

Hedgehope Class Curriculum 2020 - 2021



English Curriculum – Year 1 and Year 2 Autumn						
Unit:	Fiction: Stories with familiar settings	Non-Fiction: Labels, lists, signs & posters	Poetry: Songs and repetitive poems	Fiction: Stories involving fantasy	Non-Fiction: Information texts	Poetry: Poems about animals
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	Explore story a structure and how to adapt it using different animals or objects. Children generate ideas and plan a story based on the two books read. There is a focus on using simple punctuation a beginning, middle and an end.	Explore a range of posters, discuss layout, discover, recognise and interpret signs and symbols, punctuate sentences correctly.	Read a range of poems look at rhyming strings and understand that words can sound the same but be spelt differently – homophones. To identify and replace nouns and verbs, internalise and alter familiar poems.	Write/draw suggestions for new scenes using own imagination in planning an extension to a familiar story. Consider story structure (beginning, middle, end). Attempt to write own beginning to a story.	Explore features of a non-fiction text (sub-headings, illustrations, facts, captions and labels). Accurately describe the topic subject. Understand a non-fictional text and read it to gain information.	Discuss features that make a good poem. Consider rhythm and rhyme in a new poem. Study layouts of 'kennings'. Perform poems to an audience using the appropriate intonation, expression and body language.
Basic Skills:	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Using capital letters for names of people, places, days of the week, etc; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.
	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.
Text(s):	The Tiger who comes to tea by Judith Kerr, Dogger by Shirley Hughes, Whatever next by Jill Murphy, Goat's sore Tummy - Group Readers	The Favourite T-shirt Animated Text Clothes - Animated Text Boris and the bug - Group Readers The sad donkey - Group Readers	Move it, Conversation, I'm the youngest in this house by Michael Rosen A variety of repetitive poems and chants provided	Oi! Get off my Train! and The Magic Bed all by John Burningham plus other books by same author Chicken and Shark - Group Readers	Great white man-eating Shark by Margaret Mahy Rainbow Bear by Michael Morpurgo The Ice Bear by Nicola Davies	Hairy Tales and Nursery Crimes by Michael Rosen The Works edited by Paul Cookson

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English Curriculum – Year 1 and Year 2 Spring						
Unit:	Fiction: Traditional Tales from different cultures	Non-Fiction: Instructions	Poetry: Playing with language	Fiction: Stories involving fantasy	Non-Fiction: Recounts	Poetry: The Senses
Term:	Spring 1: 2 Weeks	Spring 1:2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
Overview:	Read text discuss book and identify a problem, describe a character and setting. Compare Chinese and western dragons. Use conjunctions to extend a sentence.	Write short simple sentences. Write instructions using bossy language. Discuss and plan instructions. Use notes to organise and write a list and instructions demonstrating the correct layout.	Listen to a range of tongue twisters and poems. Identify and experiment with words of the same initial/vowel sound. Create word banks of similar words. Write own tongue twisters using capital letters for names and the start of lines.	Discuss the story, characters and illustrations in detail and predict what might happen. Plan a story using story pegs using a familiar structure. Share and talk through planning ideas.	Make notes for a list of events with support. Look at vocabulary that expresses the passing of time. Write sentences from someone else's point of view. Learn about the structure of recounts, plan and write using time conjunctions.	Recite a poem from heart. Write ideas in note form. Use a writing frame to write a poem. Evaluate own work and perform to peers and adults.
Basic Skills:	Year 1: Beginning to use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end.	Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense.	Year 1: Using capital letters for the names of people, places, days of the week, etc; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark .
	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; beginning to use present and past tenses correctly.	Year 2: Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.
Text(s):	The Dragon Machine by Helen Ward Sunilla and the dolphins - Group Readers	Thad Gets to the Moon - Animated Text Stop that sound - Group Readers	The Works Chosen by Paul Cookson Walking the bridge of your nose Selected by Michael Rosen The Works Key Stage 1 chosen by Pie Corbett, A variety of poems and chants provided	The Whales' Song by Dylan Sheldon and Gary Blythe	Farmer Duck by Martin Waddell and Helen Oxenbury The Animals' Outing - Group Readers	The Works Chosen by Paul Cookson The Works 3 Chosen by Paul Cookson Read Me First Chosen by Louise Bolongaro

