

Reception 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 • Retelling a story using simple sentences. (verbally) Fiction (Poetry): Shark in the park by Nick Sharatt • Exploring Rhyming Patterns - (Use Oi book series too)	Fiction: Alien's Love Underpants • Retelling a story using simple sentences. (verbally) Non-Fiction (Instructional Text): How to Catch a Star • To write lists of items. And to use sequencing adverbs	Fiction: The Little Red Hen • Sequencing the story (beginning, middle & end) Fiction (Instructional Text): How to Make a Jam Sandwich • Instructional writing including lists and sequencing adverbs.	Fiction: We are going on a Bear Hunt • Retelling and Sequencing the story (beginning, middle & end) • . Non-Fiction (Letter): A letter to the Bear to invite them to a teddy Bears Picnic • Features of a letter.	Fiction: There was an old Dragon who swallowed a Knight • Joining words and clauses using 'and' or other simple conjunctions. Non-Fiction (Invitation): Writing a Party Invitation • Retelling a story using simple sentences. (verbally)	Fiction: Jolly Postman • Writing letters and exploring simple letter formats. Fiction (Poetry): When I grow up by Tim Minchin • Exploring Rhyming Patterns - (Use Oi book series too)

COMPLETED EACH YEAR		Autumn	Spring	Summer
Reading		Comprehension: - Anticipate key events. - Begin to ask simple questions. - Begin to retell stories using own words and new vocabulary. <u>Non-Fiction</u>: What is a non-fiction book? How can you tell fiction from non-fiction? Word Reading: - Set 1 sounds. - Blending simple words. - Recognise own name. Introduce reading behaviour: - How to sit properly. - How to hold a book, care for books. - Reading for pleasure. Reading strategies: - Sound out tricky words. - Read from left to right across and between pages. - Difference between front and back from book. - Where to start reading. - Identify between picture and text. - Return sweep. - Left page before right page. 1:1 matching by using reading finger. - Difference between a letter and a word. - Capital and lower-case letters. High Frequency Words: - Reception words.	Comprehension: - Retell stories using own words and new vocabulary. - Anticipate key events where appropriate. - Begin to use recently new vocabulary during discussions. <u>Non-Fiction</u>: Contents page and blurb at the back Word Reading: <u>Diagraphs</u>: th, sh, ch, ng, nk. - Confidently blend simple words using phonic knowledge. - Read simple sentences aloud. Reading behaviour: - Reading with fluency and understanding. - Reading for pleasure. Reading strategies: - Sound out tricky words. - Punctuation (.?!) High Frequency Words: Reception words and revision (Spring 2)	Comprehension: - Retell stories using own words and new vocabulary. - Anticipate key events in stories. - Use recently new vocabulary confidently during discussions. <u>Non-Fiction</u>: Retrieve information from non-fiction texts Word Reading: <u>Diagraphs</u>: ay, ee, igh, ow, oo. - Confidently blend simple words using phonic knowledge. - Read aloud sentences and books that are consistent with phonic knowledge. - Read 45 Reception H/F words confidently Reading behaviour: - Reading with fluency and understanding. - Reading for pleasure. Reading strategies: Successfully uses a range of strategies to read unfamiliar vocabulary: - Sounding out tricky words - Chunking - Re-read and check it makes sense (self-monitoring) High Frequency Words: - Spellings: Reception words

COMPLETED EACH YEAR	Writing	Autumn		Spring	Summer
		- Name writing - Labels - Captions Focus on: - Directionality - Hears, says and writes initial and last sounds in words. - Use of Fred Fingers. - Letter formation. - Demonstrating how to use H/F words. - Modelling grammatical agreement. Handwriting: - Uses pencil and hold it effectively. - Begins to form recognisable letters.	Attempts to write short sentences in meaningful contexts. Focus on: - Directionality - Use of Fred Fingers. - Letter formation. - Introduce finger spacing and capital letters. - Demonstrating how to use H/F words. - Modelling grammatical agreement. Handwriting: - Hold pencil effectively. - Letters are formed with more control	Write phrases and sentences that can be read by others. Begin to gain more independence in writing. Begin to spell words by identifying sounds and representing the sounds with letters. <u>Non-Fiction writing</u>: Recounts (First, next, then, afterwards, finally) Focus on: - Directionality and return sweep. - Finger spacing - Putting phonological knowledge in practice. - Stretching out longer words - Capital letters - Punctuation - Demonstrating how to access HFW - New vocabulary - Re-reading to check writing make sense. Handwriting: - Pencil grip hold effectively most of the time. - Letters are mostly formed correctly and beginning to be consistent in size.	Start to write narratives with a beginning, middle and end. Start to write in lined books. Spell words by identifying sounds and representing the sounds with letters independently. <u>Non-Fiction writing</u>: Wanted poster Focus on: - Accurate spelling of H/F words. - Directionality and return sweep. - Finger spacing - Putting phonological knowledge in practice. - Stretching out longer words - Capital letters - Punctuation - New vocabulary - Re-reading to check writing make sense. - Modelling grammatical agreement Handwriting: - Letters are mostly formed correctly and consistent in size.

