

Corporation Road Community Primary School

N2 Curriculum Overview

N2	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Marvellous Me and my Family	Bonfire night, Halloween, Diwali, Christmas	Light and Dark, Night and Day Chinese New Year	Animals	Growing/ Mini Beasts	Pirates/ Travel Agents
C&L	<p>Outcomes: Listen to others in one-to-one or small groups when conversation interests them C&L 3-4 Single channelled attention; shift to a different task if their attention is fully obtained – using a child’s name helps them to focus C&L 3-4 Join in with simple repeated refrains in rhymes, songs and stories C&L 3-4 Understand who & what in simple questions (e.g. Who’s that? Who can? What’s that?) C&L 3-4 Name everyday objects, e.g., scissors, ball, hat, coat Respond to instructions with more elements, e.g., Give the big ball to me C&L 3-4 Begin to ask simple questions C&L 3-4 Begin to talk about people and things that are not present C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Listen to familiar stories with increasing attention C&L 3-4 Join in with simple repeated refrains and phrases in rhymes, songs and stories C&L 3-4 Focus attention (in self chosen activities) – can still listen or do, but can change their own focus of attention C&L 3-4 Understand the use of objects (e.g. Which one do we cut with?) C&L 3-4 Respond to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box C&L 3-4 Use language to share feelings, experiences and thoughts C&L 3-4 Begin to hold a conversation but might jump from topic to topic C&L 3-4 Learn new words quickly and begin to be able to use them in communicating (links to topics, e.g., flower, leaf, petal) C&L 3-4 Begin to use a variety of questions (e.g. what, where, who) C&L 3-4 Begin to use longer sentences, e.g. I hurt my finger... (and what on) C&L 3-4 Retell a simple past event in correct order (e.g. went down slide, hurt finger) C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, Twinkle Little Star, Humpty Dumpty, Baa, Baa Black Sheep, Incy Wincy Spider. C&L 3-4 Speak clearly in a sentence using 4-6 words consistently. C&L 3-4 Learn and use a wide range of topic related vocabulary in the correct contexts. C&L 3-4 Hold a short meaningful conversation with a familiar adult or their peers with sustained attention (2-4 minutes). C&L 3-4 Understand and answer questions beginning with why, e.g., Why do you like going to the painting area? Why do you like going to the park? C&L 3-4 Have fostered a love of a variety of stories, poems, songs and rhymes. C&L 3-4 Attend to, listen and respond appropriately in a range of situations (one to one, small group or whole class) with adults and/or their peers. C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>	
PSED	<p>Outcomes: Show sensitivity to others’ messages of appreciation or criticism C&L 3-4 Enjoy playing alone, alongside and with others, inviting others to play and attempt to join others’ play C&L 3-4 Show increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g., give up a toy to another who wants it C&L 3-4 Seek out companionship with adults and other children, sharing experiences and play ideas C&L 3-4 Respond to the feelings of others, showing concern and offering comfort C&L 3-4 Express the self-aware emotion of pride C&L 3-4 Seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests C&L 3-4 Show empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g., may offer a child a toy they know they like C&L 3-4 Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety C&L 3-4 Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult C&L 3-4 Build relationships with special people but may show anxiety in the presence of strangers C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Be more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings C&L 3-4 Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety C&L 3-4 Enjoy a sense of belonging through being involved in daily tasks C&L 3-4 Use their experiences of adult behaviours to guide their social relationships and interactions C&L 3-4 Express the self-aware emotions of pride and embarrassment C&L 3-4 Gradually learn that actions have consequences but not always the consequences the child hopes for C&L 3-4 Show a sense of autonomy through asserting their ideas and preferences and make choices and decisions C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions C&L 3-4 Talk about how others might be feeling and responds according to their understanding of the other person’s needs and wants C&L 3-4 Express a wide range of feelings in their interactions with others and through their behaviour and play, including guilt and self-doubt C&L 3-4 Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help C&L 3-4 Show some awareness of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and to their peers C&L 3-4 Practice skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflict with peers C&L 3-4 Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g., may turn a book to face you so you can see it C&L 3-4 Express the self-aware emotions of pride and embarrassment, as well as a wide range of other feelings C&L 3-4 Access pretend play and begin to retell familiar stories with their friends C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>	