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Maths Curriculum – Year 1 Autumn						
Unit:	Place Value: Within 1	Addition and Subtraction: Within 10	Geometry: Shape	Place Value : Within 20	Place value: Within 20	Consolidation
Term:	Autumn 1: 4 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Week
Overview:	<p>Summer 1: 2 weeks</p> <p>I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.</p> <p>I can count, read and write numbers to 10 in numerals and words.</p> <p>Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using spaces between words; using 'and' and 'or' to join words and clauses.</p> <p>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2.</p>	<p>Summer 1: 2 weeks</p> <p>I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>I can represent and use number bonds and related subtraction facts within 20.</p> <p>Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using spaces between words; using a capital letter for names, days and for 'I'; using 'and' to join words and clauses.</p> <p>I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p> <p>Learning how to use sentences with different forms: statement, question, exclamation, command; using subordination and co-ordination, writing sentences with more than one clause.</p>	<p>Summer 1: 2 weeks</p> <p>I can recognise and name common 2-D shapes, including rectangle, square, circle and triangle.</p> <p>I can recognise and name common 3-D shapes, including cubes, cuboids, pyramids and spheres.</p> <p>Year 1:</p> <p>Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc; leaving spaces between words.</p> <p>Year 2:</p> <p>Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.</p>	<p>Summer 2: 2 weeks</p> <p>I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.</p> <p>I can count, read and write numbers to 10 in numerals and words.</p> <p>Year 1:</p> <p>Writing, leaving spaces between words; beginning to punctuate sentences correctly.</p> <p>I can identify one more or one less from any number.</p> <p>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify.</p>	<p>I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.</p> <p>I can count, read and write numbers to 10 in numerals and words.</p> <p>I can identify one more or one less from any number.</p> <p>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>sentences with different forms: questions, exclamations, statements and commands; using subordination and co-ordination, writing sentences with more than one clause.</p>	<p>Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.</p>
	Text(s):	Hansel and Gretel by Anthony Browne Hansel and Gretel - Group Reader Rapunzel by Sarah Gibb	Dear Zoo by Rod Campbell Dear Greenpeace by Simon James Letters from the Zoo - Group Reader	Where the forest meets the sea by Jeannie Baker Poems by Celia Warren (provided in resources) A variety of poems and chants provided	The Sand Horse by Ann Turnbull and Michael Foreman Jo Jo The Melon Donkey by Michael Morpurgo Chicken and Shark – G.R	Yucky Worms by Vivian French (optional) A variety of books on Minibeasts Worms - Animated Tale

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Maths Curriculum – Year 1 Spring						
Unit:	Addition and Subtraction: Within 20	Place Value: Within 50 and Multiples (2, 5, 10)	Place Value: Within 50 and Multiples (2, 5, 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
Term:	Spring 1: 4 Weeks	Spring 1: 2 Weeks	Spring 1: 1 Week	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 1 Week
Overview:	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.
	I can represent and use number bonds and related subtraction facts within 20.	I can count, read and write numbers to 10 in numerals and words.			I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.	I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.
	I can add and subtract one-digit and two-digit numbers to 20, including 0.	I can identify one more or one less from any number.				
	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				

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Maths Curriculum – Year 1 Summer

Unit:	Multiplication & Division: Multiples 2, 5, 10	Fractions	Geometry: Position and Direction	Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 1 Week	Summer 2: 3 Weeks	Summer 2: 1 Week	Summer 2: 2 Weeks	Summer 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.	I can describe position, directions and movements, including whole, half, quarter and three-quarter turns.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise and know the value of different denominations of coins and notes.	I can begin to solve practical problems for time e.g. quicker/slower, earlier/later.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can count, read and write numbers to 10 in numerals and words.	I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.		I can count, read and write numbers to 10 in numerals and words.			
	I can identify one more or one less from any number.			I can identify one more or one less from any number.			
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			

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Maths Curriculum - Year 2 Autumn					
Unit:	Place Value	Addition and Subtraction	Addition and Subtraction	Measurement: Money	Multiplication and Division
Term:	Autumn 1: 3 Weeks	Autumn 1: 3 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	I can count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding 3 one-digit numbers.	I can recognise and use symbols for pounds (£) and pence (p).	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	I can recognise the place value of each digit in a two-digit number (10s, 1s).	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	I can combine amounts to make a particular value.	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
	I can identify, represent and estimate numbers using different representations, including the number line.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers.		I can find different combinations of coins that equal the same amounts of money.	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.
	I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.				I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	I can read and write numbers to at least 100 in numerals and in words.				
	I can use place value and number facts to solve problems.				

