



## Reception Curriculum Map Overview Y2

	<b>Superheroes</b>	<b>Dinosaurs</b>	<b>Space</b>	<b>The Natural World</b>	<b>Paddington Bear on Tour</b>	<b>Transport – up, up, up and away</b>
<b>General Themes</b>	People who help us My family and community Occupations Lives of people around me	Remembrance day Mary Anning Bonfire night Diwali Christmas/nativity	First man on the moon Neil Armstrong	Habitats Birds Growing beans Tadpoles Life cycles	UK France Italy Scotland Egypt Eid Postcards	How things go History – the first flight, The Wright Brothers Sorting and identifying transport
<b>Class Texts</b>	Supertato Super Daisy Super worm The Gingerbread Man	Harry and his bucketful of dinosaurs Dinosaur stomp Traditional tales	Whatever next Aliens love underpants One giant leap Non-fiction texts	Jasper's Beanstalk Jack and the Beanstalk Jack and the Jellybean stalk The tiny seed	Paddington Bear	Mr Gumpy's motorcar Emma Jane's Aeroplane Oi! Get off our train
<b>Procedural Knowledge (including vocabulary)</b>	Identify where I live using google maps  Identify features of the school such as <b>field, pond, steps, path, playground</b>  Draw a map of the school using the features above  Create a map of the village using wooden blocks/junk modelling.  Identify features of the village including <b>church, post office, rectory, park, school, Methodist church, crag</b>	I can identify the names of some dinosaurs including <b>T Rex, Pterodactyl, diplodocus, triceratops</b>  I know what <b>extinct</b> means – no longer exists  I know what <b>prehistoric</b> means – very old, before humans were alive  I know who <b>Mary Anning</b> (born 1799) is and what a <b>palaeontologist</b> is  I know what a <b>fossil</b> is – the remains or traces of plants and animals that lived long ago  I know what an <b>omnivore, carnivore and herbivore</b> is	I can name some animals that went into space ( <b>Laika, Enos the chimpanzee</b> )  Tim Peake timeline – born in Chichester, 7th April 1972  1990 – Tim Peake leaves high school and enters the military  2008 – Tim applies to European Space  Agency after seeing an advert online  2009 – Tim receives a call offering him a place  2015 – Tim become the first British Astronaut to live on the international space station  2016 – Tim returns to earth on 18th June	Life cycle of a plant – <b>bean, shoot, stem, root, leaves, photosynthesis</b>  I know what plants need to grow: <b>nutrients from the soil, sunlight, warmth and water</b>  Life cycle of a frog – <b>frogspawn, tadpole, froglet, frog</b>	I can identify countries on a map – <b>England, Wales, Scotland, France, Egypt, Italy</b>  I can identify famous landmarks – <b>Buckingham Palace, Eiffel Tower, Pyramids, The Grand Canal</b>  I can identify some maps of the world – <b>England, Wales, Scotland, France, Egypt, Italy</b>  I can taste some famous foods from some of the places – <b>Scones, Croissants, Pizza</b>	<ul style="list-style-type: none"> <li>• Transport in the past and now:</li> <li>• Making comparisons</li> <li>• Stephenson Steam train – <b>The Rocket - 1829</b></li> <li>• Hot air balloon Aerostat Reveillon, carried a duck, a roster and a sheep- <b>1783</b></li> <li>• Horse and cart – <b>3000- 2500 BC</b> (Explore changes over time- chariots)</li> <li>• <b>Canals 1761 (when canals opened) Pulled by horses</b></li> <li>• <b>Bikes – penny farthing – 1871</b></li> <li>• <b>Roads and railway tracks</b></li> <li>• First cars - <b>1886</b></li> <li>• <b>Buses – First bus – 1883 (Steam carriages)</b></li> <li>• <b>Early use of prams</b></li> </ul>
<b>'WOW' moments</b>	Fireman/police/Vet visit	Pantomime Dinosaur egg hatch	Role play – space station	Leighton Moss visit Creepy Crawly Man	Activities linked with each place – Making the Eiffel Tower, Pizza & Gondola making, Making Mummies and Hieroglyphics	The Transport Museum

<b>Personal, Social &amp; Emotional Development</b>	<b>1decision Keeping/staying safe Computer/online safety</b>	<b>1decision Keeping/staying healthy Feelings/emotions</b>	<b>1decision Relationships</b>	<b>1decision Being responsible</b>	<b>1decision Our world</b>	<b>1decision Transitions</b>
