



## Year 1/2 - Hazel Class - Curriculum map overview

<b>Long term plans 2024-2025</b>			
<b>Class: Hazel</b>		<b>Cycle A</b>	
<b>Learning Journey</b>	Term 1 ( 8 weeks) and 2 ( ( 7weeks)  <b>Explorers</b> <b>Exploring near and far, now and then</b>	Term 3 ( 6 weeks) and 4 (6 weeks)  <b>Eureka</b>	Term 5 (5 weeks) and 6 (7 weeks)  <b>Once upon a time</b>
Hooks/trips/visitors	Local area walk	Science observatory centre – federation day Virtual trip to space Plane spotting Visit from sublime science - £350 ½ day Local area walk	Local area walk Bodiam Castle Author Visit/Storyteller
<b>English</b>	<p><b>Fiction-</b> Drawing Club <b>Non fiction-</b> senses, Leaflet about Punnett's Town, Labels and captions, instructions</p> <p><b>Year 1</b> Finger spaces, Capital letters for names and I, How words can combine to make sentences</p> <p><b>Year 2</b> present and past tense, Use of capital letters, full stops, question marks and exclamation marks,</p>	<p><b>Fiction</b> –Curious Quests <b>Non-fiction</b> – factfiles, interviews -The wright Brothers, Neil Armstrong, Amelia Earhart</p> <p><b>Year 1</b> Conjunctions for coordination, capital letters, full stops, question marks and exclamation marks, suffixes –s or –es</p> <p><b>Year 2</b> Progressive form of verbs in the present and past tense to mark actions. Commas to separate items in a list. Apostrophes.</p>	<p><b>Fiction</b> – Curious Quests <b>Non-Fiction</b> – newspaper report, job description, instructions</p> <p><b>Year 1</b> Suffixes –ing, -ed, -er, prefix un–, Sequencing sentences to form short narratives</p> <p><b>Year 2</b> suffixes –ness, –er and compound words, adjectives using suffixes such as –ful, –less, suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>



	expanded noun phrases for description and specification.		
<b>Y1 Phonics</b> <b>Y2 Phonics</b>	Chapter 4A Chapter 4C	Chapter 4B Chapter 4C	Chapter 2 – 4B consolidation and targeted intervention 4B – 4C consolidation and targeted intervention <b>Year 1 Phonics Screener</b>
<b>Y1/Y2 Spelling</b>	Steps 1 – 14 Weekly hive CEW assessment T1	Steps 14-26 Weekly hive CEW assessment T3	Steps 26-36 Weekly hive CEW assessment T5
<b>Reading comprehension</b>	Retrieval & Prediction Year 2 -Weekly connections/review Fluency assessment termly	Vocabulary & Inference Year 2 -Weekly connections/review Fluency assessment termly	Sequence or Summarise & Explanation Year 2 - Weekly connections/review Fluency assessment termly
<b>Maths Year 1</b>	Place value within 10 – 4 weeks Addition and subtraction -2 weeks Addition and subtraction – 4 weeks Shape – 2 weeks	Place value to 20 – 3 weeks Addition and subtraction – 3 weeks Place value to 50 - 2 weeks Length and Height – 1 week Weight and volume – 2 weeks	Multiplication and division – 2 weeks Fractions – 2 weeks Position and direction – 1 week Place value to 100 – 2 weeks Money – 1 week Time – 2 weeks
<b>Maths Year 2</b>	Place Value – 4 weeks Addition and subtraction - 2 weeks Addition and subtraction – 4 weeks Shape – 2 weeks	Shape – 1 week Money – 3 weeks Multiplication and division – 2 weeks Multiplication and division – 1 week Length and height – 1 week Mass, capacity and temperature – 2 weeks	Fractions – 4 weeks Time – 2 weeks <b>KS1 SATS</b> Statistics – 2 weeks Position and direction – 2 weeks
<b>Mastering Number</b>	Weeks 1-14	Weeks 14-26	Weeks 26-36
<b>Science</b>	<b>Animals, including humans</b> <b>Year 1</b> - Identify, name, draw and label the basic parts of the human body and	<b>Uses of everyday materials</b> <b>Year 1</b> - Distinguish between an object and the material from which it is made Identify and name a variety of everyday	<b>Plants</b> <b>Year 1</b> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen



	<p>say which part of the body is associated with each sense.</p> <p><b>Year 2</b> -notice that animals, including humans, have offspring which grow into adults, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Year 2</b>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Year 2</b> - observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
	<ul style="list-style-type: none"> <li>• <i>observe changes across the four seasons</i></li> <li>• <i>observe and describe weather associated with the seasons and how day length varies.</i></li> </ul>		
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>






	<i>Computing Systems and Networks – Technology around us (Yr1)</i> <i>Computing Systems and Networks – IT around us (Yr2)</i>		<ul style="list-style-type: none"> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul> <i>Programming A – Moving a robot (Yr1)</i> <i>Programming A – Robot algorithms (Yr2)</i>	<i>Creating Media – Digital Painting (Yr1)</i> <i>Creating Media – Digital Photography (Yr2)</i>		
<b>RSHE</b>	My Feelings	Enterprise Christmas market	My Relationships	My beliefs	My Body	My rights and responsibilities
<b>RE</b>	1.10 What does it mean to belong to a faith community	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for others and the world and why does it matter?
<b>History</b>	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  Significant historical events, people and places in their own locality  Dinosaurs – Mary Anning		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  Travel and Transport – history of flight/space		The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods  Holidays past and present	
<b>Geography</b>	<b>The UK</b> <b>Locational Knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>Geographical skills and fieldwork:</b> use aerial photographs and plan perspectives to recognise landmarks		<b>The World</b> <b>Locational Knowledge:</b> name and locate the world’s 7 continents and 5 oceans  <b>Human and physical geography:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the		<b>Geographical skills and fieldwork:</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  <b>Place knowledge:</b> understand geographical similarities and differences through studying the human	



	<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><b>Geographical skills and fieldwork:</b></p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>world in relation to the Equator and the North and South Poles</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Human and physical geography:</b></p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>Geographical skills and fieldwork:</b></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	
<b>PE</b>	Forest School Y1 Hit, Run, Catch U1	Dance U1 Attack & defend	Forest School Hit, Run, Catch U2	Gym Attack & Defend U2	Dance – Maypole Run, Jump and Throw U1	Forest School Send & Return U1
<b>DT</b>	<p>Dinosaur fossils/Pop up Christmas cards</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</li> </ul>		<p>Build a space rocket/vehicle</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</li> </ul>		<p>Make puppets/trebuchet</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</li> </ul>	



	<p>where appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p>appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>• Technical knowledge</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p>where appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>• Technical knowledge</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p><b>Art</b></p>	 <p>Paul Klee</p> <p>Collage: Collage by tearing paper, cutting and using repeated patterns.</p> <p><a href="https://www.youtube.com">https://www.youtube.com</a></p>	 <p>Wassily Kandinsky</p> <p>Printing – exploring shape and colour by using two colour blocks on polystyrene by etching in the design.</p>	 <p>Batiks</p> <p>Painting- Mixing colours to create secondary colours.</p>



	/watch?v=iVQuhQdp6UU		<a href="https://www.youtube.com/watch?v=zjbW9GC14cQ">https://www.youtube.com/watch?v=zjbW9GC14cQ</a>
<b>Music</b>	Menu Song Colonel Hathi's March Magical musical aquarium	Football Who stole my chickens and my hens?	Dancing and drawing to Nautilus Cat and mouse Come dance with me