Curriculum Skills Map – 3 to 4 year old provision – 2021-2022

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|  | CORE TOPICS | LITERACY(RWI Phonics) | MATHS | PSED(PSHE) | C&L | UW(Geography/History/Science/RE) | EXP ART & DESIGN(Art/DT/Music) | PHYSICAL DEVELOPMENT | POWER OF READING TEXT/QUALITY TEXT | Cornerstones activities for possible links  |
| Autumn 1 | **ALL ABOUT ME -** We will explore\* I am growing\* My Family Tree/Family Celebrations\* People in my life and community \*Friendships\* My amazing body\* My Feelings | Write some or all of their name.Funky fingersSquiggle whilst you wiggle, Dough disco   | Numbers that are significant,Birthday numbers,Days of significance | Begins to understand how other might be feeling. Talk about rules and why we have themMy interests What do I like/dislike?Talk about feelings using words like, happy, sad, angry, and worried.Talk with others to resolve conflicts. Healthy and unhealthy foods | Starting conversations with friends or an adult and continue it on for many turns.Enjoys listening to longer stories and can remember more than one thing.  | Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people.  | Draw with increasing complexity and detail, such as representing a face. .Remember and sing entire songsShow different emotions in their drawings and painting, like happiness, sadness fear | Dough disco Squiggle whilst you wiggleFunky fingers. Show a preference for dominant hand.Develop independence when dressing/undressingfor example putting on coats, doing up zips.Start talking in some group times.  | **YEAR A**Happy Birthday MaisieGuess how much I love you?Little Red Riding Hood | **YEAR A**Why do you love me so much? |
| **YEAR B**So much?Croc and bird | **YEAR B**Me & My Community  |
| **AWESOME AUTUMN -** We will explore\* Autumnal Changes\* Woodland creatures\* Windy days, rainy days | Encourage early letter formation | Fast recognition of up to 3 objects without counting – subitising Begin to describe a sequence of events, real or fiction, using words such as, first, then.  | Help to find solutions to conflicts and rivalries. How do we feel when it rains?  | Develop their communication,Explore plurals and some past tenseKnows some stories, can talk about familiar books and tell a long story. | Use all their senses in hands-on exploration of natural materials. | Take part in simple pretend play, using an object to represent something else even though they are not similar.  |  Use large muscle movements to wave flags and streamers, paint and make marks. | **YEAR A**Leaf manThe Gruffalo Traditional Tale: The little red hen  | **YEAR A**Why do leaves go crispy?   |
| **YEAR B**It was a cold, dark night Bear snores on  | **YEAR B**Exploring Autumn Why is water wet? |
| Autumn 2 | **NIGHT & DAY -** We will explore\* Sun, Moon & Stars/Why does it get dark?\* My daily routines\* Super space and awesome aliens | Understanding the five key concepts about print.  | Recites numbers past 5Say one number for each item in order 1,2,3,4,5.Extend ABAB patterns. Notice and correct an error in pattern.  | Play with one or more other children, extending and elaborating play ideas. RoutinesTime to share – bedtime friends. | Encourage the use of words to extend sentences/sentence building.  | Talk about what they can see, using wide vocabulary.  | Develop own ideas and then decide which materials to use to express them. | Encourage a comfortable grip and explore pincer grip techniquesMake healthy choices about food, drink, activity and toothbrushing. Eating independently,Funky fingers | **YEAR A**Hickory Dickory Dog | **YEAR A**Starry Night  |
| **YEAR B**Owl babies | **YEAR B**Why can’t I have chocolate for breakfast? |
| **CHRISTMAS IS COMING** – We will explore\* Christmas Story\* Sharing & Caring\* Gift Giving | Developing their phonological awareness.Support and suggest rhyme.  | Shows finger numbers up to 5. Knows that the last number reached when counting a small set of objects tell you how many there are in total – cardinal principle.  |  How do we show that we care?Begin to understand how others might be feeling. | Using longer sentences of four to six words |  Continue to develop positive attitudes about the differences between people | Join different materials and explore different textures. | Using one handed toolsChoose the right resources to carry out their plan | **YEAR A**Nativity StoryTraditional Tale: The Gingerbread man  | **YEAR A** |
| **YEAR B**Twas the night before Christmas | **YEAR B** |
| Spring 1 | **WINTER WONDERLAND -** We will explore\* Wild Winter/ Wintery Weather\* Fun in the snow | Count and clap syllables in a word.  | Links numerals and amounts. Compare quantities using language ‘more than’ ‘ fewer than’.  | Snow men/women friends.  | Sings a repertoire of songs  | Explore collections of materials with similar and/or different properties.  | Listen with increasing attention to sounds.Respond to what they have heard, expressing their thoughts and feelings. | Skip. Hop, stand on one leg, pose for games (P,E) | **YEAR A**Penguin  | **YEAR A**Where does snow go?Sparkle & Shine  |
| **YEAR B**We’re going on a bear hunt | **YEAR B**Winter Wonderland  |
