



St Keverne Primary School

Reception – Year 2 Curriculum Overview

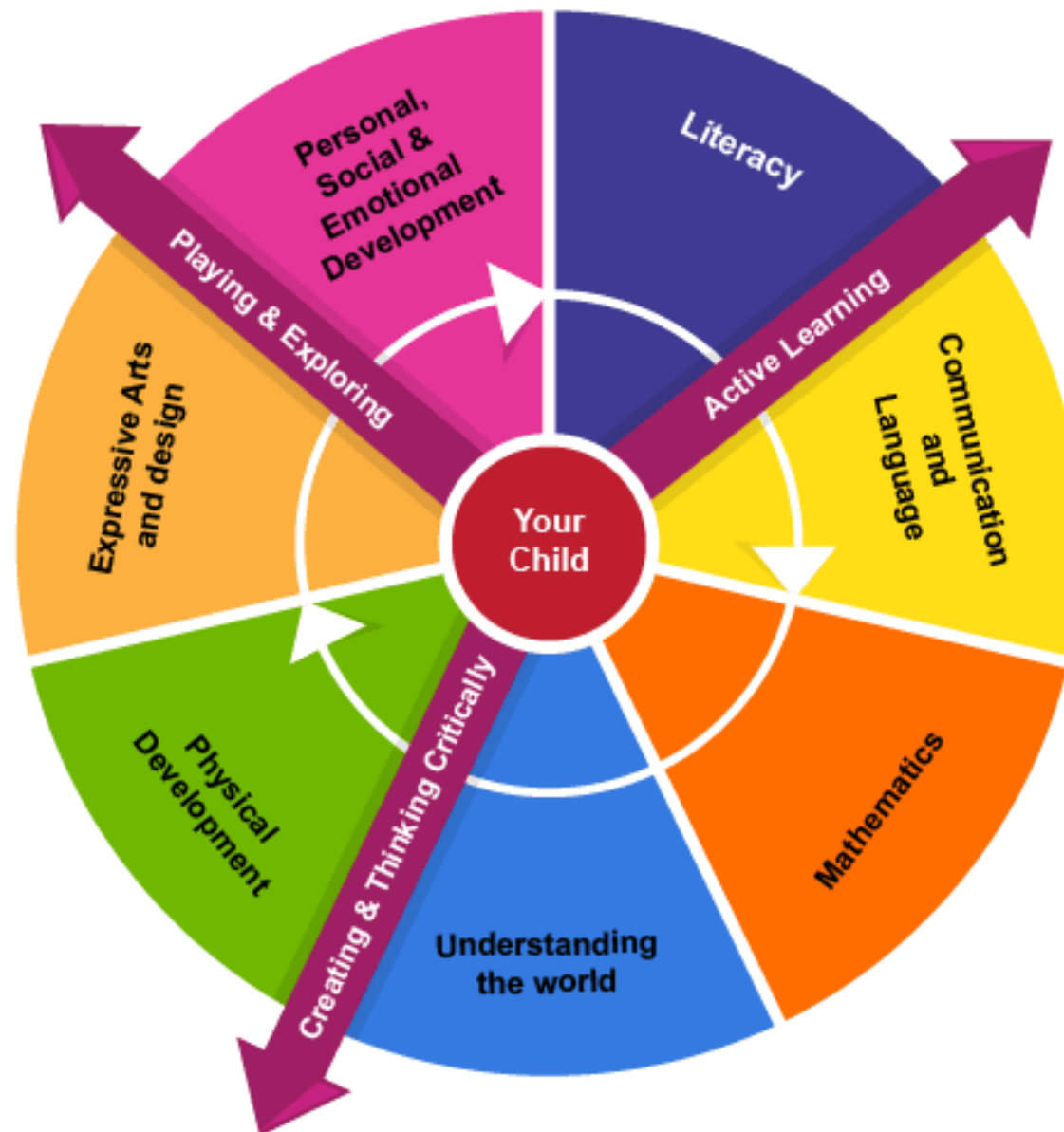
Curriculum Statement

At St Keverne School, we are committed to providing a curriculum that is underpinned by three essential drivers: aspiration, curiosity, and diversity. We aim to empower our learners to develop the knowledge, skills, and values they need to not only succeed in their education but also to become successful global citizens. Through our rigorously and consciously crafted curriculum, we teach clear sequences of enquiry-based learning encompassing the National Curriculum, reflecting the unique and special part of the world in which we live. We believe in helping our children flourish, realising their full potential, and fostering a caring and nurturing community where every child is valued.

Playing and Exploring

Children investigate and experience things and 'have a go'.

