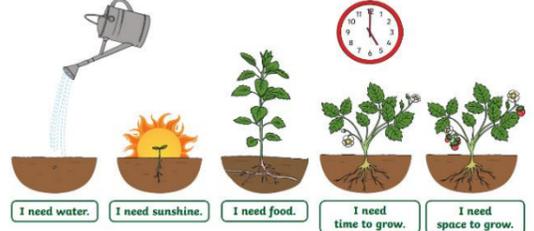
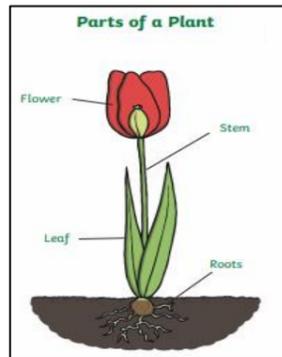
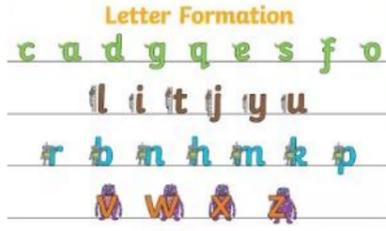
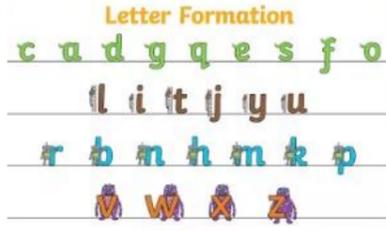


# Reception Curriculum Map - YEAR 2 Summer 1 - In the Garden & Plants

<p>In the Garden and Plants</p> 	<p><b>Possible Ideas / Lines of Enquiry</b></p> <ul style="list-style-type: none"> <li>What do plants need to grow?</li> <li>What can we grow in the garden?</li> <li>Explore the life cycle of a plant.</li> <li>Enter a growing competition - Does seed size matter?</li> <li>King's Coronation</li> <li>Seasonal changes</li> </ul>	<p><b>Experiences and Trips</b></p> <p>Offsite Forest School Sessions Maths Stay and Play</p> <p><b>Important Dates:</b> Earth Day (22.04) St George's Day (23.04) May Day (01.05) King's Coronation (08.05) World Bee Day (20.05)</p>	<p><b>Subject Vocabulary</b></p>			
<p><b>Core Books</b></p>		<p><b>Nursery Rhymes</b></p> <p>Mary, Mary quite Contrary Round and Round the Garden</p> <p>There's a worm at the bottom of the garden</p> <p>How to make the flowers grow</p> <p>Growing song</p> <p>Acorns into oak tree</p>	<p><b>Talk for Writing</b></p>  <p><b>Jasper's Beanstalk</b> <b>Errol's Garden</b></p>	<p><b>Comparing</b></p>	<p>To find similarities or differences between two or more.</p>	
<p><b>Garden Plants</b></p>		<p>Garden plants are plants, that people choose to grow in their gardens.</p>				
<p><b>Coronation</b></p>		<p>The ceremony of crowning a king.</p>				
<p><b>Present Day</b></p>		<p>To know that the present is now.</p>				
<p><b>Seeds</b></p>		<p>Seeds grow into new plants.</p>				
<p><b>Stem, leaf, flower, roots, petals</b></p>		<p>Parts of a plant</p>				
<p><b>Wild Plants</b></p>		<p>A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.</p>				
<p><b>Decay</b></p>		<p>To rot, decompose, break down.</p>				
<p><b>What Does a Plant Need to Grow?</b></p> 						
<p><b>PE Sessions:</b></p> <p>Ball skills- throwing and catching. Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Hand-eye co-ordination Balancing an object <b>Forest Fun:</b> To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.</p>	<p><b>Literacy</b></p> <p>Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><b>Tricky Words said so have like some come love do were here there when what one little says</b></p> <p>Orally compose and write a simple sentence with a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Write a bean diary Write a riddle</p>		<p><b>Word Aware Concepts</b></p> <p>Heavy, both, narrow, below, backwards, enough</p>	<p><b>Jigsaw PSHE</b></p> <p>Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</p>	<p><b>Sticky Knowledge</b></p>	
<p><b>ICT:</b></p> <p>Logging onto computers independently and beginning to use the keyboard for 1-word captions (knowledge of capitals applied) Continue mini mash and 2dos</p>	<p><b>Maths</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary.</li> <li>develop conceptual subitising skills including when using a rekenrek</li> <li>Continue 3d shapes and exploring measure, comparing lengths</li> </ul>		<p><b>RE</b></p> <p><b>What places are special and why?</b> Talk about somewhere that is special to themselves and why</p> <ul style="list-style-type: none"> <li>Recognise that some religious people have places which have special meaning</li> <li>Talk about the things that are special in a place of worship (Christian and one other)</li> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church and another place of worship</li> <li>Express personal responses to the natural world.</li> </ul>		<ul style="list-style-type: none"> <li>I can name some plants and trees found in Spring.</li> <li>I can talk about the stages of a sunflower lifecycle.</li> <li>I can label a flower and talk about the different parts.</li> <li>I can describe what I see, hear, and feel around me when I'm outside.</li> <li>I can name the King.</li> </ul> 	
<p><b>Music</b></p> <p>Music Express Activities "Growth and Change"; focus on loud and quiet Sing songs in relation to topic Perform actions to accompany songs To explore and change sounds to create different effects.</p>	<p><b>Expressive Arts and Design:</b></p> <p><b>Sculpture:</b> Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Structures can be made by putting separate objects or units together. (shape and join materials) Structures can be made and kept for a long time, others can be made and kept for a short time Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their final outcome before making. <b>DT Project: Using 3d junk to design and make a model</b> <b>Drawing:</b> Draw accurate representations of people and objects To talk about their own and others work <b>Painting:</b> 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.</p> <p><b>Artist Focus: Vincent Van Gogh</b></p>		<p><b>Fine Motor Challenges:</b> Pattern making, Using small tools, Doing up buttons</p> <p><b>Letter Formation</b></p> 		<p>Continue daily letter formation Capital letter formation A-N,</p> 	
<p><b>UTW Experiences (Science, History, Geography)</b></p> <p><b>History - Past and Present</b></p> <p>King's Coronation - Children will know that the past is anything before the current day. Children will know that the present is now.</p> <p><b>Geography / Science - The Natural World</b></p> <p>Lifecycle of a sunflower Explore plants in the surrounding environments Plant seeds, and care for growing plants Observe living things throughout the year (seasons) FF Compare how materials change over time and in different conditions e.g. plants in different places Explore rainbows</p> <p><b>Planned Field Work:</b> Bug Hunt, where would we find different bugs. Where would be best to build a bug hotel? FF</p>		<p><b>Expressive Arts and Design:</b></p> <p><b>Sculpture:</b> Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Structures can be made by putting separate objects or units together. (shape and join materials) Structures can be made and kept for a long time, others can be made and kept for a short time Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their final outcome before making. <b>DT Project: Using 3d junk to design and make a model</b> <b>Drawing:</b> Draw accurate representations of people and objects To talk about their own and others work <b>Painting:</b> 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.</p> <p><b>Artist Focus: Vincent Van Gogh</b></p>		<p><b>Fine Motor Challenges:</b> Pattern making, Using small tools, Doing up buttons</p> <p><b>Letter Formation</b></p>  <p>Continue daily letter formation Capital letter formation A-N,</p> 		

