

Marcham Primary School

Reception Skills Curriculum 2022 – 2023

Overview	CLL & PD & PSED are the prime areas and as such run through all the other areas of learning (specific areas). Children need to be confident in these areas to reach their full potential in all areas of learning. COEL are embedded in all these areas, too. The classroom will be set up to encourage independence (children know how to access resources), core muscle strength (standing at tables, lying on the floor, stretching to play, etc). The curriculum model will begin on entry to our Reception classes and follow through to the end of Reception. At the end of each term will be a curriculum goal – things we want the children to achieve in our setting and these will be planned through our medium-term plans and weekly plans. Any gaps in children's learning will be identified through observations and adult led activities, and next steps put in place to deal with these. Some might be immediate interventions, while others might involve outside agencies and long-term interventions.
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Physical development

Expectations Within Early Years							Links to KS1
Dressing	Take off coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, may need help to put shank in		T-shirt and jumper on/off on own, may be back to front Pull up clothes on own	Put on shoes and socks correctly Fasten zip on own	Dress and undress on own	Fasten buttons at top of t-shirt Tie own laces
Ball Skills	Begin to throw ball overhead. Catch a ball by chasing Use foot to tap a ball	Throw ball underhand Catch a large ball between extended arms Kick ball with 1 foot while swinging arms	Throw ball forward using appropriate technique-rotating trunk/swinging arms Catch a large ball by bringing hands into chest. Direct kick to knock down a tower	Hit a target with a tennis ball using underarm throw. Bounce a large ball. Walk towards and kick a ball	Throw tennis ball underhand using trunk rotation and opposing arm/leg movements. Bounce and catch a large ball using 2 hands Run towards and kick a ball	Can usually hit a target with an overhand toss Catch a tennis ball using hands. Co-ordinate body to meet and kick a ball that is rolled to them from a distance	Use basic underarm, rolling & hitting skills · Sometimes use overarm skills · Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency · Sometimes catch a beanbag and a medium sized ball · Track balls and their equipment sent to them, moving in line with the ball to collect it · Throw, hit & kick a ball in a variety of ways, depending on the need of the game · Decide where to stand to make it difficult for their opponent
Balance	Stand on tiptoes	Stand on 1 foot for 2 seconds	Walk along a chalk line	Walk along a low wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam	Choose and link actions · Remember & repeat actions accurately & consistently · Use words such as rolling, travelling, balancing, climbing · Make their body tense, relaxed, stretched and curled.
Jumping	Jump off a low object with both feet off the ground	Jump over a small stationary object	Jump forward taking off and landing on 2 feet	Hop on 1 foot 2-3 times	Jump and turn in the air	Hop up to 10 times on alternate feet	Skip rhythmically

