

KING'S WOOD SCHOOL AND NURSERY

CURRICULUM GOALS

By the end of Reception we aim for the children to become:

<p>A Math's Master who is passionate about numbers, has a deep understanding of numbers to 10, recognises patterns, subitise, compares quantities and recalls number bonds to 5</p> <ul style="list-style-type: none"> - To know Number Bonds to 10 with a visual aid - To write numbers to 10 - To read/recognize numbers to 20 - To identify more and less - To subitize to 5 	<p>A Confident Cook who can follow simple recipes and experience making bread, biscuits, fruit kebabs and notice changing states of matter</p>	<p>A Brilliant Bookworm who has a love for reading, uses new vocabulary to talk about what they have read or has been read to them, read words and simple sentences</p>
<p>A Super Sport's Person who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment including riding a bike</p>	<p>An Amazing Artist who can explore, use and refine a variety of artistic effects to express their ideas and feelings, who is familiar with the artists Kandinsky, Klee, Picasso and Gormley</p>	<p>A Sentence Superstar who is a keen writer, can write letters that are formed correctly, write words and simple sentences that can be read by others</p>
<p>An Exceptional Explorer who is eager to take part in Forest School sessions, shows curiosity about the world around them including the local area, draws and follows a map, understands differences between time and places</p>	<p>A Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering other's ideas and feelings who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering other's ideas and feelings</p>	<p>A Confident Communicator who can listen carefully in different situations, hold a conversation, ask relevant questions and use new vocabulary to explain ideas and feelings</p>

King's Wood Reception

Skill's Progression

King's Wood School's Skills Progression							
Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<ul style="list-style-type: none"> -To understand how to listen carefully -To understand why listening is important -To be able to follow instructions 	<ul style="list-style-type: none"> -To engage in story times, joining in with repeated phrases and actions -To begin to understand how and why questions -To respond to instructions with more than one step -To ask questions to find out more -To understand a range of complex sentence structures - To retell a story -To follow a story without pictures or props - To engage in Non Fiction books <p>To understand questions such as who, what, where, when, why and how</p> <p>To have conversations with adults and peers with back and forth exchanges</p>					<p>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</p>
Speaking	<ul style="list-style-type: none"> -To talk to the teacher and LSA's -To talk about ourselves and our families -To learn and use new vocabulary 	<ul style="list-style-type: none"> -To learn and use new vocab relevant to the topic -To describe events in detail -To answer questions in front of the whole class - To be able to recall facts about different countries - To talk in sentences using conjunctions e.g. and, because - To be able to communicate their own thoughts and opinions -To share their work to the class - To use new vocabulary in different contexts - To be able to debate a point and listen to other views - To use talk to organise, sequence and clarify thinking, ideas, feelings and events - To talk in sentences using a range of tenses 					<p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently</p>

							introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings 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.
Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self- Regulation	<ul style="list-style-type: none"> -To recognise different emotions -To understand how people show emotions -To focus during short whole class activities -To follow one step instructions 	<ul style="list-style-type: none"> -To talk about how they are feeling -To begin to consider the feelings of others -To adapt behaviour to a range of situations 	<ul style="list-style-type: none"> -To focus during longer whole class lessons -To follow twostep instructions 	<ul style="list-style-type: none"> -To identify and moderate their own feelings socially and emotionally -To consider the feelings and needs of others 	<ul style="list-style-type: none"> -To control their emotions using a range of techniques -To set a target and reflect on progress throughout 	<ul style="list-style-type: none"> -To maintain focus during extended whole class teaching -To follow instructions of three steps or more 	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 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.
Managing Self	<ul style="list-style-type: none"> -To wash hands independently - To use the toilet independently 	<ul style="list-style-type: none"> - To practice doing up a zipper - To get changed for P.E 	<ul style="list-style-type: none"> -To begin to show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> -To develop independence when dressing and undressing for activities such as P.E 	<ul style="list-style-type: none"> -To identify and name healthy foods -To manage own basic needs independently 	<ul style="list-style-type: none"> -To understand the importance of healthy food choices - To show a 'can do' attitude 	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

	<ul style="list-style-type: none"> - To recognise own belongings and know where to store them -To put coat on independently -To explore different areas within the Reception setting 	(with support if needed) <ul style="list-style-type: none"> - To have the confidence to try new activities - To gain an awareness of healthy and unhealthy 	<ul style="list-style-type: none"> -To get changed for PE independently -To practice doing buttons and buckles 	<ul style="list-style-type: none"> - To know why good oral health is important 			accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> -To seek support of adults when needed -To develop relationships and speak to peers and adults 	<ul style="list-style-type: none"> -To play with children who are playing with the same activity -To begin to develop friendships -To have positive relationships with all Reception staff -To begin to work as a group (with support when needed) -To use taught strategies to support turn taking -To listen to the ideas of other children and agree on a solution and compromise -To work as a group -To begin to develop relationships with other adults around the school 				<ul style="list-style-type: none"> -To have confidence to communicate with adults around the school -To have strong friendships 	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.
Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	<ul style="list-style-type: none"> To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work 	<ul style="list-style-type: none"> To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment 	<ul style="list-style-type: none"> To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To 	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a 	<ul style="list-style-type: none"> To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating 	<ul style="list-style-type: none"> To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games 	<ul style="list-style-type: none"> 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.