| **ANIMALS AROUND THE WORLD -** We will explore\* Wonderful and Wild Animals\* Pets | Recognise words with the same initial sound.  | Experiments with their own symbols and marks as well as numerals. Understand position through words alone without pointing.  | Select and use activities and resources with help when needed.  | Explore why questions | Begin to understand the need to respect and care for the natural environment and all living things.  | Create closed shapes with continuous lines, and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises. | Create their own movements linked to the way animals move. | **YEAR A**Puffin peterTraditional Tale: Goldilocks and the three bears  | **YEAR A**Can I have a dog? |
| **YEAR B**Is there a dog in this book? | **YEAR B**Animal Safari  |
| Spring 2 | **FANTASTIC FARM -** We will explore\* Spring Time\* What is happening at the farm today?\* Farm foods\* Healthy foods | Engage in extended conversations about stories, learning new vocabulary.  | Select shapes appropriately: flat surfaces for buildings, a triangular prism for roof. Combine shapes to make new ones.  | Develop ways of being assertive.  | Explore rhyme | Understand the key features of the life cycle of a plant and a animal. Beginning to understand the need to respect and care for the natural environment and all living things.  | Explore colour mixingPredicting colours | Increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme.  | **YEAR A**Oliver’s vegetablesOliver’s fruit saladTraditional tale: Jack and the beanstalk or Three Little Pigs  | **YEAR A**Are eggs alive?  |
| **YEAR B**House for a mouse | **YEAR B**Puddles & Rainbows |
| **TRANSPORT -** We will explore\* How can we get there? Where will we go?\* Road Safety\* Towns and citiies\* Staying safe  | Uses some of their print and letter knowledge in their early writing.  | Describe a familiar routeBus numbersDiscuss routes and locations, using words like in front and behind.  | Following rules, understanding why they are important.  | Using a wider range of vocabulary.  | Explore how things work. Explore and talk about different forces they can feel,  | Develop complex stories using small world equipment. | Match developing physical skills to tasks and activities in the setting | **YEAR A**The everywhere bearCount the diggers, dumper trucks & Tractors  | **YEAR A**Can we explore it?  |
| **YEAR B**Trains, Trains, TrainsMy first things that go | **YEAR B**Let’s explore |
| Summer1 | **BUILD IT UP –** We will explore \* Super structures \* Buildings around the world \* Construction and materials  | Begins to make some recognisable letter shapes when attempting to write | Make comparisons between objects relating to size, length, weight and capacity. | Develop their sense of responsibility and membership of community. | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | Show interest in different occupations. | Drawing family Drawing themselves | Talk about our own care needsmeeting their own care needs, brushing teeth, using the toilet, washing, and drying hands thoroughly. learning how to use knife and fork | **YEAR A**Three Little PigsThe Three Billy Goats Gruff A house in the woods | **YEAR A**Build it up? |
| **YEAR B**Busy Builders Busy Week | **YEAR B**How high can I jump? |
| **THE BIG WIDE WORLD -** We will explore\* Space – To infinity and beyond\* Awesome Aliens\* Where in the world can I find …… | Talking about what they have drawn/wrote.  | Talk about and explore 2D and 3D shapes. Using informal and mathematical language (sides, corners etc).  | Show more confidence in new social situations.  | Use talk to organise their play.  | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | Make imaginative and complex ‘small worlds’ with blocks and construction kits.Explore different materials freely in order to develop their ideas and thoughts. | Collaborate with others to manage large items. Go up steps and stairs or climb on apparatus using alternative feet.  | **YEAR A**Back to earth with a bumpDinosaur pooped a planet | **YEAR A**Big Wide World |
| **YEAR B**Whatever next  | **YEAR B**Shadows and Reflections |
| Summer 2 | **FUN IN THE SUN -** We will explore\* Sunshine and shadows\* Holiday fun, sun safety\* Under the Sea | Picture books.  | Solve real world mathematical problems with numbers up to 5.  | Becoming more outgoing with unfamiliar people in a safe context.  | Understands instructions that has two parts. | Plant seeds and care for growing plants.  | Create their own songs or improvise a song around one they know. Sing the melodic shape of familiar songs. Sing the pitch of a tone sung by another person. | Continue to develop their movement, balancing, riding and ball skills.  | **YEAR A**Slash, Anna Hibiscus Come away from the water Shirley | **YEAR A**Sunshine & Sunflowers |
| **YEAR B**Billy’s bucketHooray for fish | **YEAR B**How many pebbles on the beach?Splash |
| **TECHNOLOGY/MACHINES -** We will explore\* Marvellous Machinery\* Robots\* Technology at school and home | Using technology at school, interactive board for mark making, IPAD games. | Talk about and identifies the patterns around them (stipes on clothes).  | Home/school differences.  | Attempting to pay attention to more than one thing at a time.  | Explore how things work.  | Play instruments with increasing control to express their feelings and ideas.  | Choosing the right resources to carry out their own plan.  | **YEAR A**Whinnies new computer | **YEAR A**Marvellous machines  |
| **YEAR B**Harry and the Robots | **YEAR B** |

In addition to the Core topics taught there will be skills taught from topics chosen following the children’s interests throughout the year.

YEAR A

YEAR B

NO COLOUR – EXTRA BOOKS TO CHOOSE ACTIVTIES FROM.