


Reception
Skills and Knowledge Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Mantle of the Expert Prime Area Focus	Traditional Tales Story tellers Focus: Speaking and listening Focuses attention and two- way conversations. Follows instruction and understands routines.	Traditional Tales Christmas Story tellers Focus: Listening and responding to ideas. To use stories and narratives in play.	Dinosaur Island Palaeontologists Focus: Collaboration/Teamwork. To develop narratives and explanations.	Back in Storyland! Problem Solvers Focus: Begins to make links and connects learning experiences.	On the Farm! Animal Experts Focus: responds to what others say and respond with relevant comments. Boydell's Farm Visit	Dolphin Rescue Marine Biologists Focus: To express ideas effectively. Answering how and why questions. Takes account of what others say.
Skills What will I learn?	Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Engage in story times. Develop social phrases. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Talking about stories. Listening to stories. Listen to instructions and rules. Reading a simple story out loud. Talking about characters and comparing them with other characters. Acting out a story Singing songs.	Ask questions to find out more and to check they understand what has been said. Engage in story times. Develop social phrases. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Understanding feelings of characters. Sing songs and respond to music. Make cards and use folding and cutting skills with more precision. To play and talk about my playing. To listen to poetry and talk about poems.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in story times. Develop social phrases. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Make a fossil out of clay. Draw a map. To talk about my work. Make a musical instrument. Compare past and present. To work in a team and share my ideas. To explain what I have done and how I did it.	Engage in story times. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Talk about a painting. Make pancakes and sandwiches. Mix primary colours. How to build with different materials. How to design a house. To talk about my work and say if I like it. To talk about my past learning and what I did before.	Engage in story times. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use a computer keyboard. Use a mouse. Program a bee bot.	Talks about the features of their own immediate environment and how environments might vary from one another (ELG). Makes observations of animals and plants and explains why some things occur and talk about changes (ELG). Recognises that a range of technology is used in places such as homes and schools (ELG). Selects and uses technology for particular purposes (ELG).

				To talk about what I have learnt since I started school.	To talk about animals to my friends and family. To talk about what I am learning and what I have learnt from my friends. To read a non-fiction book	
Knowledge What will I Learn about?	Where my new classroom is. Who is my new teacher and who helps me in school? Listening in my new school and walking around my school. Who teaches me at school? The titles of famous stories. Where stories come from Who writes stories? How I can talk to my friend. How I learn. How I can talk about my learning.	That stories and poems are different. How to plant a bean. How a bean grows. How a bean changes when it grows. The Christmas story. Why Christians celebrate Christmas.	What were the dinosaurs? Learn about an island. Past and present time. What are fossils? What is a skeleton? Why do animals have a skeleton? What is a musical instrument? Who are the people who work in our world?	Who was Vincent Van Gogh? Primary colours. How do we cook with ingredients? Healthy food. Different materials in our environment.	Computers and programming (Purple Mash). Beasts and plants in our world. What do animals eat? Why do we need to look after animals? Life cycles.	Knows about similarities and differences in relation to places, objects, materials and living things (ELG). Knows that other children don't always enjoy the same things, and is sensitive to this (ELG).
Personal Development PSHE SCARF	Looking after myself at school. Feeling confident at school. Feeling confident to talk at school. I can begin to talk about my feelings at school. Looking after my friends Considering other people's opinions.	Me and My Relationships. Being My Best. Valuing differences. Rights and Responsibilities.	Capes of Success introduced. Keeping myself safe. Valuing Differences. Rights and Responsibilities.	Being my Best. Growing and Changing.	Growing and Changing. Rights and Responsibilities.	Valuing Differences. Keeping myself safe. Is confident to speak in a familiar group, will talk about their ideas, and will choose the resources he/she needs for their

