Hedgehog Class

**Year A 2022 – 2023 curriculum sequence on a page**

| **Autumn 2022** | **Spring 2023** | **Summer 2023** |
| --- | --- | --- |
| **English*** **Fiction- lost and founds story**
* **Non- fiction - Instructions**
* **Fiction – familiar setting**
* **Poetry – Christmas poems**
 | * Fiction- traditional tales
* Non-fiction – non chronological reports
* Fiction – adventure stories
* Poems on a theme- animals
 | * n0n fiction- information text (plants)
* Fiction – fantasy
* Non-fiction- letter writing
* Non- fiction- recount
 |
| **Maths*** White Rose maths
 | * White Rose maths
 | * White Rose maths
 |
| **CUSP Science*** Seasonal changes and daily weather
* Introduce Plants – (trees)
* Animals, including humans
 | * Everyday materials
* Revisit 1: Animals, including humans
 | * Plants
* Revisit 2 :Plants, Animals including humans
 |
| **CUSP Art and Design*** Drawing
* Painting
 | * Printmaking
* Textiles
 | * 3D
* Collage
 |
| Kapow Computing * Improving Mouse Skills
* Algorithms unplugged
 | * Digital imagery
* Programming - Beebots
 | * Introduction to data
* Rocket to the Moon
* Online safety
 |
| **CUSP Design and Technology*** Mechanisms
* Structures
 | * Food and Nutrition
* Understanding Materials
 | * Textiles
* Food and Nutrition
 |
| **CUSP Geography*** Continents
* Oceans
* Countries of UK
 | * Capital cities of UK
* Seas around UK
* Revisit continents, oceans, countries of UK, capital cities
 | * Hot and cold places
* Mapping and fieldwork
 |
| **CUSP History*** Changes within living memory (updated)
 | * The lives of significant people *(Mary Anning and David Attenborough)*
 | * More lives of significant people(*Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.)*
 |
| Charanga Music * Introducing Beat
* Adding Rhythm and Pitch
 | * Tempo and Dynamics
* Pulse, Rhythm and Pitch
 | * Improvisation
* Explore Sound
 |
| PE* Multi skills
* Boot camp
* Story time dance
* Mighty movers
 | * Groovy gym
* Skip to the beat
* Brilliamt ball skills
* Gymfit circuits
 | * Throwing and catching
* Swimming
* Active athletics
 |
| Jigsaw PSHE* Being Me in my World
* Celebrating Difference
 | * Dreams and Goals
* Healthy Me
 | * Relationships
* Changing Me
 |
| **Discovery RE*** Christianity – God / creation
* Incarnation
 | * Christianity - Incarnation
* Christianity - Salvation
 | * Judaism - Shabbat
* Judaism - Rosh Hashanah and Yom Kippur
 |

Year 1/2 Rolling Programme Year A

| **YEAR 1/2 Autumn 2022** |  |  | **Science** |
| --- | --- | --- | --- |
| 5/9 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasDrawing Block A | Cycle 1 | What are the four seasons? | Seasonal changes and daily weather |
| Art |
| 12/9 | History | Events within living memoryDrawing | What’s the weather like in Autumn, Winter, Spring and Summer? |
| Art |
| 19/9 | Computing | Getting startedDrawing | Why does day become night? |
| Art |
| 26/9 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasMechanisms Block A |  |
| DT |
| 3/10 | History | Events within living memoryMechanisms | What makes a tree? | Introduce Plants – evergreen and deciduous trees |
| DT |
| 10/10 | Computing | Getting startedMechanisms | What trees live around my school? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | What’s the difference between trees? |
| 24/10 | Half Term |
| 31/10 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasPainting Block B | Cycle 2 |  |
| Art |
| 7/11 | History | Events within living memoryPainting | What is an animal? | Introduce Animals, including humans |
| Art |
| 14/11 | Computing | ProgrammingPainting | What types of animals are there? |
| Art |
| 21/11 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasStructures Block B | What types of animals are there? |
| DT |
| 28/11 | History | Events within living memoryStructures | What is similar and what is different? |
| DT |
| 5/12 | Computing | Algorithms unpluggedStructures | What does food tell us about an animal?What makes me an animal? What senses do I have? |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |
| 19/12 | Christmas break |

Year 1/2 Rolling Programme Year A

| **YEAR 1/2 Spring 2023** |  | **Science** |
| --- | --- | --- |
| Wed4/1 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasPrintmaking Block C | Cycle 3 | What are materials? | Introduce Materials |
| Art |
| 9/1 | History | The lives of significant peoplePrintmaking | What are things made of in school? |
| Art |
| 16/1 | Computing | Algorithms unpluggedPrintmaking | How can I describe materials? |
| Art |
| 23/1 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasFood and Nutrition Block C | Which materials are waterproof and which are not? |
| DT |
| 30/1 | History | The lives of significant peopleFood and Nutrition | Which materials are transparent and which are opaque? |
| DT |
| 6/2 | Computing | Digital imageryFood and Nutrition | What’s the best material for the job? Why? |
| DT |
| 13/2 | Half term |
| 20/2 | Geography | Year 1 Continents, Oceans, UK countries, capital cities and seasTextiles | Cycle 4 |  |  |
| Art |
| 27/2 | History | The lives of significant peopleTextiles | Revisit and name it | Revisit Animals including humans |
| Art |
| 6/3 | Computing | Digital imageryTextiles | Describe it |
| Art |
| 13/3 | Geography | Hot and cold areas of the worldUnderstanding Materials | Sort it |
| DT |
| 20/3 | History | The lives of significant peopleUnderstanding Materials |  |
| DT |
| 27/3 | Computing | Introduction to dataUnderstanding Materials |  |
| DT |
| Easter break |

