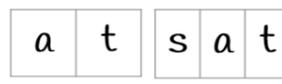
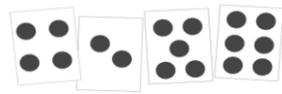
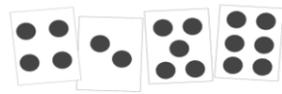


Reception Curriculum Map - YEAR 2 Autumn 1 - Once Upon a Time

	<p>Possible Ideas / Lines of Enquiry</p> <ul style="list-style-type: none"> Tour of the school, creating a photo montage of our school, rules and routines, gratitude board (4 main classroom rules), learning about the roles of important people in our school. Beginning Forest Fun sessions on a Friday Learn about 'Traditional Tales' 	<p>Experiences and Trips Harvest Festival, Offsite Forest School Sessions, visit to our local church, Welcome to Reception Evening Parents Evening Harvest Assembly Home / School Agreement Parent Volunteers - Forest Fun</p> <p>Important Dates: Welcome to Reception Workshop (TBC) Recycling Week (19.09) Autumn Equinox (23.09) Black History Month (Oct)</p>	<p>Subject Vocabulary</p>			
<p>Core Books</p>		<p>Nursery Rhymes Hickory Dickory Dock Five Little Ducks Hey Diddle Diddle Incy Wincy Spider Dingle Dangle Scarecrow Jack and Jill Old King Cole</p>	<p>Talk for Writing</p>  <p>Pete the Cat - Rocking in my School Shoes The Three Billy Goats Gruff The Mixed up Fairy Tales</p>	<p>Rules and Routines</p>	<p>These ensure that we are all kept happy and safe.</p>	
<p>PE Sessions: Multi-skills Different ways of moving to be explored with children - use of space through playing variety of movement games. Co-operation with peers.</p> <p>Friday Forest Fun: To create safety rules for Forest School area. To explore the area with reference to safe risk taking.</p>		<p>Literacy We will be learning the phonemes (sounds) for each letter of the alphabet, linking each sound to its grapheme (letter). Week 2 s a t p Week 3 i n m d Week 4 g o c k Week 5 c k e u r Week 6 h b f l Oral blending - this is when you blend the sounds together to say the word (cat). We use a finger swiping motion from left to right to help blend the sounds together. We will be reading simple words. "Look at the letter, make the sounds and blend the sounds together" We will be learning to read the following tricky words (non-decodable words) is I the Our writing will focus on drawing skills & labelling pictures by writing the first sound and then all the sounds in order. Ordering letters of my name and learning to write our name. We will also be learning a handwriting rhyme for each letter, to help with letter formation.</p> 	<p>Word Aware Concepts</p> <p>small, large, quick, near, side, same</p>	<p>Jigsaw PSHE Being Me in My World Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities</p>	<p>Floating / Sinking</p>	<p>Vocabulary used to describe position of an object in water/the air.</p>
<p>ICT: Using a camera to take photographs Using the iPad to take photograph - in provision Logging onto Purple Mash (avatar creation) Using Mini Mash - using the mouse pad - click and drag</p>	<p>Maths Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers, connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking Completing and creating patterns, size comparison and everyday time language / first / then / now</p> 	<p>RE Being Special: Where Do We Belong? Retell religious stories making connections with personal experiences • What makes me and others special • Belonging - family - groups - school - church - Welcome to our church (what is church/being a Christian). Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Harvest and link to Spring 1 objectives)</p>	<p>Biggest, middle & smallest</p>	<p>Description of size.</p>		
<p>Music Music Express Activities "Stories and Sounds"; focus on structure Sing songs in relation to topic Explore and use effects to express ideas and feelings Listen carefully to rhymes and songs, noticing how they sound</p>	<p>Maths Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers, connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking Completing and creating patterns, size comparison and everyday time language / first / then / now</p> 	<p>RE Being Special: Where Do We Belong? Retell religious stories making connections with personal experiences • What makes me and others special • Belonging - family - groups - school - church - Welcome to our church (what is church/being a Christian). Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Harvest and link to Spring 1 objectives)</p>	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> Children will listen to Tradition tales, become familiar with characters and story language. Children will learn story telling actions (Talk for Writing) Children will learn a new nursery rhyme each week. Children will learn the school rules and get to know each other. Through play, exploration and investigation, children will predict, test and record results of objects floating & sinking. This knowledge will then support them to plan, design and review making a 'boat' type vessel. Autumn is one of the four seasons that complete the cycle of a year. Our family is unique, children will talk about their family and people who are special to them. 			
<p>UTW Experiences (Science, History, Geography) History - Past and Present Children will explore images, stories and artefacts from the past. Geography / Science - The Natural World Children will identify typical weather in Autumn Children will know that this time of year is Autumn and the signs and changes of Autumn Children will explore a range of materials for floating and sinking (DT Project: Explore how the objects move in water) Explore natural objects from the surrounding environments (FF) Planned Field Work: Listen to sounds outside in the local area and identify the source, why sounds are in particular areas?</p>	<p>Expressive Arts and Design: Introduce how to use the Art area. How to put an apron on with a partner. Setting up the easel and tidying up the area. Painting To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Artist Focus: Colours: Jackson Pollock Drawing Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</p>	<p>Physical Development: Gross and Fine motor Skill</p> <p>Dough Disco: Fine motor control using dough to practise squeezing, balling, separating each finger to push the dough and also rolling a sausage shape. Storycise and Cool Kids: We will be playing daily listening and attention games that will involve the children negotiating the space around them, carefully changing direction etc. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>				

