



Thorndon Primary School

Curriculum Map - Holly Class- Year R/1/2



Cycle A 2025-2026

Holly Class	Autumn	Spring	Summer
Topic History and Geography	Movers and Shakers Dawsons model Examples of significant people- such as Rosa Parks, King Henry VIII Categories of significant people Timelines Significant people of today- such as- Malala Yousafzai, JK Rowling, Greta Thunberg, Elon Musk. Time words Memorials <ul style="list-style-type: none"> • ELG: Building Relationships: Role models: Children learn about people who shaped history— this helps them understand relationships, aspirations, and social structures. <i>They develop sensitivity to how individuals influence others.</i> • ELG: Self-Regulation: Emotional understanding: Reflecting on the challenges and accomplishments of significant individuals may nurture emotional empathy and regulation. • ELG: Communication & Language: Storytelling & discussion: Learning through stories promotes vocabulary, narrative capability, and listening skills. • ELG: Understanding the World: Past and Present: Sequences events chronologically, helping children grasp simple cause-and-effect relationships and the concept of change over time. • ELG: Self-Regulation: Following a timeline helps practice attention, sequencing, and patience— regulating actions across steps. 	Coastline United Kingdom Erosion Dangers at the coast maps coastal features RNLI Captain cook timeline Problems at sea Whitby <p>1. Understanding the World</p> <ul style="list-style-type: none"> • People, Culture & Communities Engaging with the work of the RNLI, stories of rescue (e.g. SS Rohilla), and local connections like Captain Cook help children understand people’s roles, different communities, and the concept of helping others. • The Natural World Exploring seas, oceans, physical processes like erosion, and coastline features supports understanding of nature and changes over time. • Past & Present Learning about historical events (SS Rohilla, Captain Cook) helps children grasp that things happened before and link past events to the present. <p>2. Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills Outdoor activities like beach visits can develop balance, coordination, and spatial awareness. 	Magnificent Monarchs What is a monarchy? Royal residences Royal portraits Power of the Monarchy Six significant sovereigns Timelines Significant places Maps Different types of royal residency include castles, palaces and stately homes. <ul style="list-style-type: none"> • PSED (Personal, Social & Emotional Development): Role-play fosters relationships, empathy, and social regulation. • Understanding the World: Simplifies abstract historical concepts like timelines and monarchy into tangible, play-based exploration. • Communication & Language: Encourages expressive storytelling, descriptive vocab, and collaborative dialogue. • Managing Self & Self-Regulation: Building focus through sequences, games, and group tasks; understanding “rules” both in play and context. • Creative Development: Offering design and art tasks grounded in theme deepens engagement and learning.



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	<ul style="list-style-type: none"> • ELG: Building Relationships: Collaborating to interpret artefacts, images, or stories encourages sharing, turn-taking, and valuing others' ideas. • ELG: Managing Self: Encourages focus and independence when examining and responding to materials. • ELG: People, Culture and Communities (<i>Understanding the World</i>): Children learn about significant individuals in their community, which enhances sense of belonging and cultural awareness. • ELG: Managing Self: Becoming aware of local helpers or heroes fosters respect and understanding of right from wrong 	<ul style="list-style-type: none"> • Managing Self Learning about staying safe at the coast—including water and seaside safety—directly links to children's ability to manage their own personal needs and safety. <p>3. Personal, Social & Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Self-Regulation Managing emotions during a seaside visit—anticipation, excitement, awareness of risk—encourages emotional regulation. • Managing Self Understanding safety routines while near water (e.g. listening, following rules) supports growing independence and responsibility. • Building Relationships Group visits to the coast and collaborative activities (e.g. building rock pools, telling stories) promote cooperation, sharing, and empathy. <p>4. Communication & Language</p> <ul style="list-style-type: none"> • Describing coastline features, sharing experiences, learning new vocabulary (e.g. erosion, waves, harbor), and discussing narratives like Captain Cook's explorations enhance both expressive and receptive language 				
Literacy	<p>Writing to entertain All about Summer (2 weeks) Picture Book Titles Authors Blurb Full stops, capital letters, fingers spaces.</p> <p>Fairytales Tale</p>	<p>Writing to Teach Writing to learn Information and me books Question marks Exclamation marks Real events</p> <p>Instruction book.</p> <p>Add suffixes and prefix's</p>	<p>Writing to reflect M memoir picture book Days/ Months of the Week Expanded noun phrases</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Writing to paint with words Haiku Commas</p> <p>Reception- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Writing to persuade and give opinion.</p> <p>Curiosity lessons Past and present tense Comma's Common Exception words Irregular verbs</p>	<p>Reception-Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters.



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	<p>Adjectives Nouns, pronouns and conjunctions. Awareness of capital letters</p> <p>Reception- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. 	<p>Common Exception words 4 sentence types- Exclamation, statement, command, question.</p> <p>Reception- Form lower-case and capital letters correctly.</p>	<ul style="list-style-type: none"> • 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>Reception-Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others.
C&I- Reception Only	<p>Listens to short stories and simple instructions with adult support.</p> <p>Begins to understand and respond to familiar questions (e.g., "What is your name?").</p> <p>Uses single words or short phrases to express needs and ideas.</p>	<p>Listens to longer stories and can recall key events with support.</p> <p>Responds to questions about experiences and stories using simple sentences.</p> <p>Begins to use new vocabulary introduced through stories and activities.</p>	<p>Listens attentively to stories and discussions without frequent reminders.</p> <p>Answers questions about stories and events using full sentences.</p> <p>Uses a growing range of vocabulary</p>	<p>Listens attentively during stories and group discussions with minimal reminders.</p> <p>Responds to questions with short sentences and begins to add detail.</p> <p>Makes simple comments about what they have heard (e.g., "He is happy because he found his toy.").</p>	<p>Listens carefully during whole-class and small-group discussions and can recall key points.</p> <p>Responds to questions using full sentences and adds relevant detail.</p> <p>Makes thoughtful comments about what they have heard (e.g., "I think she</p>	<p>Listens attentively throughout extended discussions and stories without reminders.</p> <p>Responds confidently with detailed answers and explanations. Makes insightful comments about</p>



