

Nursery YEAR TWO Curriculum Cycle

		Autumn		Spring		Summer	
YEAR ONE	Theme	Wild about Animals	To Infinity and Beyond	In the Kitchen	Into the Woods	Tales from the Kingdom	When I grow up...
	Core Rhyme	• Twinkle Twinkle • Head, Shoulders, Knees and Toes • 5 little ducks • 1,2,3,4,5 once I caught a fish alive.	• One, two buckle my shoe • I'm a little teapot • Jack and Jill • Humpty Dumpty	• Pat a cake • Mary had a little lamb • Polly put the kettle	• Row Row your boat • Hickory Dickory Dock • Wind the bobbin up	• 10 Current buns • Little miss Muffet • Tommy thumb • I saw a mouse	• 10 Fat sausages • Incey Wincey spider • The wheels on the Bus • London Bridge is falling down
	Core Books	- The Three Little Pigs - <i>There's a Tiger on the Train</i> By Mariesa Dulak - <i>Amazing Animal Babies</i>	- Whatever Next - <i>Look Up</i> by Nathan Bryon - <i>Where to hide a Star</i> by Oliver Jeffers	- Oliver's Vegetables - Someone swallowed Stanley - Supertato	- Gruffalo - Goldilocks and the Three Bears - <i>Biscuit Bear</i>	- Cinderella - Little red Riding Hood - <i>The elves and the Shoe maker</i>	- I'm Growing - Career Day by Anne Rockwell - I can be anything by Bob Staake
	Talk 4 Write	Fiction: Rosie's Walk Fiction (Poetry): Shark in the park by Nick Sharatt	Fiction: Alien's Love Underpants Non-Fiction (Instructional Text): How to Catch a Star	Fiction: The Little Red Hen Fiction (Instructional Text): How to Make a Jam Sandwich	Fiction: We are going on a Bear Hunt Non-Fiction (Letter): A letter to the Bear to invite them to a teddy Bears Picnic	Fiction: There was an old Dragon who swallowed a Knight Non-Fiction (Invitation): Writing a Party Invitation	Fiction: Jolly Postman Fiction (Poetry): When I grow up by Tim Minchin

COMPLETED EACH YEAR	Reading	Autumn	Spring		Summer	
		• How to hold a book. • Care for books. • Listens to stories with enjoyment. • Beginning to look at books with adult support. • Handles books carefully. • Listens to and joins in with stories • Look at books independently. • Holds books the correct way up and turns pages. • Shows interests in illustrations and print in books and print in the environment	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Beginning to recognise my own name. • HFW Introduce High • Learn 1 High Frequency word Per Week	• Suggests how the story might end. • Listens to stories with increasing attention and recall. • Recognises my own name without a photograph and other familiar words and signs.	• Describes main story settings, events and principal characters. • Phonics Set 1 sounds.	• Starting to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Non-Fiction: What is a nonfiction book? • Phonics Continue and revise set 1 sounds. • Chn to begin putting the sounds together to blend CVC words.

COMPLETED EACH YEAR	Writing / Mark Making	Autumn	Spring		Summer	
		• Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Large scale mark making Use a variety of media to make marks	• Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Use a variety of media to make marks	• Begin to copy letters from own name. • Uses writing media with increasing control.	• Begin to form recognisable letters, outside of own name. • Gives meaning to marks they make as they draw, write and paint.	• Uses pencil and hold it using a tripod grip. • Write own name independently.

COMPLETED EACH YEAR	Communication and Language	Autumn		Spring		Summer	
		• Participate in small group discussions. • Listen to friends and take turns to speak. • Listen to and join in with a variety of songs and rhymes. • Follow and understand simple instructions.	• Introduce story scribing/ helicopter stories. • Begin to understand & use in everyday language prepositions i.e. on top, under, behind etc. • Describe why they like a book/toy/friend.	• Use talk to connect ideas, explain what is happening and anticipate what might happen next. • Identify and continue rhyme and alliteration.	• Join in with repetitive phrases in books. • Answer 'how' and 'why' questions. • Starting to complete a rhyming string. • Follow more complex instructions.	• Introduce phonics – begin with sound discrimination sessions. • Question why things happen and give explanations e.g. who what, when and how. • Retell simple/familiar stories.	• Continue to develop questioning and understanding and extend vocabulary. • Increase attention and listening span. • Answer questions using full sentences.

