## Hedgehog Class Curriculum Overview 2023-2024

|   | Term 1   | Term 2   | Term 3   | Term 4  | Term 5   | Term 6   |
|---|--|--|--|---|--|--|
| Focus   | Africa<br><b>Geography</b>                                   | Dinosaurs (Mary<br>Anning)<br><i>History</i>                                       | Our United Kingdom<br><b>Geography</b>   | Terrific Trains and<br>Rickety Railways<br><i>History</i>                               | Weather<br><b>Geography</b>  | Memory Box – Toys<br><i>History</i>  |
| Visit/<br>visitor                               |  | Bristol Museum   |  | Dance Umbrella  |  |  |
| The<br>Write<br>Stuff                           | Handas's Surprise<br>EYFS<br><b>Narrative:</b>               | Last Stop On Market<br>Street<br><i>Matt de la Pena</i><br><b>Narrative: Story</b> | Firework Night Poetry  Ice Planet Adventure Park Non-fiction: Persuasive leaflet | Toys from the Past Non-Fiction: Report  The Train Ride Jane Crebbin Narrative: Story    | The Queen's Hat by<br>Steve Antony<br><b>Narrative: Story</b>          | Wombat Goes<br>Walkabout <i>Michael</i><br><i>Morpurgo</i><br><b>Narrative: Adventure</b>  |
| Handwriting                                     | Nelson Handwriting   | Nelson Handwriting   | Nelson Handwriting   | Nelson Handwriting  | Nelson Handwriting   | Nelson Handwriting   |
| Whole<br>Class<br>Reading/<br>Guided<br>Reading | 1:1 Individual Readers  Handa's Surprise  Akeyo's Surprise   | 1:1 Individual Readers  Stone Girl, Bone Girl:  The Story of Mary  Anning          | Steam Train Dream<br>Train<br>Little Red Reading<br>Hood                         | Traction Man Old Bear Tales Old Bear Lost   | Naughty Bus<br>Paddington Bear   | Grandad's Island   |
|   |  |  | Little Red Riding Hood<br>and the Big Bad Book                                   |   |  |  |
| Maths   | Place value (within 10) Addition and subtraction (within 10) | Addition and subtraction (within 10) Geometry: Shape                               | Place value (within 20) Addition and subtraction (within 20)                     | Addition and<br>subtraction (within 20)<br>Place value (within 50)<br>Length and Height | Length and Height<br>Mass and volume<br>Multiplication and<br>division | Multiplication and division Fractions Geometry: Position and direction Place value (within 100) Measurement: Money Measurement: Time |
| Science   | Forces and space:<br>Seasonal changes                        | Materials: Everyday<br>materials   | Animals: Sensitive<br>bodies   | Animals: Comparing animals  | Plants: Introduction to plants   | Making connections   |
| RE  | <b>Christianity</b> God and Creation                         |  | <b>tianity</b><br>nation   | <b>Christianity</b> God and Creation  | <b>Judaism</b> God and the Covenant                                    | <b>Judaism</b><br>Torah  |

