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 |
| Aut  1 | **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 Hill  Bog Baby  Hello friend  The Girl with a parrot on her head  **Traditional Tales:**  Little Red Riding Hood  **Alternative:**  Honestly Red Riding Hood was rotten | Dough Disco  Squiggle whilst you wiggle  Recognising rhyme  Hearing Initial Sounds  Recognition of sounds (lower/upper) | Reciting numbers forwards  Reciting numbers backwards  Moving objects to count  Positional language | I am a valuable individual  \* Getting to know me  \* My Family  \* Likes & Dislikes  \* My Interests  Develop their sense of responsibility and membership of a community  Be more outgoing with unfamiliar people  Show 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 different  Begin 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 drawing  Transient Art  Joining different materials  Singing in a group  Following a melody  Learn rhymes, poems and songs  **ICT - Hardware**  \* Using the interactive board to make marks | Fine motor skills Development  \* Funky Fingers  \* Fastening shoes/coats/zips  buttons/onesies  Balancing skills  Go 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 squabble  Stanley’s Stick  Spike the Hedgehog who lost his prickles  **Traditional Tale:** Little Red Hen  Goldilocks & the 3 bears  **Alternative:**  Goldilocks and just the one bear | Matching sounds to pictures  Formation of sounds  Labelling with initial sounds  Sounds make words  Blending to read CVC  **ICT - Software**  \* Phonics Play | Co-ordinating point and count  Comparing groups  More/Less/Same  Number recognition  Number formation  Shape 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 materials  Harvest Festival | Using shapes to represent simple images  Colour mixing  Choosing appropriate resources, types of glue etc  Natural materials for Art  Discuss different materials/properties  Listen with increased attention to sounds  Sing 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 arms  Ball Skills  Skip, hop, stand on one leg and hold a pose for a game like musical statues  Use 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 Monsters  How to find a fruit bat  **Traditional Tales:**  Princess & the Pea | Segmenting with magnetic letters Blending to read  Segmenting to write | Images as numbers  Subitising to 5 Number order  Missing numbers  Compare 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 materials  Tool safety  Explore one handed tools  Music Appreciation  Recognising Instruments  Feelings listening to music/ images created. Lullaby (Brahms)Starry Night – Van Gogh  Sing 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 punctuation  Labelling work  Simple list writing | Combining groups  Creating simple number sentences  Mathematical 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 materials  Sharing ideas  Textures  Explore a variety of tools  Tool safety  Play instruments with increasing control to express their feelings and ideas  Remember and sing entire songs |  |
| Spr  1 | **WINTER WONDERLAND -** We will explore  \* Winter – Snow and Ice  \* Artic/Antarctic Animals | Blue Penguin | CCVC/CVCC blends  Segmenting to write  Tricky 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 world  Explore a variety of materials, tools and techniques  Experiment with design  Respond to what they have heard, expressing their thoughts and feelings  Sing the pitch of a tone sung by another person | Moving our bodies in different ways  Group Games following instructions  Progress 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 George  Greedy Zebra  The Leopards Drum  Arrgghhh Spider | Focus on Uppercase  Ditty Books  List writing | Part Part Whole  Subtraction | 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 know  Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm  Use drawing to represent movement  Find alternative solutions when joining materials | Throwing and catching large and small balls  Confidently 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 heard  Errol’s garden  I will not ever eat a tomato  Foolish Fox  **Traditional Tales:**  The Enormous turnip  Three Little Pigs  The Ugly Duckling  **Alternatives:**  Jack & the Jelly beanstalk | Hold a sentence  Spellings | Shape recognition 3d | Why do we have rules?  \* Show resilience and perseverance in the face of challenge  Managing my needs  \* Hygiene  \* Healthy Food Choices | \* Explore non-fiction and non-fiction vocab | Describe plants and animals  Seasonal changes  Explore how farming has changed  Explore 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 groups  Re-create famous artwork  Experiment with artistic effects  Begin to create design sheets | Combine different movements with ease and fluency  Safety 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 Bus  The Train Ride  Grandad’s Island | Sentence structure with simple punctuation | Number sentences  Mathematical symbols  addition/subtraction  Ordinal 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 instruments  Sing a range of well known nursery rhymes and songs  Use a range of tools to create a model | Transporting equipment safely  Road Safety games  Develop 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 – Architect  What we’ll build  **Traditional Tales:**  3 Little Pigs  Billy Goats Gruff  **Alternative:**  The 3 little wolves and the big bad pig | Reading comprehension Focus on use of punctuation  Capital letters  Spaces  Full Stops | Consolidate  Doubles  Halving  Sharing | \* 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 Being  Staying Safe  Revise 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 Planet  How to catch a star  Astro Girl  Q Pootle 5  Under the same sky | Including describing words when writing | Counting in 2’s  5’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 live  How 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 responses  Choreograph own dance  Experiment with colours and textures to create large artwork  Explore transient art  Explore 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 home  The butterfly bouquet  Surprising Sharks  Welcome to the rock pool | Independent writing using all phonic knowledge  Simple connectives | Number bonds | \* Think about the perspective of others  \* Staying safe | \* Can you remember?  \* Talk about change | Special places in the community  Know 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 Robot  Chicken Clicking  When Charlie McButton lost power  Machine Poems | Beebot Word Mat  Writing 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/dance  Sing 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 Hello  Oh the places you’ll go | Independent writing using all phonic knowledge  Simple connectives | Odds and Evens  Mathematical 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 games  Consolidate skills |

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