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	<p>Joins in with songs and rhymes, sometimes using actions.</p> <p>Shows interest in conversations but may need prompts to respond.</p>	<p>Engages in short back-and-forth exchanges with adults and peers.</p> <p>Can follow two-step instructions with visual or verbal prompts.</p>	<p>to talk about ideas and experiences.</p> <p>Initiates conversations and maintains them for several turns.</p> <p>Follows multi-step instructions independently in familiar routines.</p>	<p>Starts to ask questions to clarify understanding (e.g., "Why did he do that?").</p> <p>Engages in short back-and-forth exchanges with peers and adults.</p>	<p>was worried because it was dark.").</p> <p>Asks questions to clarify meaning or extend understanding (e.g., "What does that word mean?").</p> <p>Maintains a conversation for several turns, showing awareness of what others say.</p>	<p>what they have heard, linking ideas to their own experiences.</p> <p>Asks purposeful questions to deepen understanding and extend discussion.</p> <p>Holds sustained back-and-forth conversations with peers and adults, adapting language for the listener.</p>
	<p>Anthologies Wriggle and Roar Julia Donaldson</p>		<p>Individual Poems The Button Bop – Michael Rosen A little Seed- Mabel Watts Funny Faces – James Carter Hands – Julia Donaldson</p>		<p>Songs A range of nursery rhymes Counting Songs (such as 5 little ducks, 5 little men in a flying saucer, 5 little monkeys, 5 little speckled frogs, 1, 2, 3, 4, 5, One finger one thumb, One man went to mow, One, two, buckle my shoe, 10 green bottles, 1 potato) Songs linked to the seasons (such as I'm a Little Snowman, Chick Chick Chick Chicken, Hot Cross Buns, Songs to give instructions or as part of routine (1 banana, come and line up, good morning)</p>	



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Maths	<p>Reception- Getting to know you Just like me Its me 1 2 3 Light and dark</p> <p>Year 1 - Place value, Addition and subtraction, Shape. Year 2- Place value, Addition and subtraction, Shape.</p>		<p>Reception- Alive in 5 Growing 6 7 8 Building 9 and 10 Consolidation</p> <p>Year 1- Place value within 20, Addition and subtraction within 20, Place value within 50, length and height, mass and volume. Year 2- Money, multiplication and division, length and height, mass, capacity and temperature.</p>		<p>Reception- To 20 and beyond First Then Now Find my pattern On the move</p> <p>Year 1- Multiplication and division, fractions, position and direction, place value within 100, money, time. Year 2- Fractions, time, statistics, position and direction.</p>	
Science	<p>Human Survival Human life cycle; Human needs for health and survival; Healthy lifestyle; Bodily hygiene routines; Handwashing investigation; How germs spread; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge.</i></p> <p>Reception- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Habitats Exploring habitats; Living and non-living things; Identifying plants and animals in a habitat; Animal shelter and food; Food chains; Animal adaptations; Camouflage investigation; Plant adaptations; Working scientifically – Identifying and classifying, Research, Pattern seeking</p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</i></p> <p>Reception- Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Uses of materials. <i>Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research</i> <i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge.</i></p> <p>Reception- Join different materials and explore different textures</p> <p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.</p>	<p>Plants survival <i>Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</i></p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge.</i></p> <p>Reception- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Animal Survival <i>Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements; Working scientifically – Identifying and classifying, Observing changes over time; Pattern seeking; Research</i></p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge.</i></p> <p>Reception- Explore the natural world</p>	<p>Animal Survival <i>Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring;</i></p> <p>Reception- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



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					around them, making observations and drawing pictures of animals and plants.	
R.E	Judaism- Why do Jewish families talk about repentance at new year. Reception- Recognise that people have different beliefs and celebrate special times in different ways	Christianity- why was Jesus given the name saviour? Reception- Recognise that people have different beliefs and celebrate special times in different ways	Islam- How do some Muslims show Allah is compassionate and merciful? Reception- Recognise that people have different beliefs and celebrate special times in different ways	Christianity- What are the best symbols of Jesus, Jesus' death and resurrection and Easter? Reception- Recognise that people have different beliefs and celebrate special times in different ways	Christianity- Why do Christians trust Jesus and follow him? Reception- Recognise that people have different beliefs and celebrate special times in different ways	Judaism- Why is the Torah such a joy for the Jewish community? Reception- Recognise that people have different beliefs and celebrate special times in different ways
Computing	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various</p> <p>Unit 1.5 Maze Explorers Number of lessons – 3 Programs – 2Go</p> <p>Unit 2.4 Questioning Number of lessons – 5 Programs – 2Question, 2Investigate</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various</p> <p>Unit 1.5 Maze Explorers Number of lessons – 3 Programs – 2Go</p> <p>Unit 2.4 Questioning Number of lessons – 5 Programs – 2Question, 2Investigate</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.2 Online Safety Number of lessons – 3 Programs – Various</p> <p>Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story</p> <p>Unit 2.7 Making Music Number of lessons – 3 Programs – 2Sequence</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.2 Online Safety Number of lessons – 3 Programs – Various</p> <p>Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story</p> <p>Unit 2.7 Making Music Number of lessons – 3 Programs – 2Sequence</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate</p> <p>Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count</p> <p>Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate</p> <p>Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count</p> <p>Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>



