Curriculum Skills Map – Reception – 2021-2022

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|  | CORE TOPICS | POWER OF READING TEXT | LITERACY(RWI Phonics) | MATHS | PSED(PSHE) | C&L | UW(Geography/History/Science/RE) | EXP ART & DESIGN(Art/DT/Music) | PHYSICAL DEVELOPMENT |
| Aut1 | **ALL ABOUT ME -** We will explore\* Look how I have changed – babies, toddlers \* What can I do now?\* My Family – Family Tree, Family Celebrations\* My Community – Different cultures and traditions \* Friendships \* People who help us at school/home\* Feelings/Emotions, Relationships & Behaviour | On Sudden HillBog BabyHello friendThe Girl with a parrot on her head**Traditional Tales:**Little Red Riding Hood**Alternative:**Honestly Red Riding Hood was rotten | Dough DiscoSquiggle whilst you wiggleRecognising rhymeHearing Initial SoundsRecognition of sounds (lower/upper) | Reciting numbers forwardsReciting numbers backwardsMoving objects to countPositional language | I am a valuable individual\* Getting to know me\* My Family\* Likes & Dislikes\* My InterestsDevelop their sense of responsibility and membership of a communityBe more outgoing with unfamiliar peopleShow more confidence in new social situations**ICT – Internet Safety** \*Knowing who our safe people are | Listening Skills\* Active Listening\* I can wait\* Importance of patience\* Family vocab | \* Explore immediate family members\* Family Organisation\* Members of the community\* Describe familiar people\* Family routines\* How families are differentBegin to understand and care for the natural environment\* Understand that some places are special to members of their community\* Describe what they see, hear and feel whilst outside\* Explore the natural world | Create closed shapes with continuous lines and begin to use the shapes to represent objects Choose appropriate colours when drawingTransient ArtJoining different materialsSinging in a groupFollowing a melodyLearn rhymes, poems and songs**ICT - Hardware**\* Using the interactive board to make marks | Fine motor skills Development\* Funky Fingers\* Fastening shoes/coats/zipsbuttons/onesiesBalancing skillsGo up steps and stairs, or climb apparatus using alternate feet.**ICT - Hardware**\* Use a mouse, touchscreen, or appropriate access device to target and select options on screen |
| **ALL ABOUT AUTUMN -** We will explore\* Autumn and Autumnal Weather\* Seasonal changes in the environment\* Colours in the environment\* Woodland Animals\* Hibernation | Squirrels that squabbleStanley’s StickSpike the Hedgehog who lost his prickles**Traditional Tale:** Little Red HenGoldilocks & the 3 bears**Alternative:**Goldilocks and just the one bear | Matching sounds to picturesFormation of soundsLabelling with initial soundsSounds make wordsBlending to read CVC**ICT - Software**\* Phonics Play | Co-ordinating point and countComparing groupsMore/Less/SameNumber recognitionNumber formationShape Recognition 2d**ICT – Software**\* Splat | Expressing Feelings\* Feelings Vocab\* Find solutions to conflicts and rivalries, suggesting other ideas | \* Who, where, when, questions – busy pictures (You Choose books)\* I wonder why\* Sequencing vocab | \* Talking about changes in the environment\* Draw information from a simple map\*Comment on images of familiar situations in the past\* Describe what they can see, hear and feel whilst outside\* Understand the effect of changing seasons on the natural world around them\* Use all their senses in hands on exploration of natural materialsHarvest Festival | Using shapes to represent simple imagesColour mixingChoosing appropriate resources, types of glue etcNatural materials for ArtDiscuss different materials/propertiesListen with increased attention to soundsSing in a group or on their own, increasingly matching the pitch and following the melody**ICT** – Using devices to create music, experiment with changing sounds\* Everyone can create | Develop upper body strength in armsBall SkillsSkip, hop, stand on one leg and hold a pose for a game like musical statuesUse large muscle movements to wave flags or streamers |
| Aut 2 | **NIGHT & DAY -** We will explore\* The World at Night\* Bedtime\* Daytime/Night time Routines\* Nocturnal Animals\* People who help us at night | Bedtime for MonstersHow to find a fruit bat**Traditional Tales:**Princess & the Pea | Segmenting with magnetic letters Blending to readSegmenting to write | Images as numbersSubitising to 5 Number orderMissing numbersCompare weight (vocab)Repeating patterns**ICT – Software**\* Crickweb | Respectful Relationships\* Listening & Kindness\* Sharing/Co-operation\* How can I be helpful?\* Remember rules without needing an adult to remind them\* Develop appropriate ways of being assertive\* Talk with others to solve conflicts**ICT – Internet Safety**\* Knowing how to deal with upsetting images | \* Articulate my ideas\* Verbal sentence building\* Listening & Recall | \* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps\* Recognise some environments are different to the one in which they live\* Talk about the differences between materials and changes they notice | Developing techniques to join materialsTool safetyExplore one handed toolsMusic AppreciationRecognising InstrumentsFeelings listening to music/ images created. Lullaby (Brahms)Starry Night – Van GoghSing the melodic shape of familiar songs | \* Match their developing physical skills to tasks and activities in the setting\* Safe use of tools\* Knives/Forks\* Pencil control/Scissors\* Hammers/Saws |