<b>Communication &amp; Language</b>	Listening to a range of texts including stories, rhymes, poetry and non-fiction  Introducing school vocabulary  Listening to rhymes and songs  Role play – home corner  Adults joining children in their play	Retelling simple stories  Thinking of questions to ask visitors  Developing new topic vocabulary  Describing events such as bonfire night and Christmas  Adults joining children in their play	Acting out familiar stories  Using adjectives to describe  Asking questions to develop understanding  Engaging in non-fiction books	Discussing characters within stories  Learning action vocabulary  Answering questions to show understanding  Reading and exploring new text types such as comic strips  Using non-fiction books to find out information	Retelling familiar stories  Recreate characters during role play scenarios  Develop story telling vocabulary  Explore alternative versions of familiar stories/traditional tales	Listening and watching video clips to deepen understanding  Asking questions to deepen understanding  Develop vocabulary linked to transport  Introduce verbs
<b>Physical Development</b>	<b>Pupil Passport – FMS</b>  Holding a pencil Making marks Healthy eating	<b>Pupil Passport – FMS</b>  Holding a pencil Threading skills Forming letters – Oxford HW Healthy eating	<b>Pupil Passport – FMS</b>  Holding a pencil Scissor skills Forming letters – Oxford HW Healthy eating	<b>Pupil Passport – FMS</b>  Holding a pencil Scissor skills Forming letters – Oxford HW	<b>Pupil Passport – FMS</b>  Athletics – Sports Day Practise Holding a pencil Scissor skills Forming letters – Oxford HW Threading, cutting, weaving	<b>Pupil Passport – FMS</b>  Sports day Holding a pencil Scissor skills Forming letters - Oxford HW
<b>Literacy</b>	Introduce Red Rose Phonics (Autumn 1 Phase 2)  Allocate school reading books and word tubs Recognise own name and begin to write letters Initiate mark making and writing Writing labels	Introduce Red Rose Phonics (Autumn 2 Phase 2)  Tricky word focus Consolidation of phase 2 Segment and blend CVC words  Retelling stories with repeated refrains Discuss characters and settings Identify initial sounds Identify ending sounds Writing labels Writing captions	Introduce Red Rose Phonics (Spring 1 Phase 3) Segment and blend CVC and CCVC and CVCC words  Identify initial sounds Identify ending sounds Retelling familiar stories Explore non-fiction Writing facts Writing descriptions Writing labels Introduce non-negotiables Writing simple sentences	Introduce Red Rose Phonics (Spring 2 Phase 3) Spot digraphs in words Segment and blend words Segment to write Writing rhyming words Writing instructions Writing simple sentences Use non-negotiables Write retell of familiar story	Introduce Red Rose Phonics (Summer 1 Phase 3)  Spot digraphs and trigraphs in words  Read all of phase 3 tricky words confidently Orally rehearse a sentence Write a simple sentence independently using non-negotiables Write animal descriptions Write retell of familiar story	Introduce Red Rose Phonics (Summer 2 Phase 4)  Segment and blend CCVC, CCVCC, CCCVC, CCCVCC words Continue to read all of phase 3 tricky words confidently Write a simple sentence independently using non-negotiables Write transport descriptions Write retell of familiar story Write a fact file/news report
<b>Mathematics</b>	<b>Lancashire Planning Disc/White Rose</b> Matching and sorting Comparing amounts Comparing size, mass and capacity Exploring pattern Introducing number 1	<b>Lancashire Planning Disc/White Rose</b> Representing numbers to 5 Comparing numbers 1,2,3 Composition of numbers 1,2,3  Begin number bonds to 5 Identify one more/one less Exploring 2D shape	<b>Lancashire Planning Disc/White Rose</b> Representing 6,7,8 Composition of numbers to 8  Comparing numbers to 8 Comparing mass Comparing capacity Making pairs	<b>Lancashire Planning Disc/White Rose</b> Representing 9 & 10 Comparing numbers to 10 Composition of numbers to 10  Number bonds to 10 Exploring pattern Doubling/halving/sharing	<b>Lancashire Planning Disc/White Rose</b> Building numbers beyond 10 Counting patterns beyond 10  Matching, rotating and manipulating shapes Positional language	<b>Lancashire Planning Disc/White Rose</b> Finding patterns Doubling Sharing & grouping Odds and evens Patterns Sequencing and sorting Time

