



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

<b>Long term plans 2023-2024</b>			
<b>Class: Hazel</b>		<b>Cycle B</b>	
<b>Learning Journey</b>	Term 1 (7 weeks) and 2 (7 weeks) Time Travel Now, then and before that!	Term 3 (6 weeks) and 4 (6 weeks) Blue Planet	Term 5 (6 weeks) and 6 (7 weeks) Art through the ages
Hooks/trips/visitors	T1 – walk to the woods  T2 -Grandparent visit – writing invitations and questions to ask about life when they were young.  Dinosaur egg/time capsule	Term 3 - Hastings blue reef aquarium, lifeboat museum and fisherman’s museum  Ice age – film	Term 5 – federation day Favourite colour dress-up and range of art experiences  Create our own toy/art/instrument exhibition or gallery
<b>English</b>	Writing invitations and Questions  Our trip to the woods – Non Fiction recount  Grandad’s Island – Narrative	Non-fiction recount – ice planet Poetry – if I were in charge of the world Travel journal on safari – non fiction	The day the crayons quit – persuasive letter The magic paintbrush – narrative lost at the toy museum



	Vlad and the great fire of London – Narrative		
<b>Y1 Phonics</b>	Chapter 4A	Chapter 4B	Chapter 2 – 4B consolidation and targeted intervention 4B – 4C consolidation and targeted intervention
<b>Y2 Phonics</b>	Chapter 4C	Chapter 4C	
<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</b>	Class book – The magic porridge pot. The Christmasaurus  Retrieval  Prediction  Weekly connections/review Fluency assessment termly	Class book – Kid Normal/The Ice Monster  Vocabulary  Inference  Weekly connections/review Fluency assessment termly	Class book - Slime  Sequence or Summarise  Explanation  Weekly connections/review Fluency assessment termly
<b>Maths</b>	Time – history/class timeline & timetable Year 1/2	Addition and Subtraction Year 1/2 Multiplication and Division Year 2	Multiplication and Division Year2



	<p>Properties of shape Y1/2          Number and Place Value Y1/2          Addition and subtraction – Y2          Money -Christmas market Y1/2</p> <p>Weekly quiz, Fluency flashcards</p> <p>NRich/GM investigation termly</p> <p>CP – Baseline Assessment</p>	<p>Fractions Year 2          Length and height – animals Year1/2</p> <p>Weekly quiz and fluency          flashcards/multiplication booklet</p> <p>NRich/GM investigation termly          CP Assessment</p>	<p>Position and direction – local area walk          Year1/2          Mass, Capacity and temperature –          weather station Year 1/2          Statistics – Year ½</p> <p>Weekly quiz, fluency          flashcards/multiplication booklet          NRich/GM investigation termly</p> <p>CP Assessment</p>
<b>Mastering Number</b>	Weeks 1-14	Weeks 14-26	Weeks 26-36
<b>Science</b>	<p><b>Animals, including humans</b>  <b>Year 1</b> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>find out about and describe the basic needs of animals, including</li> </ul>	<p><b>Plants</b>  <b>Year 1</b> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><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 materials, including wood, plastic, glass, metal, water, and rock          Describe the simple physical properties of a variety of everyday materials          Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal,</li> </ul>



	<p>humans, for survival (water, food and air)</p>	<p><b>Living things and their habitats</b> <b>Year 1</b> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"><li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li><li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>• describe how animals obtain their food from plants and other animals, using the idea of a</li></ul>	<p>plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"><li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>
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			simple food chain, and identify and name different sources of food.			
	<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>					
<b>Computing</b>	<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> <p><i>Computing Systems and Networks – Technology around us (Yr1)</i> <i>Computing Systems and Networks – IT around us (Yr2)</i></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>• 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> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><i>Programming A – Moving a robot (Yr1)</i> <i>Programming A – Robot algorithms (Yr2)</i></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>• 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> <p><i>Creating Media – Digital Painting (Yr1)</i> <i>Creating Media – Digital Photography (Yr2)</i></p>			
<b>RSHE</b>	My Feelings	Enterprise Christmas market	My Relationships	My beliefs	My Body	My rights and responsibilities
<b>RE</b>	1.6 Part 1	1.3	1.6 Part 2	1.5	1.4	1.8



	Who is Muslim and how do they live?  Harvest Festival	Why does Christmas matter to Christians?  KS1 Nativity	Who is Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
<b>History</b>	<p>Term 1 History of Homes and Punnetts Town (Inc Windmill)</p> <p>Term 2 The Great Fire of London/Dinosaurs</p> <p>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]</p>		<p>The Titanic</p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> <p>- <b>David Attenborough</b></p>			<p>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]</p>
<b>Geography</b>	<b>Where do we live and what is it like?</b>		<b>The World</b>		<b>The UK</b>	







	<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>▪ 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.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>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</p>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain,</li> </ul>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
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	Contrasting Locality - Brazil – grandads island	sea, ocean, river, soil, valley, vegetation, season and weather	
<b>PE</b>	<p><b>Gymnastics</b> – traditional tales</p> <p><b>Multiskills</b>          Throwing and Catching          Running and jumping          Attacking and defending          Bat and ball skills</p>	<p><b>Dance</b> – Animals          Maypole/country dancing</p> <p><b>Games</b> - Animal Olympics</p> <p><b>Gymnastics</b> – under the sea</p>	<p><b>Dance</b> – Toys</p> <p><b>Multiskills</b>          Attacking and defending          Circuit training</p> <p>Sports Day</p>
<b>DT</b>	<p>Design and make a building – home, Tudor home, windmill.</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 appropriate, information and communication technology</li> <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,</li> </ul>	<p>Cooking – around the world</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 appropriate, information and communication technology</li> <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> </ul>	Design a toy/instrument





	<p>textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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> </ul>	
<p><b>Art</b></p>	 <p><b>Gillian Ayres</b>          Printing - with shapes  <a href="https://www.tate.org.uk/kids/explore/who-is/who-gillian-ayres">https://www.tate.org.uk/kids/explore/who-is/who-gillian-ayres</a></p>  <p><b>Ben Mosley &amp; Jan Griffier</b></p> <p>Collage - landscapes: focus on colour, texture and pattern.</p>	 <p><b>Richard Shilling</b></p> <p>Sculpture - use natural materials to create sculptures - animals</p>	 <p><b>Pablo Picasso</b></p> <p>Drawing: cubism, painting, colour mixing</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso">https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso</a></p>



			 <p><b>Keith Haring</b> Drawing - doodles, cartoon artworks and inspiration from hip hop music. <a href="https://www.tate.org.uk/kids/explore/who-is/who-keith-haring">https://www.tate.org.uk/kids/explore/who-is/who-keith-haring</a></p>
<b>Music</b>	<ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul> <p>Glockenspiels</p>	<ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>