Year 1/2 Rolling Programme Year A

| **YEAR 1/2 Summer 2023** |  |  | **Science** |
| --- | --- | --- | --- |
| 17/4 | Geography | Hot and cold areas of the world3D | Cycle 5 | What are the parts of a plant? | Plants |
| Art |
| 24/4 | History | More lives of significant people3D | What are wild plants and where do you find them? |
| Art |
| 1/5 | Computing | Introduction to data3D | What are garden plants and where do find you them? |
| Art |
| 8/5 | Geography | Hot and cold areas of the worldTextiles |  |
| DT |
| 15/5 | History | More lives of significant peopleTextiles |  |
| DT |
| 22/5 | Computing | Rocket to the moonTextiles |  |
| DT |
| 29/5 | Half Term |
| 5/6 | Geography | Mapping and fieldworkCollage | Cycle 6 | Animals, including humans Remember it | Revisit Plants, Animals including humans, Seasonal change and weather |
| Art |
| 12/6 | History | More lives of significant peopleCollage | Animals, including humansElaborate it |
| Art |
| 19/6 | Computing | Rocket to the moonCollage | PlantsRemember it |
| Art |
| 26/6 | Geography | Mapping and fieldworkFood and Nutrition |  | Class focused science to address misconceptions or deepen understanding |
| DT |
| 3/7 | History | School studyFood and Nutrition |  |
| DT |
| 10/7 | Computing | Online SafetyFood and Nutrition |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |
| 24/7 | Summer break |

**Year B 2023 – 2024 curriculum sequence on a page**

| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| --- | --- | --- |
| **English*** Fiction- lost and founds story
* Non- fiction – labels, lists and captions
* Fiction – familiar setting
* Non- fiction - Instructions
 | * Fiction- traditional tales
* n0n fiction- information text (materials)
* Fiction – adventure stories
* Non- fiction- recount
 | * Fiction – fantasy
* Non-fiction- letter writing
* Non-fiction – non chronological reports
* Poems on a theme- summer theme
 |
| **Maths*** White Rose maths
 | * White Rose maths
 | * White Rose maths
 |
| **CUSP Science*** Living things and their habitats
* Animals, including humans
 | * Uses of everyday materials
* Revisit Living things and their habitats / materials
 | * Plants
* Revisit Living things and their habitats / Animals, including humans
 |
| **CUSP Art and Design*** Drawing
* Painting
 | * Printmaking
* Textiles and collage
 | * 3D
* Creative Response / Collage
 |
| Kapow Computing* What is a computer?
* Algorithms - Debugging
 | * Programming – Scratch Junior
* Stop Motion Animation
 | * International Space Station
* Online Safety
* Word Processing
 |
| **CUSP Design and Technology*** Textiles
* Food and Nutrition
 | * Mechanimsms
* Understanding Materials
 | * Food and Nutrition
* Structures
 |
| **CUSP Geography*** Human and Physical features
* Compare a small part of the UK to a non-European location – London and Nairobi
 | * Compare a small part of the UK to a non-European location – London and Nairobi
* Fieldwork and map skills
 | * Fieldwork and map skills
* Compare a different non-European location to our locality - Amazon Rainforest
 |
| **CUSP History*** Events beyond living memory
 | * Significant historical events, people, places in our locality
 | * Significant historical events, people, places in our locality
* Revisit – Events beyond living memory
 |
| Charanga Music * Simple Patterns
* Dynamics and Tempo
 | * Feelings in Music
* Musical Story
 | * Dance Music
* Improvisation
 |
| PE* Multi-skills
* Book camp
* Ugly bug ball dance
* Might movers
 | * Groovy gym
* Skip to the beat
* Brilliant ball skills
* Gymfit circuits
 | * Swimming
* Throwing and catching
* Active athletics
 |
| Jigsaw PSHE* Being Me in my World
* Celebrating Difference
 | * Dreams and Goals
* Healthy Me
 | * Relationships
* Changing Me
 |
| **Discovery RE*** Christianity - What did Jesus teach?
* Christianity - Christmas - Jesus as gift from God
 | * Judaism – Passover
* Islam – Prayer at home
* Christianity – Easter and the Resurrection
 | * Judaism – The Covenant / Rites of Passage and good works
* Islam – Community and belonging / Hajj
 |