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P.E	<p>Circuit training</p> <p>ELG</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Children practice and refine movements like running, jumping, hopping, and balancing. Activities such as tightrope walking, shuttle runs, and stepping stones help develop these skills.</p> <p>Balance and Coordination: Exercises focusing on balancing and changing direction under control support the development of balance and coordination.</p> <p>Health and Fitness Awareness: Discussions about the effects of exercise on the body, including the role of the heart, help children understand the importance of physical activity for health.</p> <p>2. Personal, Social, and Emotional Development (PSED)</p> <p>Self-Regulation: Engaging in circuit training activities helps children develop self-regulation by following instructions, managing their</p>	<p>Invasion Games ELG</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Invasion games involve running, dodging, and stopping, which help children develop strength, balance, and coordination.</p> <p>Negotiating Space and Obstacles: Children learn to move safely around others, avoiding collisions, which enhances their spatial awareness.</p> <p>Energetic Movement: Engaging in activities like chasing and evading promotes energetic movement, supporting overall physical development.</p> <p>2. Personal, Social, and Emotional Development (PSED)</p> <p>Building Relationships: Collaborative activities in invasion games promote teamwork and communication among peers.</p> <p>Managing Self: Children learn to manage themselves</p>	<p>Bat and Ball ELG</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Bat and ball activities involve running, stopping, and changing direction, which help children develop strength, balance, and coordination.</p> <p>Hand-Eye Coordination: Catching and striking a ball require precise timing and coordination between the eyes and hands, enhancing fine motor skills.</p> <p>Spatial Awareness: Children learn to judge distances and positions, improving their ability to move safely and effectively in space.</p> <p>2. Personal, Social, and Emotional Development (PSED)</p> <p>Building Relationships: Engaging in bat and ball games fosters teamwork, communication, and cooperation among peers.</p> <p>Managing Self: Children learn to manage themselves by participating in various physical activities, understanding personal space, and practicing safety during exercises.</p> <p>Self-Regulation: Participating in structured games helps children develop self-regulation by following</p>	<p>Dance: the season Dance: Plants ELG</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Dancing to music representing different seasons helps children develop strength, balance, and coordination.</p> <p>Energetic Movement: Engaging in dances that mimic seasonal activities (e.g., jumping in spring, swaying in summer) promotes energetic movement.</p> <p>Spatial Awareness: Moving to music encourages children to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>2. Expressive Arts and Design</p> <p>Creating with Materials: Children can use props like scarves or ribbons to represent elements of each season, enhancing their creativity.</p> <p>Being Imaginative and Expressive: Dancing to seasonal themes allows children to explore and express their ideas, thoughts, and feelings through movement.</p>	<p>Gymnastics: Under the sea</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Children develop strength, balance, and coordination through movements inspired by sea creatures, such as rolling like a sea otter or balancing like a starfish.</p> <p>Energetic Movement: Engaging in dynamic movements like jumping jacks or swaying like seaweed promotes energetic movement.</p> <p>Spatial Awareness: Moving to represent underwater creatures encourages children to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>2. Expressive Arts and Design</p> <p>Creating with Materials: Children can use props like</p>	<p>Multi-Skills: Sports Day</p> <p>1. Physical Development</p> <p>Gross Motor Skills: Participating in activities like running races, jumping events, and relay races helps children develop strength, balance, and coordination.</p> <p>Fine Motor Skills: Handling equipment such as batons or bean bags during relay races or throwing events enhances hand-eye coordination and dexterity.</p> <p>Spatial Awareness: Navigating around cones or through obstacle courses improves children's ability to judge distances and move safely in space.</p> <p>2. Personal, Social, and Emotional Development (PSED)</p> <p>Building Relationships:</p>
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	<p>movements, and understanding the importance of warming up and cooling down.</p> <p>Managing Self: Children learn to manage themselves by participating in various physical activities, understanding personal space, and practicing safety during exercises.</p> <p>Building Relationships: Collaborative activities in circuit training promote teamwork, communication, and positive interactions among peers.</p>	<p>by participating in various physical activities, understanding personal space, and practicing safety during exercises.</p> <p>Self-Regulation: Engaging in invasion games helps children develop self-regulation by following instructions, managing their movements, and understanding the importance of warming up and cooling down</p>	<p>instructions, managing their movements, and understanding the importance of warming up and cooling down</p>	<p>1. Physical Development</p> <p>Gross Motor Skills: Imitating the growth of plants through dance helps children develop strength, balance, and coordination.</p> <p>Energetic Movement: Engaging in dances that depict the blooming of flowers or the swaying of trees promotes energetic movement.</p> <p>Spatial Awareness: Moving to represent plant growth encourages children to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>2. Expressive Arts and Design</p> <p>Creating with Materials: Children can use props like leaves or flowers to represent parts of plants, enhancing their creativity.</p> <p>Being Imaginative and Expressive: Dancing to plant themes allows children to explore and express their ideas, thoughts, and feelings through movement.</p>	<p>scarves or ribbons to represent sea creatures or underwater elements, enhancing their creativity.</p> <p>Being Imaginative and Expressive: Dancing to sea-themed music allows children to explore and express their ideas, thoughts, and feelings through movement</p>	<p>Engaging in team-based events fosters cooperation, communication, and teamwork among peers.</p> <p>Managing Self: Participating in structured activities helps children develop self-confidence and a positive sense of self.</p> <p>Self-Regulation: Taking turns, following rules, and managing emotions during competitive activities support the development of self-regulation skills</p>
<p>P.S.H.E</p>	<p>Being me in my world Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Rewards and</p>	<p>Celebrating difference Boys and girls Why does bullying happen? Standing up for myself and others Gender Diversity Celebrating difference and still being friends</p>	<p>Dreams and Goals Goals to Success My Learning Strengths Learning with Others A Group Challenge Continuing Our Group Challenge Celebrating Our Achievement</p>	<p>Healthy me Being Healthy Being Relaxed Medicine Safe Healthy Eating Happy, Healthy Me!</p> <ul style="list-style-type: none"> • Managing Self 	<p>Relationships Families Keeping Safe - exploring physical contact Friends and Conflict Secrets</p>	<p>Changing me Life Cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' Bodies Assertiveness</p>



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	<p>Consequences Our Learning Charter</p> <ul style="list-style-type: none"> • ELG: Self-Regulation • Demonstrates understanding of own and others' feelings, beginning to regulate behaviour accordingly; working toward simple goals and focusing attention on instructions. • ELG: Managing Self Shows confidence to try new activities, demonstrates resilience and perseverance. • ELG: Building Relationships Plays cooperatively, forms attachments and builds friendships, shows sensitivity to own and others' needs. 	<ul style="list-style-type: none"> • ELG: Building Relationships • Accepts and values differences in others; learns about belonging and social harmony through recognizing diversity. • ELG: Self-Regulation • Learning to adjust emotions when exploring ideas of equality, fairness, and diversity. • ELG: Managing Self • Begins to understand rules around fair play, respecting boundaries, social expectations, and acceptable behaviour 	<ul style="list-style-type: none"> • ELG: Self-Regulation <ul style="list-style-type: none"> ○ Practice setting and working toward simple, personal goals. • ELG: Managing Self <ul style="list-style-type: none"> ○ Perseveres in the face of challenge, showing confidence and independence when pursuing early goals. • ELG: Building Relationships <ul style="list-style-type: none"> ○ Often develops teamwork and collaborative behaviour when working toward shared aspirations. 	<ul style="list-style-type: none"> • Children learn to manage basic self-care routines—like hygiene, healthy eating, rest—which aligns with the Managing Self ELG: “manage their own basic hygiene and personal needs. • Self-Regulation • Through mindfulness (“Calm Me” time), emotional regulation is nurtured—regulating feelings, stress management—directly supporting Self-Regulation: “demonstrates understanding of own and others’ feelings, beginning to regulate behaviour accordingly • Physical Development (Gross Motor Skills) • Emphasis on physical activity supports gross motor development: “move energetically, such as running, jumping, dancing • Understanding the World / Personal, Social & Emotional Development • Learning about healthy choices and bodily awareness connects to knowledge of one's environment and self-care. 	<p>Trust and Appreciation Celebrating My Special Relationships</p> <ul style="list-style-type: none"> • Building Relationships • Directly ties to the ELG: “plays cooperatively, forms attachments and builds friendships, shows sensitivity to own and others’ needs • Self Regulation • Conflict resolution teaches emotional control and understanding consequences—supporting self-regulation skills. • Understanding the World / 	<p>Looking Ahead</p> <ul style="list-style-type: none"> • Managing Self • Preparing for change and building resilience fosters independence and understanding of “why rules are important, ” which aligns with Managing Self, including knowing right from wrong and behaving accordingly • Self-Regulation • Discussing emotional changes (e.g., transitions) helps children manage feelings associated with change,
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					<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Learning about relationships and social boundaries helps children make sense of social norms and community roles. 	<p>supporting self-regulation.</p> <ul style="list-style-type: none"> Understanding the World / Past and Present Learning about lifecycle changes links to Understanding the World (developing awareness of change over time)
Music – Year 1 and 2	Ocarinas	Kapow Unit 1 Keeping the pulse (My favourite things)	KAPOW Unit 2 Sound patterns (Fairytale)		KAPOW Unit 3 Pitch (Superheroes)	KAPOW Unit 4 Musical symbols (Under the sea)
Music – Reception	Exploring with untuned instruments	Kapow Celebration Music	Kapow Music and Movement		Kapow Transport	Kapow Big Band
Art and Design	<p>Mix it (year 2) Primary colours colour wheel Feelings about colour. Secondary colours. Hues.</p> <p>Reception- Develop their small motor skills so that they can use a range of tools competently,</p>	<p>Still life What is still life? Techniques Subject matter Analyse and evaluate their own and others' work using artistic vocabulary. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p>	<p>Flower head Famous floral artworks. Contemporary artist Visual elements Lines and shapes. Patterns and forms</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Flower head Famous floral artworks. Contemporary artist Visual elements Lines and shapes. Patterns and forms</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Portraits and poses Royal portraits Elements of Royal portraits Creating portraits today</p> <p>Reception- Safely use and explore a variety of materials,</p>	<p>Portraits and poses Royal portraits Elements of Royal portraits Creating portraits today</p> <p>Reception- Safely use and explore a variety of materials,</p>