| **CHRISTMAS IS COMING** - We will explore\* The Story of Christmas\* Christmas Traditions around the world | \* Nativity Story\* Aliens love Panta Claus**Traditional Tales:**The Gingerbread Man**Alternatives:**The Gingerbread Man 2 – What happened later | Words make sentences(2 word/3 word)Phonetically creating more complex words Simple punctuationLabelling workSimple list writing  | Combining groupsCreating simple number sentencesMathematical Language for addition  | \* Increasingly follow rules and understand why they are important | \* Comparison vocab\* How, why, what questions\* Connecting ideas\* Extending thinking | \* Explore foods from around the world\* Recognise that people have different beliefs and celebrate special times in different ways | Solving problems when combining materialsSharing ideasTexturesExplore a variety of toolsTool safetyPlay instruments with increasing control to express their feelings and ideasRemember and sing entire songs |  |
| Spr 1 | **WINTER WONDERLAND -** We will explore\* Winter – Snow and Ice\* Artic/Antarctic Animals | Blue Penguin | CCVC/CVCC blendsSegmenting to writeTricky words | Compare length, weight, capacity(vocab) | Resilience/Perseverance\* Personal Achievement\* Reflect on work/play\* Mistakes are OK\* See themselves as a valued individual\* Build constructive and respectful relationships | \* Describing events in details | \* Observe natural processes\* Ice melting\* Understand the effect of changing seasons on the natural world around them\* Explore collections of materials with similar and/or different properties | Explore art in the natural worldExplore a variety of materials, tools and techniquesExperiment with designRespond to what they have heard, expressing their thoughts and feelingsSing the pitch of a tone sung by another person | Moving our bodies in different waysGroup Games following instructionsProgress towards a more fluent style of moving, with developing control and grace. |
| **ANIMALS AROUND THE WORLD -** We will explore\* Similarities and Differences in animals\* Wild, zoo animals, pets\* Vets | Oh No GeorgeGreedy ZebraThe Leopards DrumArrgghhh Spider | Focus on UppercaseDitty BooksList writing | Part Part WholeSubtraction | Identify Feelings\* Staying calm\* Why do we take turns\* Express their feelings and consider the feelings of others | \* Develop social phrases | Compare animal habitats\* Recognise some similarities and differences between life in this country and life in other countries\* Begin to understand the need to respect and care for the natural environment and all living things\* Understand the key features of the life cycles of a plant and an animal | Create their own songs, or improvise a song around one they knowIncreasingly be able to use and remember sequences and patterns of movement which are related to music and rhythmUse drawing to represent movementFind alternative solutions when joining materials | Throwing and catching large and small ballsConfidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group |
| Spr 2 | **LIFE ON THE FARM -** We will explore\* Spring – New Life\* Farmyard Animals\* Food from the Farm \* Healthy/Unhealthy Foods \* Rainbows and Reflections | What the ladybird heardErrol’s gardenI will not ever eat a tomatoFoolish Fox**Traditional Tales:**The Enormous turnipThree Little PigsThe Ugly Duckling **Alternatives:**Jack & the Jelly beanstalk | Hold a sentenceSpellings | Shape recognition 3d | Why do we have rules?\* Show resilience and perseverance in the face of challengeManaging my needs\* Hygiene\* Healthy Food Choices | \* Explore non-fiction and non-fiction vocab | Describe plants and animalsSeasonal changesExplore how farming has changedExplore and compare different landscapes\* Plant seeds and care for growing plants\* Know some similarities and differences between things in the past and now | Explore and engage in music making and dance, performing solo or in groupsRe-create famous artworkExperiment with artistic effectsBegin to create design sheets | Combine different movements with ease and fluencySafety when moving and landing from apparatus |
