



# Hedgehog Class (1&2) Year 'A' Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Famous People	Famous People	Places and habitats	Places and habitats	Living and growing.	Living and growing.
WOW event	Trip to Cathedral	Design a Moon buggy	Den building/ outdoors week and forest activities.	Trip to look at homes	Caterpillars Sunflower competition	Petting Zoo
Spirituality	Awe and Wonder in the Cathedral. Spending time outside to look for signs of Autumn RE considering how we should treat others	Investigation of materials , learning about the world Exploring colours in art exploring the theme of gifts and talents	Spending time outdoors in dens wondering about habitats looking at detail with magnifying glasses teamwork	Planting seeds looking for growth questions about Easter and resurrection Sharing the Eucharist	Propagation Awe and wonder at nature – walk New life - caterpillars	Wondering walk to look at clouds outside story time and quiet zone Eating food we grow sharing
Science	<b>Science</b> Seasons & Materials Investigate materials and why things are made of those materials. Weather diary Autumn	<b>Science</b> Seasons & Materials Test waterproof and insulation.	<b>Science</b> Living things and their habitats Investigate habitats and weather Weather diary Winter	<b>Science</b> Living things and their habitats Bug Hunting Pond dipping	<b>Science</b> Plants - sunflowers Butterflies – get caterpillars Weather diary Spring	<b>Science</b> Animals including Humans Petting Zoo Weather Diary Summer
History	<b>History</b> <b>Famous People</b> develop a wide vocabulary of everyday historical terms Ask and answer questions, Understand some of the ways in which we find out about the past and identify	<b>History</b> <b>Famous People</b> Learn about events beyond living memory local and global Learn about the lives of significant individuals in the past who have contributed to national/ international achievements and use	<b>History</b> Homes from long ago Castles Build awareness of the past & develop a wide vocabulary of everyday historical terms. Ask and answer questions, Learn about changes within living memory.	<b>History</b> Homes from long ago Castles Build awareness of the past & develop a wide vocabulary of everyday historical terms. Ask and answer questions, Learn about changes within living memory	<b>History</b> Plant Hunters Build awareness of the past & develop a wide vocabulary of everyday historical terms. Ask and answer questions, Learn about changes within living memory	<b>History</b> How I have changed  Learn about changes within living memory



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	different ways in which it is represented	some of this to compare aspects of life in different periods				
Geography	<b>Geography</b> Identify seasonal and daily weather patterns in the United Kingdom Autumn	<b>Geography</b> Continents and Oceans four countries and capital cities of the United Kingdom and its surrounding seas	<b>Geography</b> Study local area and contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom Winter Use geographical language human & physical geography	<b>Geography</b> use world maps, atlases and globes compass directions features and routes on a map	<b>Geography</b> 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	<b>Geography</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Art/DT	<b>Art/DT</b> Observational drawing – sketching Seasonal paintings and drawings Look at work of Alfred Sisley – impressionist painter and Alfred Stevens – sculptor.	<b>Art/DT</b> Bonfire night pictures using paint and ICT Sewing Christmas decorations Printing – using natural materials Christmas art	<b>Art/DT</b> Construct models of different homes. Artist – Van Gogh – The Yellow House	<b>Art/DT</b> Make a bird’s nest. Design a Hedgehog house. Make bug homes	<b>Art/DT</b> Make clay pots and join together to make an animal Famous artist - Salvador Dali – ship with butterfly sails Fabric printing	<b>Art/DT</b> Design and construct a wheel barrow – tiny teddies tea party  Art using natural materials Weaving
Computing	<b>ICT</b> Simple programs – bee bot e-safety day	<b>ICT</b> use technology purposefully to create, organise, store, manipulate and	<b>ICT</b> -create and debug simple programs -On screen turtles, 2 Go	<b>ICT</b> create and debug simple programs  2 Count Easter eggs	<b>ICT</b> create and debug simple programs Lego Wedo	<b>ICT</b> create and debug simple programs Probot