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	<p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p>tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p>tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used.
<p>Design and technology</p>	<p>Remarkable recipes Where food comes from Different diets Preparing foods Cooking foods Recipes</p> <p>Reception- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating</p>		<p>Beach hut Structure of a Beach hut Making cardboard models Joining cardboard scoring cardboard Woodwork tools Wooden joints Wooden box frames Strengthening a joint</p> <p>Reception- Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p>		<p>Cut, stitch and join Everyday fabric products Cath kidston Sowing patterns Embellishment Stitches</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>	<p>Push and pull Machines and Mechanism Slider mechanism Lever mechanism Making a moving mechanisms Linkage mechanism</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>



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Reading Year 2 and 1	<p>Vipers Aziza's Secret Fairy Door by Lola Morayo</p> <p>A mysterious gift arrives on Aziza's birthday. It is a secret fairy door that will whisk her away to Shimmerton, a magical world with princesses, naughty fairies, shapeshifters, unicorn shopkeepers and mischief around every corner. But when the precious jewelled doorknob is taken, Aziza is trapped. Will she ever see her home and family again? Maybe her new friends, Peri and Tiko, can help . . .</p>	<p>Vipers Aziza's Secret Fairy Door by Lola Morayo</p> <p>A mysterious gift arrives on Aziza's birthday. It is a secret fairy door that will whisk her away to Shimmerton, a magical world with princesses, naughty fairies, shapeshifters, unicorn shopkeepers and mischief around every corner. But when the precious jewelled doorknob is taken, Aziza is trapped. Will she ever see her home and family again? Maybe her new friends, Peri and Tiko, can help . . .</p>	<p>Vipers Wilfred Gordon McDonald Partridge</p> <p>Wilfrid Gordon McDonald Partridge is a small boy who has a big name - and that's why he likes Miss Nancy Alison Delacourt Cooper because she has too. So, when he finds Miss Nancy has lost her memory, Wilfrid determines to discover what memories are so he can find it for her.</p>	<p>Vipers Wilfred Gordon McDonald Partridge Wilfrid Gordon McDonald Partridge</p> <p>is a small boy who has a big name - and that's why he likes Miss Nancy Alison Delacourt Cooper because she has too. So, when he finds Miss Nancy has lost her memory, Wilfrid determines to discover what memories are so he can find it for her.</p>	<p>Vipers Swoose By Dick King Smith</p> <p>Fitzherbert is different to all the other goslings – his feet are bigger and his neck is longer! But why? Well, he's a swoose! His mother is a goose, but his father is a swan. Fitzherbert decides one to that he'd like to try flying and creeps down to the river. Where he meets a water vole, some unfriendly swans and the Queen! This delightful story is amusing and warm, with some challenging vocabulary to discuss. It could also be shared alongside a reading of The Ugly Duckling, where parallels could be drawn between the two stories.</p>	<p>Vipers Swoose By Dick King Smith</p> <p>Fitzherbert is different to all the other goslings – his feet are bigger and his neck is longer! But why? Well, he's a swoose! His mother is a goose, but his father is a swan. Fitzherbert decides one to that he'd like to try flying and creeps down to the river. Where he meets a water vole, some unfriendly swans and the Queen! This delightful story is amusing and warm, with some challenging vocabulary to discuss. It could also be shared alongside a reading of The Ugly Duckling, where parallels could be drawn between the two stories.</p>
Reading Reception	<p>Vipers The squirrels who squabbled</p> <p>Two greedy squirrels learn to share.</p>	<p>Vipers The squirrels who squabbled</p> <p>Two greedy squirrels learn to share.</p>	<p>Vipers Rapunzel- Beth Woollvin</p> <p>Deep in the forest, stands a tall, dark tower. In that tall, dark tower a young girl lives called Rapunzel. She has been trapped there by</p>	<p>Vipers Rapunzel- Beth Woollvin</p> <p>Deep in the forest, stands a tall, dark tower. In that tall, dark tower a young girl lives called Rapunzel. She has been trapped there by</p>	<p>Vipers The smartest Giant in Town.</p> <p>"Look me up and down –</p>	<p>Vipers The Smartest Gians in town</p> <p>"Look me up and down –</p>