| **TRANSPORT -** We will explore\* Different types of Vehicles and their uses\* Ways to Travel\* Ways to move our bodies\* Staying Safe/Road Safety  \* Journeys | Naughty BusThe Train RideGrandad’s Island | Sentence structure with simple punctuation | Number sentencesMathematical symbolsaddition/subtractionOrdinal numbers | \* Dealing with challenges\* Identify and moderate their own feelings socially and emotionally | \* Talking about problems and how to work things out | \* Draw information from maps\* Explore different environments and vocab village/town/city/street\* Explore and talk about different forces they can feel | Develop exploration of musical instrumentsSing a range of well known nursery rhymes and songsUse a range of tools to create a model | Transporting equipment safelyRoad Safety gamesDevelop overall body strength, balance, co-ordination and agility |
| Sum 1  | **BUILD IT UP -** We will explore\* Brilliant buildings around the world\* Super Structures \* Construction & Materials | Iggy Peck – ArchitectWhat we’ll build**Traditional Tales:**3 Little PigsBilly Goats Gruff**Alternative:**The 3 little wolves and the big bad pig | Reading comprehension Focus on use of punctuationCapital lettersSpacesFull Stops | ConsolidateDoublesHalvingSharing | \* Talk about their feelings\* Gradually understand how others might be feeling | \* How things work\* Why did that happen?\* How can we solve it? | \* Continue developing positive attitudes about the differences between people\* Compare and contrast characters from stories including figures from the past | Use drawing to represent ideas like movement or noises | Health & Well BeingStaying SafeRevise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing |
| Sum 1 | **THE BIG WIDE WORLD -** We will explore\* Space\* Different Landscapes – mountains, rivers, deserts | One Blue PlanetHow to catch a starAstro GirlQ Pootle 5Under the same sky | Including describing words when writing | Counting in 2’s5’s and 10’s | \* How I feel compared to my peers\* Contrasting thoughts and ideas\* Managing needs**ICT**\* Understanding that strangers exist online | \* How things work\* Why did that happen?\* How can we solve it? | Compare environments to where we liveHow do we care for our natural world?Recognise some environments that are different to the one in which they live\* Understand the past through settings | Watch and talk about dance and performing art, expressing their feelings and responsesChoreograph own danceExperiment with colours and textures to create large artworkExplore transient artExplore the function of different materials | Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming**.** |
| Sum 2 | **SUMMERTIME -** We will explore\* Summer – Sun Safety\* Holidays/Where in the World\* Coast & Country \* Under the Sea | When the sun goes homeThe butterfly bouquet Surprising SharksWelcome to the rock pool | Independent writing using all phonic knowledgeSimple connectives | Number bonds | \* Think about the perspective of others\* Staying safe | \* Can you remember?\* Talk about change | Special places in the communityKnow some similarities and differences between the natural world around them and contrasting environments.Understand the effect of changing seasons on the natural world around them | Develop understanding of materials (Sim/Diff)Begin to explain the process they have used to create a model  | Sports Days Skills |
| **MACHINES/TECHNOLOGY -** We will explore\* Marvellous machines and how they help us \* Different types of technology and its uses\* Safety online | No-bot RobotChicken ClickingWhen Charlie McButton lost powerMachine Poems | Beebot Word MatWriting a set of instructions for Beebot (up/down/left/right/turn | Exploring adding machines and calculators | \* Explore - What would happen if we had no power | \* Explore types of communication  | \* Technology around the world\* Machinery around the world\* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.\* Explore how things work | Use technology to record music/danceSing a large repertoire of songs | \* Explore exercise equipment |
| **MOVING ON** – We will explore\* Transition into Year 1\* Celebrating Success**\*** Dealing with changes | Say Goodbye, Say HelloOh the places you’ll go | Independent writing using all phonic knowledgeSimple connectives | Odds and EvensMathematical language to explain own knowledge | \* Dealing with change and transition\* Manage their own needs | \*Talk about healthy and unhealthy bodies \* How have I changed?\* Talk about feelings and changes. | Understand the past through historical events | Perform songs, rhymes, poems and stories with others, and where appropriate try to move in time with music | Team gamesConsolidate skills |

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