



BARROWFORD ST THOMAS' CE PRIMARY SCHOOL - CURRICULUM MAPS



C&L

Encouraging talking – through role play and continuous provision areas. Talk partners. Model how to ask and answer questions.

Talking table – put objects of interest on to talk about linked to their journeys and experiences. Feedback about what they have done.

Listening area – CD and books.

Literacy

Phonics- Phase 3/4 – start on digraphs/trigraphs/blending/segmenting. Tricky words – reading & spelling. Reading area- non-fiction books on journeys/vehicles. Listening area- CD stories linked to journeys/vehicles.

Reading- To know the features of non-fiction books. To identify capital letters and full stops. Talk about direction we read in. Story structure. Characters/setting. Predicting. Adding different endings to stories. Reading and following instructions.

Writing –writing name in full. Independent writing linked to areas. Role play area. Graffiti wall. Labelling. Story sequencing. Writing a shape poem. Instructions – how to make a vehicle.

PD

Gross motor skills- inside/outside- climbing, crawling, skipping, sliding etc. Spatial awareness- negotiates and finds a space, changing direction, stop.

Keeping Healthy – exercise and healthy food.

FMS- malleable. Manipulation and control of tools and equipment. Make a vehicle- safe handling and correct use of tools. Cutting- Activities and free cutting.

Pencil grip- mature pencil grip. Controlling pencil, correct starting points and forming letters correctly. Handwriting – pre-cursive letter formation- c,a,o,g, and d.

Shake and wake and Dough Gym daily

Mathematics

Number- counting forwards and back. To recognise numbers to 10 then 20. Ordering to 10 then 20. (HA – above) 1 more/less to 10/20. Writing numbers.

Being able to put 2 sets together and count up to 10. HA – to count on and go above 10.

Shape- recognising and naming 3D shapes. Understand the properties of 3D shapes- straight, flat, curved, face, edge, vertices.

Time- to be able to read an analogue clock to o'clock times. To be able to set a clock to show an o'clock time. To know 1 hour later.

Number- to know ordinal numbers to a 6th. To be able to order objects and place in correct position.

Journeys...

PSED

Circle time- talk about keeping safe on journeys. Road safety.

Feelings- discuss their feelings – what affects them. To talk about being sensitive to others. Talk about other people's need and feelings.

EAD

Journeys- taking different media on a journey- chinks, felt pens, pastels, pencils. (Daniel's Doodles)

Painting- making a map. Going on a journey- choosing the correct colour- hills – green/water – blue etc. Tyre printing- making paint move.

DT- Construction kits to make different vehicles to go on a journey. Making a vehicle.

Creative area- independent making.

Journeys – music for movement and journeys. Story stimulus- link with instruments. Simple rhythms.

UW

Journeys- Journey of their day- routines. Journey school/home. Features they see on journey. Drawing maps. Looking at aerial photographs.' I spy' local features/landmarks. Journeys they have been on –different things they have seen. Journeys people took in the past- compare to now. Transport over time –looking at vehicles old and new. Exploring moving things- forces- pushing and pulling to make things move. Boat journeys- link to floating and sinking –best material for a boat?

ICT – laptops- simple games/phonics/talking cards. Logging on to Purple Mash- finding journeys topic. Designing a vehicle using Purple Mash. Controlling remote control cars. Beebots – programming a course.

Class One - Mrs Lahey