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	<p>Greedy squirrels Cyril and Bruce both have their sights on a very special prize: THE VERY LAST NUT OF THE SEASON!</p> <p>As the nut bounces crazily through the forest, the squirrels race after it, between the trees, over boulders, down the river and - ARGH! - right to the edge of a waterfall!</p> <p>Working together might be the only way to save themselves now.</p>	<p>Greedy squirrels Cyril and Bruce both have their sights on a very special prize: THE VERY LAST NUT OF THE SEASON!</p> <p>As the nut bounces crazily through the forest, the squirrels race after it, between the trees, over boulders, down the river and - ARGH! - right to the edge of a waterfall!</p> <p>Working together might be the only way to save themselves now.</p>	<p>a wicked witch, who visits her every day.</p> <p>Even though the witch threatens her with a terrifying curse, Rapunzel is not afraid. She begins plotting and planning her escape.</p> <p>But will the witch find out what Rapunzel is up to before it's too late or can brave Rapunzel defeat her captor?</p> <p>A striking, bright re-telling of this classic fairy tale, with no princes in sight! Rapunzel is plucky and resourceful and Woollvin tells her story with wit and mischievous humour.</p>	<p>a wicked witch, who visits her every day.</p> <p>Even though the witch threatens her with a terrifying curse, Rapunzel is not afraid. She begins plotting and planning her escape.</p> <p>But will the witch find out what Rapunzel is up to before it's too late or can brave Rapunzel defeat her captor?</p> <p>A striking, bright re-telling of this classic fairy tale, with no princes in sight! Rapunzel is plucky and resourceful and Woollvin tells her story with wit and mischievous humour.</p>	<p>I'm the smartest giant in town!"</p> <p>Poor George is fed up of being the scruffiest giant in town. His sandals are old and his gown is mucky and tired looking. George decides it's time for a brand-new look. Decked out in shiny shoes, a smart, stripy tie and a crisp, white shirt, George looks and feels wonderful.</p> <p>However, on his way home, George bumps into some animals who desperately need his help...and his clothes!</p> <p>A bright, cheerful story that young readers will enjoy.</p> <p>The repetitive, rhythmic nature of the story makes it perfect for developing prediction skills and George is a likeable, endearing main character.</p>	<p>I'm the smartest giant in town!"</p> <p>Poor George is fed up of being the scruffiest giant in town. His sandals are old and his gown is mucky and tired looking. George decides it's time for a brand-new look. Decked out in shiny shoes, a smart, stripy tie and a crisp, white shirt, George looks and feels wonderful.</p> <p>However, on his way home, George bumps into some animals who desperately need his help...and his clothes!</p> <p>A bright, cheerful story that young readers will enjoy.</p> <p>The repetitive, rhythmic nature of the story makes it perfect for developing prediction skills and George is a likeable, endearing main character.</p>
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	<p>Step 1: Words where 'dge' makes a /j/ sound</p> <p>badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge</p>	<p>Step 7: Words where 'wr' makes a /r/ sound at the beginning of words</p> <p>write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote</p>	<p>Step 13: Words where 'y' makes an /igh/ sound</p> <p>cry, fly, dry, try, reply, July, shy, spy, sky, why</p>	<p>Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest</p>	<p>Step 25: Words where the digraph 'ey' makes an /ee/ sound</p> <p>key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney</p>	<p>Step 31: Words that are homophones</p> <p>there, their, here, hear, see, sea, too, two, blue, blew</p>
	<p>Step 2: Words where 'ge' makes a /j/ sound</p> <p>change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe</p>	<p>Step 8: Words ending in 'le'</p> <p>table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle</p>	<p>Step 14: Words where '-es' is added to words ending in 'y'</p> <p>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</p>	<p>Step 20: Words where '-ing' is added to single syllable words</p> <p>patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping</p>	<p>Step 26: Words where 'a' makes an /o/ sound</p> <p>want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash</p>	<p>Step 32: Words that are homophones or near homophones</p> <p>quiet, quite, bare, bear, sun, son, be, bee, night, knight</p>
	<p>Step 3: Words where 'g' makes a /j/ sound</p> <p>gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle</p>	<p>Step 9: Words ending in 'el'</p> <p>camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel</p>	<p>Step 15: Words where '-ed' is added to words ending in 'y'</p> <p>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</p>	<p>Step 21: Words where '-ed' is added to single syllable words</p> <p>patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged</p>	<p>Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>word, work, worm, world, worth, warm, war, towards, warn, warned</p>	<p>Step 33: Words ending in '-tion'</p> <p>station, fiction, motion, nation, education, action, injection, caption, fraction, competition</p>
	<p>Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>race, ice, cell, city, fancy, lace, space, circle, circus, rice</p>	<p>Step 10: Words ending in 'al'</p> <p>metal, petal, capital, hospital, animal, equal, final, pedal, local, magical</p>	<p>Step 16: Words where '-er' and '-est' are added to words ending in 'y'</p> <p>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</p>	<p>Step 22: Words where 'a' makes an /or/ sound</p> <p>all, ball, walk, call, talk, always, fall, small, also, bald</p>	<p>Step 28: Words where 'si' and 's' makes an /zh/ sound</p> <p>television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual</p>	<p>Step 34: Words with an apostrophe for contraction</p> <p>can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd</p>
	<p>Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw</p>	<p>Step 11: Words ending in 'il'</p> <p>pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil</p>	<p>Step 17: Words where '-ing' is added to words ending in 'e'</p> <p>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</p>	<p>Step 23: Words where 'o' makes an /u/ sound</p> <p>other, mother, brother, nothing, cover, money, some, dozen, wonder, done</p>	<p>Step 29: Words ending in '-ment' and '-ness'</p> <p>payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness</p>	<p>Step 35: Words with an apostrophe for possession</p> <p>Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's</p>
	<p>Step 6: Challenge Words</p> <p>door, floor, poor, find, kind, mind, behind, child, children, because</p>	<p>Step 12: Challenge Words</p> <p>wild, climb, most, only, both, old, cold, hold, gold, told</p>	<p>Step 18: Challenge Words</p> <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</p>	<p>Step 24: Challenge Words</p> <p>last, past, father, class, grass, pass, plant, path, bath, rather</p>	<p>Step 30: Words ending in '-ful', '-less' and '-ly'</p> <p>careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless</p>	<p>Step 36: Challenge Words</p> <p>whole, any, many, clothes, busy, people, water, again, half, hour</p>



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Curriculum Map - Holly Class- Year R/1/2



Cycle B 2026-2027

Year 1/2	Autumn	Spring	Summer
<p>Topic History and Geography</p>	<p>Childhood Comparing childhoods from the past to now. Artefacts Stages of Human life. Important life events. Family Trees. Coronation of Elizabeth II Changes over time Life in the 1950's.</p> <p>Reception- Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past 	<p>Bright lights, big city</p> <p>The United Kingdom. Maps. HM Queen Elizabeth II. London. The Great fire of London. Human Features. Physical features. Life in a city. Life in the countryside. Landmarks.</p> <p>Reception- • Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>School days Time words and phrases. The Victorian era. Timelines. Victorian schools. Samuel Wilderspin. Industrial revolution.</p> <p>Reception- ELG Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.