COMPLETED EACH YEAR	Mathematics	Autumn		Spring		Summer	
		<i>White Rose</i> • Collecting object to compare amounts • Making comparisons • Making large and small collections • Making collections the same • Daily routine	<i>White Rose</i> • Exploring and playing with shapes • Clap along to songs • Make line patterns with own sequences • Practising saying number names in order • Daily routine • Numbers 1-3 • 1 to 1 correspondence	<i>White Rose</i> • Practising saying number names in order • Counting forwards and backwards • Daily routine • Numbers 1-6 • 1 to 1 correspondence • Subitising • What happens next	<i>White Rose</i> • Counting forwards and backwards • Daily routine • Numbers 1-6 • 1 to 1 correspondence • Subitising • Making simple patterns • Shapes and objects • Sorting shapes	<i>White Rose</i> • Making simple patterns • Daily routine • Numbers 1-6 • 1 to 1 correspondence • Subitising • Positional language	<i>White Rose</i> • Making AB patterns • Continue AB patterns • Daily routine • Numbers 1-6 • 1 to 1 correspondence • Subitising • Positional language

COMPLETED EACH YEAR		Autumn		Spring		Summer	
	PSSED	• Building relationships: key person and friends. • Separating confidently from my parents/carers • Becoming familiar with my classroom. • Understanding the classroom rules • Learning new routines and boundaries • Try new activities		• Appreciating diversity. • Celebrations at home.	• Importance of kindness and friendship.	• My feelings and emotions.	• Transition to reception/ new school • Changes happening to me • My hopes and dreams • My fears
	Jigsaw	• Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities	• Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	• Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals	• Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety	• Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	• Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
	RHE	Module 1: Created and Loved by God		Module 2: Created to Love Others		Module 3: Created to Live in Community	

COMPLETED EACH YEAR	Physical Development	Autumn	Spring	Summer
		Gross motor: • Co-ordination skills. Catching and throwing large balls • Draws lines and circles using gross motor movements.	Gross motor: • Co-ordination skills Negotiates space successfully	Gross motor: • Throwing, catching and kicking skills. • Travels with confidence and skill around, under, over and through balancing and climbing equipment.
		Fine motor: • Introduce dough disco – Aut 2 Hold pencil between thumb and two fingers. • Making snips in paper with scissors	Fine motor: • Dough disco • Doing my zip up independently • Develop scissor control • Using a variety of media to draw and write meaningful marks.	Fine motor: • Dough disco • Begin to copy letters from own name. • Uses a knife and fork to eat with and can to cut soft foods. • Cut in straight lines using scissors.
		Health and self-care: • Putting on my coat and taking it off independently. • Using the toilet independently. • Hand washing Safe handling of tools and equipment.	Health and self-care: • Handwashing • Dressing and undressing – taking off my jumper when I feel hot. • Looks after own needs – drinks when thirsty, accesses snack when hungry.	Health and self-care: • Learn the importance of handwashing and good hygiene practises. • Talk about a healthy/unhealthy diet.

YEAR TWO

Understanding the World

Autumn

Past and Present:

- When we were little
- Differences and similarities.
- Family tree

People, Culture and Communities:

- Our Local community
- Places that are special to us.
- Why are they special?
- What do we do there?

The Natural World:

- Seasonal changes: Autumn
- Harvest – Farming and where food comes from.

Past and Present:

- Remembrance Day

People, Culture and Communities:

- Celebration of Diwali
- Exploring India (look at cultural differences)

The Natural World:

- Seasonal changes autumn to winter
- Explore the Weather
- Looking at weather charts
- Clothing for different weather conditions
- Exploring wind, rain, fog and early winter weather.

Spring

Past and Present:

- Toys through time.
- Comparing toys now and then
- Differences and similarities

People, Culture and Communities:

- Celebration of Chinese New Year
- Cultural differences and similarities: UK and China

The Natural world:

- Seasonal changes: Winter
- Ice Exploration

Change of Matter

- Liquid/dough to Solid (Baking Bread)

People, Culture and Communities:

- Maps
- Different kind of maps.
- Parts of a map: Symbols, water, parks, map key etc.
- How to look at and draw a bird's eye view.
- Map of school/community
- How to get to teddy Bears picnic (link to T4W)

The Natural World:

- Animals and their Babies
- How animals grow
- Names of baby animals
- Planting seeds and observing then grow

Change of Matter

Liquid to Solid (Pancakes)

Summer

People, Culture and Communities:

- Eid
- Careers Week

The Natural World:

- Seasonal changes: Spring
- My senses
- What can I smell, touch, taste, see and hear?
- Day and Night
- Exploring stars, moon and sun

Change of Matter

- Liquid to Solid (Cupcakes)

Past and Present:

- Exploring Transport (then and now)
- Looking at planes and cars from the past
- Similarities and differences
- Airport role play

People, Culture and Communities:

- International Day
- Transition to year one/Reception. Sequence where they have been and where they are going. (N,R,Y1)

The Natural World:

- Seasonal changes: Summer

Change of Matter

Solid to Liquid (Smoothies)

