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

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		(RWI Phonics)	MATHS	PSED (PSHE)	C&L	UW (Geography/History/Science/ RE)	EXP ART & DESIGN (Art/DT/Music)	PHYSICAL DEVELOPMENT
will explore Who hel Doctors Police Lolly pop my house caring will explore	nam ps us in school and nurses Squi Dou people vho help us y	me. nky fingers Jiggle whilst you wiggle,	Numbers that are significant, Birthday numbers, Days of significance 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.	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. Help to find solutions to conflicts and rivalries.	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. Develop their communication, Explore plurals and some past tense Knows some stories, can talk about familiar books and tell a long story.	Begin to make sense of their own life story and family history. Show interest in different occupations.	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. Use large muscle movements to wave flags and streamers, paint and make marks.
we will explo Bedtime Bedtime Supper t Bedtime Supper t Bedtime What mi night time	re cond routines teddies time/breakfast stories ight we see at ne		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	Encourage the use of words to extend sentences/sentence building	Talk about what they can see, using wide vocabulary. Use all their senses in hands- on exploration of natural materials.	Develop own ideas and then decide which materials to use to express them. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Encourage a comfortable grip and explore pincer grip techniques Make healthy choices about food, drink, activity and toothbrushing. Eating independently, Funky fingers 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.
ve will explo ory • Christma ring • Sharing 8	re awa as Story Sup & Caring Enco	areness. oport and suggest rhyme. courage early letter	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 tool Choose the right resources to carry out their plan
Snowflakes helt & Keeping - Colours i • Colours i • Colours i • Rainy Da • Wellies & • What ha	re wor of the rainbow Reco in nature sam ays & Raincoats ppens in Spring EEKS	rd. cognise words with the ne initial sound.	Links numerals and amounts. Compare quantities using language 'more than' ' fewer than'. 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.	Sings a repertoire of songs Explore why questions	Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Listen with increasing attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises. Explore colour mixing Predicting colours	Skip. Hop, stand on one leg, pose for games (P,E) increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme.
	AYfWe willPEOPLE WHO will exploregWho helly life andDoctorso my house caringPeople v everydayHarvestCultures WeeMN - We willGOODNIGHT, We will explore ens to the other natural poloursDMING – We tory aringCHRISTMAS IS We will explore ensite time of the start of the other natural poloursDMING – We tory aringCHRISTMAS IS We will explore ensite time of the start of the other natural poloursDMING – We tory aringCHRISTMAS IS We will explore ensite time of the start of the other natural of the start of the other natural poloursDMING – We tory aringCHRISTMAS IS We will explore end tory end tory end toryMPUDDLES AND We will explore end tory aringSnowflakes melt l & KeepingCULTURES W	AYEAR BWe willPEOPLE WHO HELP US – We will exploreWr nar nar squgWho helps us in schoolDoctors and nursesy life andDoctors and nursesSqun my house caringPeople who help us everydayDoHarvestCultures Week – HarvestUn We will exploreMN - We willGOODNIGHT, SLEEP TIGHT – We will exploreUn cor sourceMN - We willGOODNIGHT, SLEEP TIGHT – We will exploreUn cor or sourceMN - We willGOODNIGHT, SLEEP TIGHT – We will exploreUn cor or sourceMN - We willBedtime routinesUn cor or sourceMN - We willCURISTMAS IS COMING – We will exploreDe aw sourceMING – We tory aringCHRISTMAS IS COMING – We will exploreDe aw sourceMING – We tory aringCHRISTMAS IS COMING – We will exploreDe aw sourceMing – We tory aringCHRISTMAS IS COMING – We will exploreDe aw sourceNPUDDLES AND RAINBOWS we will exploreCo wo wo sonwflakesColours of the rainbow sor sonwflakesNPUDDLES & Rain Days wellies & Raincoats wellies & Raincoats what happens in SpringCo wo wo	A YEAR B (RWI Phonics) We will PEOPLE WHO HELP US – We will explore Write some or all of their name. g Who helps us in school Doctors and nurses Funky fingers 9 Doctors and nurses Funky fingers Squiggle whilst you wiggle, Dough disco 1 Lolly pop people People who help us everyday Dough disco Harvest Cultures Week – Harvest Understanding the five key concepts about print. MN - We will GOODNIGHT, SLEEP TIGHT – We will explore Understanding the five key concepts about print. ens to the Bedtime teddies Supper time/breakfast Bedtime stories 9 Uburs What might we see at night time Developing their phonological awareness. 9 Umortance of sleep Christmas Story Support and suggest rhyme. 9 Gift Giving Colours of the rainbow Colours of the rainbow 9 Snowflakes Rainy Days Count and clap syllables in a word. 9 Wellies & Raincoats Wellies & Raincoats Word. 9 Wellies & Raincoats What happens in Spring Count and clap syllables in a word.	PICS A CORE TOPICS YEAR B LITERACY (RWI Phonics) MATHS We will g g y life and ville and ville and ville and vinto helps us in school ville and vinto helps us in school vinto more schifting vinto describe a sequence of events, real or fiction, using words such as, first, then. Numbers that are significant, Begin to describe a sequence of events, real or fiction, using words such as, first, then. MN - We will store in a to the vinto ther natural blours GOODINIGHT, SLEEP TIGHT – We will explore vinter in reached vinto mino rode 12,23,45. Extend ABAB patterns. Notice and correct an error in pattern. Recites numbers past 5 Say one number for each item in order 12,3,45. Extend ABAB patterns. Notice and correct an error in pattern. MING - We vint explore vintor aring CHRISTMAS IS COMING – ve will explore vintor sharing & Caring vintor sharing & Caring vintor v	PPCS A CORE TOPICS VEAR B LITERACY (RWI Phonics) MATHS PSED (PSHE) We will will explore g y life and impose caring PEOPLE WHO HELP US – We With some or all of their name. Numbers that are significant, Birthday numbers, Days of significance • Lolly pop paople • Very av Write some or all of their name. Numbers that are significant, Begin to describe a sequence of events, real of fiction, then. Begins to understand how word sile, happy, sad, angry, and worried. Harvest Cultures Week – Harvest Understanding the five key everyday Recites numbers past 5 Say one number for each Item in order 12,3,4,5. Notice and correct an error in pattern. Play with one or more other children, extending and elaborating play ideas. MMI – We will store and the store point CHRISTIMAS IS COMING – We will explore • Christmas story • Sharing & Caring • Gift Giving Developing their phonological awarenes. 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? MW PUDDLES AND RAINBOWS We will explore • Colours of the rainbow each with explore • Colours in narue • * Now that helas trumerals. What happers in Spring • * Colours in narue • * Rainy Days Count and clap syllables in a word. Shows finger numbers up to 5. Knows that the last number scaled when counting a small set of objects tell you how many there are in total- cardinal principle. Select and use activities and	A YEAR B (RWI Phonics) (PSHF) We will g g g g he withou HEU DE - We big g g he withou Hegs us in school - Doctors and nuces - Point - Tolky papepale - I toly toly papepale - I toly papepale - I toly papepale - I toly	PICS A COBS TOPICS YEAR B UTERACY (RWI Planks) UTERACY (RWI Planks) MATHS PSUE C&L (UW) (equipy/history/Clence/ B) We will we will we will we will the colore protocols PEOPLE WHO HEEP US- We will ecolore protocols With Earning convertations with the source of all of their protocols Numbers that are significant, brows of significant, brows of significant, brows of significant, the who help us in school policits without conting- subtiling subtiling Starting convertations with the source of all of their protocols Starting convertations with the source of all of their protocols Starting convertations with the source of all of their protocols Starting convertations of events, real of fiction, using words such as, first, then. Starting convertations words like, happy, sad, agry, all worling words like, happy, sad, agry, all worling wo	MA CORE FORCE LIFEMATY MAHES PSD Column Column LIFEMATY LIFEMATY <thlifematy< th=""> <thlifematy< th=""> <thlifem< td=""></thlifem<></thlifematy<></thlifematy<>

