

Ladybirds and Hedgehogs - CLASS 1 and 2 – CYCLE A

	Mirror, mirror on the wall...	Penguins and polar bears	To infinity and beyond!	Giants and dragons	The Jolly Postman	Handa's Surprise
History	Changes within living memory – grandparents 1940s homes- “Peepo” by Alan by Alan Ahlberg [Milestones]	Events beyond living memory Significant historical events – Titanic (Class 2) Grace Darling (Class 1)	First man on the moon First aeroplane flight Compare Neil Armstrong with Christopher Columbus	Castles – aspects of life in different periods	Significant places in their locality Aspects of life in different periods – [Houses in Compton]	
Geography	My address, route from home to school	Location of hot and cold places North and South Pole Compass directions Seasonal and daily weather patterns	The Earth – The globe Naming continents / oceans	Naming countries /capitals of U.K. Welsh castles and dragons	Naming physical/ human features Compass directions Map work – following a map Caring for environment - litter	Study of non-European Country – Uganda/Railway School Naming continents/oceans Location of hot places Seasonal and daily weather patterns
Science	Human – naming parts of human body Basic needs of humans Hygiene Exercise	Everyday materials – sand, water, ice. Observing ice balloons, measuring temperature. Best material for an Artic Adventurer’s jacket; warmth and waterproofing. Animals – adaptations to cold climates.	Seasonal changes – sun safety. Transport – how things move on different surfaces.	Everyday materials – stone and bricks. Catapults. Plants- observe growth of a runner bean in various conditions.	Animals, including humans – looking after animals in the wild and pets. Everyday materials-lifting weights.	Plants – Seeds. How do we know if it’s a seed? Cut open different seeds. Living things and their habitats. Basic needs of humans and animals for survival in Africa. How the habitats provide for the needs of the animals.
DT		Design, Make, Evaluate and Technical Knowledge PoP: Sliders and Levers Make a pop up Christmas card		Design, Make, Evaluate and Technical Knowledge PoP: Free Standing Structures Make a simple lolly stick catapult PoP: Mechanisms Castle with a drawbridge.	Design, Make, Evaluate and Technical Knowledge PoP: Textiles Templates and Joining Make a postbag – felt joined by sewing	Design, Make , Evaluate and Technical Knowledge PoP: Preparing fruit and vegetables. Fruit salad. Picture of Savannah with a moving part as in Handa’s Surprise – Include as a

				(DT/Art curriculum) link Drawing techniques- use pencil to add details to drawing of castle such as fine lines for windows and texture of stonework.		hook in literacy text.
Art	Paint and draw self-portraits and bodies. Look at different styles of portraits by artists including Picasso. (Look for a current or BAME artist) Mix primary colours to make secondary colours.		Draw circles free hand. Collaborate to paint planets – colouring mixing & direction of brushstrokes to create illusion of spherical shape. Sculpture use nuts, bolts and tinfoil to make a control panel Van Gough Starry Night			Take inspiration from African art and textiles to study pattern and colour. Design and make own print block and use to make a repeating pattern.
P.E.	2023 – 24 Follow Cycle B of rolling 2 year programme – see below					
R.E	2023 – 24 Follow Cycle A of 2 year rolling programme – see below					
PSHE	2023 – 24 Follow Cycle A of 2 year rolling programme – see below					
Computing	2023 – 24 Follow Cycle B of rolling 2 year programme – see below					