YEAR TWO	Expressive Art and Design	Autumn		Spring		Summer	
		Creating with Materials: • <i>Artist:</i> Richard Shilling • <i>Transient Art:</i> Leaf and twig art based on Richard Shilling • <i>Observational Art:</i> Self Portrait. • Introduce plan, do, review. • Introduce the idea of displaying artwork. • Exploring lines with brushes and pencils. • Skills: To use loose parts to make art. Being Imaginative and Expressive: • Create and perform learnt stories. • Performing in front of peers (in front of peers/on stage). Participate during whole class nurse's rhymes.	Creating with Materials: • <i>Box Construction:</i> Make a rocket for the Aliens (Link to T4W) • <i>Transient Art:</i> Rangoli (Diwali) • Christmas Decorations • Salt dough Diya Lamps • Plan, do, review • Displaying work independently. • Exploring lines with brushes and pencils. • Skills: To plan and select appropriate materials. Being Imaginative and Expressive: • Nativity performance • Christmas songs • Create and perform learnt stories. Participate during whole class nurse's rhymes.	Creating with Materials: • <i>Artist:</i> Laurel Burch • Cat/animal painting based on Laurel Burch's work • Year of the... paintings (Chinese New Year) • Ice Paintings • Sharing creations with others • Begin to explain the processes they used to create. • Skills: To plan and select appropriate materials. Being imaginative and expressive: • <i>Dancing:</i> Begin to move in time with music (skipping) • <i>Dragon dancing (Chinese New Year)</i> Participate during whole class nurse's rhymes.	Creating with Materials: • <i>Observational Art:</i> Flower drawing. • Bear Painting with Pom Poms • Easter Cards • Easter Weaving (Spring Lamb/Easter Egg) • Share creations with others. • Begin to explain processes used to create. • Skills: To look at detail and shape, painting strokes. Being Imaginative and Expressive: • Listen attentively, move to and talk about music, expressing their feelings and responses. Participate during whole class nurse's rhymes	Creating with Materials: • <i>Artist:</i> Piet Mondrian • Geometric Shape art inspired by Piet Mondrian • Salt dough Sun and Moon sculptures • Sharing creations with others • Explain processes used to create. • Skills: rolling, squeezing, carving, smoothing it out, balling, pulling and pinching. • Skills: To look at detail and shape, painting strokes. Being imaginative and expressive: • Build a narrative around a character • Shadow Stories Participate during whole class nurse's rhymes.	Creating with Materials: • <i>Observational Art:</i> Drawing a car from the school carpark • <i>Collage:</i> Shell & Sand collage • <i>Box Construction:</i> Making a car/plane/train • Sharing creations with others • Explain processes used to create. • Skills: Learn to select the correct materials. Being Imaginative and Expressive: • International Dances • Performing T4W at Assembly Participate during whole class nurse's rhymes.

COMPLETED EACH YEAR		Autumn		Spring		Summer	
Religious Education		Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
		Hear • God made our beautiful world and everything in it. • God made me Believe • God made me. • God loves me. • God loves everyone. • God made the wonderful world Celebrate • The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. • Give thanks for God's wonderful world Live • Look after me. • Look after God's world	Hear • Mary was going to have a baby. • His name will be Jesus (Lk 1:26-31, 38). • Jesus was born in Bethlehem (Lk 2:4-7). • Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). Believe • Mary had a baby called Jesus. Celebrate • Advent wreath. • The tradition of the crib. • Nativity celebration Live • Celebrate Advent, it is a time to get ready for Christmas. • God sent Jesus to love us all.	Hear • The Wise Men visit Jesus (Matt 2:1-12). • Jesus welcomes the little children (Mk 10:v16). • Jesus blesses the little children (story retold) Believe • Jesus was born for everyone. Celebrate • The Glory Be is a special prayer Live • Show love to everyone like Jesus.	Hear • Lent is a time to care for others. • Jesus died on a cross. It is a sad time. • Jesus was given new life by God his Father. • Jesus rose and everyone celebrates. • Love God and love everyone (great commandment). Believe • Caring for others in Lent. • Jesus died on a cross. • Jesus rose and we celebrate. Celebrate • Simple signs of Lent – colour purple, seeds, growing. • Simple signs of Easter – colour white, growth, Easter Garden. Live • Care for others. • Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs	Hear • Jesus went back to his Father. • He sent a special friend, the Holy Spirit, to look after us. Believe • The Holy Spirit is our friend. • The Holy Spirit looks after us. Celebrate • The parish church is a special place where we meet our friends. • We sing and say prayers. Live • The parish church. • We gather with friends at church, especially on Sunday	Dialogue - Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition. Encounter - Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.

YEAR TWO		Autumn		Spring		Summer	
	Cooking	• Making Pop Corn - Change of state (Hot and cold) - What happens when (we heat corn or cool corn) - Links to UTW (farming)	• Christmas Cookies - Simple Sugar cookies. - Students to decorate them.	• Making Bread - Links to T4W text - List the Ingredients	• Making sandwiches - Links to T4W text - To take on a teddy bears picnic • Pancakes - Pancake Tuesday - Change of Matter: liquid/solid	• Birthday Cupcakes - Links to T4W text - Change of Matter: Liquid/solid	• Smoothies - Blender - Solid to Liquid