PD – Gross Motor	<p>Outcomes: Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride C&L 3-4 Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it C&L 3-4 Grasp and release with two hands to throw and catch a large ball, beanbag or an object C&L 3-4</p> <p>Key topics: - Peddling a bike, using a scooter. - Ball skills, kicking, throwing and catching.</p>		<p>Outcomes: Climb up and down stairs by placing both feet on each step while holding a handrail for support C&L 3-4 Climb stairs, steps and moves across climbing equipment using alternate feet C&L 3-4 Maintain balance using hands and body to stabilise C&L 3-4 Balance on one foot or in a squat momentarily, shifting body weight to improve stability C&L 3-4 Walk down steps or slopes whilst carrying a small object, maintaining balance and stability C&L 3-4 Name and identify different parts of the body C&L 3-4</p> <p>Key topics: - balancing on different parts of the body to make different shapes (children’s yoga). - climbing and balancing apparatus.</p>		<p>Outcomes: Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles C&L 3-4 Manipulate a range of tools and equipment in one hand, e.g. scarves or ribbons C&L 3-4</p> <p>Key topics: - dance - how to run and simple sports day races including running in and out of cones, egg and spoon race</p>	
PD – Fine Motor	<p>Outcomes: Begin to show preference for a dominant hand and/or leg/foot C&L 3-4 Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools C&L 3-4 Hold mark-making tools with a thumb and all fingers C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Create lines and circles pivoting from the shoulder and elbow C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>		<p>Outcomes: Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, hairbrushes, toothbrush C&L 3-4</p> <p>Key topics: Not taught as a subject specific group time – links across the curriculum and focus for child initiated and focused activities.</p>	
Literacy	<p>Outcomes: Recognise familiar words and signs, such as own name, advertising logos and screen icons C&L 3-4</p>		<p>Outcomes: Begin to be aware of the way stories are structured C&L 3-4</p>		<p>Outcomes:</p>	

	<p>Show interest in illustrations and words in print and digital books and words in the environment C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - explore shop logos, signs etc on a local walk - name cards with pictures to use to help to write their own name on artwork etc with adult support. - Adults model differences between words and pictures, follow words l-r when reading etc - early phonics around sound discrimination, both environmental and instrumental. 	<p>Attempt to recall elements of familiar stories and will tell own stories C&L 3-4</p> <p>Listen to and join in with stories and poems, when reading one-to-one and in small groups C&L 3-4</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories C&L 3-4</p> <p>Handle books carefully and the correct way up with growing competence C&L 3-4</p> <p>Begin to develop phonological and phonemic awareness C&L 3-4</p> <p>Sometimes give meaning to their drawings and paintings C&L 3-4</p> <p>Begin to include mark making in their play C&L 3-4</p> <p>Imitate adults' writing by making shapes and symbols C&L 3-4</p> <p>Begin to make letter-type shapes to represent the initial sound of their name and other familiar words C&L 3-4</p> <p>Know information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental/classroom print) C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - retelling stories as a group with small puppets, actions, walking through them etc - ordering pictures from stories – beginning, middle, end - how to look after books - drawing parts of a story and telling an adult what they have drawn. Model how drawing and writing marks are different, children then may also start to assign meaning to their own 'writing'. - pre-writing shapes practice to music. - early phonics activities to recognise rhyming words and alliteration - name writing practise 	<p>Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves C&L 3-4</p> <p>Talk about events and principal characters in stories and suggests how the story might end C&L 3-4</p> <p>Look at and enjoy books independently, use illustrations to gain an understanding of story events C&L 3-4</p> <p>Distinguish between illustrations and print C&L 3-4</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom C&L 3-4</p> <p>Show an increasing awareness of rhyme and alliteration C&L 3-4</p> <p>Recognise rhythm in spoken words, songs, poems and rhymes C&L 3-4</p> <p>Clap the syllables in words during sound investigation with an adult C&L 3-4</p> <p>Hear and says the initial sound in words C&L 3-4</p> <p>Segment and blend spoken words orally C&L 3-4</p> <p>Give meaning to their drawings and paintings C&L 3-4</p> <p>Include mark making and early writing in their play C&L 3-4</p> <p>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right C&L 3-4</p> <p>Make an attempt at writing their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes C&L 3-4</p> <p>Recognise their name from a selection of names C&L 3-4</p> <p>Show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - Using key pictures from stories read in class, writing underneath – what could this say? Reading l-r. - Children to help identify characters and events in stories, from a choice to start with. - Can point to text and pictures in a story etc and when making their own pictures, can distinguish between the two. - Early phonics – syllable clapping, initial sounds in words, oral segmenting and blending. - name recognition and writing. Recognising first letter of their own name on a keyboard.
