

The Beacon Curriculum

| Reception | | Autumn | | | | | | | | | | Spring | | | | | | | | | | Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Project title | | 7 weeks 2 days | | | | | 7 weeks | | | | | 5 weeks 3 days | | | | | 6 weeks | | | | | 5 weeks 3 days | | | | | 6 weeks 3 days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | | English Key texts | | Big book of families | | | On the way home by Jill Murphy | | Henda's Surprise | | Binny's Diwali | | | Elma | | Mrs Armitage on Wheels | | | Farmer Duck | | Rosie's Walk By | | | The Gruffalo | | Mr Grumpy's Outing | | Rainbow Fish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Genres | | Captions and labels | | | | | Invitations | | | | | Re-tell a story | | | | | Non chronological report – facts within sentences | | | | | Instructions | | | | | Postcards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | | Maths | | Matching | | Sorting | | Comparing and ordering | | AB Patterns | | Counting | | Time | | Composition of numbers up to 5 | | 2D shapes | | Positional language | | Counting and ordering | | Addition | | Comparing and ordering | | Counting | | Patterns | | Measuring | | Capacity | | 2D and 3D shapes | | Counting on | | Counting forwards and backwards | | Counting to 20 | | Doubling | | Halving | | Odd and Even | | Mass | | Capacity | | Money | | Data | | All | | Word problems | |
| PSED | RE | Giving thanks to people (Farmers, supermarket workers, bakers, God) | | | | | Religious festivals- Diwali | | | | | The Nativity | | | | | Places that are special to us | | | | | Good Friday - Easter symbols – Hot cross buns | | | | | How do we look after the world? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW | Science | | | | | | | | | | | | | | | | | | | | | | | | | | Know key parts of a flower and plant- grow a seed in three different locations and see which grows | | | | | Sinking and floating- create a boat using different resources and test if it will float | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PD | PE | Autumn and Balance | | | | | Celebrations and Throwing | | | | | People Who Help Us and Catching | | | | | On The Farm and Games and Gymnastics | | | | | Growing and Agility | | | | | At The Beach and Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW | Computing | Exploring using different media to draw (portraits) | | | | | | | Designing a wedding decoration (generate ideas, design and create) | | | | | Programmable toys | | | | | Use technology to record observations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EA&D | Art | | | Harvest Week | | | | | Looking closely at similarities, patterns and change (timeline of year and life so far) | | | | | begin to use tools such as knives, cutters, peelers and graters | | | | | Colour matching including paint | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW | DT | | | | | | | | Designing a wedding decoration (generate ideas, design and create) | | | | | begin to use tools such as knives, cutters, peelers and graters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW | History | | | | | | | | Looking closely at similarities, patterns and change (timeline of year and life so far) | | | | | begin to use tools such as knives, cutters, peelers and graters | | | | | To explore what a beach town may have looked like in the past/ to learn about Grace Darling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW | Geography | Locate towns and cities on a map | | | | | | | Valuing Difference | | | | | Understand that farming is important to Cumbria | | | | | Name and locate physical features of a beach and coast | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSED | PSHE | Me and My Relationships | | | | | | | Valuing Difference | | | | | Keeping Myself Safe | | | | | Rights and responsibilities | | | Growing and Changing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EA&D | Music | Me! Listening and responding to styles of Music- special songs to us | | | | | | | My Stories Learning to sing nursery rhymes and action songs. celebrations throughout the year | | | | | Everyone! Improvising leading to playing classroom instruments | | | | | Big Bear Funk Share and perform a piece of Music using an instrument or voice | | | Reflect, Rewind and Replay Consolidate the history of Music, comparing Music in children's life time to before | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UTW/PD | Outdoor Learning | Seasonal change and senses | | | | | | | | | | | | Weather and safety | | | | | Fire and navigation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |