

Reception Skills and Knowledge Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic Mantle of the Expert Prime Area Focus</p>	<p>Traditional Tales Story tellers Focus: Speaking and listening Focuses attention and two- way conversations Follows instruction and understands routines</p>	<p>Traditional Tales/Elves and the Shoemaker Christmas Story tellers Focus: Listening and responding to ideas To use stories and narratives in play</p>	<p>Dinosaur Island Palaeontologists Focus: Collaboration/Team work To develop narratives and explanations</p>	<p>Back in storyland! Problem Solvers Focus: Begins to make links and connects learning experiences</p>	<p>On the farm! Animal Experts Focus: responds to what others say and respond with relevant comments Boydell's Farm Visit</p>	<p>Dolphin Rescue Marine Biologists Focus: To express ideas effectively Answering how and why questions Takes account of what others say</p>
<p>Skills What will I learn?</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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 To talk about what I have learnt since I started school</p>	<p>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</p>	<p>Talks about the features of his/her 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)</p>

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

Considering others opinions
 Feeling good about my learning
 Feeling good about sharing my learning



Discreet Teaching in 5-10 minute sessions throughout the weeks

- BFIS Classroom Rules
- Fantastic Walking
- Listening - SLANT
- Owl Code

Visual Behaviour Cards

Me and My Relationships

he/she needs for his/her chosen activities (ELG)
 Talks about how he/she and others show feelings, talks about his/her 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 his/her own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)

Reading

To sound out letters
 To talk about a story
 To turn the pages of a book by myself
 To begin to read some Tricky Words independently

To begin to blend cvc words
 To read up to 15 Tricky words
 To begin to read a simple sentence using words and sounds with help
 To talk about characters in the story showing empathy

To blend cvc words and blend words with some diagraphs with help
 To read up to 25 Tricky Words
 To begin to read simple sentences independently
 To predict what happens in a story

To blend any cvc words independently
 To blend with some diagraphs independently
 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

To read up to 45 Tricky words
 To blend with more complex diagraphs and trigraphs
 To read with increased fluency and accuracy

Reads and understands simple sentences (ELG)
 Uses phonic knowledge to decode regular words and reads them aloud accurately (ELG)
 Reads some common irregular words (ELG)

						Demonstrates understanding when talking with others about what they have read (ELG)
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	Writes some irregular common words (ELG) Writes simple sentences which can be read by himself/herself and others (ELG) Spells some words correctly and others are phonetically plausible (ELG)
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 Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting	Numbers within 6 Count up to six objects. One more or one fewer. Order numbers 1 – 6 Conservation of numbers within six Addition and subtraction within 6 Explore zero. Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 3-D shapes Describe position accurately Calendar and time Days of the week, seasons. Sequence daily events	Numbers within 10 Count up to 10 objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different	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 explore numbers to 15 One more or fewer Doubling and Halving Doubling and halving Relationship between	Shape and Pattern Describe and sort 2-D and 3- D shapes Recognise, complete and create patterns Addition and Subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Money Coin recognition and values Combinations to total 20p Change from 10p Measures Describe capacities Compare volumes Compare weights	Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers beyond 20 One more one less Estimate and count Grouping and sharing Counts reliably with numbers from 1 to 20, places them in order and says which number is one more

			representations Order and explore numbers to 15 One more or fewer		Estimate, compare and order lengths	<p>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/ colour) Michelle Reader (sculpture)</p>	<p><u>Colour</u> Experiments with using primary colours. · Begins to explore how colour can be changed. · Uses a range of tools to make coloured marks on paper</p>	<p><u>Painting</u> Experiment with tools and techniques · Make marks and give meaning to marks</p> <p>Piet Mondrian (colour/ printing)</p>	<p><u>Drawing</u> Begin to explore drawing tools (chalk, pencils, pens, crayons) · Makes marks and gives meaning to marks. · Starts to draw shapes with some control.</p>	<p><u>Collage</u> Select materials Explore cutting and sticking different materials</p>	<p><u>Printing</u> Print with different materials. · Begin to create and recognise patterns.</p>	<p><u>Sculpture</u> · Handle, feel and enjoy manipulating materials. · Begin to shape and model materials · 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</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>

					nursery rhymes and action songs	Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place Sings songs, makes music and dances, and experiments with ways of changing them (ELG)
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.'</p>	<p>Hannukah, Diwali and Christmas Christmas Nativity performance for parents Make Rangoli patters and colour pictures</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.'</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 Chinese New Year</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 Focus on the sections relating to Easter The Easter story</p>	<p>Celebrations and Traditions Holi</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.'</p>	<p>Ramadan and Eid Mendhi 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 himself/herself 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</p>

						<p>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>
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