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Maths Curriculum - Year 2 Spring							
Unit:	Multiplication and Division	Statistics	Geometry: Properties of Shape	Geometry: Properties of Shape	Fractions	Measurement: Length and Height	Consolidation
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 1 Week	Spring 2: 3 Weeks	Spring 2: 1 Week	Spring 2: 1 Week
Overview:	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	I can interpret and construct simple pictograms, tally charts, block diagrams and tables.	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can use mathematical vocabulary to describe position, direction and movement including right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers and scales.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn.		I can write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	I can compare and order lengths and record the results using >, < and =.	
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.	I can ask and answer questions about totalling and comparing categorical data.					

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Maths Curriculum - Year 2 Summer					
Unit:	Geometry: Position and Direction	Problem Solving	Measurement: Time	Measurement: Mass, Capacity and Temperature	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 3 Weeks	Summer 2: 2 Weeks
Overview:	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can compare and sequence intervals of time.	I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$) and capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.	
			I can understand the number of minutes in an hour and the number of hours in a day.		

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Science Curriculum – Year 2						
Unit:	Animals Including Humans	Use of Everyday Materials	Living Things and their Habitats	Environment	Plants	Scientists and Inventors
Term:	Autumn 1: 7 Weeks	Autumn 2: 8 Weeks	Spring 1: 6 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 6 Weeks
Overview:	I can name different types of animals.	I can identify different materials.	I can name things that are living, things that are dead and things that have never been alive.	I can set up a simple test.	I can plant a seed or bulb correctly.	I can describe how greenhouses help plants grow healthily.
	I can notice that animals including humans, have offspring which grow into adults.	I can name objects made of different materials.	I can explore and compare the differences between things that are living, dead and things that have never been alive.	I can measure and record the time taken for ice to melt.	I can observe and describe how seeds and bulbs grow into mature plants.	I can identify different parts of plants.
	I can identify the names of different types of animal babies.	I can identify where a material has been used to make different objects.	I can identify that most living things live in habitats to which they are suited.	I can sort objects into groups.	I can place their plant in the best position to grow.	I can use my own ideas to explain how doctors use science.
	I can find out about and describe the basic needs of animals, including humans, for survival (including water, food and air).	I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	I can describe how different habitats provide for the basic needs of different kinds of animals and plants.	I can generate questions about the rainforest.	I can compare how plants are growing.	I can describe Louis Pasteur's life and work.
	I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	I can name pushing, pulling, squashing, bending, twisting and stretching as forces.	I know how plants and animals depend on each other.	I can sort rainforest animals into groups.	I can describe what happens when plants do not get light, water or warmth.	I can investigate the most suitable fabric for a particular use.
	I know that humans need to be clean and healthy.	I know that when a force is applied an object or material might change.	I can identify and name a variety of plants and animals in their habitats, including micro habitats.	I can ask questions about endangered animals.	I can identify when the plant has fully grown.	I can investigate Rachel Carson's findings on water pollution and their habitats.
	I can discuss what happens when humans don't eat the right foods, exercise or keep clean.	I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting and stretching .	I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	I can answer questions about the invention of wind turbines.
		I can discuss why materials are unsuitable for certain tasks and objects.				

