

Explorers Curriculum Overview – Stage 1

CYCLE 1

 The Bridge Trust The Bridge Easton School Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Wonderful World of Animals	Food and Drink	Transport and Vehicles	On the Farm	At the Beach
Curriculum Strand						
My Communication	Throughout the year: Attention Autism, Sensology, TACPAC, intensive interaction, learning to use photos, symbols and objects of reference, core boards, listening to familiar songs and rhymes. Total communication approach used in the classroom. Development of communication and language is embedded into curriculum learning and everyday experiences. Developing children’s understanding of objects, signing, gesturing and symbols to communicate needs and wants, developing focus and attention, following an adult-led agenda, learning to make a choice, following simple instructions in a context, responding to their own name. Learning to communicate needs and wants through speaking or an alternative means of communication. Developing confidence and independence with using an alternative means of communication. Understanding one-word and two-word instructions. Learning to answer ‘who’, ‘where’ and ‘what’ questions.					
My Communication – Phonics, Reading and Writing	Throughout the year: Learning to recognise own name and match to photograph, recognising and ordering letters in own name, learning to write own name. Core word programme taught twice a week (<i>structured phonics taught as and when children are ready</i>) Exposure to letter sounds through Song of Sounds song Pre-phonics activities – noticing and responding to sounds, recognising familiar sounds related to everyday routines, matching animal sounds to animals, identifying musical sounds and matching to instruments, body percussion, matching household objects to sounds they make, responding to songs, rhymes and rhythm. Recognising letter sounds, initial sounds, oral blending and segmenting, reading and writing words (<i>when ready</i>) Developing reading behaviours – pointing to features, turning the pages from left to right, caring for books. Sensory story sessions, learning to focus on a short story delivered with props. Developing children’s love of look at books, sharing books, studying pictures and listening to stories. Regular mark making opportunities Supporting children to make meaningful marks, early writing activities, pencil control and letter formation. Developing understanding of sentence structure and formation, through colourful semantics.					

	Text: Text Type: Fictional Narratives Outcome: Recount <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Fictional Narrative Outcome: Fact File <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Non-Fiction Outcome: Lists <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Non-Fiction Outcome: Labels and Captions <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Fictional Narratives Outcome: Story Writing <i>See Explorers English curriculum for objective coverage.</i>	Text: Text Type: Poetry Outcome: Poems <i>See Explorers English curriculum for objective coverage.</i>
My Relationships and Feelings	Throughout the year: Develop a sense of self, learning to find ways to regulate themselves, developing relationships with other adults, noticing and interacting with peers, working and playing alongside peers, managing transitions during the school day, engaging in play-based activities with increasing confidence, learning to find an adult for help/support. Developing independence and self-care skills – including using the toilet, dressing and undressing, eating using cutlery, washing hands. Developing positive and respectful relationships with adults and peers, learning to share and take turns, Zones of regulation – learning to recognise different emotions, through symbols and linking to the correct zone. Developing an understanding of different strategies that can be used in each zone.					
	Wellbeing and My Body and Me	Healthy Relationships	Identity and Community	Healthy Choices	Digital Lives	Aspirations and Money
My Body and Movement	Throughout the year: Using push along wheeled toys, scooters and trikes. Develop manipulation and control in fine motor activities. Develop use of one-handed tools and equipment. Fizzy Training Games: Clever Hands (level 1, 2 and 3) Theraputty exercises to strengthen muscles in the hand and fingers. Develop a comfortable pencil grip, use a pencil with increasing control. Develop a preference for a dominant hand. Use large muscle movements in child-initiated and adult led activities (including waving flags and streamers, making marks on large vertical surfaces, lifting and carrying Use sensory circuits to support sensory processing and receive sensory input.					
	Fundamentals Year 1	Ball Skills Year 1	Gymnastics – Year 1	Target Games Year 1	Athletics Year 1	Sending and Receiving Year 1