Using tools	Pour from 1 container to another	Explore a range of tools spoons, spades, paintbrushes etc	Use one handed tools for making snips in paper with scissors	Use scissors to cut paper in half	Use scissors to cut around a shape on paper	
Brushing Teeth	Why is this important? Able to squeeze toothpaste onto a toothbrush.)	To know the names of teeth/gums/tongue Able to use a toothbrush with adult help	Able to use a toothbrush regularly with only a little help	Able to brush teeth at front/sides/inside teeth etc with a little adult help	Talks about importance of brushing teeth regularly. Knows which foods are bad for our teeth.	Use scissors to cut fabric Able to brush teeth on own. Able to know the importance of teeth brushing regularly.
Eating (encouraged at snack & lunch times)	Stab food using a fork	Spoon cereal from container to dish with little spilling	Use a knife to cut soft food like bananas etc	Spread using a knife	Cut using a knife	Use knife and fork on own
Pencil grip	Palmer grasp	Digital pronate grasp	4 finger grasp	Static tripod grasp / dynamic grasp		Natural Dynamic tripod grasp
Construction Stacking Enclosing Joining Bridging	Large blocks/Planks Recycled materials Duplo/Train set Able to build a tower and fix some things together	Stickle bricks/mobilo etc Small boxes/cups/lolly sticks/guttering/ Able to build houses, transformers etc and to join construction together Able to use Sellotape, masking tape, blu tak	Able to select construction for a particular purpose and join using paper clips, Sellotape dispenser, staples, paper fasteners			Tiny construction material etc and building using a variety of learnt techniques
Malleable Standing at tables to build stomach muscles Playdoh, pastry, clay, sponges	Making big balls using whole palm, squeezing Malleable material: Playdoh	Roll flat Rolling pins with side handles Cut out shapes with cutters Malleable material: salt dough / platicine	Knead squeeze Use knuckles, thumb pots Potato masher, scissors, colander Rolling pins with no handles Malleable material: platicine then clay			Refine skills to produce an end product
Independence	Children work independently to develop basic skills	Start to make up own physical games	Collaborate with others to devise team games and manage resources			Edit and refine movements and games
Communication & Language						
Expectations Within early Years						Links to KS1
EAL (discuss with parents) Early assessment and referral to speech therapist our priority	Able to listen carefully Takes turns in conversations Uses most speech sounds Learns new vocab and talks about the meaning of these new words Uses the new vocab in their play Asks questions to find out more Able to articulate ides in well-formed sentences and to work out problems and organise thinking Describes events in detail and uses connectives Develops social phases – good morning Engages in story times and uses story book language in role play areas Know some songs, rhymes and poems Engages in nonfiction books.					Speaks articulately Tells a simple story using full sentences Uses future tenses Says name and address
Personal, Social & Emotional Development						
Expectations Within Early Years						Links to KS 1
Able to share/take turns, understanding “yours” “mine” Separates from carers Settles to an activity for a while	Enjoys doing new things Creative in role play Enjoys playing with other children Co-operates with other children Plays mum and dad Often can't tell what's make believe or real		Sees themselves as valuable Shows resilience in the face of difficulties Considers the feeling of others and expresses own feelings Uses learnt strategies to control own behaviour			Shows more independence Can tell whats' make believe and real Likes to sing, dance and act Aware of gender Agrees with rules Wants to be like friends

Literacy

Expectations Within Early Years		Links to KS1
Phonics At Marcham, we follow the Rocket Phonics Scheme for phonics	Autumn1: s a t i p n m d g o c k CVC words Environmental sounds, Rhythm and rhyme, Alliteration, Voice sounds Tricky words: I the go to no into	/igh/ i i-e ie y /oa/ o-e ow oe o /ee/ y ey /y+oo/ u u-e ue ew long /oo/ u u-e ue ew/ur/ er ir ou oy /or/ au aw al our ore oor ough /oa/ ou long /oo/ ou /ar/ a al /ur/ ear or /eer/ eer ere /air/ are ear ere /s/ c se ce /j/ g dge ge /e/ ea /uh/ o /k/ ch /sh/ ch le ed ed mb kn gn wr tch/zh/ s si ge /ch+u/ ture /i/ y/s/ sc st/o/ a /sh/ ti ci ssi
	Autumn 2: ck e u r h b f ff ll ss. CVC words, words with double letters two syllable words.	
	Spring 1: j v w x y z zz qu . words ending s /z/ (bags) Tricky words: he she we me be was my you her they all are	
	Spring 2: ch sh th ng ai ee igh oa oo oo. Tricky words: he she we me be was my you her they all are	
	Summer 1: ar or ur ow oi ear air ure er. Tricky words: someone said come do so were when have there out like little what	
	Summer 2: wh ph /ai/ ay a-e a /ee/ e-e ie ea Tricky words: some one said come do so were when have there out like little what	

Expectations Within Early Years					Links to KS1
Writing	Pre-Literate Scribble stage Symbolic stage Directional Scribble Symbolic/Mock letters	Emergent Strings of letters Groups of letters Labelling pictures Environmental print	Transitional Letter/Word representation First/Last letter representation Medial letter sounds	Fluent Beginning phase writing Sentence writing	Six traits of writing Conventions, organization, voice, ideas, word choice, sentence fluency