| History   |             | Place events and           |                    | Significant historical  |           | Place events and  |
|-----------|-------------|----------------------------|--------------------|-------------------------|-----------|---|
|           |             | artefacts in order on a    |                    | events, people and      |           | artefacts in order on a                                 |
|           |             | timeline.                  |                    | places in their own     |           | timeline.   |
|           |             | Label with <i>past</i> ,   |                    | locality                |           | Label with <b>past</b> ,                                |
|           |             | present, older and         |                    |                         |           | present, older and                                      |
|           |             | newer.                     |                    | Main events             |           | newer.  |
|           |             | 1.000.                     |                    | Cause & change          |           | newe  |
|           |             | Know about the lives of    |                    | Society                 |           | Know and understand                                     |
|           |             | significant individuals in |                    | Towns like Radstock     |           | the history of these                                    |
|           |             | the past who have          |                    | grew due to the need    |           | islands as a coherent,                                  |
|           |             | contributed to national    |                    | for coal to be          |           | 1   |
|           |             | and international          |                    |                         |           | chronological narrative, from the <b>earliest times</b> |
|           |             |                            |                    | transported and there   |           |   |
|           |             | achievements               |                    | are monuments/          |           | to the <i>present day</i>                               |
|           |             | Mary Anning                |                    | museums relating to     |           | Changes within living                                   |
|           |             |                            |                    | this area's mining      |           | Changes within living                                   |
|           |             |                            |                    | history and the use of  |           | memory  |
|           |             | Addison and                |                    | railways.               |           |   |
|           |             | Main events                |                    | l <u>-</u>              |           | Main events   |
|           |             | Cause & change             |                    | Transport was much      |           | Cause & change  |
|           |             |                            |                    | slower before the       |           | Evidence & artefacts                                    |
|           |             | In the Victorian times,    |                    | railways and people     |           |   |
|           |             | very few people            |                    | were able to take       |           | Toys and transport tell                                 |
|           |             | thought dinosaurs had      |                    | holidays at the seaside |           | us about the past.                                      |
|           |             | existed. We know what      |                    | for the first time.     |           |   |
|           |             | they were like because     |                    |                         |           |   |
|           |             | of Mary Anning's           |                    | Evidence & artefacts    |           |   |
|           |             | findings.                  |                    |                         |           |   |
|           |             |                            |                    | Mines and railway       |           |   |
|           |             | Significance & legacy      |                    | stations tell us about  |           |   |
|           |             | Society                    |                    | the history of a place. |           |   |
|           |             | Woman strugglad to be      |                    |                         |           |   |
|           |             | Women struggled to be      |                    |                         |           |   |
|           |             | taken seriously in         |                    |                         |           |   |
|           |             | careers such as science    |                    |                         |           |   |
|           |             | during the Victorian       |                    |                         |           |   |
|           |             | era. Mary Anning           |                    |                         |           |   |
|           |             | couldn't join the London   |                    |                         |           |   |
|           |             | Geographical Society       |                    |                         |           |   |
|           |             | and her discoveries        |                    |                         |           |   |
|           |             | were not always            |                    |                         |           |   |
|           |             | shared.                    |                    |                         |           |   |
|           |             | Evidence & artefacts       |                    |                         |           |   |
| Geography | Africa      |                            | Our United Kingdom |                         | Weather   |   |
| PE        | Ball skills | Fitness                    | Dance Umbrella     | Dance Umbrella          | Athletics | Yoga  |
| <u> </u>  | Dan Skiiis  | 1 101033                   | Dance Simplema     | I Barree Silibrella     | Authorics | l logu  |

|                  | Swimming  | Swimming                                 | Swimming                            | Swimming                                | Gymnastics                        | Invasion  |
|------------------|---|--|-------------------------------------|---|-----------------------------------|---|
| Computing        | Computing systems and networks – Technology around us | Creating media – Digital painting        | Creating media – Digital<br>writing | Data and information –<br>Grouping data | Programming A –<br>Moving a robot | Programming B –<br>Introduction to<br>animation |
| Art              |   | Drawing: Make your<br>Mark               |                                     | Sculpture and 3D Paper<br>Play          |                                   | Painting and Mixed<br>Media: Colour Play        |
| DT               | Structures: Constructing a windmill                   |  | Textiles: Puppets                   |   | Cooking:<br>Fruit & Vegetables    |   |
| Music            | Hey You   | Rhythm in the way we walk and Banana Rap | In the groove                       | Round and Round                         | Your Imagination                  | Reflect, Rewind and<br>Replay                   |
| PSHE<br>(Jigsaw) | Being Me in My World                                  | Celebrating Difference                   | Dreams and Goals                    | Healthy Me                              | Relationships                     | Changing Me                                     |