

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

	CORE TOPICS YEAR A	CORE TOPICS YEAR B	LITERACY (RWI Phonics)	MATHS	PSED (PSHE)	C&L	UW (Geography/History/Science/ RE)	EXP ART & DESIGN (Art/DT/Music)	PHYSICAL DEVELOPMENT
Autumn 1	<p><b>I AM GROWING</b> - We will explore</p> <ul style="list-style-type: none"> <li>I am growing</li> <li>People in my life and community</li> <li>My Feelings</li> <li>Who lives in my house</li> <li>Sharing and caring</li> </ul>	<p><b>PEOPLE WHO HELP US</b> – We will explore</p> <ul style="list-style-type: none"> <li>Who helps us in school</li> <li>Doctors and nurses</li> <li>Police</li> <li>Lolly pop people</li> <li>People who help us everyday</li> </ul>	<p>Write some or all of their name. Funky fingers Squiggle whilst you wiggle, Dough disco</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Begin to make sense of their own life story and family history. Show interest in different occupations.</p>	<p>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</p>	<p>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.</p>
	Cultures Week – Harvest	Cultures Week – Harvest							
Autumn 2	<p><b>AWESOME AUTUMN</b> - We will explore</p> <ul style="list-style-type: none"> <li>Windy days</li> <li>What happens to the trees</li> <li>Leaves and other natural resources</li> <li>Autumnal colours</li> </ul>	<p><b>GOODNIGHT, SLEEP TIGHT</b> – We will explore</p> <ul style="list-style-type: none"> <li>Bedtime routines</li> <li>Bedtime teddies</li> <li>Supper time/breakfast</li> <li>Bedtime stories</li> <li>What might we see at night time</li> <li>Importance of sleep</li> </ul>	<p>Understanding the five key concepts about print.</p>	<p>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.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Routines</p>	<p>Encourage the use of words to extend sentences/sentence building .</p>	<p>Talk about what they can see, using wide vocabulary. Use all their senses in hands-on exploration of natural materials.</p>	<p>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.</p>	<p>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.</p>
	<p><b>CHRISTMAS IS COMING</b> – We will explore</p> <ul style="list-style-type: none"> <li>Christmas Story</li> <li>Sharing &amp; Caring</li> <li>Gift Giving</li> </ul>	<p><b>CHRISTMAS IS COMING</b> – We will explore</p> <ul style="list-style-type: none"> <li>Christmas Story</li> <li>Sharing &amp; Caring</li> <li>Gift Giving</li> </ul>	<p>Developing their phonological awareness. Support and suggest rhyme. Encourage early letter formation</p>	<p>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.</p>	<p>How do we show that we care?  Begin to understand how others might be feeling.</p>	<p>Using longer sentences of four to six words</p>	<p>Continue to develop positive attitudes about the differences between people</p>	<p>Join different materials and explore different textures.</p>	<p>Using one handed tool Choose the right resources to carry out their plan</p>
Spring 1	<p><b>FUN IN THE SNOW</b> We will explore</p> <ul style="list-style-type: none"> <li>Snow &amp; Ice</li> <li>Snowmen &amp; Snowflakes</li> <li>How things melt</li> <li>Feeling Cold &amp; Keeping Warm</li> </ul>	<p><b>PUDDLES AND RAINBOWS</b> We will explore</p> <ul style="list-style-type: none"> <li>Colours of the rainbow</li> <li>Colours in nature</li> <li>Rainy Days</li> <li>Wellies &amp; Raincoats</li> <li>What happens in Spring</li> </ul>	<p>Count and clap syllables in a word. Recognise words with the same initial sound.</p>	<p>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.</p>	<p>Select and use activities and resources with help when needed.</p>	<p>Sings a repertoire of songs Explore why questions</p>	<p>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</p>	<p>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</p>	<p>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.</p>
	CULTURES WEEKS –	CULTURES WEEKS Chinese New Year							

Spring 2	<p><b>PERFECT PETS –</b> We will explore</p> <ul style="list-style-type: none"> <li>• Pets and other animals</li> <li>• Vets</li> <li>• Animals that help us</li> <li>• How to look after our pets</li> </ul>	<p><b>FANTASTIC FARM -</b> We will explore</p> <ul style="list-style-type: none"> <li>• What is happening at the farm today?</li> <li>• Farm foods</li> <li>• Farm animals</li> <li>• Growing and planting</li> <li>• Farm machinery</li> </ul>	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	<p><b>CASTLES AND DRAGONS –</b> We will explore</p> <ul style="list-style-type: none"> <li>• Princesses</li> <li>• Knights</li> <li>• Dragons</li> <li>• Castles</li> </ul>	<p><b>WHEELS, WINGS AND ALL MOVING THINGS</b> We will explore</p> <ul style="list-style-type: none"> <li>• Things that move</li> <li>• Vehicles</li> <li>• How will we get there?</li> </ul>	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.
	Cultures week - Customs and traditions	Cultures - Celebrating differences							
Summer 2	<p><b>FUN IN THE SUN -</b> We will explore</p> <ul style="list-style-type: none"> <li>• Sunshine and shadows</li> <li>• Holiday fun, sun safety</li> <li>• Seaside and sandcastles</li> </ul>	<p><b>BEAUTIFUL BUGS AND DANGEROUS DINOSAURS –</b> We will explore</p> <ul style="list-style-type: none"> <li>• Comparing dinosaurs</li> <li>• Digging for bones</li> <li>• Dinosaur eggs</li> <li>• Dinosaur footprints</li> <li>• Minibeasts</li> </ul>	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.