	<p>Feeling good about my learning Feeling good about sharing my learning.</p>  <p>Discreet Teaching in 5-10 minute sessions throughout the weeks:</p> <ul style="list-style-type: none"> • BFIS Classroom Rules • Fantastic Walking • Listening - SLANT • Owl Code <p>Visual Behaviour Cards. Me and My Relationships.</p>					<p>chosen activities (ELG). Talks about how they and others show feelings, talks about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable (ELG). Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children (ELG). Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe (ELG). Manages their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG).</p>
Reading	<p>To sound out letters. To talk about a story. To turn the pages of a book by myself.</p>	<p>To begin to blend cvc words. To read up to 15 Tricky words.</p>	<p>To blend cvc words and blend words with some diagraphs with help.</p>	<p>To blend any cvc words independently. To blend with some diagraphs independently.</p>	<p>To read up to 45 Tricky words. To blend with more complex</p>	<p>Reads and understands simple sentences (ELG).</p>

	To begin to read some Tricky Words independently.	To begin to read a simple sentence using words and sounds with help. To talk about characters in the story.	To read up to 25 Tricky Words. To begin to read simple sentences independently. To predict what happens in a story.	To read up to 35 Tricky Words. To read sentences using words learnt and sounds learnt. To talk about the beginning, middle and end of a story.	digraphs and trigraphs. To read with increased fluency and accuracy.	<p>Uses phonic knowledge to decode regular words and reads them aloud accurately (ELG).</p> <p>Reads some common irregular words (ELG).</p> <p>Demonstrates understanding when talking with others about what they have read (ELG).</p>
Writing Writing Checklist to be used in class from the beginning of the Spring Term	Hold a crayon, chalk and tools correctly. To manipulate drawing and writing materials. To begin to make marks and talk about the marks that they have made. To hold a pencil correctly and make shapes and lines. To write their name with help.	To sit up straight in a chair and write letters alongside an adult. To begin to form letters correctly. To write some cvc words. To begin to copy a simple sentence.	To begin to write some high frequency words. To begin to form their own sentences using phonics.	To write labels and captions. To write the perfect sentence and read it back. To use finger spaces, full stops and correct letter formation. To write some high frequency words independently.	To write all letters correctly and independently. To begin to write a short narrative.	<p>Writes some irregular common words (ELG).</p> <p>Writes simple sentences which can be read by themselves and others (ELG).</p> <p>Spells some words correctly and others are phonetically plausible (ELG).</p>
Maths Mastery	Early Mathematical Experiences Classifying objects based on one attribute. Matching equal and unequal sets Comparing objects and sets Ordering objects and sets. Pattern and early Number	Measures Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and sorting Describe, and sort 3-D shapes Describe position accurately.	Numbers within 10 Count up to 10 objects. Represent, order and explore numbers to ten One	Grouping and sharing Counting and sharing in equal groups. Grouping into 5's and 10's. Relationship between grouping and sharing. Numbers within 20 Count up to 10 objects Represent, order and	Shape and Pattern Describe and sort 2-D and 3- D shapes. Recognise, complete and create patterns. Addition and Subtraction within 20	Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures

