall the pros and cons fluently.
4.	To sing a discussion	<ul style="list-style-type: none">In this lesson, we will deepen our understanding of the discussion, 'should Little Red Riding Hood go into the forest alone?' through song.
5.	To role play a discussion	<ul style="list-style-type: none">In this lesson, we will deepen our understanding of the discussion, 'should Little Red Riding Hood go into the forest alone?' through role play.



6. To box up a discussion

- In this lesson, we will plan our discussion writing in a box plan.
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7. To write a discussion (Part 1)

- In this lesson, we will write the introduction of our discussion as to whether or not Little Red Riding Hood should go into the woods alone.
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8. To write a discussion (Part 2)

- In this lesson, we will write the advantages of allowing Little Red Riding Hood to go into the woods alone.
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9. To write a discussion (Part 3)

- In this lesson, we will write the disadvantages of allowing Little Red Riding Hood to go into the woods alone.
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10. To write a discussion (Part 4)

- In this lesson, we will write the conclusion to our discussion.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to and respond to a story	<ul style="list-style-type: none">In this lesson, we will listen to the story of 'The Emperor's New Clothes' and will create our own story map.
2.	To step and speak a story	<ul style="list-style-type: none">In this lesson, we will step out the story of 'The Emperor's New Clothes' so that we can practise becoming the storyteller.
3.	To act out and sing parts of a story	<ul style="list-style-type: none">In this lesson, we will use drama and song to begin exploring the main character of our story 'The Emperor's New Clothes'.
4.	To roleplay a character	<ul style="list-style-type: none">In this lesson, we will use hot-seating to learn more about the character and will write a thought and speech bubble.
5.	To draw and describe a character	<ul style="list-style-type: none">In this lesson, we will draw a picture of the character and write some simple sentences about him.

4. Learn More



Contents

Section number

Section contents

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Prior knowledge requirements

1. Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.



2. Knowledge organisation

For English at EYFS, we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

3. Knowledge selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

4. Inclusive and ambitious

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

5. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

6. Motivation through learning

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.



7. Literacy at EYFS

We know that learning in the EYFS is driven by a combination of adult-led sessions and facilitation of learning as part of continuous provision. Our ability to do the latter is limited by the online nature of the resources but we endeavour to present videos that provide options for further independent learning and high quality play. We know that the division of learning into subjects can sit contrary to the EYFS framework, in which one task can engage the child in developing in multiple areas. Although, given the nature of this project, our Literacy provision may initially seem 'stand alone', it will heavily integrate other areas including Understanding the World, Physical, Social and Emotional, Communication and Language and Expressive Arts and Design. 'Playing and exploring, 'active learning' and 'creating and thinking critically' will drive the way children learn in Literacy. Literacy in EYFS aims to build solid foundations in the key areas of communication and language, reading and writing through engagement with stories. Stories will provide meaningful context and purpose for all learning.

8. Unit structure

The curriculum is organised through 10 lesson (2 week) units. Units are ideally taught in the sequence provided for progression, however, they can also be taught as stand-alone units if desired. The learning in each unit will centre on a particular story or non-fiction type, deliberately sequenced for progression in terms of complexity of language/plot/non-fiction genre. Oral stories from around the world provide the engaging context for teaching literacy in EYFS. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach great fiction writing based on key story building blocks, for example, character, action, setting and description. These build progressively over the year. Non-fiction is integrated in the Spring and Summer terms linked to the fiction stories that have just been learnt and worked with as a springboard. The non-fiction genres covered are: Persuasion, Recounts, Discussion and Explanation, chosen since these provide the most meaningful links to the stories that precede them. Each of these will be taught in an age-appropriate manner. Our aim is to provide balance between breadth and depth so that pupils have a strong foundation in their introduction to non-fiction that can then be built upon in KS1.

Phonics: Schools will have their preferred phonics programme. As there are a range of commonly used programmes, all of which use different sequences, it would not be appropriate to include explicit phonics instruction in Oak lessons. We would

not want to disrupt the sequence in which a child is learning to read.

Communication and Language: Oral rehearsal is placed at the heart of learning within every unit to support acquisition of language and fluent, confident communication. By the end of the year, pupils will be able to tell lots of nursery rhymes as well as 9 stories from memory, filling them with language, turn of phrase, ideas and plots to draw upon. The foundations of non-fiction types will be taught as they provide the basis for everyday thinking and communication, even at this young age. There will be a strong focus on using song, music, dance, drama, movement and art linked to story to embed language and structures.

Reading and writing: Daily rhyming, as well as short reading and writing activities, will take place within a creative story-context to revisit key knowledge and provide frequent application of skills. Teaching of writing will maximise opportunities for imaginative input from pupils, building self-esteem and motivation. There is an overarching purpose for each fiction unit which builds progressively over the year (action, character, setting, description, mood and middles) so that each of these can be explicitly taught to support great fiction writing. Towards the end of the year, story writing will focus on drawing a combination of these elements together to support application of what has been learnt. At the end of some units, there will be the opportunity for pupils to recycle/innovate the original story.

Grammar: this is taught and continually reinforced in context in relation to the stories/non-fiction type so that this knowledge can be used 'in-action'.

9. Prior knowledge requirements

No prior knowledge requirements

- The Noisy House
- Bat Learns to Dance
- The Little Red Hen
- The Three Billy Goats Gruff
- Mouse Deer and Tiger
- The King and the Moon





Phase 2 phonics required

- The Gingerbread Man
- Persuasion: Buy my gingerbread.
- The Three Little Pigs
- Goldilocks and the Three Bears
- Recount: what happened from other characters' viewpoints.
- The Giant Turnip

Phase 3 phonics required

- The Sweet-Talking Potato
- Explanation: Why the king was amazed.
- Fox's Sack
- The Little Duck
- Little Red Riding Hood
- Discussion: Should Little Red Riding Hood go into the woods alone?
- The Emperor's New Clothes