My Knowledge – Mathematics	Throughout the year: Exposure to counting songs and rhymes, inset puzzles, building towers, matching objects, sorting objects, construction play, exploring capacity through sand and water play, combining objects (stacking blocks and cups).					
	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. 2D/3D shapes and patterns Positional language	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Size – big and small Measures – capacity and time	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Numerical patterns – comparing quantities, more and less. Measures – length, height and weight.	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. 2D/3D shapes and patterns Positional language	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Size – big and small Measures – capacity and time	Developing understanding of number – recognising and ordering numerals, counting objects, simple calculations. Numerical patterns – comparing quantities, more and less. Measures – length, height and weight
My Knowledge – The World Around Me	Throughout the year: Explore the world around them through practical activities, concrete objects, and sensory trays. Explore materials with different properties, both indoors and outside, using all of the senses. Sorting and matching activities. Develop a sense of self through pictures of self and family and looking in mirrors. Develop understanding of cause and effect, repeat actions that have an effect. Engage with age-appropriate technology Join in with celebrations and festivals throughout the year, through art activities, sensory trays, songs and rhymes.					
	Recognising self and other important people Recognising and naming body parts Identifying likes and dislikes	Recognising and naming different animals Features of animals – body parts	Recognising and naming common fruit and vegetables Sorting foods based on simple criteria i.e. colour.	Recognising and name different types of transport. Sorting types of transport, i.e. air, sea, land.	Recognising and name different farm animals. Link farm animals to the noises they make. Match adult and baby farm animals.	Identify things needed for a trip to the beach. Identify different activities that you can do on a visit to the beach, i.e. building sandcastles, rock

	Emotions and feelings: happy and sad. Exploring the senses (sensory walks)	Sorting animals based on where they live: land, sea, sky Caring for animals – what do animals need People who help animals: vets	Exploring and tasting new foods Preparing simple foods Healthy and unhealthy foods. Hygiene before eating and drinking: handwashing	Transport used by people who help us (emergency vehicles) Road safety	Observe farm animals in the local area or visit a farm Explore different foods that can be grown on a farm.	pooling, eating ice creams. Recognise name things you might see at the beach. Recognise and name sea creatures found at the beach/under the sea. Sun safety: what do we need to stay safe in the sun.
Computing (see progression of skills)	Cause and Effect and Speaking and Listening		Programming (remote control toys and Beebots)		Cause and Effect and Speaking and Listening	
My Knowledge – My Creativity	Throughout the year: Structured art activities to develop basic skills, including using mark making materials, holding a paint brush, spreading glue, sticking materials. Develop independence with simple art techniques and skills, including cutting paper, spreading glue, using a paintbrush, manipulating modelling materials for a purpose, combining materials. Develop control and coordination with using one handed tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Show attention to sounds and music. Making sounds through exploration of musical instruments, listening to familiar songs and rhymes. Join in with familiar songs, rhymes and action songs. Play instruments with increasing control. Move and dance to music. Explore small world and pretend play through child-initiated and adult led activities. Develop skills in pretend play, act out familiar scenarios, use concrete objects as part of pretend play. Explore colour and colour mixing Engage in activities involving painting, drawing, collage, printing and sculpture (play dough/clay, junk modelling). Draw with increasing control and coordination. Learn to draw a face.					
Art (see progression of skills)	Painting	Printing	Collage	Sculpture	Painting	Printing
Music (see progression of skills)		Unit 1: Introducing Instruments		Unit 2: Exploring Instruments		Unit 3: Choosing Instruments

My Independence	Throughout the year: Developing skills to become more independent in dressing/undressing, toileting, hair brushing, toothbrushing, eating and hygiene routines. Developing confidence to explore different areas of the community. Travelling on the school minibus and walking safely to places in the locality of the school. Learning to use money to pay for items in a shop. Learning to transition independently around the school. Following familiar daily routines.					
	TBES Life Skills: Personal Care and Hygiene TBES Life Skills: Dressing and Appearance	TBES Life Skills: Safety at Home and School	TBES Life Skills: Home Management Cooking	TBES Life Skills: Road Safety and Travelling TBES Life Skills: Planning Journeys and Commuting	TBES Life Skills: Budgeting TBES Life Skills: Shopping	TBES Life Skills: Leisure Activities and Special Interests TBES Life Skills: Transitions Cooking