	<p>Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting.</p> <p>Numbers within 6</p> <p>Count up to six objects.</p> <p>One more or one fewer.</p> <p>Order numbers 1 – 6</p> <p>Conservation of numbers within six.</p> <p>Addition and subtraction within 6</p> <p>Explore zero. Explore addition and subtraction.</p>	<p>Calendar and time</p> <p>Days of the week, seasons. Sequence daily events.</p>	<p>more or fewer, one greater or less.</p> <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away.</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations</p> <p>Order and explore numbers to 15</p> <p>One more or fewer</p>	<p>explore numbers to 15</p> <p>One more or fewer.</p> <p>Doubling and Halving</p> <p>Doubling and halving</p> <p>Relationship between</p>	<p>Commutativity</p> <p>Explore addition and subtraction.</p> <p>Compare two amounts.</p> <p>Relationship between doubling and halving.</p> <p>Money</p> <p>Coin recognition and values.</p> <p>Combinations to total 20p.</p> <p>Change from 10p.</p> <p>Measures</p> <p>Describe capacities.</p> <p>Compare volumes.</p> <p>Compare weights.</p> <p>Estimate, compare and order lengths.</p>	<p>knowledge. Count forwards and backwards.</p> <p>Numbers beyond 20</p> <p>One more one less.</p> <p>Estimate and count.</p> <p>Grouping and sharing.</p> <p>Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number (ELG).</p> <p>Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG).</p> <p>Solves problems, including doubling, halving and sharing (ELG).</p>
<p>Expressive Arts and Design/Art</p> <p>Van Gogh (drawing/ painting/</p>	<p><u>Colour</u></p> <p>Experiments with using primary colours.</p> <p>Begins to explore how colour can be changed.</p>	<p><u>Painting</u></p> <p>Experiment with tools and techniques.</p> <p>Make marks and give meaning to marks.</p>	<p><u>Drawing</u></p> <p>Begin to explore drawing tools (chalk, pencils, pens, crayons).</p> <p>Makes marks and gives meaning to marks.</p>	<p><u>Collage</u></p> <p>Select materials.</p> <p>Explore cutting and sticking different materials.</p>	<p><u>Printing</u></p> <p>Print with different materials.</p> <p>Begin to create and recognise patterns.</p>	<p><u>Sculpture</u></p> <p>Handle, feel and enjoy manipulating materials.</p> <p>Begin to shape and model materials.</p>

<p>colour) Piet Mondrian (colour/ printing) Michelle Reader (sculpture)</p>	<p>Uses a range of tools to make coloured marks on paper.</p>		<p>Starts to draw shapes with some control.</p>			<p>Experiment with tools. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p>
<p>Music Charanga</p>	<p>Listening and responding to different styles of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p>	<p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p> <p>Share and perform the learning that has taken place.</p>	<p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Singing and learning to play instruments within a song</p>	<p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Singing and learning to play instruments within a song.</p> <p>Share and perform the learning that has taken place.</p>	<p>Listening and appraising Funk music.</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.</p>	<p>Listen and Appraise.</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Sing and revisit nursery rhymes and action songs.</p> <p>Play instruments within the song.</p> <p>Improvisation using voices and instruments.</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place.</p> <p>Sings songs, makes music and dances, and experiments with ways of changing them (ELG).</p>

Religious Education	<p>Ourselves and relationships with Others. Talking about children that are different to us. Harvest</p> <p>Using Non-Fiction books school resources box. Using Espresso Foundation Stage resources called 'Celebrations PSED.' Focus on the sections relating to Chinese New Year</p>	<p>Hannukah, Diwali and Christmas. Christmas Nativity performance for parents Make Rangoli patters and colour pictures.</p> <p>The Easter stor.y Using Espresso Foundation Stage resources called 'Celebrations PSED.' Focus on the sections relating to Easter</p>	<p>Chinese New Year Eat Chinese Food Play Chinese music Make Chinese envelopes Paint Chinese Dragons</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.' Focus on the sections relating to Holi</p>	<p>Mothering Sunday Lent Easter Make Mother's Day cards Easter cards What is Lent?</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.' Focus on the sections relating to Holi</p>	<p>Celebrations and Traditions Holi</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.' Focus on the sections relating to Eid</p>	<p>Ramadan and Eid Mehndi Cooking food and sharing food Is there a link with another Faith? Are Faiths the same? Why? Why not?</p> <p>Knows about similarities and differences between themselves and others, and among families, communities and traditions (ELG).</p>
Physical Development	<p>Holding and handling tools safely. Moving in spaces. Moving our body in different ways. Jumping and landing. Moving to music.</p>	<p>Balancing and moving. Moving on different points. Moving on balancing equipment. Moving equipment safely.</p>	<p>Moving over around and under equipment.</p> <p>Making a simple sequence.</p>	<p>Throwing and catching equipment. Bouncing and catching balls shooting at a target.</p>	<p>Group games and working in a sports team.</p>	<p>Sports Day and competitive games.</p> <p>Shows good control and co-ordination in large and small movements (ELG). Moves confidently in a range of ways, safely negotiating space (ELG). Handles equipment and tools effectively, including pencils for writing (ELG).</p>