		Learn positional language Develop understanding of time Subitise to 5	Combining 2 groups Exploring 3D shape Introduce money Subitise to 8	Subitise to 10	Adding more Taking away Number bonds to 10	Number bonds to 10
<b>Understanding of the world</b>	Our families, community and belonging Our school ICT – ilearn2 Computer Discovery/E-Safety Autumn seasons Human body/senses/birthdays Maps of our village	Celebrations Different religious festivals ICT – ilearn2 – Mouse and Keyboard skills Dinosaur eggs Dinosaur names Autumn/Winter - seasons	Timeline of our lives and Neil Armstrong Role play the landing on the moon Winter – seasons Space station role play ICT – ilearn2 – early digital music	Tadpoles Pond dipping Planting own beans Caterpillars to butterfly observations How to care for animals Mini-beast habitats Spring – seasons Making maps of the classroom/school ICT – ilearn2 – Digital literacy, numeracy and photos	How to care for farm animals Life cycles of animals Summer-seasons On the farm – senses Baby animals and their names Small world farmyard Planting own vegetables Learning about Eid ICT – ilearn2 – Digital art and design	Transport now and then Data handling – how many cars did we see in the village? Floating and sinking (boats) Summer – seasons' ICT – ilearn2 – early programming
<b>Spanish (MFL)</b>	Greetings: Hola (hello) Adios (goodbye) Gracias (thank you)	Feliz navidad (Merry Christmas) Agua (water) Leche (milk) <b>Continue:</b> Greetings: Hola (hello) Adios (goodbye) Gracias (thank you)	Counting to five: Uno, dos, tres, cuatro, cinco, <b>Continue:</b> Greetings: Hola (hello) Adios (goodbye) Gracias (thank you) Agua (water) Leche (milk)	Counting to ten Seis, siete, ocho, nueve, diez <b>Continue:</b> Greetings: Hola (hello) Adios (goodbye) Gracias (thank you) Agua (water) Leche (milk) Uno, dos, tres, cuatro, cinco,	Counting to ten: Uno, dos, tres, cuatro, cinco, Seis, siete, ocho, nueve, diez <b>Continue:</b> Greetings: Hola (hello) Adios (goodbye) Gracias (thank you) Agua (water) Leche (milk)	Mi nombre es (my name is___)  Tengo ___ anos (I am ___ years old)  <b>Continue:</b> Greetings: Hola (hello) Adios (goodbye) Gracias (thank you) Agua (water) Leche (milk) Counting to ten: Uno, dos, tres, cuatro, cinco, Seis, siete, ocho, nueve, diez
<b>Expressive Arts &amp; Design</b>	Self-portraits Colour mixing – colour wheel Introduce Charanga/build a repertoire of songs/introduce musical instruments Role play area <b><u>Kapow – Music and Movement</u></b> <i>Art – drawing &amp; line</i>	Rangoli Patterns Diva lamps Firework paintings Salt dough fossils Christmas Carols Making celebration cards Tags for gifts <b><u>Christmas nativity songs and performance</u></b> <i>Art – Sculpture, form – diva lamps</i>	Junk modelling rockets Shape rockets Marbelling backgrounds Observational drawings Traditional nursery rhymes Exploring lighter/darker shade <b><u>Kapow – Exploring sound</u></b> <i>DT – Kapow Junk modelling unit</i>	Chinese New Year lanterns Chinese music Exploring different kinds of music Watercolour focus – mini beast drawings Observational drawings <b><u>Kapow - Musical Stories</u></b> <i>Art – collage, shape Draw own minibeast Cut and stick patterns</i>	Mother's day crafts Easter crafts Flag painting (linked to the country) Art straw Eiffel tower Gondola making using paper boats Sandpaper pyramid Paint like Monet (White water lillies) <b><u>Kapow - Celebration Music</u></b>  <i>Art – Paint, colour, Monet</i>	Aeroplane designing and making Junk modelling cars Make a moving car <b><u>Kapow – Big Band</u></b> <i>DT – Wheels and Axles (Kapow Y1)</i>  <i>Art – Printing, line, colour</i>