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Curriculum Map - Holly Class- Year R/1/2



<p>Literacy</p>	<p>Writing to entertain All about me (2 weeks) Picture Book Titles Authors Blurb Full stops, capital letters, fingers spaces.</p> <p>Story picture book Adjectives Nouns, pronouns and conjunctions.</p> <p>Reception- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.</p>	<p>Writing to Teach Writing to learn Information picture book Question marks Exclamation marks Real events</p> <p>Lets make a magazine Expanded noun phrases Awareness of capital letters Add suffixes and prefix's</p> <p>Reception- Form lower-case and capital letters correctly.</p>	<p>Writing to reflect Memoir picture book Days of the Week</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. • 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>	<p>Writing to paint with words Poetry Book</p> <p>Fairytales</p> <p>Comma's Common Exception words Irregular verbs</p> <p>Reception- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Writing to persuade and give opinion.</p> <p>Curiosity lessons Past and present tense</p> <p>Reception-Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>	<p>Reception-Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>
<p>C&I- Reception Only</p>	<p>Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • 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>Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • 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>Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>



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			own words.	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Anthologies Heard it in the playground – Allan Ahlberg		Individual Poems Halfway Down – AA Milne Go to the Back Rosa Parks Talking Turkeys – Benjamin Zephaniah Ning Nang Nong – Spike Milligan		Songs Hakuna Matata – The Lion King	
Maths	Reception- Getting to know you Just like me Its me 1 2 3 Light and dark Year 1 - Place value, Addition and subtraction, Shape. Year 2- Place value, Addition and subtraction, Shape.		Reception- Alive in 5 Growing 6 7 8 Building 9 and 10 Consolidation Year 1- Place value within 20, Addition and subtraction within 20, Place value within 50, length and height, mass and volume. Year 2- Money, multiplication and division, length and height, mass, capacity and temperature.		Reception- To 20 and beyond First Then Now Find my pattern On the move Year 1- Multiplication and division, fractions, position and direction, place value within 100, money, time. Year 2- Fractions, time, statistics, position and direction.	
Science	Everyday Materials Materials; Natural materials; Human-made materials; Grouping materials; Properties of materials; Venn diagrams; Comparing and testing materials; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research	Human Senses Humans; Labelling body parts; Counting body parts; Similarities and differences in humans; Five senses – sight, hearing, touch, smell, taste; Senses and danger; Sensory loss and assistive tools; Sense of touch investigation Read and spell scientific vocabulary at a level consistent with work and spelling knowledge.	Seasonal Changes. Seasonal changes in deciduous and evergreen trees; Seasonal changes in animals; Weather; Seasonal weather; Day length; Investigating the Sun; Measuring wind; Measuring temperature; Measuring precipitation; Weather forecasting; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research	Seasonal Changes. <i>Seasonal changes in deciduous and evergreen trees; Seasonal changes in animals; Weather; Seasonal weather; Day length; Investigating the Sun; Measuring wind; Measuring temperature; Measuring precipitation; Weather forecasting; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test,</i> <i>Use my observations and ideas to suggest answers to questions.</i>	Plant Parts Wild and garden plants; Seasonal changes; Plant parts; Seeds and bulbs; Investigating leaves; Importance of plants; Working scientifically – Identifying and classifying, Observing changes over time, Pattern seeking, Research, Comparative test	Animal Parts. <i>Animals' body parts; Animal groups – amphibians, birds, fish, invertebrates, mammals, reptiles; Carroll and Venn diagrams; Pets; Carnivores, herbivores and omnivores; Earthworms; Working scientifically – Identifying and classifying, Comparative test,</i>



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	<p>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</p> <p>Reception- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Reception- Explore the natural world around them.</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. 	<p><i>Use my observations and ideas to suggest answers to questions.</i></p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</i></p> <p>Reception-Understand the effect of changing seasons on the natural world around them</p>	<p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</i></p> <p><i>Reception-Understand the effect of changing seasons on the natural world around them</i></p>	<p>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</p> <p>Reception- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><i>Pattern seeking, Research</i></p> <p><i>Read and spell scientific vocabulary at a level consistent with work and spelling knowledge</i></p> <p><i>Reception- Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>
R.E	<p>Christianity- why is belonging to god and the church family important to Christians?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Judaism- Why is learning to do good deeds so important to Jewish people?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Christianity- What did Jesus teach about God in his parables?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Christianity- Why do Christian pray to God and worship him?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Christianity- how does celebrating Pentecost remind Christians that God is with them always?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Judaism- Why do Jewish families say so many prayers and blessings?</p> <p>Reception- Recognise that people have different beliefs and celebrate special times in different ways</p>
Computing	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various</p>	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of lessons – 4 Programs – Various</p>	<p>Unit 1.9 Technology outside school Number of lessons – 2 Programs – Various</p> <p>Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY</p>	<p>Unit 1.9 Technology outside school Number of lessons – 2 Programs – Various</p> <p>Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY</p>	<p>Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate</p>	<p>Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate</p>



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	<p>Unit 2.5 Effective Searching Number of lessons – 3 Programs – Browser</p> <p>Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.5 Effective Searching Number of lessons – 3 Programs – Browser</p> <p>Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.6 Creating Pictures Number of lessons – 5 Programs – 2PaintAPicture</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 2.6 Creating Pictures Number of lessons – 5 Programs – 2PaintAPicture</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 1.7 Coding Number of lessons – 6 Programs – 2Code</p> <p>Unit 2.1 Coding Number of lessons – 5 Programs – 2Code</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>	<p>Unit 1.7 Coding Number of lessons – 6 Programs – 2Code</p> <p>Unit 2.1 Coding Number of lessons – 5 Programs – 2Code</p> <p>Reception- Experience with: Ipads Computers- typing, drawing, painting. Ipads- Games and music. Bee Bots-</p>
<p>P.E</p>	<p>Attacking and defending games</p>	<p>Multi-skills: running and jumping</p>	<p>Dance seasonal change</p>	<p>Gymnastics: Animals Reception- • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Multi-skills- Throwing and catching. Reception- • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Multi-skills- Sports day Reception- • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>