Ladybirds and Hedgehogs– CLASS 1 and 2– CYCLE B

	Heads, shoulders, knees and toes.	Going underground	Home and away	Ship Ahoy!	What's on your plate?	It's a bug's life.
Possible SEN provision	<ul style="list-style-type: none"> • Pre-learning – end of term send pack home with outline of topic/key vocabulary/links to websites and books on YouTube/ideas for activities at home. • Key words on flashcards and word banks. • Dual coding – pictures/visual aids/objects for use in discussions for display areas/tables. • Children to draw pictures and diagrams (in some cases label or annotate) • Photograph children's learning/activity outcomes for practical work or when they haven't recorded it in books. • Concrete resources where applicable/available. • Tasks divided into smaller chunks to allow movement breaks and achievable outcomes. • Model task before independent work. 					
History	Significant people (locally) Florence Nightingale/Mary Seacole	Dinosaurs – Significant local people Mary Anning	Comparison of living rooms and kitchens of today's homes to those of parents and grandparents. Box of artefacts from Hants History Dept.	See Geography for history link	Aspects of life in different periods – Farming life at Manor Farm (old). Link to Kirby Farm (new)	
Geography	Routes/travel from home to school [Local trip]	Physical and human features in the environment	Similarities/differences of home and other small area of UK Naming countries in UK Naming physical/ human features Mapping Locational/directional vocabulary	Naming continents / oceans Naming physical features Trade routes - Christopher Columbus (History link) Compass directions	Physical and human features in relation to farming. Aerial/ birds eye view	Fieldwork and observational skills
Science	Human – naming parts of human body Exercise Hygiene	Everyday materials/Living things – earth and rocks; name/compare/describe and living/dead/never been alive. Classifying animals by diet; naming carnivores, omnivores, herbivores	Living things and their habitats - name common coastal plants and animals. Identify suitability to habitat and food chains.	Everyday materials – floating and sinking; materials to build boats (modelling clay boats) Waterproof and insulating materials for sailors.	Plants- Sources of food. Requirements for growth; growing own vegetables and observing growth. Animals, including humans - Basic needs of humans and animals. Healthy eating	Animals, including plants/humans- Offspring grow into adults. Living things and their habitats- habitats and micro-habitats. Simple food chains. Wrapping up Seasonal Study.

DT		Design, Make, Evaluate and Technical Knowledge PoP: Sliders and Levers Dinosaur breaking out of an egg a greeting card.		Design, Make, Evaluate and Technical Knowledge PoP: Mechanisms. Boats – anchors and propellers.	Design, Make , Evaluate and Technical Knowledge PoP: Preparing fruit and vegetables. Vegetable kebabs. (Links with science – healthy eating.) Design, Make, Evaluate and Technical Knowledge PoP: Wheels and Axils Horse Box with wheels and hinged door.	
Art	Make observational sketches of the human figure. Learn to mix primary colours into secondary/tertiary colours. Collage/study of Arcimboldo Fruit and veg faces.		Create simple black and white prints, using classroom objects to make patterns. Michael Rothenstein – Black and white prints. Print a tartan pattern using only three colours. Weave materials to make tartan. Weaving, horizontal and vertical lines – Mondrian block painting.			(Art/ Dt Link) -Insect glove/finger puppets Sketch insects from observations to develop fine drawing skills. Work collaboratively to create a collage of an insect. Sculpt an insect using clay. Dragonflies 3D sculpture.
P.E.	2024 – 25 Follow Cycle A of rolling 2 year programme – see below					
R.E.	2024 – 25 Follow Cycle B of 2 year rolling programme – see below					
PSHE	2024 – 25 Follow Cycle B of 2 year rolling programme – see below					
Computing	2024 – 25 Follow Cycle A of rolling 2 year programme – see below					

Ladybirds and Hedgehogs – CLASS 1 and 2– CYCLE C

	The toy box	I hear thunder	London's burning	Percy the park keeper	Growth	Victorian Seaside
Possible SEN provision	<ul style="list-style-type: none"> • Pre-learning – end of term send pack home with outline of topic/key vocabulary/links to websites and books on YouTube/ideas for activities at home. • Key words on flashcards and word banks. • Dual coding – pictures/visual aids/objects for use in discussions for display areas/tables. • Children to draw pictures and diagrams (in some cases label or annotate) • Photograph children's learning/activity outcomes for practical work or when they haven't recorded it in books. • Concrete resources where applicable/available. • Tasks divided into smaller chunks to allow movement breaks and achievable outcomes. • Model task before independent work. 					
History	Changes within living memory. Differences between ways of life at different times. How have toys changed? Matching toys to photos of people – past and present	Significant local weather events Flooding in Winchester/Lynton and Lynmouth	Events beyond living memory – The Great Fire of London			Queen Victoria Aspects of life in different periods. Railways.
Geography		Seasonal and daily weather patterns	Mapping Locational/ directional vocabulary Naming capital – London's bridges	Mapping Locational/directional vocabulary Play spaces/environment	Seasonal and daily weather patterns	Compass directions Recap countries cities of UK linked to coastline and seaside towns.
Science	Everyday materials – Appropriate materials for baby toys. Investigate rolling/bouncing balls; which rolls the best or bounces the highest?	Record the weather – make our own weather station.	Everyday materials - Building materials; strength and flexibility. Bridges.	Plants –identify and name a variety of common wild and garden plants. Living things and their habitats – Identify and name common wildlife. Describe how they are suited to their habitats and depend on each other. Simple food chains.	Plants - naming parts and describe structure of flowering plants and trees. Seeds and bulbs grow into plants. Animals, including humans - Offspring grow into adults.	Seasonal study – final input - summer Animals/ coastal plants – Look at how animals on the shore are suited to their environment.

