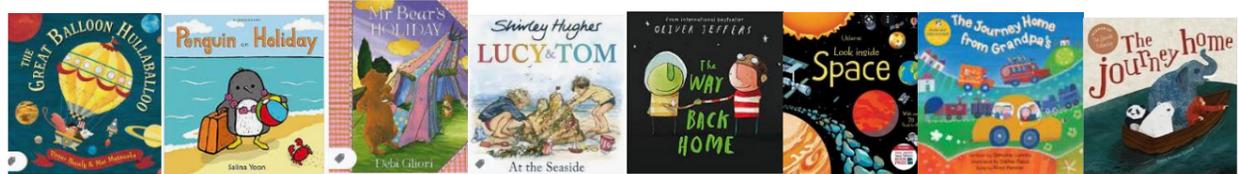
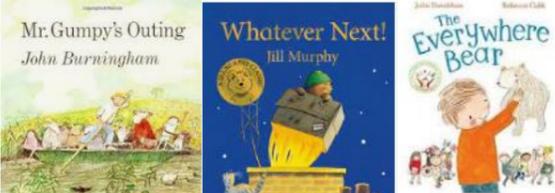
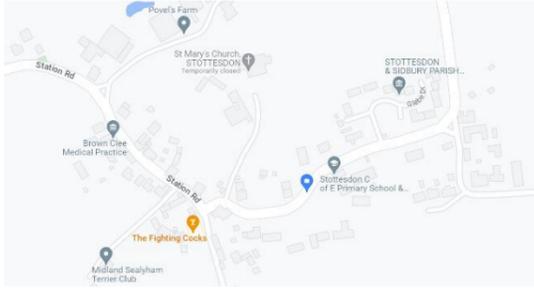


Reception Curriculum Map - YEAR 2 Summer 2 Journeys and Holidays

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|---|---|--|---|--|---|--|
|  <p>Journeys and Holidays</p> | <p>Possible Ideas / Lines of Enquiry</p> <ul style="list-style-type: none"> Gain confidence in the swimming pool <ul style="list-style-type: none"> Explore maps of our local area Continue growing competition - Does seed size matter? <ul style="list-style-type: none"> Learn about Space, Journeys and Holidays | <p>Experiences</p> <p>Cricket Engagement Day Swimming Lessons at Highley Whole School - Sports Day Growing competition. Visit Highley Library Father's Day (18.06)</p> | <p>Subject Vocabulary</p> | | | |
| <p>Core Books</p>  | | <p>Talk for Writing Text</p>  | | <p>Journey</p> <p>The act of travelling from one place to another.</p> | <p>Transport</p> <p>A way of moving people or goods from place to place.</p> | |
| <p>Nursery Rhymes</p> <p>Five Little Men in a Flying saucer Down at the station Doctor Foster went to Gloucester Down at the station Five Little Ducks went Swimming One Day The Grand Old Duke of York We're Driving in our Car</p> | | <p>Phonics</p> <p>Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words Tricky Words Review all taught so far Secure spelling</p> | <p>Word Aware Concepts</p> <p>Half Whole Second Early Later Light(weight) heaviest</p> | <p>Jigsaw PSHE Relationships</p> <p>Changing Me Bodies, Respecting my body Growing up, Growth and change Fun and fears Celebrations</p> | <p>Holiday</p> <p>A period of leisure spent away from home.</p> | <p>Map</p> <p>An image of an area taken from above showing the main features.</p> |
| <p>Music</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>Maths</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"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes 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 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek <p>*Using correct mathematical vocabulary to compare the weight/capacity of two or more objects.</p> | | <p>RE</p> <p>What times/stories are special and why? What can we learn from the story? How does it help us choose how to be? Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> | <p>Sticky Knowledge</p> <p>A journey could be for a holiday or a day trip.</p> | |
| <p>PE</p> <p>Athletics Marching/running, Throwing overarm/underarm, Jumping</p> <p>Swimming- To build confidence and safety in the water, to float on their back or front with a float</p> | | <p>PE</p> <p>Athletics Marching/running, Throwing overarm/underarm, Jumping</p> <p>Swimming- To build confidence and safety in the water, to float on their back or front with a float</p> | | <p>RE</p> <p>What times/stories are special and why? What can we learn from the story? How does it help us choose how to be? Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> | <p>You can travel using different types of transport, for example car, bus train, plane, a boat or even simply walking.</p> | |
| <p>Music</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>Maths</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"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes 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 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek <p>*Using correct mathematical vocabulary to compare the weight/capacity of two or more objects.</p> | | <p>RE</p> <p>What times/stories are special and why? What can we learn from the story? How does it help us choose how to be? Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> | <p>A map is a diagram of an area of land or sea, and this is a map of Stottesdon</p>  <p>Earth is the planet we live on.</p> <p>Astronaut is a person who travels into space</p>  | |
| <p>UTW Experiences (Science, History, Geography)</p> <p>History - Past and Present Children will look at images of seaside holidays from the past and present and identify similarities.</p> <p>Geog / Science - The Natural World Explore light sources / shadows Learn about the solar system and stars Learn about space travel Children will know that the green on a globe is land and the blue is sea. Children will know that this time of year is Summer and the signs and changes of Summer.</p> <p>Planned Field Work: Map a Journey in the local area recognising services in Stottesdon - surgery, café/pub, school, church</p> | | <p>ART: Printing</p> <p>Make a range of other prints e.g., bubbles Recognise pattern in natural and man-made objects</p> <p>To begin to understand that printed patterns can be regular, irregular, or symmetrical, that different objects make different prints and different methods give different kinds of prints</p> | <p>ICT:</p> <p>Continue mini mash and 2dos Using the computer to draw pictures (Summer Tree) Identifying electrical devices Targeting any key areas Learning to log in with their username and password.</p> | <p>DT: Textiles</p> <p>To begin to understand that fabrics are the basis of textiles that can be used for clothes, household linens and curtains etc. To begin to understand that fabrics can be found in a range of thicknesses, textures, patterns and colours. To begin to understand fabrics can be cut and sewn together into new shapes Talking about materials, especially their colours and textures. Materials can be cut and reassembled into new shapes</p> | <p>Imagination:</p> <p>Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Using small world to innovate their own stories / news/ experiences.</p> | |