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P.S.H.E	<p>Being me in my world Special and safe. My Class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning our learning charter.</p> <p>ELG: Self-Regulation Demonstrates understanding of own and others' feelings, beginning to regulate behaviour accordingly; working toward simple goals and focusing attention on instructions.</p> <p>ELG: Managing Self Shows confidence to try new activities, demonstrates resilience and perseverance.</p> <p>ELG: Building Relationships Plays cooperatively, forms attachments and builds friendships, shows sensitivity to own and others' needs.</p>	<p>Celebrating difference The same as... Different from... What is 'bullying'? What do I do about bullying? Making new friends. Celebrating difference; celebrating me</p> <p>ELG: Building Relationships Accepts and values differences in others; learns about belonging and social harmony through recognizing diversity.</p> <p>ELG: Self-Regulation Learning to adjust emotions when exploring ideas of equality, fairness, and diversity.</p> <p>ELG: Managing Self Begins to understand rules around fair play, respecting boundaries, social expectations, and acceptable behaviour</p>	<p>Dreams and Goals My Treasure Chest of Success Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success</p> <p>ELG: Self-Regulation Practice setting and working toward simple, personal goals.</p> <p>ELG: Managing Self Perseveres in the face of challenge, showing confidence and independence when pursuing early goals.</p> <p>ELG: Building Relationships Often develops teamwork and collaborative behaviour when working toward shared aspirations.</p>	<p>Healthy me Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me</p> <p>Managing Self Children learn to manage basic self-care routines—like hygiene, healthy eating, rest—which aligns with the Managing Self ELG: “manage their own basic hygiene and personal needs.</p> <p>Self-Regulation Through mindfulness (“Calm Me” time), emotional regulation is nurtured—regulating feelings, stress management—directly supporting Self-Regulation: “demonstrates understanding of own and others’ feelings, beginning to regulate behaviour accordingly</p> <p>Physical Development (Gross Motor Skills) Emphasis on physical activity supports gross motor development: “move energetically, such as running, jumping, dancing</p> <p>Understanding the World / Personal, Social & Emotional Development Learning about healthy choices and bodily awareness connects to knowledge of one's environment and self-care.</p>	<p>Relationships Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships</p> <p>Building Relationships Directly ties to the ELG: “plays cooperatively, forms attachments and builds friendships, shows sensitivity to own and others’ needs</p> <p>Self Regulation Conflict resolution teaches emotional control and understanding consequences—supporting self-regulation skills. Understanding the World / People, Culture and Communities Learning about relationships and social boundaries helps children make sense of social</p>	<p>Changing me Life cycles Changing Me My Changing Body Boys’ and Girls’ Bodies Learning and Growing Coping with Changes</p> <p>Managing Self Preparing for change and building resilience fosters independence and understanding of “why rules are important,” which aligns with Managing Self, including knowing right from wrong and behaving accordingly</p> <p>Self-Regulation Discussing emotional changes (e.g., transitions) helps children manage feelings associated with change, supporting self-regulation.</p> <p>Understanding the World / Past and Present Learning about lifecycle</p>
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Curriculum Map - Holly Class- Year R/1/2



					norms and community roles.	changes links to Understanding the World (developing awareness of change over time)
Music	Exploring with untuned instruments and singing	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)	Ocarinas
Music – Reception	Exploring with untuned instruments	Kapow Celebration Music	Kapow Music and Movement		Kapow Transport	Kapow Big Band
Art and Design.	<p>Mix it Primary colours colour wheel Feelings about colour. Secondary colours. Hues.</p> <p>Reception- 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.</p>	<p>Funny faces and fabulous features Portraits Self-portraits Art galleries. Collages. Comparing portraits.</p> <p>Reception- Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p>	<p>Rain and sunrays Printmaking Collagraphy Printing motifs Printing equipment. Famous collagraphs.</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>		<p>Street view Famous street views. James Rizzi. Parts of a building. Cardboard layering technique. Comparing street views. Thumbnail sketches.</p> <p>Reception- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>	
Design and Technology	Shade and Shelter Shade Shelter Shelter design		Taxi Wheels Ways of fixing axels on chassis. Taxi		Chop, slice and mash. Sources of food. Food from animals.	



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	<p>materials</p> <p>Reception- 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.</p>		<p>Moving axels.</p> <p>Reception- 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.</p>		<p>Food from plants. Food preparation.</p> <p>Reception- Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	
<p>Reading- Year 1 and 2</p>	<p>Vipers Be more Bernard</p> <p>When the other bunnies bounced, I bounced. When they hopped, I hopped. When they slept, I did too. Like them, I dreamed. But MY dreams weren't the same. They were less . . . rabbit. Bernard has decided that he's not going to be like all the other bunnies any more. He's not going to twitch his nose and prick his ears. And while others might dream of carrots, Bernard's dreams are altogether more...disco! He starts small, but when he finally gets to groove with grace and jive with joy at Bertie and Brenda's Bunny Ball, Bernard shows the</p>	<p>Vipers Be more Bernard</p> <p>When the other bunnies bounced, I bounced. When they hopped, I hopped. When they slept, I did too. Like them, I dreamed. But MY dreams weren't the same. They were less . . . rabbit. Bernard has decided that he's not going to be like all the other bunnies any more. He's not going to twitch his nose and prick his ears. And while others might dream of carrots, Bernard's dreams are altogether more...disco! He starts small, but when he finally gets to groove with grace and jive with joy at Bertie and Brenda's Bunny Ball, Bernard shows the</p>	<p>Vipers The Chocolate Monster</p> <p>Poor Lucy is always losing things! Her glasses, towels, hairbands, library books and school letters always seem to vanish! Where could they go? Each time Lucy loses another thing, her mum loses her temper and her horrible brother Matthew teases her. One day, Lucy finds a strange monster hiding under her bed. This odd fellow seems to have been stealing all her things But why? Can Lucy convince this peculiar creature to return her things before she gets told off again? A wonderful tale that wittily explores what happens when we lose things!</p>	<p>Vipers The Chocolate Monster</p> <p>Poor Lucy is always losing things! Her glasses, towels, hairbands, library books and school letters always seem to vanish! Where could they go? Each time Lucy loses another thing, her mum loses her temper and her horrible brother Matthew teases her. One day, Lucy finds a strange monster hiding under her bed. This odd fellow seems to have been stealing all her things But why? Can Lucy convince this peculiar creature to return her things before she gets told off again? A wonderful tale that wittily explores what happens when we lose things!</p>	<p>Vipers Sir Scally wag and the golden underpants</p> <p>King Colin isn't very bright. Or brave. Or bold. What makes him special is his golden underpants! However, one night a wicked giant creeps into the castle and steals them. Furious, King Colin sends for his bravest knight: Sir Scallywag. There's only one problem...Sir Scallywag is only six! Can he save the kingdom from the evil giant and return the glimmering underpants to the king before breakfast is ruined?</p>	<p>Vipers Sir Scally Wag and the golden underpants</p> <p>King Colin isn't very bright. Or brave. Or bold. What makes him special is his golden underpants! However, one night a wicked giant creeps into the castle and steals them. Furious, King Colin sends for his bravest knight: Sir Scallywag. There's only one problem...Sir Scallywag is only six! Can he save the kingdom from the evil giant and return the glimmering underpants to the king before breakfast is ruined?</p>