<p>Mathematics</p>	<p>Outcomes:</p> <p>Begin to say the numbers, some of which are in the right order (ordinality) C&L 3-4</p> <p>Begin to count on their fingers C&L 3-4</p> <p>Begin to understand some talk about immediate past and future C&L 3-4</p> <p>Predict, move and rotate objects to fit the space or create the shape they would like C&L 3-4</p> <p>Enjoy counting verbally as far as they can go C&L 3-4 C&L 3-4</p> <p>Point or touches each item, saying one number for each item, using the stable order of 1, 2, 3 C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - Using Number Blocks learn to rote count, 1:1 count, count items from a larger set, recognise number, match number to correct number of items for numbers 1-5. - count on fingers up to 5. 	<p>Outcomes:</p> <p>Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g., 'You've got two, I've got two. Same!' C&L 3-4</p> <p>Use some number names and number language within play, and may show fascination with large numbers C&L 3-4</p> <p>Respond to the language of position, e.g., in, on, inside, next to, over, under, in front, behind C&L 3-4</p> <p>Explore how things look from different viewpoints including things that are near or far away C&L 3-4</p> <p>Explore differences in size, length, weight and capacity C&L 3-4</p> <p>Show an awareness of shape similarities and differences between objects C&L 3-4</p> <p>Respond to both informal and common shape names, e.g., pointy, twisty, wiggly, bumpy, heart, star, flower C&L 3-4</p> <p>Respond to some common shape names, e.g., circle, square, rectangle, heart, star, diamond C&L 3-4</p> <p>Attempt to create arches and enclosures when building, using trial and improvement to select blocks C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - matching groups of items that have the same number, understand an element of 'fairness' when sharing – groups will have the same number. - positional language – respond to simple positional language and respond with a positional language phrase when asked where something is. - Shape – simple 2D shape names e.g. circle, square, triangle, rectangle, star, heart and describe things using shape describing words - Who can find? Something bigger/smaller, longer/shorter, heavier/lighter than something else. - In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items C&L 3-4 	<p>Outcomes:</p> <p>Rote count to 10 C&L 3-4</p> <p>Recognise numbers which are familiar to themselves, e.g., their age C&L 3-4</p> <p>Subitise one, two and three objects (without counting) C&L 3-4</p> <p>Explore using a range of their own marks and signs to which they ascribe mathematical meanings C&L 3-4</p> <p>Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers C&L 3-4</p> <p>Recognise that each counting number is one more than the one before C&L 3-4</p> <p>Use language of position, e.g., on, inside, next to, under, over, in front, behind C&L 3-4</p> <p>Enjoy partitioning and combing shapes to make new shapes, e.g., circle, square, rectangle, triangle, heart, star, diamond C&L 3-4</p> <p>Join in with simple patters in sounds, objects, games, stories, dance and movements, predicting what comes next C&L 3-4</p> <p>Create their own spatial patterns showing some organisation or regularity C&L 3-4 C&L 3-4</p> <p>Recognise patterns on clothes, in nature and in the environment, e.g., stripes, spots, checks, etc C&L 3-4</p> <p>Create and extend AB patterns, e.g., stick, leaf, stick... C&L 3-4</p> <p>Recall a sequence of events in everyday life and stories C&L 3-4</p> <p>Show an awareness of a sense of time, e.g., snack time, home time, seasons C&L 3-4</p> <p>Key topics:</p> <ul style="list-style-type: none"> - rote count to 10 using rhymes, games like hide and seek etc - recognising written numbers to 5 - subitising numbers to 5 using such as dominos - adding 1 more with items to get the next number - tally marks and simple pictograms - positional language – build on last term - simple repeated patterns with everyday items and shapes - order daily events
<p>UTW</p>	<p>Outcomes:</p> <p>Enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these C&L 3-4</p> <p>Show interest in the lives of people who are familiar to them C&L 3-4</p> <p>Begin to have their own friends C&L 3-4</p> <p>Remember and talk about significant events in their own experience C&L 3-4</p> <p>Play with water to investigate 'low technology', such as washing and cleaning C&L 3-4</p> <p>In pretend play, imitate everyday actions and events from own family and cultural background, e.g., making and drinking tea, going to the barbers, being a cat, dog or bird C&L 3-4</p> <p>Have a sense of their own immediate family, relations and pets C&L 3-4</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from others C&L 3-4</p> <p>Learn the vocabulary associated with specific interest areas C&L 3-4</p> <p>Show an interest in technological toys with knobs or pulleys, real objects, such as cameras, and touchscreen devices, such as mobile phones and tablets C&L 3-4</p> <p>Remember where objects belong C&L 3-4</p>	