



## Overview – Reception Class skills map 2019-20

	Autumn Term		Spring Term		Summer Term	
Topic Theme	Who are we	Space	Our World	People	Great Outdoors	Let's Investigate
<b>Key themes, experiences and visits/visitors</b>	Explore the school Visit from Grandparents	Space workshop	Visitors with animals Walk in local area Visit to Tropical World	Visits from Fire Service, Police Ambulance Vet/ Nurse	Den Building workshop Seaside to School	Traditional Tales workshop
<b>PSED</b>	Class rules, different emotions, ways to communicate feelings positive/negative, sharing, being kind, helping yourself and others	Negotiating, communicating feelings, explaining choices, methods and reasoning. Speaking in complex sentences. Being kind, sharing.	Negotiating, communicating feelings, explaining choices, methods and reasoning. Speaking in complex sentences. Being kind, sharing. Working together towards a shared goal.	Negotiating, communicating feelings, explaining choices, methods and reasoning. Speaking in complex sentences. Being kind, sharing. Working together towards a shared goal.	Work co-operatively, taking turns independently. Listening to others ideas and how to organise the activity. Show sensitivity towards others. Confident to try new activities and learn through trial and error. Discuss personal feelings and how these inform behaviour. Deal with negative situations in a healthy manner and communicate to others their likes and dislikes.	
<b>Communication and Language</b>	Speaking in simple sentences, use of pronouns, plurals, developing vocabulary relating to family, homes and people	Beginning to speak in complex sentences, continue work on plurals, pronouns, direction, preposition. Vocabulary relating to movement, places, similarities and differences, imagination.	Vocabulary relating to places, animals, similarities and differences between environments. Consolidating speaking in complex sentences, continue work on plurals, pronouns, direction, and preposition.	Speaking in complex sentences more independently without prompting from an adult. Listen attentively in a range of situations. Developing 2 channelled attention. Can concentrate and sit quietly during appropriate activities.	Anticipate key events in stories and can follow without pictures or prompts. Respond to others in conversation.  Follow instructions involving several parts. Answer 'how' and 'why' questions about stories, events and their experiences.  Express themselves effectively. Talk by connecting ideas and events through complex sentences.	



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<p><b>Literacy</b> <b>Inc key texts</b></p>	<p>Phase 1 sound discrimination, environmental sounds, body percussion, and instrumental sounds Initial sounds Daily phonics teaching from Week 4 Tricky words reading Pencil grip Letter formation Fine &amp; gross motor Odd one out <b>Key Texts:</b> Topsy &amp; Time start school Harry and the dinosaurs go to school Nursery Rhymes</p>	<p>Fine &amp; Gross motor Letter formation Pencil grip Phase 1 alongside RWI phonics teaching of Set 1 Oral blending activities and daily practice.</p> <p><b>Key Texts</b> Whatever next Bob Man on the Moon Aliens love underpants</p>	<p>ARE children to move on to Set 2 sounds. Continue with blending. Reading and writing practise through RWI. Modelling of written simple sentences with punctuation. Chn to be practising and have opportunities in CP to practice writing words, captions and simple sentences.</p> <p><b>Key Texts</b> Polar bear, polar bear what can you hear? Brown bear, brown bear what can you see? Ronald the Rhino The Tiger Who Came to Tea</p>	<p>Continue with Set 2 sounds. Reading and writing practise through RWI and writing opportunities in CP. Adult directed activities to model sitting at a table to write. Modelling of written simple sentences with punctuation. Chn to be practising and have opportunities in CP to practice writing words, captions and simple sentences. Children begin to write sentences more independently and read more fluently.</p> <p><b>Key Texts</b> Non-Fiction relating to firefighters, police, ambulance, council workers, nurses etc.</p>	<p>Continue with RWI programme. ARE children to be reading purple/green books. Chn use their phonics knowledge to write simple sentences that are punctuated with a capital letter, full stops and finger spaces. They write for enjoyment and purpose. Spell some of the HFW correctly in their writing. Words are phonetically plausible and some are spelt correctly.</p> <p><b>Key Texts</b> TBC</p>	<p>Continue with RWI programme. ARE children to be reading purple/green books. Chn use their phonics knowledge to write simple sentences that are punctuated with a capital letter, full stops and finger spaces. They write for enjoyment and purpose. Spell some of the HFW correctly in their writing. Words are phonetically plausible and some are spelt correctly.</p> <p><b>Key Texts</b> TBC</p>
<p><b>Maths</b> <b>Maths Mastery approach</b></p>	<p>Baseline (3 weeks) principles of counting check, number/space/preposition recognition &amp; understanding.</p> <p>Number 1 (1 week) Another one (1 week) 2 (1 week) 1 week per number up to 5. First, Then, Now. 5 frames. Vocabulary development of addition and subtraction using sentence stems.</p>	<p>Recap on understanding, knowledge and skill of numbers up to 10 (1 week) including reasoning and problem solving.</p> <p>Numbers 11-15, one more, one less, ordering numbers, representing numbers using CPA method.</p>	<p>Numbers 15-20, one more, one less, ordering, writing, representing numbers using CPA methods. Reasoning and problem solving within this.</p> <p>Addition and subtraction with single digit numbers. Counting on and back from a given number.</p>			



