


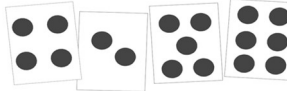
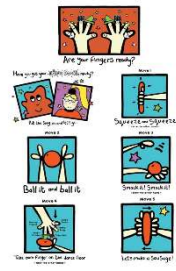


# Reception Curriculum Map - YEAR 2 Autumn 2 - Transport

|   |  |   |  |                                |   |
|---|--|---|--|--------------------------------|---|
|    | <p><b>Possible Ideas / Lines of Enquiry</b></p> <ul style="list-style-type: none"> <li>Learn about different modes of transport</li> <li>Explore a museum</li> <li>Observe the changes from autumn to winter season</li> </ul>   | <p><b>Experiences and Trips</b><br/>                 Forest School<br/>                 Trip to the Motor Museum<br/>                 Nativity Play</p> <p><b>Important Dates:</b><br/>                 Stay and Learn Phonics Workshop: Tuesday 8.11.2022<br/>                 Bonfire Night (05.11)<br/>                 Remembrance Day (11.11)<br/>                 Anti-Bullying Week (14.11)<br/>                 Nursery Rhyme Week (16.11)<br/>                 Children in Need (18.11)<br/>                 Advent (27.11)</p>  | <p><b>Subject Vocabulary</b></p>   |                                |   |
| <p><b>Core Books</b></p>  |    | <p><b>Nursery Rhymes</b><br/>                 Jumping Up and Down on a Tractor<br/>                 London's Burning<br/>                 Row Row Row Your Boat<br/>                 The Wheels on the Bus<br/>                 The Big Ship Sails<br/>                 Riding my Bike<br/>                 The Vehicles Song</p>   | <p><b>Talk for Writing</b></p>    | <p><b>Travel</b></p>           | <p>Moving from one place to another.</p>  |
|   |  |   |  | <p><b>Transport</b></p>        | <p>Carrying people or goods from one place to another.</p>  |
|   |  |   |  | <p><b>Railway</b></p>          | <p>A railway is the track that trains run on</p>  |
|   |  |   |  | <p><b>Ferry</b></p>            | <p>A boat/ship which transports passengers and vehicles across water.</p>                               |
|   |  |   |  | <p><b>Time</b></p>             | <p>Used to order events.</p>  |
|   |  |   |  | <p><b>Winter</b></p>           | <p>The season that comes after Autumn and before Spring.</p>  |
|   |  |   |  | <p><b>Forces</b></p>           | <p>A force is a push or a pull.</p>   |
|   |  |   |  | <p><b>Nativity</b></p>         | <p>The Christmas story all about the birth of Jesus.</p>  |
|   |  |   |  | <p><b>Senses</b></p>           | <p>There are five altogether - sight/eyes, hearing/ears, taste/tongue, smell/nose &amp; touch/skin.</p> |
| <p><b>PE Sessions: Multi-skills/Dance</b><br/>                 Children will apply and adapt ways of travelling whilst practising a variety of skills using small apparatus.<br/>                 Children will move to music creatively.<br/> <b>Forest Fun:</b> To be able to use senses to investigate the Forest Schools area (Touch - hug a tree; Sight - colour matching; Smell- To be able to make woodland perfume, using sticks, water and woodland materials and to leave a perfume trail)</p>  | <p><b>Literacy</b><br/>                 We will be learning the phonemes (sounds) for each letter of the alphabet, linking each sound to its grapheme (letter).<br/>                 Week 1 ff ll ss j<br/>                 Week 2 v w x<br/>                 Week 3 z zz qu words ending with s ch<br/>                 Week 4 sh th ng nk<br/>                 Week 5 words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p><b>Tricky Words</b> put pull full as and has his her go no to into she push he of we me be<br/>                 Writing initial sounds<br/>                 Writing CVC words</p>   | <p><b>Word Aware Concepts</b><br/>                 Same, less, most, first, after, around</p>   | <p><b>Jigsaw PSHE</b><br/>                 Celebrating Difference<br/>                 Identifying talents, Being special Families, Where we live, Making friends<br/>                 Standing up for yourself</p>  | <p><b>Sticky Knowledge</b></p> |   |
| <p><b>ICT:</b><br/>                 Children will be able to log on to Purplemash and navigate Minimash. Children will know how to use the laptop, glide pad/mouse to make digital art using 'Paint Project' (Autumn Tree &amp; Transport colouring).<br/>                 Click and drag to fill in colour.</p>  | <p><b>Maths</b><br/>                 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.<br/>                 Pupils will:<br/>                 • identify when a set can be subitised and when counting is needed<br/>                 • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame<br/>                 • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills<br/>                 • spot smaller numbers 'hiding' inside larger numbers, connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers<br/>                 • 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<br/>                 • 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<br/>                 • compare sets of objects by matching<br/>                 • begin to develop the language of 'whole' when talking<br/>                 Completing and creating patterns, size comparison and everyday time language / first / then / now</p>  | <p><b>RE</b><br/> <b>Why is Christmas Special for Christians?</b><br/>                 Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas: Nativity: Jesus' birthday; how do Christians celebrate; how do Christians know they are special to God) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories about Jesus, making connections with personal experiences</p>   | <ul style="list-style-type: none"> <li>Children will listen to fiction and non-fiction texts about transport to increase their knowledge and vocabulary.</li> <li>There are some vehicles that can only travel on land (car, bus, lorry, bike, train)</li> <li>There are some vehicles that can travel on or in water (boat, submarine, ferry, jet-ski).</li> <li>There are some vehicles that can travel in the air (helicopter, aeroplane)</li> <li>Children will know that Remembrance day is to remember soldiers who died in the war.</li> <li>Children will know how transport has changed from long ago to present day.</li> <li>Forces can make an object move or stop, speed them up or slow them down.</li> <li>Forces can also make objects change direction or shape.</li> </ul> |                                |   |
| <p><b>Music</b><br/>                 Music Express Activities "Working World";<br/>                 focus on texture and layers<br/>                 Sing songs in relation to topic<br/>                 Use instruments to accompany songs<br/>                 Create collaboratively sharing ideas.</p>   |  |   |  |                                |   |
| <p><b>UTW Experiences (Science, History, Geography)</b><br/> <b>History - Past and Present Geography / Science - The Natural World</b><br/> <b>History - Past and Present</b><br/>                 Children will explore images and stories and events from historical events e.g. Remembrance Day and Bonfire Night<br/>                 Children will look at images of transport from the past and identify similarities and differences.<br/>                 Children will explore materials to create shadows - discover which materials light can travel through.<br/>                 Explore how to change how things work<br/>                 Feel forces - Travel along different surfaces<br/>                 Explore how objects/ materials are affected by forces<br/>                 Learn about our five senses (FF)<br/>                 Listen to sounds outside and identify the source (FF)<br/> <b>Planned Field Work:</b> Observing changes of physical features e.g., trees (ICT)</p> | <p><b>Expressive Arts and Design:</b><br/> <b>Printing:</b> Load an object with paint and print it, Make rubbings from textured surfaces, Print to make pictures<br/>                 Print regular patterns, symmetrical<br/> <b>Sculpture:</b> Use language of designing and making (join, build, shape, longer, shorter, heavier) Assemble and disassemble component parts of a range of construction kits. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.<br/>                 Imagination: Use their own ideas to create their own role play music and dance linked to the 'Harvest festival' and 'Christmas Nativity Story'<br/> <b>Drawing:</b> 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><b>Physical Development: Gross and Fine motor Skill</b></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.</p> <p>Scissor skills, chopping with a knife, doing up zips</p> <p>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>  |  |                                |   |