



**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](http://www.barkislandcofeschool.org.uk)**

**[admin@barkisland.calderdale.sch.uk](mailto:admin@barkisland.calderdale.sch.uk)**








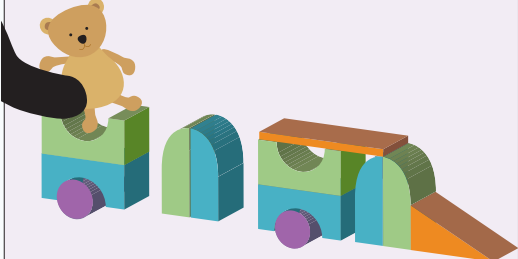



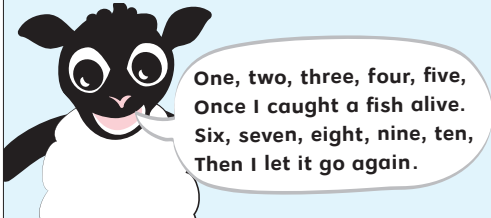




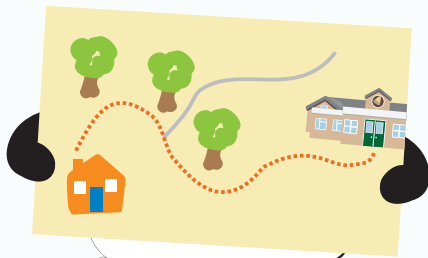

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# **Curriculum Map**

**Reception | Cycle 2**







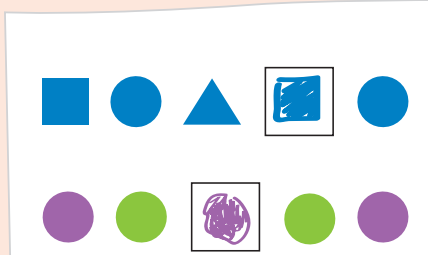

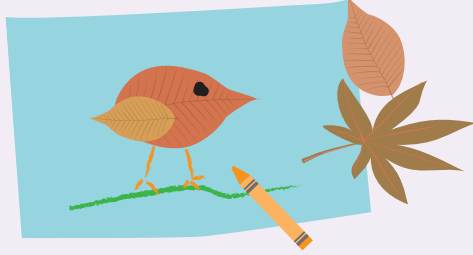




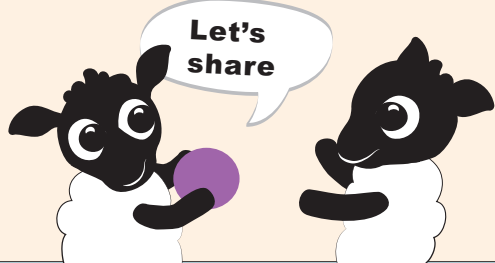


Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>My World</b></p> <p><b>Traditional Tales – Little Red Riding Hood</b></p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes.</p> 	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs, personal hygiene.</p> 	<p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Read individual letters by saying the sound for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> 	<p>Count objects, actions and sounds.</p> <p>Counts beyond 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> 	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Explore the natural world around them.</p> 	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>Colours Everywhere!</b> (Diwali focus)</p> <p><b>Christmas</b></p>	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>  <p>One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, Then I let it go again.</p>	<p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p>  <p>Are you okay?</p>	<p>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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>  <p>The cat sat on the mat</p>	<p>Compare numbers.</p> <p>Subitise.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>  <p>4</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw information from a simple map.</p> 	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>Polar Regions</b></p>  <p><b>Pirates</b></p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> 	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> 	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> 	<p>Compare length, weight and capacity.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> 	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them.</p> 	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>At the Zoo</b></p>  <p><b>Easter</b></p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>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>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian.</li> </ul> 	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> 	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> 	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>Growing and Changing (Plants)</b></p>  <p><b>Superheroes</b></p>	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Listening, Attention and Understanding</li> <li>2) Speaking</li> </ol> 	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Self Regulation</li> <li>2) Managing Self</li> <li>3) Building Relationships</li> </ol> 	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Fine motor skills</li> <li>2) Gross motor skills</li> </ol> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Comprehension</li> <li>2) Word Reading</li> <li>3) Writing</li> </ol> 	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Number</li> <li>2) Numerical Patterns</li> </ol> 	<p>Early Learning Goals;</p> <ol style="list-style-type: none"> <li>1) Past and Present</li> <li>2) People, Cultures and Communities</li> <li>3) The Natural World</li> </ol> 	<p>Early Learning Goals;</p> <ol style="list-style-type: none"> <li>1) Creating with materials</li> <li>2) Being imaginative and expressive</li> </ol> 

Topics	Communication and Language	Personal, Social, Emotional Development	Physical Development
 <p><b>Summer at the Seaside</b></p>  <p><b>Transition</b></p>	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Listening, Attention and Understanding</li> <li>2) Speaking</li> </ol>  <p>Once upon a time...</p>	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Self Regulation</li> <li>2) Managing Self</li> <li>3) Building Relationships</li> </ol>  <p>Let's share</p>	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Fine motor skills</li> <li>2) Gross motor skills</li> </ol> 
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Comprehension</li> <li>2) Word Reading</li> <li>3) Writing</li> </ol>  <p>The cat is</p>	<p>Early Learning Goals for;</p> <ol style="list-style-type: none"> <li>1) Number</li> <li>2) Numerical Patterns</li> </ol>  <p>1 2 3 4 5 6 7 8 9 10 11 ...</p>	<p>Early Learning Goals;</p> <ol style="list-style-type: none"> <li>1) Past and Present</li> <li>2) People, Cultures and Communities</li> <li>3) The Natural World</li> </ol> 	<p>Early Learning Goals;</p> <ol style="list-style-type: none"> <li>1) Creating with materials</li> <li>2) Being imaginative and expressive</li> </ol>  <p>The wheels on the bus go round and round, round and round...</p>