Expectations Within Early Years						Links to KS1
Reading Promote a love of reading	Explores books independently Listens to stories read Imitate reading a book out loud	Understand the 5 key concepts of print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of different parts of the book Page sequencing	Name beginning sounds or words Match some letters to sounds Develop awareness of syllables Retell a story that has not been read to them	Say some rhyming words Match some spoken and written words Recognise some familiar words in print Predict what will happen next Identify initial, final sounds	Identify medial sound Say the meaning of some words Read simple words in isolation and in context Retell the main parts – who/what/when/where/how/why Arrange story in sequence	Decode unfamiliar words on the run Read with some fluency Read taking note of punctuation Able to self-correct

Mathematics (following White Rose)

Expectations Within Early Years				Links to KS1
Number	Fast recognition up to 3 objects (subitising) Match objects using 1-1 correspondence to 5 Recite numbers past 5 Link numerals and amounts to 5 Cardinal principle – know the last number reached when counting sets of objects Record in own way Begin to sort objects Solve real world problems to 5	Count objects, actions, sounds to 5 Subitise to 5 Link the numeral to the cardinal number to 5 Understand 1 more/1less Explore composition of numbers to 10- Sort objects giving reasons Compare numbers Able to record in own way Able to combine 2 groups altogether Orders numbers to 5	Automatically recall number bonds 0-10 Count verbally beyond 20 Use mathematical vocab – more than/less than/add/take away etc Able to use correct notations for writing sums Able to write numbers 1-10 Able to recognise coin values and exchange them up to 10p Orders numbers to 10	Read and write numbers 1-100 Count in twos, fives and 10's up to 100 Add and subtract to and from 20 using objects/number line
	Measurement Begin to make comparisons between sizes, length etc	Arrange objects according to size, capacity etc Begin to understand vocab tall/short, heavy/light etc	Use vocab tall/short, heavy/light etc Able to make a prediction and test it – Which hold more? Etc	Record measurements Sequence events in order – first, second etc Read digital clocks