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	world that being yourself is the very best thing a bunny can be.	world that being yourself is the very best thing a bunny can be.			A riotous, funny, silly rhyming picture book, perfect for classes learning about castles, kings, queens and brave knights!	A riotous, funny, silly rhyming picture book, perfect for classes learning about castles, kings, queens and brave knights!
Reading Reception	<p>Vipers The Lonely Christmas Tree</p> <p>A lonely tree stands on the cold, frosted hillside gazing at the other trees sparkling in the village below. How it longs to be with them! Then suddenly out reaches a warm friendly hand, and with a wobble and a shake, a very jolly fellow takes the tree on a journey to a new place ... where the tree will feel that it belongs once more, surrounded by old friends and new.</p> <p>A beautiful Christmas gift inspired by the Christmas poem 'Twas the Night Before Christmas. With an uplifting message about overcoming loneliness and celebrating together.</p> <p>A five lesson unit focussing on creating a short narrative using rich description.</p>	<p>Vipers The Lonely Christmas Tree</p> <p>A lonely tree stands on the cold, frosted hillside gazing at the other trees sparkling in the village below. How it longs to be with them! Then suddenly out reaches a warm friendly hand, and with a wobble and a shake, a very jolly fellow takes the tree on a journey to a new place ... where the tree will feel that it belongs once more, surrounded by old friends and new.</p> <p>A beautiful Christmas gift inspired by the Christmas poem 'Twas the Night Before Christmas. With an uplifting message about overcoming loneliness and celebrating together.</p> <p>A five lesson unit focussing on creating a short narrative using rich description.</p>	<p>Vipers Squash and a squeeze</p> <p>A little old lady sits grumbling and grousing in her house. It's too small and tiny, she moans. She begs the wise old man to help her. He encourages to bring in all her animals, including a cow and a very hungry pig. Mayhem soon ensues and the poor lady's house seems even more cramped and titchy than before! But the wise old man has a plan to help the little old lady appreciate what she has. A delightfully funny rhyming story. Children will enjoy the repetition and reading this out loud. The illustrations are colourful and there's plenty to enjoy in this classic story.</p>	<p>Vipers Toby and the Great Fire of London</p> <p>Toby's master is furious with him when he forgets a very special delivery for Mr Pepys. Toby sets out across London but soon discovers that the city is choked with smoke, crowds are fleeing in panic and the sky is full of monstrous flames. Can Toby find Mr Pepys and help save London from the terrible fire before it's too late? An action-packed historical adventure that seamlessly blends fact and fiction. Young readers will enjoy the pace and excitement, whilst learning lots of interesting facts about the Great Fire of London.</p>	<p>Vipers Ada Twist Scientist</p> <p>The creators of the New York Times bestselling picture books Rosie Revere, Engineer and Iggy Peck, Architect are back with a story about the power of curiosity in the hands of a child who is on a mission to use science to understand her world. Ada Twist, Scientist, from powerhouse team Andrea Beaty and David Roberts, is a celebration of STEM, perseverance, and passion</p>	<p>Vipers Ada Twist Scientist</p> <p>The creators of the New York Times bestselling picture books Rosie Revere, Engineer and Iggy Peck, Architect are back with a story about the power of curiosity in the hands of a child who is on a mission to use science to understand her world. Ada Twist, Scientist, from powerhouse team Andrea Beaty and David Roberts, is a celebration of STEM, perseverance, and passion</p>



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	<p>Step 1: Words where 'dge' makes a /j/ sound</p> <p>badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge</p>	<p>Step 7: Words where 'wr' makes a /r/ sound at the beginning of words</p> <p>write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote</p>	<p>Step 13: Words where 'y' makes an /igh/ sound</p> <p>cry, fly, dry, try, reply, July, shy, spy, sky, why</p>	<p>Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest</p>	<p>Step 25: Words where the digraph 'ey' makes an /ee/ sound</p> <p>key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney</p>	<p>Step 31: Words that are homophones</p> <p>there, their, here, hear, see, sea, too, two, blue, blew</p>
	<p>Step 2: Words where 'ge' makes a /j/ sound</p> <p>change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe</p>	<p>Step 8: Words ending in 'le'</p> <p>table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle</p>	<p>Step 14: Words where '-es' is added to words ending in 'y'</p> <p>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</p>	<p>Step 20: Words where '-ing' is added to single syllable words</p> <p>patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping</p>	<p>Step 26: Words where 'a' makes an /o/ sound</p> <p>want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash</p>	<p>Step 32: Words that are homophones or near homophones</p> <p>quiet, quite, bare, bear, sun, son, be, bee, night, knight</p>
	<p>Step 3: Words where 'ge' makes a /j/ sound</p> <p>gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle</p>	<p>Step 9: Words ending in 'el'</p> <p>camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel</p>	<p>Step 15: Words where '-ed' is added to words ending in 'y'</p> <p>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</p>	<p>Step 21: Words where '-ed' is added to single syllable words</p> <p>patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged</p>	<p>Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>word, work, worm, world, worth, warm, war, towards, warn, warned</p>	<p>Step 33: Words ending in '-tion'</p> <p>station, fiction, motion, nation, education, action, injection, caption, fraction, competition</p>
	<p>Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>race, ice, cell, city, fancy, lace, space, circle, circus, rice</p>	<p>Step 10: Words ending in 'al'</p> <p>metal, petal, capital, hospital, animal, equal, final, pedal, local, magical</p>	<p>Step 16: Words where '-er' and '-est' are added to words ending in 'y'</p> <p>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</p>	<p>Step 22: Words where 'a' makes an /or/ sound</p> <p>all, ball, walk, call, talk, always, fall, small, also, bald</p>	<p>Step 28: Words where 'al' and 's' makes an /zh/ sound</p> <p>television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual</p>	<p>Step 34: Words with an apostrophe for contraction</p> <p>can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd</p>
	<p>Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw</p>	<p>Step 11: Words ending in 'il'</p> <p>pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil</p>	<p>Step 17: Words where '-ing' is added to words ending in 'e'</p> <p>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</p>	<p>Step 23: Words where 'o' makes an /u/ sound</p> <p>other, mother, brother, nothing, cover, money, some, dozen, wonder, done</p>	<p>Step 29: Words ending in '-ment' and '-ness'</p> <p>payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness</p>	<p>Step 35: Words with an apostrophe for possession</p> <p>Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's</p>
	<p>Step 6: Challenge Words</p> <p>door, floor, poor, find, kind, mind, behind, child, children, because</p>	<p>Step 12: Challenge Words</p> <p>wild, climb, most, only, both, old, cold, hold, gold, told</p>	<p>Step 18: Challenge Words</p> <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</p>	<p>Step 24: Challenge Words</p> <p>last, past, father, class, grass, pass, plant, path, bath, rather</p>	<p>Step 30: Words ending in '-ful', '-less' and '-ly'</p> <p>careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless</p>	<p>Step 36: Challenge Words</p> <p>whole, any, many, clothes, busy, people, water, again, half, hour</p>