

Class 1 Curriculum Cycle A - 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	Celebrations	People Who Help Us	Growing/Plants	Dinosaurs	Holidays
<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"> • Build a den • Have a race • Go on a leaf walk 	<ul style="list-style-type: none"> • Make cakes • Blow bubbles • Visit the library 	<ul style="list-style-type: none"> • Explore the village • Do a jigsaw puzzle • Learn about someone's job 	<ul style="list-style-type: none"> • Cook food/eat outdoors • Invite a family member into school to share learning 	<ul style="list-style-type: none"> • Look after a living animal • Have a Minibeast Hunt 	<ul style="list-style-type: none"> • Visit Blackpool • Go swimming
<u>Visit or Visitor</u>	Families Stay and Play opportunities	Church visit	Fire Brigade visit	Planting seeds Growing own vegetables/plants	Dinosaur eggs in class Footprints	Blackpool beach trip Lytham beach trip Punch and Judy show
<u>Lead Subjects</u>	Personal, Social and Emotional Development Literacy	Expressive Arts and Design Understanding the World	Understanding the World	Understanding the World Physical Development Personal, Social and Emotional Development	Understanding the World	Understanding the World Literacy
<u>Communication and Language</u>	Talking about self Ordering traditional tales Retelling stories	Talking about traditional celebrations	Discussing the different people who help us Labelling people	Identifying what foods we like/dislike Discussing where our food comes from	Identifying different dinosaurs	Discussing different types of holidays Where could we go on holiday?
<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	Gross motor skills- digging Fine motor skills- planting	Gross motor skills- moving like dinosaurs	Gross motor- dressing up Packing a suitcase
<u>Personal, Social and Emotional Development</u>	All About Me Routines Settling into school Self-Regulation: My Feelings	Understanding different celebrations from around the world Building Relationships: Special Relationships	Understanding how to stay safe Stranger danger Managing Self: Taking on Challenges	Understanding how to look after self and plants Personal hygiene Self-Regulation: Listening and Following Instructions	Understanding life cycles from birth to death Building Relationships: My Family and Friends	Personal hygiene Road safety Stranger danger Managing Self: My Wellbeing
<u>Literacy</u>	Describing self Labelling self Traditional Tales	Writing cards	Labelling people who help us	Ordering events Instructions of how to plant a seed	Identifying different animals and their habitats	Postcard writing
<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: Civilisation Substantive Concept: Childhood	Celebrations around the world/ in other cultures Remembrance Day Substantive Concept: Migration	Identifying people who help us and what they do Identifying roles of people Florence Nightingale Substantive Concept: Rights, Justice and Equality Substantive Concept: Leadership	Planting seeds Observing growth Identifying what plants need to survive	Understanding events from the past	Holidays from the past and present Activities on holidays
<u>Expressive Arts and Design</u>	Self portraits Paintings/drawings of self	Making cards	Dressing different people Drawing/painting people who help us	Painting plants/flowers	Building a dinosaur nest Egg decorating	Postcard designs Bunting designing Ice cream making

*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 A – 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	Hot and Cold Places	Celebrations		People Who Help Us		Growing/Plants	Seasonal Changes	Dinosaurs		Holidays	
<u>E.A.T opportunities</u>	<u>Focus</u> Think Forest Schools	<u>Focus</u> Thinking creatively.	<u>Focus</u> Explore Forest Schools		<u>Focus</u> Explore Forest Schools			<u>Focus</u> Think learners	<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"> • Visit to a zoo • To make a shelter • Learn an instrument 						<ul style="list-style-type: none"> • Grow vegetables • Bake using fruit 				
<u>Visit or Visitor</u>	Families Stay and Play opportunities	Visit to the zoo. (Blackpool)	Church visit		Fire Brigade visit		Planting seeds Growing own vegetables/ plants	Visitor from Dobbies or Farm.	Dinosaur eggs in class Footprints		Blackpool/ Lytham beach trip Punch and Judy show	
<u>Lead Subjects</u>	Personal, Social and Emotional Development Literacy	Science Geography	Expressive Arts and Design Understanding the World		Understanding the World		Understanding the World Physical Development Personal, Social and Emotional Development	Science Geography	Understanding the World		Understanding the World Literacy	
<u>PSHCE</u>	<u>Self-Regulation: My Feelings</u> In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.		<u>Building Relationships: Special Relationships</u> In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.		<u>Managing Self: Taking on Challenges</u> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.		<u>Self-Regulation: Listening and Following Instructions</u> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.		<u>Building Relationships: My Family and Friends</u> In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.		<u>Managing Self: My Wellbeing</u> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.	

<u>Understanding the World</u>	Families Human Growth Humans Substantive Concept: Civilisation	Celebrations around the world/ in other cultures Remembrance Day Substantive Concept: Migration	Identifying people who help us and what they do Identifying roles of people Florence Nightingale Substantive Concept: Rights, Justice and Equality Substantive Concept: Leadership	Planting seeds Observing growth Identifying what plants need to survive Identifying Seasonal and daily weather patterns in the UK Plants	Understanding events from the past Animals	Holidays from the past and present Activities on holidays Naming and locating the 7 continents and 5 oceans To name, locate and identify characteristics of the 4 countries and capital cities of the UK
<u>History</u>		Significant people from History (Florence Nightingale) Substantive Concept: Leadership Disciplinary concept- historical significant individual How did Florence Nightingale improve medical care for patients?	Queen Victoria Substantive Concept: Childhood Disciplinary Concept Sources and evidence Similarity and difference Using sources and evidence can you find out about life for Victorian children. How is it the same? How is it different?		Local Black History Unit Substantive Concept: Rights, Justice and Equality Disciplinary concept- historical significant individual and change. The life of a significant local individual from the past who has contributed to national achievements.	The History of the Beach Substantive Concept: Civilisation Disciplinary concept – change and continuity How have seaside towns changed over time?
<u>Geography</u>	<u>Hot and cold areas of the world</u> Is the weather the same all around the world? <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 			<u>Continents and Oceans</u> What's it like to live around the world? <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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		<u>Seaside Locations</u> How can we describe seaside towns? <ul style="list-style-type: none"> 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 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
<u>Physical Development</u>				Gross motor skills- digging Fine motor skills- planting		
<u>Personal, Social and Emotional Development</u> <u>Literacy</u>	All About Me Routines Settling into school Describing self Labelling self Traditional Tales			Understanding how to look after self and plants Personal hygiene		
<u>Expressive Arts and Design</u>		Making cards				Postcard writing

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