Spring 2	 PERFECT PETS – We will explore Pets and other animals Vets Animals that help us How to look after our pets 	 FANTASTIC FARM - We will explore What is happening at the farm today? Farm foods Farm animals Growing and planting Farm machinery 	Engage in extended conversations about stories, learning new vocabulary. Uses some of their print and letter knowledge in their early writing.	Select shapes appropriately: flat surfaces for buildings, a triangular prism for roof. Combine shapes to make new ones. Describe a familiar route Bus numbers Discuss routes and locations, using words like in front and behind.	Develop ways of being assertive. Healthy and unhealthy foods Following rules, understanding why they are important.	Explore rhyme Using a wider range of vocabulary.	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 how things work. Explore and talk about different forces they can feel,	Create closed shapes with continuous lines, and begin to use these shapes to represent objects Develop complex stories using small world equipment.	Create their own movements linked to the way animals move. Match developing physical skills to tasks and activities in the setting
Summer 1	CASTLES AND DRAGONS – We will explore Princesses Knights Dragons Castles Cultures week - Customs and traditions	WHEELS, WINGS AND ALL MOVING THINGS We will explore • Things that move • Vehicles • How will we get there? Cultures - Celebrating differences	Begins to make some recognisable letter shapes when attempting to write Talking about what they have drawn/wrote.	Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D and 3D shapes. Using informal and mathematical language (sides, corners etc).	Develop their sense of responsibility and membership of community. Show more confidence in new social situations.	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. Use talk to organise their play.	Continue to develop positive attitudes about the differences between people.	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.
Summer 2	 FUN IN THE SUN - We will explore Sunshine and shadows Holiday fun, sun safety Seaside and sandcastles 	BEAUTIFUL BUGS AND DANGEROUS DINOSAURS – We will explore Comparing dinosaurs Digging for bones Dinosaur eggs Dinosaur footprints Minibeasts	Picture books. Using technology at school, interactive board for mark making, IPAD games.	Solve real world mathematical problems with numbers up to 5. Talk about and identifies the patterns around them (stipes on clothes).	Becoming more outgoing with unfamiliar people in a safe context.	Understands instructions that has two parts. Attempting to pay attention to more than one thing at a time.	Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work.	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. Play instruments with increasing control to express their feelings and ideas.	Continue to develop their movement, balancing, riding and ball skills. Choosing the right resources to carry out their own plan.

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