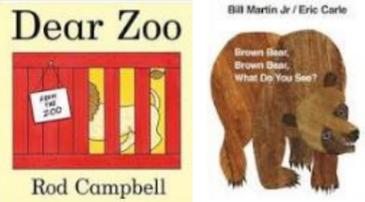


Reception Curriculum Map - YEAR 2 Spring 2 - Wild Animals Around the World

 <p>Wild Animals Around the World</p>	<p>Possible Ideas / Lines of Enquiry</p> <ul style="list-style-type: none"> To learn about habitats of animals around the world To learn about who David Attenborough is and his work To learn about animal lifecycles 	<p>Experiences and Trips Offsite Forest School Sessions Animal Encounter Workshop Easter Maths Stay and Play Important Dates: World Book Day (03.03) Red Nose Day (17.03) Mother's Day (19.03) Easter (09.04)</p>	<p>Subject Vocabulary</p>																						
<p>Core Books</p>		<p>Nursery Rhymes Down in the Jungle Let's go to the Zoo Old MacDonalds Jungle song The Animals went in Two by Two</p>	<p>Talk for Writing</p>  <p>Dear Zoo Brown Bear, Brown Bear What Do You see?</p>	<table border="1"> <tr> <td>Spring</td> <td>The season after Winter.</td> </tr> <tr> <td>Habitat</td> <td>The home or environment of an animal</td> </tr> <tr> <td>Lifecycle</td> <td>The series of changes in the life of an animal</td> </tr> <tr> <td>Globe</td> <td>A globe shows different countries around the world</td> </tr> <tr> <td>Land and Ocean</td> <td>Land is the surface not covered by water and an ocean is a large area of sea.</td> </tr> <tr> <td>Faces and Edges</td> <td>Mathematical language used to describe 3D shapes accurately</td> </tr> <tr> <td>Easter</td> <td>A Christian festival</td> </tr> <tr> <td>Textiles</td> <td>Type of material</td> </tr> <tr> <td>Pitch</td> <td>High and Low sounds</td> </tr> <tr> <td>Apparatus</td> <td>Equipment used in gymnastics</td> </tr> </table>		Spring	The season after Winter.	Habitat	The home or environment of an animal	Lifecycle	The series of changes in the life of an animal	Globe	A globe shows different countries around the world	Land and Ocean	Land is the surface not covered by water and an ocean is a large area of sea.	Faces and Edges	Mathematical language used to describe 3D shapes accurately	Easter	A Christian festival	Textiles	Type of material	Pitch	High and Low sounds	Apparatus	Equipment used in gymnastics
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<p>PE Sessions: Gymnastics - practise variety of rolls - log, egg & teddy. Create a sequence with a partner. Use apparatus safely - helping to put it out and away.</p>	<p>Literacy</p> <p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words, words ending in -ing compound words Week 5 longer words, words with s in the middle /z/ s words ending -s words with -es at end /z/ Tricky Words Review all taught so far Writing phrases: I can see sentences and writing a letter</p>	<p>Word Aware Concepts</p> <p>Thin, wide, rough, above, forwards,</p>	<p>Jigsaw PSHE Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Sticky Knowledge</p>																					
<p>ICT: Programming toys - programmable toys (bee-bots) and code-a-pillar Using the computer to draw pictures (Spring Tree) Continue mini mash and 2dos</p>	<p>Maths</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> Focus on equal and unequal groups when comparing numbers, understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. 2D/ 3D Shape 	<p>RE</p> <p>Why is Easter Special to Christians? Recognise and retell stories connected with celebration of Easter (What do Christians believe happened to Jesus? Why is this important? · Say why Easter is a special time for Christians · Talk about ideas of new life in nature · Recognise some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs, etc., and make connections with signs of new life in nature · Talk about some ways Christians remember these stories at Easter</p>		<ul style="list-style-type: none"> To be able to talk about where animals live e.g., their home and the country. To know Spring is one of the four seasons that follows Winter. A 3D shape is a solid shape that has three dimensions, length, height, and width. Our world is made up of land and ocean. Lifecycle of an animals and how baby animals change over time A Zoo is where a collection of wild animals can be observed. Wild Animals live in different places such as the desert, arctic, rainforest, oceans or grasslands. Not all animals have legs, some animals move in different ways. 																					
<p>UTW Experiences (Science, History, Geography) History - Past and Present Children will know who David Attenborough is and why he is important Animals & their babies and how baby animals change over time. Geography / Science - The Natural World Children will know that we don't have certain animals in England and will compare with another country. Name and describe animals that live in different habitats (desert, arctic, rainforest, oceans, grasslands) Describe different habitats Children will know that a globe shows different countries around the world Lifecycle of an animal Children will know that this time of year is Spring and the signs and changes of Spring. Creating a map of an ideal zoo.</p>	<p>Expressive Arts and Design: Textiles and Collage Tear paper into strips and simple shapes Apply adhesive sparingly and place glued surfaces together accurately. Single items e.g., seeds or leaves can be put together to create new textures. Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g., fabric pens, paints, sticking on buttons Painting Use a variety of tools to apply paint, e.g., brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized and shaped paper). To work from direct observation and imagination. Imagination: Use their own ideas to create their own role play music and dance linked to the 'Easter'</p>	<p>Physical Development: Gross and Fine motor Skill</p> <p>Fine Motor Challenges: Stacking and balancing, letter formation 'around' letters, letter formation 'down' letters, using a knife and fork to cut</p> <p>Forest Fun: To be able to safely handle & use tools in the forest</p>	<p>Letter Formation</p> 