


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</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>Listening, attention, understanding (ELG) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings</p>

				<p>To talk about my past learning and what I did before</p> <p>To talk about what I have learnt since I started school</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>about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
<p>Knowledge 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>That different people celebrate different things</p> <p>The environment I am learning in</p>	<p>What were the dinosaurs?</p> <p>Learn about an island</p> <p>That fiction and non-fiction books are different</p> <p>Past and present living</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>Similarities and differences between characters in stories</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 of a plant and butterfly</p> <p>Past and present farming</p>	<p>Past and present (ELG)</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>Personal Development 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>Considering others opinions</p> <p>Feeling good about my learning</p> <p>Feeling good about sharing my learning</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>Self-Reg (ELG)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give</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</p> <p>Me and My Relationships</p>					<p>focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing self (ELG) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships (ELG) Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>
<p>Reading</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>To read up to 45 Tricky words To blend with more complex diagraphs and trigraphs To read with increased fluency and accuracy</p>	<p>Comprehension (ELG) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading (ELG)</p>

						Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	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	Writing (ELG) Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others
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	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	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	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

		Days of the week, seasons. Sequence daily events	Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer		Change from 10p Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths	Number (ELG) Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns (ELG) Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Expressive Arts and Design/Art Van Gogh (drawing/ painting/ colour) Michelle Reader (sculpture)	Colour Experiments with using primary colours. · Begins to explore how colour can be changed. · Uses a range of tools to make coloured marks on paper	Painting Experiment with tools and techniques · Make marks and give meaning to marks Piet Mondrian (colour/ printing)	Drawing Begin to explore drawing tools (chalk, pencils, pens, crayons) · Makes marks and gives meaning to marks. · Starts to draw shapes with some control.	Collage Select materials Explore cutting and sticking different materials	Printing Print with different materials. · Begin to create and recognise patterns.	Sculpture · Handle, feel and enjoy manipulating materials. · Begin to shape and model materials · Experiment with tools Creating with materials (ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make

						use of props and materials when role playing characters in narratives and stories.
Music Charanga	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Share and perform the learning that has taken place	Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song	Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs	Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place Being Imaginative and Expressive (ELG) Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
Religious Education	Ourselves and relationships with	Hannukah, Diwali and Christmas	Chinese New Year Eat Chinese Food	Mothering Sunday Lent	Celebrations and Traditions	Ramadan and Eid Mendhi

	<p>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>Christmas Nativity performance for parents Make Rangoli patters and colour pictures</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.'</p>	<p>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>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>Holi</p> <p>Using Espresso Foundation Stage resources called 'Celebrations PSED.'</p>	<p>Cooking food and sharing food Is there a link with another Faith? Are Faiths the same? Why? Why not?</p> <p>People, culture, comm (ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>
<p>Physical Development</p>	<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 Gross Motor Skills (ELG) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine motor skills (ELG)</p>

						Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing
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This curriculum document includes the new Early Years Outcomes. This document is subject to change in the sense that new knowledge or skills could be added as the Mantle of the Expert teaching and learning develops throughout the year.