COMPLETED EACH YEAR	Communication and Language	Autumn	Spring	Summer
		• Understanding how to be a 'good listener' & 'good talker'. – <i>Talk partners</i>. • Speaking in full sentences. • Learning new vocabulary through stories. • To listen and respond. • Begin to contribute in small group. • Children comment on what they hear.	• Make comments about what they have heard. • Beginning to ask questions to clarify understanding. • Contribute confidently in small group discussions and begin to contribute during class discussions. • Use new vocabulary through stories and conversations. • Start to answer why questions. • Speak in full sentences using conjunctions.	• Listen attentively and respond with relevant questions, comments and actions when read to and during class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify understanding. • Using a rich range of vocabulary and language structures. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Express ideas and feelings about experiences using full sentences, including past, present and future tenses. • Making use of conjunctions.

COMPLETED EACH YEAR		Autumn		Spring		Summer	
Mathematics		<i>White Rose</i> • Baseline Assessment • Matching and sorting objects. • Comparing amounts • Comparing size, mass, and capacity • Exploring patterns • Creating simple patterns	<i>White Rose</i> • Subitising number 1 -5 • 1 more and 1 less • Composition of number 1-6 • Identifying and naming Circle and triangles • Identify and name shapes with 4 sides. • My day and night.	<i>White Rose</i> • Number zero • Subitising 0-5 • 1 more and 1 less • Composition of numbers 1-5 • Exploring mass • Exploring capacity • Looking at numbers 6-8	<i>White Rose</i> • Doubles • Comparing two groups • Exploring Length and height • Ordering and sequencing time • Looking at number 9-10 • Bonds of ten • 3D shapes • Patterns in the environment	<i>White Rose</i> • Numbers beyond 10 (10-20) • Verbal counting patterns • Adding more • Take Away • Rotating shapes • Manipulating Shapes • Copy 2D shape patterns • Finding 2D shapes within 3D shapes.	<i>White Rose</i> • Sharing • Exploring grouping • Even and Odd • Building Doubles • Creating Patterns • Describe positions • Explore mapping • Represent maps with models • Create maps and plans.

COMPLETED EACH YEAR		Autumn		Spring		Summer	
	PSED	• Building relationships: key person and friends. • Getting familiar with my classroom. • Rules • Taking turns. • Try new activities. • Dental health. • Washing hands. • <i>Self-regulation</i>: helping myself to snack; going to the toilet independently and taking my jumper off when feeling hot. • <i>Independence skills</i>: putting jumper/apron on/taking it off. • Following simple instructions.		• <i>Self-regulation</i>: Begin to show an understanding of own and other’s feelings. Using words like ‘stop, I don’t like it’. And also, to respect wishes of friends. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. • <i>Independence skills</i>: Zipping coats up and putting/taking off jumper. • Explain the reasons for our class rules. • Continue washing hands and keeping a good hygiene. • Play cooperatively and taking turns without adult intervention. • Starting to show an awareness of what is right and wrong.		• <i>Self-regulation</i>: Show an understanding of own and other’s feelings and regulate behaviour accordingly. • Show ability to follow instructions involving several ideas and actions. • <i>Independence skills</i>: Taking jumper off, putting on socks and shoes. • <i>Managing self</i>: Explain the reasons for our class rules. • Show an awareness of what is right from wrong and try to behave accordingly. • Continue washing hands and keeping a good hygiene. • Show independence, resilience and perseverance in the face of challenge. • Understand the importance of healthy food choices • <i>Building relationships</i>: Play cooperatively and taking turns without adult intervention. • Show sensitivity to their own and others’ needs. • Transition to Year 1 • Being courage	
		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 • Friendship • Breaking friendship • Falling out • Dealing with bullying • Being a good friend
	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:	Gross motor:	Gross motor:	Gross motor:	Gross motor:
		- Experiments with different ways of moving. - Negotiating space and obstacles.	- Catching and throwing large balls. - Kicking and rolling balls. - Co-ordination skills.	- Balancing skills - Skipping - Negotiating space and obstacles. - Co-ordinations skills.	- Negotiating space and obstacles safely in consideration of others - Moving in range of ways. - Catching and throwing small balls	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Hop and skip in time to music. - Catching and throwing small balls - Sports day - Team games - Races
		Fine motor:		Fine motor:		Fine motor:
		- Cutting on lines. - Develop tripod pencil grip. - Puzzles, threading and dough disco.		- Begin to draw with more accuracy. - Confidently use the tripod grip. - Cutting straight and curved lines. - Eating with knife and fork.		- Hold pencil effectively (tripod grip) consistently and in all cases. - Cutting more complex shapes. - Using a range of small tools. - Shows accuracy and care when drawing. - Begin to tie shoelaces.