- I can recognise that my actions have an effect on the world, so I like to repeat them.
- I can guide my own thinking and actions by talking to myself as I play.
- I can make independent choices.
- I can plan and think ahead about how I will play with objects.
- I can bring my own interests and fascinations into early years settings.
- I can respond to new experiences when they are brought to my attention.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

- I can keep on trying when things are difficult.
- I can begin to correct my mistakes.
- I can begin to predict sequences because I know routines.
- I can participate in routines.
- I can show goal-directed behaviour.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

- I can take part in simple pretend play.
- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can feel confident about coming up with my own ideas.
- I can solve real problems.
- I can use pretend play to think beyond the 'here and now' and to understand another perspective.
- I can concentrate on achieving something that is important to me.
- I can make more links between my ideas.

Dream it, believe it,
achieve it!



Autumn Term

Learning Area	Reception Curriculum Overview	Year 1 and 2 Curriculum Overview	
Topic	All About Me	Why is there a school in our village? Why do we need to keep healthy?	Was Grace Darling heroic? Why do seasons change?
Key Events	Harvest, Christmas and Nativity	Harvest, Christmas and Nativity	
PSHE	Me and my Relationships Valuing Difference SCARF	Me and my Relationships Valuing Difference SCARF	
PSED	Build constructive and respectful relationships with peers and adults. Explore the value of friendship. Children are encouraged to listen to each other as well as adults. Understand and follow class rules. Work as part of a group or class. Take turns and share fairly. Take care of our toys and equipment. Discuss feelings and describe ourselves in positive ways. Express our needs and opinions. Work, play and solve with friends. Develop the confidence to try new activities.		
RE	F4: Being Special: Where do we belong? F2: Why is Christmas special for Christians?	Who is Muslim and how do they live? (Part 1) Why does Christmas matter to Christians?	
Communication & Language	Develop social phrases (model talk routines through the day, e.g. arriving in school, "good morning, how are you?"). Use talk to organise themselves and their play: e.g. "Let's go on a bus... you sit there... I'll be the driver." Sing a repertoire of new songs and rhymes. Listen and respond to one-part instructions. Listen to and talk about stories to build familiarity and understanding. Listen carefully and understand why listening is important. Engage in story time – Talk through stories. All About Me books: Describe events in our own lives in some detail. Participate in small group and one-to-one discussions, offering our own ideas, using recently introduced vocabulary. Ask questions to find out more and to check they understand what has been said to them		

Physical Development	<p>Develop fine motor skills through activities such as finger rhymes, Dough Disco and Pen Disco, threading, sewing and using tweezers. Use one handed tools and equipment, such as scissors, safely and efficiently.</p> <p>Dress and undress independently. Manage our own personal hygiene.</p> <p>Develop spacial awareness and gross motor skills during indoor and outdoor play, for example, jumping, running, stretching, rolling, balancing and peddling.</p>	Pen Disco to enhance fine-motor skills
PE	<p>PE led by DT Coaching</p> <p>Focusing on: fundamentals (ABC - agility, balance, coordination), communication & cooperation skills, working together/problem solving and hand eye coordination skills.</p>	
Reading	<p>Enjoy rhyming and rhythmic activities. Listen to and discuss stories. Join in with repeated refrains. Anticipate key events and phrases in rhymes and stories. Use the reading area and handle books carefully. Hold books the correct way up and turn pages. Look at books independently. Continue a rhyming string. Hear and say the initial sound in words. Links sounds to letters. RWI: Identify Set 1 sounds.</p>	Read Write Inc Phonics
Writing	<p>Ascribe meanings to marks. Hold a pencil with a comfortable grip. Develop pencil control. Form recognisable letters, some of which are correctly formed. Recognise and write our names. Write for a purpose during role play. Write some simple words. RWI: Set 1 sounds.</p>	<p>Lists and Captions The Place Value of Punctuation and Grammar Non-chronological report Recount</p>
Mathematics	<p>Numbersense <u>White Rose Maths</u> Getting to know you (Baseline) Match, sort and compare Talk about measure & pattern It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Numbersense <u>White Rose Mixed Aged Planning Y1/2</u> Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 100) Shape</p>

Understanding The World

All About Me

How have I changed? What is my timeline?
Talk about what they do with their family and places they have been with their family. Comment on photos, naming who they can see. Draw similarities and make comparisons between other families.
Name and describe people who are familiar to them. Make a timeline showing key events in our lives so far. Begin to make sense of our own life-story.

Why is there a school in our village?

Draw information from a simple map:
Draw children's attention to the immediate environment; introducing and modelling new vocabulary.
Familiarise children with the location of the school.
Look at aerial views of the school setting and make observations.
Opportunities for children to draw simple maps/maps from stories.

Why do we need to keep healthy?

Personal Hygiene
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

Was Grace Darling heroic?

Comment on images of familiar situations from the past.
Compare and contrast characters from stories, including figures from the past.

Why do seasons change?

