



Claybrooke Primary School Reception / Yr 1 / 2 Curriculum Map 2023-24

Reception -	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	Down in the Woods	Winter and Cold Places	Kings and Queens	How things Grow	Wheels in Motion
All chn Values Focus: (incl. Collective Worship)	Kindness Democracy	Resilience Mutual Respect	Independence Rule Of Law	Confidence Rule Of Law	Honesty Individual Liberty	Respect Individual Liberty
Reception- Communication and Language	<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words</p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Develop communication and pronunciation</p> <p>Use talk to organise themselves and their play.</p>		<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

Yr 1 Speaking and Listening - Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.



Reception Social, Emotional, and Developmental	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Growing and Changing	Being my Best
Year 1 & 2- PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<p>Building relationships with peers, adults, taking turns, sharing, considering how others may feel (adult modelling, circle time discussion, adults interaction during play. Developing self-awareness - independence when making choices, managing feelings and behaviour, awareness of strengths and targets. Taking responsibility for behaviour - regulating behaviour, creation of classroom rules with the children, following the school rules. Listening to others and sharing own ideas at carpet time. Sharing our achievements - awards, stickers, communication with parents/carers.</p>						
Reception- Physical Development	Reception - develop skills lining up, queueing, mealtimes, personal hygiene. Develop fine motor skills- holding a pencil correctly, using scissors	Reception - Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills - holding pencil correctly, using scissors	Reception - refine ball skills including throwing, catching, kicking, passing, batting, and aiming.	Reception - supporting overall health and wellbeing: physical activity, healthy eating, toothbrushing, amounts of 'screen time', good sleep routine, being a safe pedestrian.	Reception - Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Reception -Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
Year 1 & 2 - PE	Personal CORE Personal GYM	Social Core Social Dance	Cognitive Core Social Dance	Creative Core Creative Gym	Physical Core Athletics	Health and Fitness Core Striking and Fielding
<p>Reception - Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility.</p>						
Literacy: Phonics, Writing, Grammar, Vocab.	Reception - develop phonological awareness - rhyme, syllables, initial sounds Blending sounds into words Name writing		Reception - Spell words by identifying sounds in them and representing the sounds with a letter or letters. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Reception - Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple phrases and sentences that can be read by others. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	



<p>Englis and</p>	<p>Character descriptions Poems developing vocabulary Simple retelling of a narrative</p>	<p>Formal invitations Stories from other cultures</p>	<p>Non-chronological reports Formal invitations</p>	<p>Stories from other cultures Recount from personal experience</p>	<p>Non-chronological reports Simple retelling of a narrative</p>	<p>Recount from experience Poems developing vocabulary Poetry on a theme</p>
<p>Yr 1 and 2 Class Reader:</p>	<p>Grandad's island The Goose that Laid the Golden Eggs Mrs Noah's Pockets</p>	<p>Paddington The Christmas Pine</p>	<p>The Quangle Wandle's Hat Coming to England The Street Beneath My Feet</p>	<p>The Rhythm of the Rain Little People Big dreams:David Attenborough</p>	<p>Fantastically Great Women who changed the World The Sun and the Wind</p>	<p>Fantastic:Mr Fox</p>
<p>Phonics All years</p>	<p>R RWI Set 1 sounds Word Time Yr 1 Set 3 sounds RWI pink Yr 2 Set 3 sounds RWI blue</p>	<p>R RWI Set 1 sounds Ditty 1-10 Yr 1 Set 3 sounds RWI pink/ orange Yr 2 Set 3 sounds RWI Grey</p>	<p>R RWI set 2 sounds RWI red Yr 1 Set 3 sounds RWI orange Yr 2 Set 3 sounds RWI Grey</p>	<p>R RWI set 2 sounds RWI red/ green Yr 1 Set 3 sounds RWI yellow Yr 2 Set 3 sounds RWI Grey</p>	<p>R RWI set 2 sounds RWI green/ purple Yr 1 Set 3 sounds RWI Yellow Yr 2 Comprehension</p>	<p>R RWI set 2 sounds RWI purple Yr 1 Set 3 sounds RWI Blue Yr 2 Comprehension</p>
<p>Maths</p>	<p>WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me! Matching Sorting & Comparing Numbers 1, 2, 3,4,5 Subitising Money Time Shape It's ME 1,2,3! Light and Dark Consolidation Numbers 4, 5, ,6,7,8 Money Time Shape subitising Early doubling White Rose Yr1: Number: Place Value (within 10) Number: Addition and Subtraction</p>		<p>WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling subitising Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Halving Doubling Sharing subitising White Rose Yr1: Number: Y1 Place value to 20 Number: Yr 1 Addition and Subtraction (within 20)</p>		<p>WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money Time White Rose Yr1: Number: Multiplication and division Number: Fractions Geometry: Position and Direction Number: Place value (within 100)</p>	



	(within 20) Geometry: Shape and Consolidation White Rose Yr 2: Number: Place Value Number: Addition and Subtraction Geometry: Shape		Number: Y1 Place Value to 50 Measurement: Length and Height Measurement: Mass and volume White Rose Yr 2: Measurement: Money Number: Multiplication and division Measurement: Length and Height Measurement: Mass, capacity and temperature		Measurement: Money Measurement: Time White Rose Yr 2: Number: Fractions Measurement: Time Statistics Geometry: Position and Direction Consolidation	
Science / UW RiSE	Seasonal Changes AIH (Senses)		Everyday materials Plants		Animals & What They Need. Caring for the Planet	
History / UW RiSE	Walter Tull Remembrance Changes in Recent Memory		Parliament and Royalty		George Stephenson	
Geography / UW RiSE	School Locality Life in the UK		Oceans and Seas		Hot & Cold Places	
Art/ DT RiSE	Colour		Line		Portrait & Artist Study Smoothies	
Computing	Computer Systems & Networks, Technology Around us	Creating Media, digital Painting	Creating Media: Making Music	Programming: Moving a Robot	Computing Systems & Networks: IT around u	Programming: Introduction to Animation
Reception- RE KS1- RE	F4 Being Special: Where do we belong 1.8 What makes some places sacred to believers?	F2 Why is Christmas special to Christians? 1.3 Why does Christmas matter to Christians?	F1 Why is the word 'God' so important to Christians? 1.1 What do Christians believe God is like?	F3 Why is Easter special to Christians? 1.5 Why does Easter matter to Christians?	F6 What times/stories are special and why? 1.6 Who is a Muslim and how do they live?	F5 What places are special and why? 1.8 What makes places sacred to believers?
Music	Unit 1 Pulse Nativity Song	Unit 2 Voice	Unit 3 Rhythm	Unit 4 Pitch	Unit 5 Technology, Structure and Form	Unit 6 20th Century Music