<p>Outcomes:</p> <p>Explore light and shadow C&L 3-4</p> <p>Talk about the differences between materials C&L 3-4</p> <p>Explore and talk about different forces e.g., push, pull, things you feel, wind, rain, weather C&L 3-4</p> <p>Enjoy playing with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by river or lake C&L 3-4</p> <p>Operate mechanical toys, e.g., turn the knob on a wind-up toy or pull back on a friction car C&L 3-4</p> <p>Talk about and notice the changes in materials, e.g. ice, snow, mud, chocolate and jelly C&L 3-4</p> <p>Learn the vocabulary associated with specific interest areas C&L 3-4</p> <p>Key topics:</p> <p>SCIENCE – How do we make it so we can see in the dark? Exploring torches</p> <p>SCIENCE – How to make shadows, make them bigger and smaller</p> <p>SCIENCE – experiments with ice, melting chocolate, making jelly – observe and talk about what happens.</p> <p>GEOGRAPHY – small world play for British animal habitats (including learning about nocturnal animals), space</p>	<p>Outcomes:</p> <p>Show interest in different occupations and ways of life indoors and outdoors C&L 3-4</p> <p>Use pipes, funnels and other tools to carry/ transport water from one place to another C&L 3-4</p> <p>Develop an understanding of growth, decay and changes over time C&L 3-4</p> <p>Show care and concern for living things and the environment</p> <p>Talk about why things happen and how things work C&L 3-4</p> <p>Notice detailed features of objects in their environment C&L 3-4</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects C&L 3-4</p> <p>Seek to acquire basic skills in turning on and operating some digital equipment e.g., Bee-bots, CD players, remote control cars C&L 3-4</p> <p>Learn the vocabulary associated with specific interest areas C&L 3-4</p> <p>Key topics:</p> <p>DT – Challenge to move water from one place to another with given materials.</p> <p>SCIENCE – how have we changed overtime? Simple lifecycles e.g. butterflies or frogs</p>

	<p>Show a curiosity and interest in exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life C&L 3-4</p> <p>Key topics: HISTORY - Talking about photographs of ourselves, family, pets and friends. Celebration photographs. PSED – similarities and differences to friends e.g. hair colour, height, favourite things to play COMPUTING – How to use a simple program on the IAWB. COMPUTING – Using the iPad to take photos of friends, know how to view them to show other people.</p>	<p>COMPUTING – racing wind up and pull back toys – talk about how to make them work</p>	<p>COMPUTING – BeeBots moving forward and backwards, turning GEOGRAPHY/HISTORY – Occupations – parents and family members jobs, travel agents</p>
<p>EAD</p>	<p>Outcomes: Explore and learn how sounds and movements can be changed. C&L 3-4 Continue to explore moving in a range of ways, e.g., mirroring, creating own movement patterns C&L 3-4 Enjoy joining in with moving, dancing and ring games Tap out simple repeated rhythm C&L 3-4 Develop an understanding of how to create and use sounds intentionally C&L 3-4 Continue to explore colour and how colours can be changed C&L 3-4 Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience C&L 3-4 Use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces C&L 3-4 Use tools for a purpose C&L 3-4</p> <p>Key topics: MUSIC - Naming and using simple percussion instruments. Use to play along to a song, keeping a regular rhythm. Use to enliven stories with animals in, assigning an instrument to an animal based on the sound the instrument/animal make. ART - drawing and painting self-portraits. ART - drawing characters/animals from stories. DT – building houses from construction sets</p>	<p>Outcomes: Use movements and sounds to express experiences, expertise, ideas and feelings C&L 3-4 Experiment and create movements in response to music, stories and ideas C&L 3-4 Sing to self and make up simple songs C&L 3-4 Create sounds, movements, drawings to accompany stories C&L 3-4 Sing familiar songs, e.g., pop songs, songs from TV programmes, rhymes, songs from home C&L 3-4 Be exposed to a wide range of music – across different cultures C&L 3-4</p> <p>Key topics: MUSIC - Chinese New Year dragon dance to appropriate music. MUSIC - Changing words of nursery rhymes or adding more verses. MUSIC - Enliven stories using musical instruments and voice sounds. ART - Drawing favourite parts of stories and make marks for writing, assigning meaning to the marks. MUSIC - make up movements for different animals and turn into a simple dance routine to music.</p>	<p>Outcomes: Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously C&L 3-4 Engage in imaginative play based on own ideas or first-hand or peer experiences C&L 3-4 Use available resources to create props or creates imaginary ones to support play C&L 3-4 Play alongside other children who are engaged in the same theme C&L 3-4</p> <p>Key topics: - model role play for travel agents and pirates, inviting children to take up different roles, aided by props and simple costumes - story dice and helicopter stories</p>