Understand the effect of changing seasons on the natural world around them.
Guide children's understanding by drawing children's attention to the weather and seasonal features.
Provide opportunities for children to note and record the weather.
Select texts to share with the children about the changing seasons.
Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.
Describe what they see, hear and feel whilst outside.
Explore the natural world around them.

RE

Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.

Geography – Why is there a school in our village?

History – Was Grace Darling Heroic?

Science – Why do we need to keep healthy?
&
Why do seasons change?

Expressive Arts & Design

Exploring class resources.
Develop storylines in their pretend play.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a village with different buildings and a park.
Explore different materials freely, to develop their ideas about how to use them and what to make.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Print, rubbings, pattern.
Create collaboratively, sharing ideas, resources and skills

Watch and talk about dance and performance art, expressing their feelings and responses.

Charanga Music - Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

Music – Charanga
Art
DT

Spring Term

Learning Area	Reception Curriculum Overview	Year 1 and 2 Curriculum Overview	
Topic	Where I Live	How are we connected to the sea? Seasonal Changes (Winter) Use of everyday Materials (Y2) <i>Which material is best for a boat?</i>	How have explorers changed our view of the world? <i>How do seeds and bulbs grow into healthy plants?</i>
Key Events	Easter	Easter	
PSHE	Keeping Myself Safe Rights and Responsibilities SCARF	Keeping Myself Safe Rights and Responsibilities SCARF	
PSED	Show an understanding of, and a sensitivity to, their own feelings and those of others. Set and work towards simple goals. Develop an understanding of the importance of healthy food choices.		
RE	How do people celebrate? F3: Why is Easter special to Christians?	Who is Muslim and how do they live? (Part 2) Why does Easter matter to Christians?	
Communication & Language	Learn new vocabulary. Articulate our ideas and experiences in well-formed sentences. Engage in story time – Talk through stories. Engage in non-fiction books. Ask questions to find out more and to check we understand what has been said to us.		

Physical Development	<p>Dough Disco and Pen Disco</p> <p>(Gross Motor) use a range of ball skills, including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>(Fine Motor) Use a range of tools (such as scissors, pencils and knives and forks) competently, safely and confidently.</p>	Pen Disco to enhance fine-motor skills
PE	<p>PE led by DT Coaching</p> <p>Focusing on: fundamentals (ABC - agility, balance, coordination), communication & cooperation skills, working together/problem solving and hand eye coordination skills.</p>	
Reading	<p>Read individual letters by saying the sounds for them, blend sounds into words, so that they can read short words made up of known letter– sound correspondences, read some letter groups that each represent one sound and say sounds for them, read a few common exception (red) words.</p> <p>RWI: Read Set 2 sounds; blend Set 1 and 2 sounds to read green words and recognise some common exception (red) words.</p>	RWI Phonics
Writing	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Support children to form the complete sentence orally before writing.</p>	<p>Recount</p> <p>Narrative</p> <p>Instructions</p> <p>Narrative</p>
Mathematics	<p>Numbersense</p> <p><u>White Rose Maths</u></p> <p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p> <p>Length, Height and Time</p> <p>Building 9 and 10</p> <p>Explore 3D Shapes</p>	<p>Numbersense</p> <p><u>White Rose Mixed Aged Planning Y1/2</u></p> <p>Addition and Subtraction (within 100)</p> <p>Multiplication and Division</p> <p>Length and Height</p> <p>Statistics</p>

Understanding The World

How are we connected to the sea?

Name and describe people who are familiar to them
(People who help us – RNLI/Lifeguards)
Explore the natural world around them.
Discussions about the sea and introducing vocabulary
linked to this.

Seasonal Changes

Understand the effect of changing seasons on the natural
world around them.

Guide children's understanding by drawing children's
attention to the weather and seasonal features.

Provide opportunities for children to note and record the
weather.

Select texts to share with the children about the changing
seasons.

Throughout the year, take children outside to observe the
natural world and encourage children to observe how
animals behave differently as the seasons change.

Describe what they see, hear and feel whilst outside.

Explore the natural world around them.

How have explorers changed our view of the world?

Comment on images of familiar situations from the past.

Name and describe people who are familiar to them.

Compare and contrast characters from stories, including
figures from the past.

Offer opportunities for children to begin to organise events
using basic chronology, recognising that things happened
before they were born.

Draw out common themes from stories, such as bravery,
difficult choices and kindness, and talk about children's
experiences with these themes.

How do seeds and bulbs grow into healthy plants?

Explore the natural world around them, create opportunities
to discuss how we care for the natural world around us –
growing plants; after close observation, draw pictures of the
natural world, including plants, encourage focused
observation of the natural world, listen to children describing
and commenting on things they have seen whilst outside,
including plants, name and describe some plants children
are likely to see, encouraging children to recognise familiar
plants whilst outside.

RE

Understand that some places are special to members of
their community.

Recognise that people have different beliefs and celebrate
special times in different ways.