Year 1/2 Rolling Programme Year B

| **YEAR 1/2 Autumn 2023** | **Art and Design | Geography | History | DT | CPU** |  | **Science** |
| --- | --- | --- | --- |
| 5/9 | Geography | Human and physical featuresDrawing Block A | Cycle 1 | What is alive and what is not? | Living things and their habitats |
| Art |
| 12/9 | History | Events beyond living memory – Great Fire of LondonDrawing | What do all living things have in common? |
| Art |
| 19/9 | Computing | What is a computer?Drawing | Where do plants and animals live? |
| Art |
| 26/9 | Geography | Human and physical featuresTextiles Block A | What plants and animals live in our local environment? |
| DT |
| 3/10 | History | Events beyond living memory - Great Fire of LondonTextiles | What are food chains? How are they connected? |
| DT |
| 10/10 | Computing | What is a computer?Textiles | Why do plants and animals need each other? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |  |
| 24/10 | Half Term |
| 31/10 | Geography | Human and physical features Painting Block B | Cycle 2 | REMEMBER: what is an animal? | Animals, including humans |
| Art |
| 7/11 | History | Events beyond living memory - Great Fire of LondonPainting | How do animals change as they mature? |
| Art |
| 14/11 | Computing | Word processingPainting | How do we change as we mature? |
| Art |
| 21/11 | Geography | Compare a small part of the UK to a non-European locationFood and Nutrition Block B | What do all animals need to stay alive? |
| DT |
| 28/11 | History | Events beyond living memory - Great Fire of LondonFood and Nutrition | Keeping healthy: why do we exercise? |
| DT |
| 5/12 | Computing | Word processingFood and Nutrition |  | Keeping healthy: why do we eat different types of food? |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |  |  |
| 19/12 | Christmas break |

Year 1/2 Rolling Programme Year B

| **YEAR 1/2 Spring 2024** |  | **Science** |
| --- | --- | --- |
| Wed4/1 | Geography | Compare a small part of the UK to a non-European locationPrintmaking Block C | Cycle 3 | What are materials used for? Categorise and compare wood, metal, plastic and glass. | Uses of everyday materials |
| Art |
| 9/1 | History | Significant historical events, people, places in our locality.Printmaking | What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric. |
| Art |
| 16/1 | Computing | Programming – Scratch JuniorPrintmaking | What happens when we squash, bend, twist or stretch a material? |
| Art |
| 23/1 | Geography | Compare a small part of the UK to a non-European locationMechansims Block C | What’s the right material for the job? |
| DT |
| 30/1 | History | Significant historical events, people, places in our locality.Mechansims | What’s the best absorbent material? |
| DT |
| 6/2 | Computing | Programming – Scratch JuniorMechansims | Who invented waterproofing? |
| DT |
| 13/2 | Half term |
| 20/2 | Geography | Fieldwork and map skillsTextiles and collage Block D | Cycle 4 |  |
| Art |
| 27/2 | History | Significant historical events, people, places in our locality.Textiles and collage | What is it made from? | Revisit Living things and their habitats / materials |
| Art |
| 6/3 | Computing | International space stationTextiles and collage | Compare: what is alive, what is not alive and what has never been alive? |
| Art |
| 13/3 | Geography | Fieldwork and map skillsUnderstanding Materials Block D | What materials do our pets have or need? Why is that? |
| DT |
| 20/3 | History | Significant historical events, people, places in our locality.Understanding Materials |  |
| DT |
| 27/3 | Computing | International space stationUnderstanding Materials |  |
| DT |
| 4/4 | Easter break |

Year 1/2 Rolling Programme Year B

| **YEAR 1/2 Summer 2024** |  |  | **Science** |
| --- | --- | --- | --- |
| 17/4 | Geography | Fieldwork and map skills3D Block E | Cycle 5 | How do seeds germinate and what happens? | Plants |
| Art |
| 24/4 | History | Significant historical events, people, places in our locality.3D | What happens when bulbs sprout? |
| Art |
| 1/5 | Computing | Stop motion3D | What do plants need to thrive and be healthy? |
| Art |
| 8/5 | Geography | Fieldwork and map skillsFood and Nutrition | What can happen if plants don’t get the things they need? |
| DT |
| 15/5 | History | Significant historical events, people, places in our locality.Food and Nutrition | What do I notice about plants around the school? How are they healthy? How are they unhealthy? |
| DT |
| 22/5 | Computing | Online safetyFood Half Term and Nutrition | Show what you knowHow do seeds and bulbs grow? What do plants need to be healthy? |
| DT |
| 29/5 | Half Term |
| 5/6 | Geography | Compare a different non-European location to ours – Amazon rainforestCreative Response Block F | Cycle 6 |  |
| Art |
| 12/6 | History | Revisit – Events beyond living memoryCreative Response |  |
| Art |
| 19/6 | Computing | Online SafetyCreative Response | How do seeds and bulbs grow? | Revisit Living things and their habitats/ Animals, including humans |
| Art |
| 26/6 | Geography | Compare a different non-European location to ours – Amazon rainforestStructures | What do I know about animals, including humans? |
| DT |
| 3/7 | History | Revisit – Events beyond living memoryStructures | What do plants need to thrive and be healthy? |
| DT |
| 10/7 | Computing | Algorithms and debuggingStructures |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |
| 24/7 | Summer break |