				Understand coin values
Spatial sense & Geometry (shapes)	Explore 2D & 3D shapes Begin to use vocab sides, corners etc Select appropriate shapes for building Combine shapes to make new ones Use spatial words in play, under, in, on, up, down, besides, between	Able to identify and sort 2D shapes and give reasons Describe a familiar route – obstacle route etc Begin to compose and decompose shapes	Able to sort 3D shapes and name them Able to describe common 2D and 3D shapes Know that a shape can have other shapes within it	Name shapes such as oval, hexagon Move objects in relation to others – over, under etc
Patterns	Talk about and identify the patterns around them Extend and create ABAB patterns stick. Leaf, stick, leaf	Notice and correct an error in a repeating pattern Talk about patterns in events first, then, next etc	Able to continue patterns with varying rules AB, ABB, ABBC	Make and extend patterns Recognise similarities and differences in patterns
Expressive Arts & Design				
Expectations Within Early Years				Links to KS1
Small World/role play area	Character Development Familiar fantasy – superheroes etc Familiar characters Familiar domestic situations Story Telling Animals, people, mini-mes, puppets, cars, trains, dinosaurs, vehicles Environment Specific resources - Airport, fire engines, rocket, pirate ship etc	Character Development Mini-mes Familiar situations – shop, bus etc Shared fantasy – adult introduces Story telling Mini mes, finger puppets, story character masks, re-telling familiar stories Environment Non-Specific resources – cave, toad stools etc	Character Development Unfamiliar fantasy – made up by child Unfamiliar real life situations – artic, nativity etc Story telling Own resources, block people, resources not gender specific, made up characters, mini-mes Environment Models made out of construction Junk materials Fabrics for capes etc Natural materials – bark, logs, conkers, pine cones	Create own role and expand upon it with detail
3-D Art (see Malleable & construction)				Links to KS1
Painting	Experiment with a variety of tools and different sized brushes – sponge brushes, fingers twigs, vehicles, rollers, sponges, hands, feet Brushes: large rollers, large brushes	Recognise and name the primary colours and mix colours Match the colours to artefacts and objects Use: fingers, fruit and veg, 3D shapes Brushes: medium brushes, smaller rollers	Explore working with paint on different surfaces – paper, card, and different sized and shaped paper Use: marbles, cotton buds Small brushes	Select own resources and use own ideas to produce a piece of work Look and talk about their art work and describe the techniques used and media used
Drawing	Enjoys using fingers, hands, chalk, pens, pencils to make marks Can distinguish between drawing and writing Beginning to draw shapes for a person	Draws a person with 2-4 body parts and shows emotions in the face Draws on different surfaces and different sized paper vertically and horizontally	Draws a person with at least 6 body parts Draws from imagination, observations and illustrations Talks about what they have drawn in detail	Begins to control the marks they make Develops tone Symmetrical features
Textiles	Plays with a variety of fabrics, textiles Uses glue sticks, glue spreader to join materials	Decorates a piece of fabric Collages using fabrics to show layering Able to weave paper, twigs etc Uses Sellotape, pegs to join materials	Uses appropriate vocab to describe what they have produced Uses hole punch, paper clips, treasury tags etc	Create images from imagination, experience, or observation. · Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Print Making	Rubbings – leafs, bark, coins, corrugated card, natural resources, bubble wrap	Printing using objects – man made & natural Patterns using objects	Stencils to create a picture Look and talk about what they have produced	Make marks in print with a variety of objects, including natural and made objects · Make rubbings. · Build a repeating pattern and recognise pattern in the environment.
Music	Listen to sounds Respond to a variety of music from different cultures through dance, instruments	Remember and sing entire songs Sing the pitch of a tone by another person – high/low Sing the melodic shape – up down etc	Move to and talk about their favourite artists/songs Sing in a group or do a solo Match the pitch and the melody Replicate a choreographed dance and make up one of their own Perform in front of others on a stage	Listen and Respond Explore and Create Sing Share and Perform
Understanding the World				
Expectations Within Early Years				Links to KS1
The Natural World	Explore natural materials and their own environment. Observe what they see and talk about it using newly learnt vocab Use tablets, magnifying glasses to support Know there are other countries in the world – nonfiction books, globes, maps, google	Able to make collections of natural objects they are interested in. Talk about similarities and differences between their life and life in other countries. Able to explore the natural world – use senses, songs, close observation, drawings Discuss contrasting environments to where they live. Able to draw information from a simple map. Understand the change in seasons		Study the weather. To preform simple tests with support. Ask simple questions about the world around us. Hot & cold climates Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school. · Recognise that it is about a place. Investigate their surroundings · Make observations about where things are e.g., within school or local area.
Families/people	Explore their own life stories Show interest in a range of occupations Develop positive attitudes to other cultures through Diwali, Christmas, Chinese new year etc and listening to stories, puppets, small world	Talk about their own families and look at real life families in books and discuss different types of families Able to talk about important people in the community – lollipop man, nurse, doctor, dentist etc Learn about people in the past – bonfire night, Xmas story, Homes in the past etc Look at important place in the community churches, mosques etc		Sequence events in their life Recognise the difference between past and present in their own and others' lives · They know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information e.g., artefact
Growth	Know how plants grow from a seed Understand a simple life cycle – ducks/butterflies	Begin to understand how to care and protect living things and the environment Caterpillars		Animal group Food groups
Forces/Materials	Explore how things work wind-up toys, pulleys, cogs etc Explore the changes in materials – melting/cooking Floating/sinking /shadows Learn new vocab to use to explain what they observe	Learn about and explain and learn new vocab to use for ice melting/sounds causing vibrations/light travelling through materials/shadows, magnets, floating and sinking		Identify materials. Classify materials Learn about the properties of materials
Computing	Use of ipads/ipods for photographs/stories/educational games Know how to turn on/off/swipe/operate a game/story/camera	Uses the camera for a purpose. Uses the magnifier when outside looking at insects etc Understands you can find out information on search engine	Begins to understand how to use technology safely	Uses a keyboard. Creates a simple program E safety What is email?