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 nursey 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 nursey 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 nursey 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 nursey 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 nursey 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 • Preforming T4W at Assembly Participate during whole class nursey rhymes

		Autumn		Spring		Summer	
		<i>Creation and covenant</i>	<i>Prophecy and promise</i>	<i>Galilee to Jerusalem</i>	<i>Desert to garden</i>	<i>To the ends of the Earth</i>	<i>Dialogue and encounter</i>
COMPLETED EACH YEAR		Hear • 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’. • God created the world and said, ‘Indeed it is very good’ (Genesis 1:31). • The whole of Creation shows God love for us (Laudato Si’ 84–88). Believe • God is love. • God made each one of us. • God loves each one of us as a unique person. • God made a wonderful world and what God creates is good. • God loves us and we are part of a family.	Hear • The Annunciation (Lk 1:26-31, 38). • The Nativity (Lk 2: 4-7). • The Shepherds visit the manger (Lk 2:8-20). Believe - Mary was chosen by God to give birth to his Son. - Jesus was born in a stable and laid in a manger. - Shepherds were told by angels to visit him. Celebrate - The tradition of the crib to tell the story of Jesus’ birth. Live - Various cultures celebrate Jesus’ birthday in different ways.	Hear - The visit of the Magi (Matt 2:1-12) - What? - Jesus blesses the little children (Mk 10:13-16). - How? - Feeding of 5000 (Jn 6:1-14). Believe - The Magi visited Jesus with gifts. - Jesus is God’s Son and came for everyone. - Jesus’ birth is celebrated at Christmas. - Jesus came to show God’s love and welcomes everyone. - Jesus takes care of everyone. Celebrate - That the Church prays the ‘Glory Be’ as a response to the coming of Jesus	Hear - A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). - The great commandment (Lk 10:25-28). Believe - Listen to and talk about the season of Lent and Easter. - Jesus died on Good Friday and rose again on Easter Sunday. - Easter is a celebration that Jesus is with us still. - Easter celebrates new life. Simple religious symbols in Lent and Easter.	Hear - Story of Pentecost (Simple Telling). - The early Christian community (Acts 2:42-47). Believe - Coming of the Holy Spirit at Pentecost. - The Good News of Jesus lived out by the early Christian community. Celebrate - Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.	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.

		• CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship Celebrate • Celebrate God's beautiful world. • The words and actions of the sign of the cross. • We enter God's family, the Church, through baptism. Live • Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. <i>The Dignity of the Human Person</i>	- CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. <i>The Dignity and Rights of Workers</i>	Live - We welcome and show love to everyone in our words and actions as Jesus does. - We are called to help the poor and hungry. - CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. - <i>An Option for the Poor and Vulnerable</i>	Celebrate - The Church uses purple and ashes as signs of Lent and being sorry. - Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life. Live - Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. - Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. - CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. <i>Rights and Responsibilities</i>	Live - The parish church and the parish family meet there to celebrate. - CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. <i>We Are Called to Live as Family and Community.</i> - CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. <i>Solidarity</i>	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.
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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