



Barkisland CE (VA) Primary School
WE BELIEVE WE NURTURE WE SUCCEED!

Barkisland CE (VA) Primary School
Scammonden Road, Barkisland, Halifax
West Yorkshire, HX4 0BD

Telephone: 01422 823324

www.barkislandcofeschool.org.uk

admin@barkisland.calderdale.sch.uk











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Curriculum Map





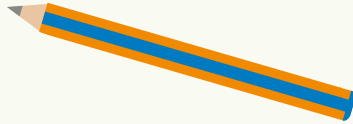
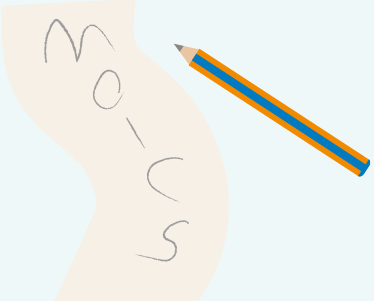


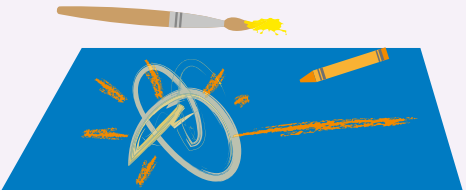
Nursery | Cycle 3




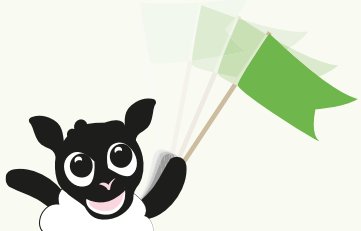
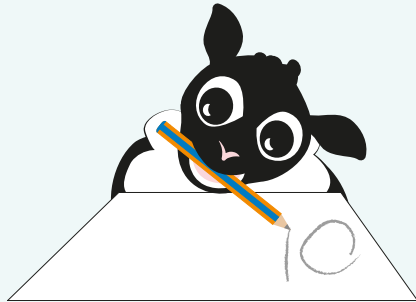

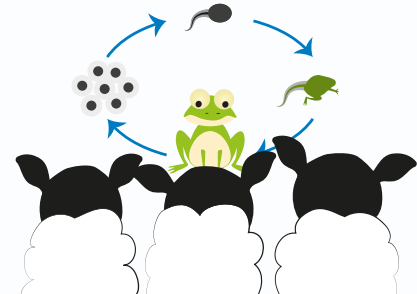
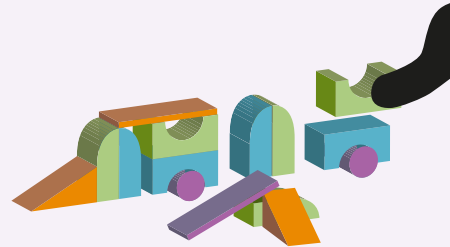


| Topics | Communication and Language | Personal, Social, Emotional Development | Physical Development |
|---|--|---|---|
|  <p>Good To Be Me!</p> <p>Traditional Tales – Jack and the Beanstalk</p> | <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>  | <p>Select and use activities and resources, with help when needed.</p> <p>This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>  | <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>  |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.  | <p>Please refer to the White Rose Maths Curriculum Plans.</p>  | <p>Begin to make sense of their own life-story and family’s history.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>  | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>  |

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|--|--|---|---|
| <p>Space</p> <p>Christmas</p> | <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> | <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | <p>Please refer to the White Rose Maths Curriculum Plans.</p> | <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> |

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|---|---|--|---|
| <p>Seasons (Stickman Focus)</p> <p>Dinosaurs</p> | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> | <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Please refer to the White Rose Maths Curriculum Plans.</p> | <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Explore colour and colour-mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> |

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|  <p>Transport</p>  <p>Easter</p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>  | <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>  | <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>  |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>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>  | <p>Please refer to the White Rose Maths Curriculum Plans.</p>  | <p>Plant seeds and care for growing plants.</p> <p>Explore and talk about different forces they can feel.</p>  | <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>  |

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|  <p>Growing and Changing – Life Cycles</p> <p>Let's go on an adventure! (linked to Bear Hunt)</p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p>  | <p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p>  | <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>  |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Write some or all of their name.</p>  | <p>Please refer to the White Rose Maths Curriculum Plans.</p>  | <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore how things work.</p>  | <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create their own songs, or improvise a song around one they know.</p>  |

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|--|---|---|--|
| <p>Under the Sea</p> <p>Transition</p> | <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus.' | <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> | <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Write some letters accurately.</p> | <p>Please refer to the White Rose Maths Curriculum Plans.</p> | <p>Talk about what they see, using a wide vocabulary,</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> |