DT	Design, Make , Evaluate and Technical Knowledge PoP: Sliders and Levers Baby toy –Pop up/ slider toy to make a baby laugh (rabbit out of hat)		Design, Make , Evaluate and Technical Knowledge PoP: Wheels and axles Fire engine (Link with Yr R curric) OR Freestanding structures Bridges		Design , Make, Evaluate and Technical Knowledge PoP: Free standing structures Make a garden shed and allotment OR Design and construct a support for pea plants	Design, Make, Evaluate and Technical Knowledge PoP: Textiles Sewing a picnic rug / napkin. Learn running stitch and cross stich, threading needle and tying knot.
Art		Create seasonal skies using different media. Study and create seasonal skies using different media – warm and cool colours. Work on collaborative stormy sky – mixed media.		Make observational drawings of trees and plants. Look at famous sculptures of trees and create our own tree sculpture collaboratively. Large and small scale environmental art/sculpture in the school grounds/forest school. Andy Goldsworthy http://inhabitat.com/tag/natural-art/		(Link Art and DT Curriculum) Design, Make, Evaluate and Technical Knowledge PoP: Textiles Sewing a picnic rug / napkin. Learn running stitch and cross stich, threading needle and tying knot. Portraits – Look at Queen Victoria. Compare with portraits Using Frieda Kahlo portraits. Draw simple self portraits.
P.E.	2022 – 23 Follow Cycle A of rolling 2 year programme – see below					
R.E.	2022 – 23 Follow Cycle B of rolling 2 year programme – see below					
PSHE	2022 – 23 Follow Cycle B of rolling 2 year programme – see below					
Computing	2022 – 23 Follow Cycle A of rolling 2 year programme – see below					

R.E. – Rolling 2 year programme to merge into 3 year cycle of topics.

<p>Ladybirds R.E. Cycle A</p>	<p>All are precious</p> <p>What makes every single person unique and precious?</p>	<p>Christmas</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Special Food</p> <p>What special meal times do families enjoy?</p>	<p>Easter</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Christian Values (God)</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Expressions of Faith (Family Life)</p> <p>What do families do together to celebrate Shabbat?</p>
<p>Hedgehogs R.E. Cycle A</p>	<p>Special Books</p> <p>What is special about the Bible/ Torah?</p>	<p>Christmas (Looking Forward)</p> <p>What are Christians looking forward to?</p>	<p>Ideas about God (God)</p> <p>What do Christians believe God is like?</p>	<p>Easter (Sadness to happiness)</p> <p>Why does Easter matter to Christians?</p>	<p>Jesus</p> <p>What do Christians understand about Jesus?</p>	<p>People Jesus met (Change)</p> <p>How did Jesus change lives?</p>
<p>Ladybirds R.E. Cycle B</p>	<p>Our wonderful world (Creation)</p> <p>How can we care for our wonderful world?</p>	<p>Christmas</p> <p>Why do people give gifts to remember Jesus' birth?</p>	<p>Friends of Jesus (Friendship)</p> <p>Who were some of Jesus' special friends?</p>	<p>Easter (Remembering)</p> <p>What are the sad and happy things that people remember at Easter?</p>	<p>Prayer (Communication)</p> <p>How and where do people talk to God?</p>	<p>Buildings (Special Places)</p> <p>Where do people go to worship and find out more about God?</p>
<p>Hedgehogs R.E. Cycle B</p>	<p>Harvest/Creation (Thankfulness)</p> <p>What does the bible tell us about who made the world?</p>	<p>Christmas</p> <p>Why does Christmas matter to Christians?</p>	<p>Forgiveness</p> <p>How does saying sorry help?</p>	<p>Easter</p> <p>Why does Easter matter to Christians?</p>	<p>Worship</p> <p>How do Christians worship God?</p>	<p>Celebration</p> <p>What Jewish celebrations take place in Jewish families?</p>

PSHE Rolling 2 year programme of study to merge with 3 year cycle of topics.

