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 fingers  Squiggle 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 them  My 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 songs  Show different emotions in their drawings and painting, like happiness, sadness fear | Dough disco  Squiggle whilst you wiggle  Funky fingers.  Show a preference for dominant hand.  Develop independence when dressing/undressing  for example putting on coats, doing up zips.  Start talking in some group times. | **YEAR A**  Happy Birthday Maisie  Guess 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 tense  Knows 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 man  The 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 5  Say 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.  Routines  Time 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 techniques  Make 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 tools  Choose the right resources to carry out their plan | **YEAR A**  Nativity Story  Traditional 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 peter  Traditional 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 mixing  Predicting colours | Increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme. | **YEAR A**  Oliver’s vegetables  Oliver’s fruit salad  Traditional 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 route  Bus numbers  Discuss 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 bear  Count the diggers, dumper trucks & Tractors | **YEAR A**  Can we explore it? |
| **YEAR B**  Trains, Trains, Trains  My first things that go | **YEAR B**  Let’s explore |
| Summer  1 | **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 needs  meeting 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 Pigs  The 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 bump  Dinosaur 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 bucket  Hooray 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.