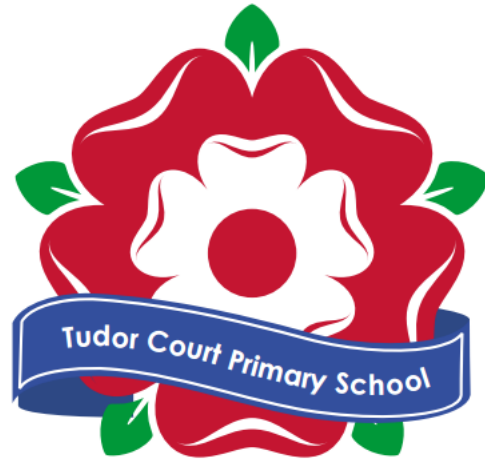


# **Tudor Court Primary**

*Curriculum Map – Cycle 2*

*25<sup>th</sup> November 2024 – 8<sup>th</sup> February 2025*



# Learning Power Focus: Curiosity

## Year: Reception

*Inspire – Challenge - Succeed*



### Physical Development:

- Cut, tear, fold and stick a range of papers and fabrics
- Experiment with different ways of moving the body and begin to remember sequences and patterns and movement related to music and rhythm.
- Use large muscles to wave flags and streamers
- Select appropriate tools and media to draw with
- Create art in different ways on a theme, to express their ideas and feelings
- Forming shapes and letters in the air with a hand, finger or object (e.g. wand) and with eyes open and shut
- Writing over and continuing patterns
- Begin to write recognisable letters.
- Pat, throw, kick, aim, bat and catch different sized balls with increasing control
- Create pictures of places from imagination or experience
- Move confidently in a range of ways and safely negotiate space, obstacles and terrains
- Manipulate malleable materials into variety of shapes and forms using their hands and other tools

**Key Vocabulary:** Festive, glow, celebrate, traditions, uniqueness, belonging, similarities, differences, special, festival, seasons.

### Personal, Social and Emotional Development:

Jigsaw: Dreams and Goals

- Play cooperatively with others and take turns
- Select vocabulary and pictures to express their feelings and consider the feelings of others
- Talk about what constitute a healthy lifestyle
- Explaining their own knowledge and asking questions
- Developing confidence in a wider range of different social situations
- Talking about their friendships and how they and others show feelings
- Talking about their own and others' behaviour and beginning to reflect on their own actions
- With support, working with others/as part of a group
- Knowing that it is important to keep our bodies healthy and beginning to understand some of the ways we can do this, e.g. washing our hands, eating fruit and vegetables etc.
- Understanding that others might have different ideas, opinions and beliefs and these should be respected

## Topic: Celebrations Around the World

**Enquiry Question: What days are special to us and why?**

**Key Concepts: Place and Space**

### Home Learning:

Children could:

- Learn more about their own family's/religion's/culture's special foods and celebrations and share what they learn with the class via Tapestry.
- Encourage children to look at the food in the kitchen and what they eat. Find out what countries some of it comes from. Search on a map for those countries.
- Explore different traditional clothing and costumes that are worn during various celebrations.

### Significant individuals and events:

- Christmas: Text: ***Christmas Around the World***
- EYFS Nativity – reception performance
- Exploring religious artefacts

### Community and Local Links:

- Children discuss where their family comes from in the world. Parents share photographs of where they, or their grandparents, grew up.
- Use a map to highlight the different places around the world. How families celebrate in different parts of the world? Do we all eat the same? What is different?
- Photographs of the children celebrating special events in their lives.

### Coherence

- Understanding where some of our food comes from (Y1 geography/D and T – hot and cold places)
- Understanding that different celebrations are important to different communities (Y2 history – jubilees)

# Learning Power Focus: Curiosity

## Year: Reception

*Inspire – Challenge - Succeed*



### Literacy:

#### Phonics

- Continuing RWI Set 1 and introduction to 'special friends'
- Use phonic knowledge to segment and blend sounds into words
- Engaging in shared reading and dialogic book talk

#### Suggested texts:

- ❖ What do you celebrate?
- ❖ Kippers Birthday
- ❖ A Handful of Buttons
- ❖ The Best Diwali Ever
- ❖ Hats of Faith
- ❖ Little Glow
- ❖ Christmas around the World
- ❖ Lanterns and Firecrackers: A Chinese New Year
- ❖ Non – Fiction Text – Eid, Diwali, Christmas and Chinese New Year
- Listen and talk about selected fiction and non-fiction books
- Retelling stories independently and/or with support/as part of a class/group
- Begin to talk about the main events and main characters in stories, using props and materials for role play

### Expressive Arts

- Listen to different music and songs and say what they like or dislike
- Use natural materials and loose parts to make 2-D and 3-D art
- Construct simple structures and models using a range of materials
- Remember and sing well known rhymes and songs in a small group
- Use primary and other coloured paint and a range of methods of application
- Communicate their ideas as they are creating artwork
- Explore, build and play with a range of resources and constructions kits with wheels and axles
- Joining in with a wider variety of role play and beginning to use narrative as part of this

### Understanding the World:

- Show an awareness of the similarities and differences between people in different communities and groups from around the world
- Enjoy joining in with family customs and routines
- Remember and talk about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Develop positive attitudes about differences between people
- Talking about festivals/celebrations they have experienced at home

## Topic: Celebrations Around the World

### Enquiry Question: What days are special to us and why?

### Key Concepts: Place and Space

### Communication and Language:

- Listening to a range of types of story, including stories told without pictures and/or visual prompts
- Begin to offer simple explanations for why things happen
- Ask questions to understand what has been said
- Talk about stories and make connections with events in their own lives or other familiar stories
- Listening to other when 1:1 or in a small group
- Start and continue a conversation with a friend for many turns
- Explain their ideas and thoughts in full sentences
- During small group, class, 1:1 discussions, ask questions to understand what has happened
- Share stories and talk about events they have experienced in the past.

### Maths:

#### Number: subitising, (cardinality, ordinality and counting), Composition and Comparison

#### Mastering Number week 7 to 14

- Develop counting skills and knowledge, including: the last number in count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and only once and in any order; the need for 1:1 correspondence, understanding that anything can be counted, including action and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts
- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.

#### Measure, Shape and Spatial Thinking:

- Length and Height
- Time
- Compare Mass
- Compare Capacity

### Computing:

- Logging onto the iPad independently
- Choosing and opening the correct software or app for a particular task
- Open the Camera app on an iPad
- Tap the white shutter on the screen to take photo
- Delete photos