Ladybirds PSHE Cycle A	Health and Wellbeing: How can I keep myself healthy?	Relationships: Who is my family?	Relationships: How do I make friends and look after my friends?	Health and Wellbeing: How am I feeling?	Relationships: Who keeps me safe?	Living in the wider world: What is my day like? How can I change my outdoor space? Transition
Hedgehogs Cycle A	Relationships: What is the same and what is different about us?	Relationships: Who is special to us?	Health and Wellbeing: What helps us stay healthy?	Health and Wellbeing: What helps us to stay safe? Who helps keep us safe?	Living in the wider world: How can we look after each other and the wider world?	Transition
Ladybirds PSHE Cycle B	Health and Wellbeing: How can I keep myself healthy?	Relationships: Who is my family?	Relationships: How do I make friends and look after my friends?	Health and Wellbeing: How am I feeling?	Relationships: Who keeps me safe?	Living in the wider world: What is my day like? How can I change my outdoor space? Link with Transition
Hedgehogs Cycle B	Relationships: What makes a good friend?	Relationships: What is bullying?	Living in the wider world: What jobs do people do?	Living in the Wider World: What can we do with money?	Health and Wellbeing: What helps us grow and stay healthy?	Health and Wellbeing: How do we recognise our feelings? Transition

Computing – Rolling 2 year programme to merge into 3 year cycle of topics for Yr1 and Yr2. YrR have their own curriculum. See EYFS Curriculum. Pink = Computing unit is taught discretely that half term. White = Computing unit taught through other subjects where applicable.

<p>Ladybirds & Hedgehogs Computing Cycle A</p>	<p>From Yr1 PoS <u>Yr1 Computing systems and networks – Technology around us</u> (Will access Yr2 programme for HA pupils)</p>	<p>From Yr1 PoS <u>Creating media – Digital painting</u> This unit will be taught through other subjects but is not a focus for this half term.</p>	<p>From Yr2 PoS <u>Creating media – Digital photography</u></p>		<p>From Yr2 PoS <u>Programming B - Programming animations</u></p>	<p>From Yr1 PoS <u>Yr1 Data and information – Grouping data</u> From Yr2 PoS <u>Data and information – Pictograms</u> This unit will be taught within maths lessons.</p>
<p>Ladybirds & Hedgehogs Computing Cycle B</p>	<p>From Yr1 PoS <u>Yr1 Computing systems and networks – Technology around us</u> (Will access Yr2 programme for HA pupils)</p>	<p>From Yr1 PoS <u>Creating media – Digital painting</u> This unit will be taught through other subjects but is not a focus for this half term</p>	<p>From Yr1 PoS <u>Programming A – Moving a robot</u></p>		<p>From Yr1 PoS <u>Creating media – Digital writing</u></p>	<p>From Yr1 PoS <u>Yr1 Data and information – Grouping data</u> From Yr2 PoS <u>Data and information – Pictograms</u></p>

P.E. Rolling 2 year programme of study to merge with 3 year cycle of topics.

<p>Ladybirds P.E. Cycle A</p>	<p>Core movement skills – (balancing, making shapes) Strengthening and coordination skills on outside apparatus.</p>	<p>Core skills – Hand eye coordination. (football penguin. Feed the animals. To link with topic.</p>	<p>Introduction to Athletics.</p>	<p>Gym</p>	<p>Dance</p>	<p>Ball skills / Athletics (preparation for sports day)</p>
<p>Hedgehogs P.E. Cycle A</p>	<p>Dance - Moving different parts of the body. R&R - Outside sports coaching – Target games</p>	<p>Gym R&R - Outside sports coaching – Target games</p>	<p>Dance – Space, The Earth, Seasons (become a moon buggy. R&R - Outside sports coaching – Target games</p>	<p>Gym – Make castle shapes. Develop balancing skills (becoming a drawbridge) R&R - Outside sports coaching – Target games</p>	<p>Ball / Cone skills (Compass directions) R&R - Outside sports coaching – Target games</p>	<p>Ball skills / Athletics (preparation for sports day) R&R - Outside sports coaching – Target games</p>
<p>Ladybirds P.E. Cycle B</p>	<p>Core movement skills – (balancing, making shapes) Strengthening and coordination skills on outside apparatus.</p>	<p>Core skills – Hand / Eye coordination</p>	<p>Ball skills</p>	<p>Instructional dance</p>	<p>Athletics – preparation for sports day</p>	<p>Gym /Dance fusion</p>
<p>Hedgehogs P.E. Cycle B</p>	<p>Gym – parts of our body – making shapes, jumps. R&R - Outside sports coaching – Target games</p>	<p>Dance – link with topic. Volcanos, stalagmites and stalactites R&R - Outside sports coaching – Target games</p>	<p>Gym R&R - Outside sports coaching – Target games</p>	<p>Hornpipe dance R&R - Outside sports coaching – Target games</p>	<p>Ball / core skills R&R - Outside sports coaching – Target games</p>	<p>Athletics - preparation for sports day R&R - Outside sports coaching – Target games</p>