

## Cultural Capital Spiral Curriculum

### Purple

#### Year A

- **Autumn 1** - Access the local library and take out a book of my own choosing, access the community with an adult, sit appropriately in assemblies.
- **Autumn 2** - Cross a busy road with support, navigate busy environments, prepare a simple snack, make food choices, wait in a queue, use small amounts of cash to buy items from a shop.
- **Spring 1** - Buy a train ticket, sew a button on or use a simple running stitch, identify local people of importance from the past, visit a sight of local importance, join in with assembly.
- **Spring 2** - Use public transport to go to the shop, use a shopping list, put batteries into a remote/other device, encourage others, participate in a science workshop.
- **Summer 1** - Cross the road safely with support from an adult, take part in a sponsored activity, visit a cinema and buy a ticket, identify ways to keep your local environment clean.
- **Summer 2** - Identify ways to keep safe in the sun, create my own packed lunch, managing money and purchase items from a shop, identify ways to keep the ocean clean.

#### Year B

- **Autumn 1** - Wait my turn to pay, manage money and purchase items from a shop, use a range of cooking equipment safely, work as part of a team.
- **Autumn 2** - Experience events from the past, identify artefacts from WWI and WWII, set a table, take turns to play board games.
- **Spring 1** - Take out a book of my own choosing from the local library, follow simple instructions, watch a drama performance, visit a place of worship.
- **Spring 2** - Use a map and directions to get to a location, participate in a scientific workshop, perform an experiment, take part in whole school celebrations.
- **Summer 1** - Identify the role of police officers and how they support the community, sit and listen appropriately, identify whom to call in an emergency, express my opinion, listen to the views of others
- **Summer 2** - Dress and undress for swimming, identify the importance of personal hygiene, take part in a competitive event

### Yellow

#### Year A

- **Autumn 1** - Explore different types of transport, experience new indoor environments, experience new outdoor environments, zip my own coat.
- **Autumn 2** - Access the community with an adult, make a choice, pull on a t-shirt, spread butter on toast, cut my toast in half, wash my hands.
- **Spring 1** - Experience fictional characters, experience a range of spaces, take turns.
- **Spring 2** - Join in with a group activity, tolerate different tactile experiences, visit a supermarket, identify own belongings.
- **Summer 1** - Sit and engage in a small group activity, respond to familiar routines, prepare a simple snack with adult support/supervision.
- **Summer 2** - Identify signs of summer in the local environment, make a choice, experience a whole school event.

#### Year B

- **Autumn 1** - Prepare a simple snack with adult support/supervision, experience different environments, attend to a speaker.
- **Autumn 2** - Access the local community with an adult, pull on my socks with support heel maybe in the wrong place, can remove my t-shirt, visit a supermarket, experience changes in light.
- **Spring 1** - Experience different cultures, join in with a group activity, visit a supermarket.
- **Spring 2** - Experience signs of spring in my community, experience different types of shops, make choices.
- **Summer 1** - Behave appropriately in different environments, tolerate different tactile experiences, prepare a simple snack with adult support/supervision.
- **Summer 2** - Use money in an exchange transaction with adult support/supervision, experience different foods, experience a whole school event.

## Green

### Year A

- **Autumn 1** - Access the community with adult support/supervision, behave appropriately in the community, develop an understanding of the purpose of a library, wash my hands independently with soap and water.
- **Autumn 2** - Use a bus with adult support, follow instructions verbal or PECs, listen to an adult speaking, take turns to play a board game, cross a road safely with adult support., pull on my socks.
- **Spring 1** - Join in with a group activity, use equipment appropriately, make and communicate choices, participate in Drama related activities, communicate my opinion, watch a performance
- **Spring 2** - Identify different animals, behave appropriately in a shop, exchange money for an item, wait my turn to pay.
- **Summer 1** - Cross the road safely with support from an adult, experience events from the past.
- **Summer 2** - Develop an understanding of Brazilian culture, participate in a competitive event.

### Year B

- **Autumn 1** - Wash and dry hands appropriately, take part in wellness activities, make healthy snack choices.
- **Autumn 2** - Use small amounts of cash to buy items from a shop, work as part of a team, take part in Enterprise week, participate in a celebration of a national event (Remember day)
- **Spring 1** - Behave appropriately in a café, now how to stay safe online, observe the life cycle of a chick, wait my turn to pay.
- **Spring 2** - Cross the road safely with support from an adult, make food choices, order items in a café with adult support, take part in a whole school event.
- **Summer 1** - Walk to the shops safely with adult support, use money to purchase an item, using map reading and directions in the real world.
- **Summer 2** - Change for swimming, take part in a school social event, take part in workshop.