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	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>retrieve digital content – pictures and scenes</p> <p>2Animate – Christmas i-pads, moving pictures</p> <p>create and debug simple programs – Father Christmas bee bot</p>	<p>use technology - Purposefully to create, organise, store, manipulate and retrieve digital content – pictures and scenes – news writing</p> <p>Green Screen</p> <p>Safer Internet Day</p>	<p>2animate Easter bunny</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content – pictures and scenes – Easter art</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</p> <p>recognise common uses of information technology beyond school</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</p>
PE	<p><b>PE</b></p> <p>Multi-skills</p> <p>master basic movements including running and jumping</p> <p>master basic movements including throwing and catching</p>	<p><b>PE</b></p> <p>Games/Dance</p> <p>perform dances using simple movement patterns</p>	<p><b>PE</b></p> <p>Gymnastics</p> <p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>PE</b></p> <p>Country Dance</p> <p>perform dances using simple movement patterns</p>	<p><b>PE</b></p> <p>Ball Skills &amp; Games</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p><b>PE</b></p> <p>Athletics</p> <p>master basic movements including running and jumping</p> <p>master basic movements including throwing and catching</p>
Music	Charanga scheme and topic songs	Charanga scheme and Nativity songs	Charanga scheme and topic songs	Charanga scheme and topic songs	Charanga scheme and topic songs	Charanga scheme and End of Year songs
Value	Kindness	Friendship	Wisdom	Courage & Perseverance	Respect	Peace
PSHE	<b>PSHE:</b>	<b>PSHE:</b>	<b>PSHE:</b>	<b>PSHE:</b>	<b>PSHE:</b>	<b>PSHE:</b>



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	<p><b>Our Happy School (New Beginnings)</b> Year A</p> <p><i>I know why we have rules in school</i> <i>I can tell you how I am the same and different from my friends</i> <i>I have thought about how to talk about my feelings</i></p>	<p><b>Out and About (Getting On &amp; Falling Out / Say No to Bullying)</b> Year A</p> <p><i>I know how to be careful when walking on the pavement</i> <i>I can listen well to other people when they are talking</i> <i>I have thought about how to keep myself safe</i></p>	<p><b>Looking Forward (Going for Goals)</b> Year A</p> <p><i>I can tell you about the different types of work people do</i> <i>I can tell you some of my strengths as a learner</i> <i>I have thought about how I learn and how I can achieve a goal</i></p>	<p><b>My Friends and Family (Relationships)</b> Year A</p> <p><i>I know who my friends and family are</i> <i>I can make people I care about happy</i> <i>I have thought about people who are important to me and how I feel about them</i></p>	<p><b>Healthy Bodies, Healthy Minds (Good to be Me)</b> Year A</p> <p><i>I know that exercise keeps me fit and healthy</i> <i>I know not to touch medicines and that substances in the house can be dangerous</i> <i>I can tell you something that makes me feel proud</i> <i>I have thought about different ways to keep myself healthy</i></p>	<p><b>Ready, Steady, Go (Changes)</b> Year A</p> <p><i>I know my friends can help me and I can help them in times of change</i> <i>I know that some changes are natural and "happen by themselves"</i> <i>I have thought about working with other people to overcome obstacles.</i></p>
RE	<p><b>RE</b> <u>Theme:</u> What did Jesus teach? <u>Concept:</u> Gospel <u>Key Question:</u> Is it possible to be kind to everyone all of the time? <u>Religion:</u> Christianity</p>	<p><b>RE</b> <u>Theme:</u> Christmas – Jesus as a gift from God. <u>Concept:</u> Incarnation <u>Key question:</u> Why do Christians believe God Gave Jesus to the world? <u>Religion:</u> Christianity</p>	<p><b>RE</b> <u>Theme:</u> Passover <u>Concept:</u> <u>Key question:</u> How important is it for Jewish people to do what God asks them to do? <u>Religion:</u> Judaism</p>	<p><b>RE</b> <u>Theme:</u> Easter-Resurrection <u>Concept:</u> Salvation <u>Key question:</u> Why do Christians believe God Gave Jesus to the world? How important is it to Christians that Jesus came back to life after his crucifixion? <u>Religion:</u> Christianity</p>	<p><b>RE</b> <u>Theme:</u> The Covenant <u>Concept:</u> <u>Key question:</u> How special is the relationship Jews have with God? <u>Religion:</u> Judaism</p>	<p><b>RE</b> <u>Theme:</u> Rites of Passage and good works <u>Concept:</u> <u>Key question:</u> What is the best way for a Jew to show commitment to God? <u>Religion:</u> Judaism</p>



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