

Class 1 Curriculum Cycle B - Reception

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	All About Me Traditional Tales	Festivals and Celebrations	Transport	Minibeasts	Rumble in the Jungle Wild Animals	Pirates and Mermaids
<u>E.A.T Opportunities</u>	<u>Focus</u> Think Forest Schools	<u>Focus</u> Explore Forest Schools	<u>Focus</u> Think Forest Schools	<u>Focus</u> Active Forest Schools	<u>Focus</u> Explore Forest Schools	<u>Focus</u> Explore Forest Schools
<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> Look at old family photographs Go on an Autumn walk Bake some biscuits 	<ul style="list-style-type: none"> Roast marshmallows on the fire Fly a kite Do some yoga 	<ul style="list-style-type: none"> Visit a museum Learn and perform a song 	<ul style="list-style-type: none"> Create some wild art Grow a plant from a seed 	<ul style="list-style-type: none"> Play pooh sticks Have a picnic Listen to classical music 	<ul style="list-style-type: none"> Look up at the stars at night Visit a castle
<u>Visit or Visitor</u>	Families Stay and Play opportunities	Church visit	Different vehicles	Minibeast hunt in school	Zoo trip	Seaside trip Pirate and mermaid day Rock pooling
<u>Lead Subjects</u>	Personal, Social and Emotional Development Literacy	Expressive Arts and Design Understanding the World	Understanding the World	Understanding the World Personal, Social and emotional Development	Understanding the World	Understanding the World
<u>Communication and Language</u>	Talking about self Ordering traditional tales Retelling stories	Talking about traditional celebrations	Modes of transport to school	Identifying Minibeasts Labelling Minibeasts	Naming animals	Pirate songs
<u>Physical Development</u>	Moving around the area/space Exploring the outdoor environment	Fine motor skills Gross motor skills	Fine motor skills Gross motor skills	Fine motor skills Gross motor skills	Animal movements Jungle music movements	Pirate dancing Pirate games
<u>Personal, Social and Emotional Development</u>	All About Me Routines Settling into school	Understanding different celebrations from around the world	Road safety	Hand washing	Hand washing Personal hygiene Looking after pets	Animals and their needs
<u>Literacy</u>	Describing self Labelling self Traditional Tales	Writing cards	Describing different vehicles Labelling	Minibeast story writing	Labelling animals and their habitats	Labelling animals from under the sea
<u>Mathematics</u>	Basic counting Number formation Number ordering Shape	Addition Subtraction Pattern Doubling and Halving	Addition Subtraction Word Problems Number Bonds Data Collecting/Handling	Number Recognition Measure- length/height Time/Seasons Odd/Even Money	Positional language 2D and 3D Shapes Addition Subtraction Time	Position and Direction Subtraction Measuring Addition linked to money Capacity/Volume Fractions
<u>Understanding the World</u>	Families Substantive Concept: Leadership Substantive Concept: Childhood Substantive Concept: Civilisations	Celebrations around the world/ in other cultures Remembrance Day Substantive Concept: Migration Substantive Concept: Rights, Justice and Equality	Labelling different vehicles from around the world Designing new vehicles	Sorting Minibeasts	Animals in different countries	Under the sea
<u>Expressive Arts and Design</u>	Self portraits Paintings/drawings of self	Making cards	Painting vehicles 3D modelling/junk modelling	Decorating Minibeasts Junk modelling	Animal/pet drawing Model making	Pirate flag making Mermaid decorating

*N.B. Topics are subject to change, dependent upon cohort strengths/areas for development, interests and make up of class.

Class 1/2 Curriculum Cycle B – Year 1

<u>Subject</u>	<u>Autumn 1</u>		<u>Autumn 2</u>		<u>Spring 1</u>		<u>Spring 2</u>		<u>Summer 1</u>		<u>Summer 2</u>	
	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1
<u>Unit Title</u>	All About Me Traditional Tales	999	Festivals and Celebrations		Transport		Minibeasts	Ramblers	Rumble in the Jungle Wild Animals		Pirates and Mermaids	Famous Faces
<u>E.A.T Opportunities</u>	<u>Focus</u> Think Forest Schools	<u>Focus</u> Explore Think • Forage for wild food • Find some funky fungi	<u>Focus</u> Explore Forest Schools		<u>Focus</u> Think Forest Schools		<u>Focus</u> Active Forest Schools	<u>Focus</u> Explore Active • Fly a kite • Explore the outdoors • Bring up a butterfly	<u>Focus</u> Explore Forest Schools		<u>Focus</u> Explore Forest Schools	<u>Focus</u> Active Think
<u>St Mary's Pupil Passport Experiences.</u>												
<u>Visit or Visitor</u>	Families Stay and Play opportunities	Fire Brigade	Church visit		Different vehicles		Minibeast hunt in school	Walk in the woods Brockholes nature Reserve	Zoo trip		Seaside trip Pirate and mermaid day Rock pooling	
<u>Lead Subjects</u>	Personal, Social and Emotional Development Literacy	History DT Music	Expressive Arts and Design Understanding the World		Understanding the World		Understanding the World Personal, Social and Emotional Development	Geography	Understanding the World		Understanding the World	Science DT
<u>Understanding the World</u>	Families Human Growth Humans		Celebrations around the world/ in other cultures Remembrance Day		Labelling different vehicles from around the world Designing new vehicles Neil Armstrong		Sorting Minibeasts Living Things and their Habitats		Animals in different countries Animals Atlas, Maps and Globe work		Under the sea Materials	

<u>History</u>	<p>The Great Fire of London</p> <p>Substantive Concept: Civilisation</p> <p>Disciplinary – cause and consequence</p> <ul style="list-style-type: none"> What caused the great fire of London? What was the consequence on London? 	<p>The lives of significant individuals in the past who have contributed to National and international achievements – Christopher Columbus and Neil Armstrong.</p>	<p>Life for children and teachers at our school</p> <p>Substantive Concept: Childhood</p> <p>Disciplinary Concept Sources and evidence Similarity and difference</p> <p>Using sources and evidence can you explain how life has changed for the teachers and children at St Marys Primary School? How is it the same? How is it different?</p>			<p>The Lives of Significant Individuals</p> <p>Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept- historical significant individual</p> <p>How significant were Rosa Parks and Emmeline Pankhurst in helping to develop equality and human rights?</p>
<u>Geography</u>		<p><u>Africa</u></p> <p>What's it like to live in Africa?</p> <ul style="list-style-type: none"> Identify the location of hot areas of the world in relation to the Equator. Use basic geographical vocabulary to refer to key physical and human geographical features. To use world maps, atlases and globes to identify countries, continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 		<p><u>UK Study including coasts</u></p> <p>Is the UK the same everywhere?</p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding areas. Use basic geographical vocabulary to identify and describe physical and human geographical features. Use the simple compass directions (north, south, east and west) and locational and directional language. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Fieldwork and Mapping</u></p> <p>What's it like to look at our school from the air?</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to identify and describe physical and human geographical features. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
<u>Physical Development</u> <u>Personal, Social and Emotional Development</u> <u>Literacy</u>	All About Me Routines Settling into school Describing self Labelling self Traditional Tales			Gross motor skills- digging Fine motor skills- planting Hand washing Personal hygiene		
<u>Expressive Arts and Design</u>		Making cards				

*N.B. Topics are subject to change, dependent upon cohort strengths/areas for development, interests and make up of class.