## Red

### Year A

- **Autumn 1** - Join in with familiar routines, celebrate special event in my own life and the lives of others, wash my hands with soap and water, sit and engage with a small group activity and share resources
- **Autumn 2** - Find/identify signs of winter in the local environment, experience features of winter, interact positively with others, make a simple snack with adult support, experience new environments.
- **Spring 1** - Experience astronomical objects, change clothes for swimming with adult support, take care of my personal care needs.
- **Spring 2** - Identify features of a castle, participate in a group event, experience historical events, access the local community with adult support.
- **Summer 1** - Behave appropriately in different environments, identify my own feelings, participate in role-play.
- **Summer 2** - Identify signs of summer, take turns. participate in a competitive event, look after my own belongings.

### Year B

- **Autumn 1** - Experience events from the past, identify healthy food, apply toothpaste to my toothbrush, brush my own teeth after lunch.
- **Autumn 2** - Participate in a trip to the local library, make a simple snack with adult support, communicate my wants and needs, watch a performance
- **Spring 1** - Change clothes for swimming with adult support, walk to a local shop with adult support, identify places to cross the road safely, follow a simple self-care routine.
- **Spring 2** - Identify changes in weather, use simple cooking equipment with adult support, take part in a school trip.
- **Summer 1** - Access the local community with adult support, pack a bag for a trip.
- **Summer 2** - Take part in a whole school event, visit a shop with adult support, look after my own belongings.

## Orange

### Year A

- **Autumn 1** - Respond to familiar routines, identify my peg, experience events from other countries, can wash my hands with adult support.
- **Autumn 2** - Celebrate a special event, visit my community with adult support, drink from an open cup, experience different cultures.
- **Spring 1** - Experience fictional characters, tolerate a peer sharing an object, tolerate a range of spaces.
- **Spring 2** - Participate in a group activity, spread butter on toast with adult support, experience events from the past.
- **Summer 1** - Attend to a speaker, sit appropriately as part of a group, make a choice from two.
- **Summer 2** - Unzip a zip, take turns, experience a whole school event.

### Year B

- **Autumn 1** - Explore pictures of babies and look at how we change, experience different cultures, respond to familiar routines, identify my peg.
- **Autumn 2** - Visit a shop with an adult, tolerate a range of spaces, unzip a zip, spread butter on toast with adult support.
- **Spring 1** - Experience new outdoor environments, access the community with support from an adult, identify own coat and bag.
- **Spring 2** - Tolerate different tactile experiences, participate in a group activity, visit a shop with an adult.
- **Summer 1** - Celebrate special events, pull on my t shirt, communicate choices.
- **Summer 2** - Make a simple snack with adult support, engage with a small group activity, experience a whole school event

Year A

- **Autumn 1** -. Find signs of Autumn in the local environment, access the community with an adult, step into my trousers the right way, with adult support wash my hands after using the toilet.
- **Autumn 2**- Celebrate special events in my own life and the lives of others, explore new indoor and outdoor environments, show some awareness of needing the toilet, experience a live drama performance.
- **Spring 1**-. Experience performance, experience new foods, visit a local library a choose a book.
- **Spring 2**-. Identify people who help us in our community, hang my bag on my peg, attend a whole school event
- **Summer 1**- Identify farm animals and features of their habitat, push my feet into unfastened shoes, take turns and share spaces.
- **Summer 2**- Attempt to clean themselves after visiting the toilet, sit and engage with a group activity, explore habitats in a woodland setting.

Year B

- **Autumn 1** -. Celebrate special events in my own life, access the community with support, visit a local library and choose a book
- **Autumn 2**- Push my feet into unfastened shoes, hang my bag on my peg, attempt to clean themselves after visiting the toilet.
- **Spring 1**- Identify different animal, make a simple snack with adult support, explore new indoor and outdoor environments
- **Spring 2**- Celebrate a whole school event, visit a garden centre with an adult, show some awareness of needing the toilet.
- **Summer 1**- Take turns and share spaces, sit and engage with a group activity.
- **Summer 2**- Use money in exchange for an item, step into my trousers the right way, attend a whole school event.