	cooperatively with a partner		dribble a ball using feet To kick a ball to a target	height To develop rocking and rolling To explore traveling around, over and through apparatus	ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	
Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out	To hold scissors correctly and cut various materials To create drawings with details	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, paint brushes and cutlery. Begin to show accuracy and care when drawing.

	tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To thread small beads To use small pegs To write taught letters using correct formation	control the size of letters	To paint using thinner paintbrushes	To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	
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Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at books, holding them the correct way	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their	To answer questions about what they have read To know that information can be retrieved from books	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

	and turning pages	the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes			experiences of books		during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	To recognise their name To recognise Set 1 speed sounds m a s d t i n p g o c k u b f e l h r j v y w z x To begin to blend sounds together to read words using the taught sounds	To recognise Set 1 speed sounds and recognise "special friends" sh th ch qu ng nk ck To begin to blend sounds together to read words using the taught sounds To recognise taught Set 1 Tricky Words To begin reading captions and sentences using taught sounds	To recognise Set 2 speed sounds ay ee igh ow (as in <i>blow</i>) oo (as in <i>zoo</i>) oo (as in <i>look</i>) ar or air ir ou (as in <i>out</i>) oy To blend sounds to read words using taught sounds To recognise taught Set 2 Tricky Words To read words with double letters To begin to read longer words	To recognise taught Set 2 and 3 sounds To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read longer words including those with double letters To read sentences containing Tricky Words and digraphs	To recognise taught Set 2 and 3 sounds To recognise taught Set 2, 3 and 4 Tricky Words To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, -er, -est) To read longer sentences containing Set 4 words and Tricky Words To read books matching their phonics ability	To read words with Set 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, -er, -est) To read longer sentences containing Set 4 words and Tricky Words To read books matching their phonics ability	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.

		To read books matching their phonics ability	To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read books matching their phonics ability	To read longer sentences containing To read books matching their phonics ability To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	
Writing	To copy their name	To write their name	To form lowercase	To form lowercase	To form lowercase and	To form lowercase and	Write recognisable letters, most of which are

	To give meanings to the marks they make To copy taught letters To write initial sounds	To use the correct letter formation of taught letters To begin to write CVC words using taught sounds To write words and labels using taught sounds	letters correctly To begin to write captions using taught sounds To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	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.
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Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	BASELINE To identify a set To recognise numbers 1-3 To begin to subitise to 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8	To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above	To solve simple number problems To recap the composition of each number to 10	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

	<p>To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3</p>	<p>To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>To explore the composition of 6, 7 and 8 To match the number to quantity</p>	<p>To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>	<p>ten using tens and ones To match the number to quantity</p>	<p>To know addition and subtraction facts to 10 To know doubling facts</p>	<p>(including subtraction facts) and some number bonds to 10, including double facts.</p>
Numerical Patterns	<p>To say which group has more To say which group has less To compare quantities to 3 To count to 5</p>	<p>To compare quantities to 5 To compare equal and unequal groups To count to 10</p>	<p>To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects</p>	<p>To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number</p>	<p>To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction problems</p>	<p>To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally</p>	<p>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.</p>

						To combine groups of 2s, 5s and 10s	
Shape, Space and Measure	To match objects To sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock	To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock	To order objects by height and length To order the days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes	To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shape	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements	To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know about my own life-story To know how I have changed	To know about figures and events from the past (Guy Fawkes, Remembrance Day)	To talk about the lives of the people around us. To know that the emergency services exist	To know about the past through settings, characters and events encountered in	To know about the past through settings, characters and events encountered in	To know some similarities and differences between things in the past and now, drawing on experiences and	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

		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	books read in class and storytelling	books read in class and story telling	what has been read in class	been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
The Natural World	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the town the school is in. To know about features of the immediate environment. To know that there	To know about and recognise the signs of Autumn To know about features of the world and Earth To plant bulbs	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting,	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	are many countries around the world.					floating and sinking)	
People, Culture and Communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment. To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community</p>	<p>To know that Christians celebrate Easter</p>	<p>To talk about how Muslims celebrate Eid and learn about Ramadan</p> <p>To know that people may speak different languages</p>	<p>To know that simple symbols are used to identify features on a map</p>	<p>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>

Expressive Arts and Design							
Being Imaginative and Expressive	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform in the Christmas Play</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>To act out well know stories</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To perform in the Year R Graduation (songs, poems, stories, dance)</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p>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.</p>
Creating with Materials	<p>To name colours</p> <p>To experiment with mixing colours</p>	<p>To use colours for a particular purpose</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To know how to work safely and hygienically</p>					<p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>

	<p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, grating) - Sandwiches, Fruit Kebab, Biscuits</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk To know how to work safely and hygienically</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To make props and costumes for different role play scenarios To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Kandinsky, Klee, Picasso and Gormley)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>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.</p>
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