Geography – How are we connected to the sea?

History – How have explorers changed our view of the world?

Science – Seasonal Changes (Winter)

Use of everyday Materials (Y2)
Which material is best for a boat?

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How do seeds and bulbs grow into healthy plants?

Expressive Arts & Design

Drawing, paint, colour and shade.
Use drawing, collage, role play, small world and construction to recreate familiar stories and represent personal experiences.
Explore different materials and their textures.
Learn how to join different materials.
Choose and use materials to develop our own ideas.
Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.

Watch and talk about dance and performance art, expressing their feelings and responses.

Charanga Music - Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

Music – Charanga
Art
DT

Summer Term

Learning Area	Reception Curriculum Overview	Year 1 and 2 Curriculum Overview	
Topic	<p>The World Around Me</p> <p>Scarf RSE for Science</p> <p>Reception- How have I grown since I was a baby?</p>	<p>How does the Kalahari Desert compare with where I live?</p> <p>How do we know something is alive?</p>	<p>What impact did these significant women have?</p> <p>Seasonal Changes (Summer)</p> <p>Scarf RSE for Science</p> <p>Year 1 & Year 2- How has my body changed since I was a baby and how do I keep my body safe?</p>
Key Events	Sports Day	Sports Day, Transitions (Y2)	
PSHE	<p>Being my Best</p> <p>Growing and Changing</p> <p>SCARF</p>	<p>Being my Best</p> <p>Growing and Changing</p> <p>SCARF</p>	
PSED	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name & recognise how healthy choices can keep us well</p>		
RE	<p>Who is Muslim and how do they live?</p> <p>What makes some people and places in Cornwall sacred?</p>	<p>Who is Muslim and how do they live?</p> <p>What makes some people and places in Cornwall sacred?</p>	
Communication & Language	<p>Participate in small group, class and 1:1 discussion, offering own ideas and using recently introduced vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in story time – Talk through stories.</p> <p>Ask questions to clarify our understanding. answer questions.</p> <p>Express our ideas using past, present and future tenses.</p>		

Physical Development	<p>(Gross Motor) 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>(Fine Motor) Use a range of tools competently, safely and confidently, including scissors and cutlery. Draw and write with increasing accuracy, care and fluency. Pen Disco to enhance fine-motor skills</p>	Pen Disco to enhance fine-motor skills
PE	<p>PE led by DT Coaching</p> <p>Focusing on: fundamentals (ABC - agility, balance, coordination), communication & cooperation skills, working together/problem solving and hand eye coordination skills.</p>	
Reading	<p>Recognise Set 2 & 3 sounds. Read words containing Set 1,2 & 3 sounds by sound blending. Read simple sentences that are consistent with our phonic knowledge, including some common exception words. consistent with our phonic knowledge. RWI Phonics</p>	RWI Phonics
Writing	<p>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. Begin to write short sentences with words with known sound letter correspondences using a capital letter and full stop. Reread what they have written to check it makes sense.</p>	<p>Narrative Non chronological report Recount Narrative</p>
Mathematics	<p>Numbersense <u>White Rose Maths</u> To 20 and Beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping Visualise, Build and Map Make Connections</p>	<p>Numbersense <u>White Rose Mixed Aged Planning Y1/2</u> Money Fractions Time Mass, Capacity and Temperature Position and Direction</p>

Understanding The World

How does the Kalahari Desert compare with where I live?

Recognise some similarities and differences between life in this country and life in other countries.

Teach children about places in the world that contrast with locations they know well (where they live).

Use relevant and specific vocabulary to describe the contrasting locations.

Use images, video clips and texts to bring the wider world into the classroom. Listen to what children say about what they see.

Explain how children's lives in other countries may be similar or different in terms of how they travel, what they eat, where they live etc.

What impact did these significant women have?

Talk about members of their community and explore job roles (the fire service, nurses, police etc.)

Compare and contrast characters from stories, including figures from the past.

How do we know something is alive?

Explore different animal habitats in local environment.

Describe what they see, hear and feel whilst outside.

Encourage focused observation of the natural world.

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

Seasonal Changes (Summer)

Understand the effect of changing seasons on the natural world around them.

Guide children's understanding by drawing children's attention to the weather and seasonal features.

Provide opportunities for children to note and record the weather.

Select texts to share with the children about the changing seasons.

Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Describe what they see, hear and feel whilst outside.

Explore the natural world around them.

Scarf RSE for Science

Reception- How have I grown since I was a baby?

Geography - How does the Kalahari Desert compare with where I live?

History - What impact did these significant women have?

Science - How do we know something is alive?

&

Seasonal Changes (Summer)

Scarf RSE for Science

Year 1 & Year 2-How has my body changed since I was a baby and how do I keep my body safe?

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Watch and talk about dance and performance art, expressing their feelings and responses.

Charanga Music - Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

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