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	<p>Repeating, identifying and creating patterns. Positional language and direction. Shape (2D &amp; 3D) as part of the space topic ongoing, child-initiated opportunities. What's the same, what's different.</p> <p>Vocabulary development of words relating to number, shape, space and measure.</p>		<p>Estimation, using curiosity cube and resources shared in WR twilights.</p> <p>Repeating, identifying and creating patterns.</p> <p>Length and height.</p> <p>Vocabulary development of words relating to number, shape, space and measure.</p>		<p>Doubling, halving and sharing practically.</p> <p>Capacity, time and money.</p> <p>Vocabulary development of words relating to number, shape, space and measure.</p>	
<b>Understanding the World</b>	<p>Family, relationships between family members, grandparents, siblings, parents, aunts, uncles. Change and decay. Autumn.</p>	<p>Places, events, celebrations. Begin to identify similarities and differences between places.</p>	<p>Similarities and differences between places and objects. Ways to care for the environment.</p>	<p>Respecting people and the environment. Make observations about roles and jobs.</p>	<p>Select technology for a particular purpose. Make observations about animals and plants.</p>	<p>Question things about nature, suggest ways that we can improve how we live and look after the world</p>
<b>Religious Education (Links to UTW)</b>	<p>Explore where we live. Talk about who lives there Talk about where do we belong? Explore what makes a home? - What is a special place? - What makes that place special? Look at why some places special for Christians and Muslims? Talk about what groups we belong to</p>		<p>Tell others about who and what is special to us Say what makes me special – Tell others who is special to me Learn which people are special in religions Explore which objects might we find a home and find out about why some objects more important than others. Learn and talk about how Christians remind themselves of God when they are at home Learn and talk about how Muslims remind themselves of God when they are at home</p>		<p>Tell others and write about what can we see in our wonderful world Use new vocabulary to explain what is beautiful about our world Tell others and write about how can we look after our world Tell others and write about how we can find signs of new life in Spring/Summer</p>	
<b>Expressive Arts and Design</b>	<p>Explore different ways of attaching materials. Paint mixing, colour making. Explore different tools to mark make. Practice cutting skills.</p>	<p>Use large construction and open-ended play materials. Creating narrative in play relating to stories. Building a bank of songs and musical instruments. Improve and develop cutting skills</p>	<p>Manipulate materials to create different effects and be able to talk about why and how. Construct with a purpose in mind and be able to give explanation. Use tools effectively and safely.</p>	<p>Create simple representations of people and events and talk or write about it. Represent own ideas through play, design and technology.</p>	<p>Use a variety of media and materials for different uses and purposes. Be able to talk and explain how and why these have been used. Confidently sing songs, perform and act out</p>	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</p>



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					narratives.	
<p><b>Physical Development</b></p> <p>Promoting independence with Health and Self-Care is ongoing. This includes: Dressing, going to the toilet independently and washing &amp; drying hands independently.</p>	<p>Developing core strength through yoga, crawling and work on tummy.</p> <p>Gross motor including ribbons, throwing, catching.</p> <p>Agility through games e.g. dodgeball.</p> <p>Fine motor activities, peg boards, cutting, dough disco.</p> <p>Balancing through yoga, balancing blocks in outdoor area.</p>	<p>Showing preference for a dominant hand. Travel with skill, negotiates space effectively through child-initiated and PE games.</p> <p>Forms recognisable letters, pencil grip is improving, pressure and control.</p> <p>Continue to work on gross motor skills and activities that aim to develop PSED skills, co-ordination, agility and strengthening muscles.</p>			<p>Consistently displaying good control and coordination over small and large movements.</p> <p>Explore different ways of moving at high and low levels whilst maintaining control.</p> <p>Handle equipment and tools effectively including creative tools and pencils.</p>	

### Learning and Development

Whilst in Reception, pupils are well prepared for their move to Year 1 by developing their skills in all areas of the curriculum. Children enjoy a wide range of activities delivered through a positive, stimulating curriculum developed in response to children's interests and needs. We believe that children learn more effectively if they are given the strategies to do so. If they understand how they can make decisions and investigate for themselves, they will become more interested, more capable and keen to learn. We build upon experience and start from familiar points with each child. We connect the learning to their individual world and involve parents and families closely with their education.

### Positive Relationships and Enabling Environments

Our Reception provides a setting where children are respected and learn to respect each other – positive interactions with their peers and adults is modelled, encouraged and praised every day. Children understand that we are all different, and effective communication and friendships are actively encouraged. We create an environment of emotional security and happiness where every child is valued and cared for – an environment that gives an amazing scope for



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learning. In addition to the Foundation Stage's wonderful classrooms both indoors and outdoors, we regularly use many other areas in the school. These include:

- School hall for P.E. performances and assemblies
- Blue Hall for music, movement and large scale art work
- School Library for listening activities and shared reading for pleasure
- The Quad to go on minibeast hunts, identify seasonal changes and use the natural in environment in our learning.