



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

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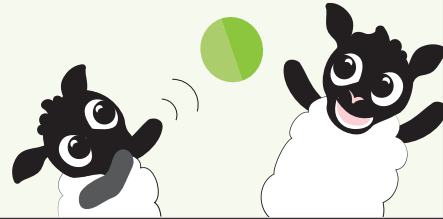
Curriculum Map

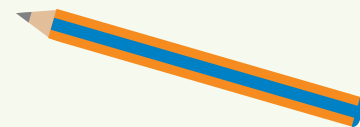
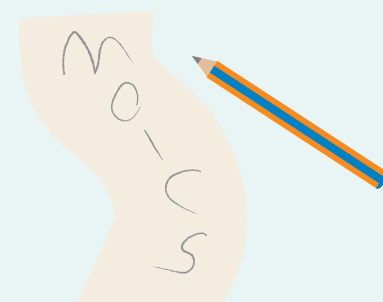
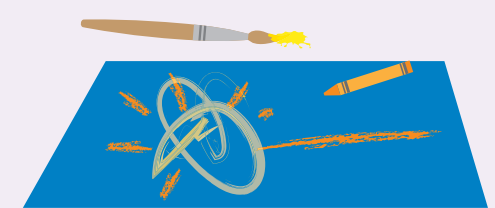
Nursery | Cycle 2

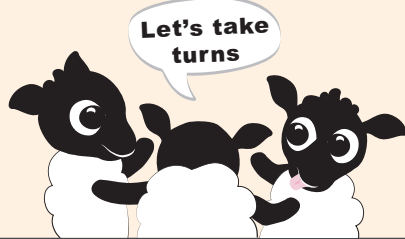
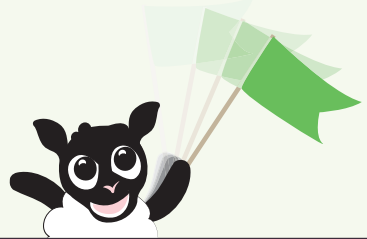
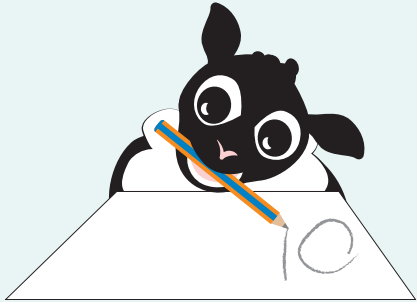
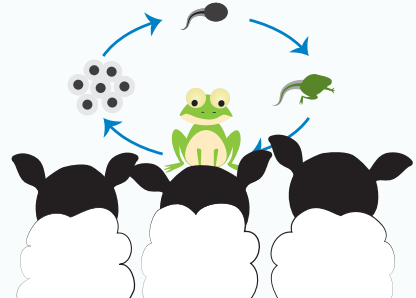
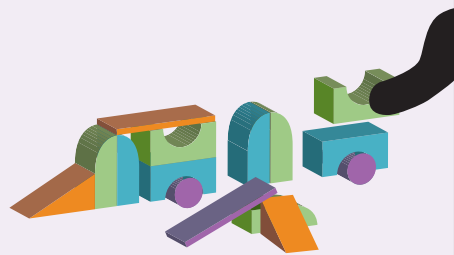


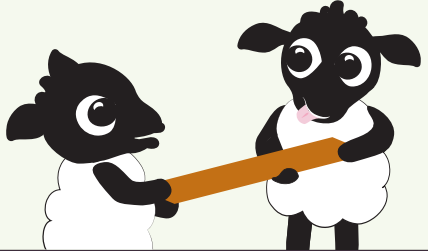
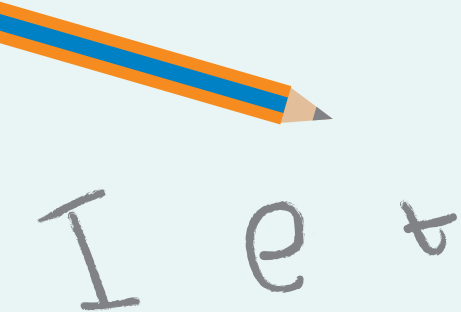
Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 My World Traditional Tales – Little Red Riding Hood	Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. 	Go up steps and stairs, or climb up apparatus, using alternate feet. 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. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Understand the five key concepts about print: - 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. 	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	Begin to make sense of their own life-story and family’s history. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. 	Take part in simple pretend play, using an object to represent something else even though they are not similar. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 Colours Everywhere! (Diwali focus) Christmas	Use a wider range of vocabulary. Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns. 	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. 	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	Recite numbers past 5. Show finger numbers up to 5. Describe a familiar route. Extend and create ABAB patterns – stick, leaf, stick, leaf. 	Show interest in different occupations. Continue developing positive attitudes about the differences between people. 	Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds. Remember and sing entire songs. 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 Polar Regions  Pirates	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. 	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Engage in extended conversations about stories, learning new vocabulary. 	Say one number for each item in order – 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. 	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Explore colour and colour-mixing. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person ('pitch match'). 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 At the Zoo  Easter	Enjoy listening to longer stories and can remember much of what happens. 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. 	Develop appropriate ways of being assertive. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. 	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control when holding pens and pencils. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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. 	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. 	Plant seeds and care for growing plants. Explore and talk about different forces they can feel. 	Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 Growing and Changing (Plants) Superheroes 	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. 	Remember rules without needing an adult to remind them. Talk with others to solve conflicts. 	Use large-muscle movements to wave flags and streamers, paint and make marks. 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. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Write some or all of their name. 	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 	Understand the key features of the life cycle of a plant and an animal. Explore how things work. 	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs, or improvise a song around one they know. 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 Summer at the Seaside  Transition	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Write some letters accurately. 	Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones – an arch, a bigger triangle, etc. Notice and correct an error in a repeating pattern. Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	Talk about what they see, using a wide vocabulary, Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Play instruments with increasing control to express their feelings and ideas. 