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Computing Curriculum – Year 2						
Unit:	E-Safety – Using the Internet	Coding and Programming	IT – Digital Literacy	IT- Multimedia	IT- Data Handling	E-safety (Consolidation)
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks
Overview:	I can identify what things count as personal information. I can seek help from an adult when they see something that is unexpected or worrying.	I can give commands one at a time to control direction and movement, including straight and forwards, backwards, turn.	I can add text strings, text boxes and show and hide objects, manipulating the features.	I can use software to record sounds. I can create a sound for an audience. Eg: Sound for a new game (2 weeks).	I can use a basic data logger to input data (2 weeks).	I can identify what things count as personal information. I can seek help from an adult when they see something that is unexpected or worrying.
	I can identify what is appropriate and inappropriate behaviour on the internet.	I can control the nature of events: repeat, loops, single events in coding. (2 weeks)	I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape.	I can edit sounds recorded and explain why I have done this.	I can use a bar chart using a digital device (2 weeks).	I can identify what is appropriate and inappropriate behaviour on the internet.
	I can follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.	I can add and delete features. Eg: Change the direction of a Beebot and explain how and why I did this.	I can use applications and devices in order to communicate ideas, work, messages and demonstrate control (2 weeks)	I can save, retrieve and organise work (2 weeks).	I can store data using software provided.	I can follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.
	I can safely open and close applications and log on and log off from websites.	I can give a set of instructions (algorithm) to follow and predict what will happen.	I can save, retrieve and organise work (Purple Mash).	I can use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.	I can hand work into my teacher digitally (Purple Mash).	I can safely open and close applications and log on and log off from websites.
	I can use links to websites to find information. I can recognise age-appropriate websites.	I can improve/change their sequence of commands by debugging.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.			I can use links to websites to find information. I can recognise age-appropriate websites.
	I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.	I can give commands one at a time to control direction and movement, including backwards, turn.				I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.
	I can use safe search filters.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.				I can use safe search filters.

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SEMH/PSCHE Curriculum: Basic Skills - Year 1 to Year 6

The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing: Be Yourself	Relationships: Being Together	Living in the Wider World: Be a Team	Health and Wellbeing: Be Safe	Relationships: Respecting Rights	Living in the Wider World:
I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can communicate my feelings to others. I can recognise how others show feelings and how to respond.	I can contribute to the life of the classroom.	I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can say how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. I can say who to tell and I know how to tell them.	Practical work and revisiting concepts for consolidation – needs met.
I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can recognise how my behaviour affects other people.	I can help construct, and agree to follow, group and class rules. I can understand how these rules help me.	I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can understand that people's bodies and feelings can be hurt. I can say what makes me feel comfortable and uncomfortable.	Practical work and revisiting concepts for consolidation – needs met.
I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise what is fair and unfair, kind and unkind, what is right and wrong.	I can understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise when people are being unkind either to me or others. I can say how to respond, who to tell and what to say.	Practical work and revisiting concepts for consolidation – needs met.
I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation).	I can work collaboratively towards shared goals.	I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can recognise that my actions affect me and others.	Practical work and revisiting concepts for consolidation – needs met.
I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another.		I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can judge what kind of physical contact is acceptable or unacceptable and how to respond.	Practical work and revisiting concepts for consolidation – needs met.
I can say who is responsible for helping me stay healthy and safe and ways that I can help these people.	I can recognise and respond appropriately to a wider range of feelings in others.			I can understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Practical work and revisiting concepts for consolidation – needs met.

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SEMH/PSCHE Curriculum: KS1 Skills – Y1 and Y2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Be Yourself	Being Together	Be a Team	Be Safe	Respecting Rights	
I can think about change and loss and the associated feelings (including moving home, losing toys, pets or friends).	I can describe the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.	I understand that I belong to various groups and communities such as family and school.	I can understand how some diseases are spread and can be controlled and the responsibilities I have for my own health and that of others.	I can identify and respect the differences and similarities between people.	Practical and revisiting concepts for consolidation – needs met.
I can think about people who look after me, my family networks, who to go to if I am worried and how to attract their attention.	I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.		I can understand that household products, including medicines, can be harmful if not used properly.	I can understand that there are different types of teasing and bullying, that these are wrong and unacceptable.	Practical and revisiting concepts for consolidation – needs met.
	I can offer constructive support and feedback to others.			I can resist teasing or bullying, if I experience or witness it. I can say whom to go to and how to get help.	Practical and revisiting concepts for consolidation – needs met.
RE lessons to be taught in the afternoons of Assessment Weeks:					
	I can explain why Festivals of Light are important for different religions.		I can explain the message in the story 'Prince Siddhartha and the Swan.' I can explain the message in the story 'The Boy Who Threw Stones at Trees.'		I can recall the Christian Creation Story. I can explain why the Creation Story is important to Christians. I can explain why harvest is important for Christians.

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Careers Curriculum: Y1 and Y2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Enterprise	Be a Team	Transport and Travel	Respecting Rights	Practical Work
KS1 Overview:	I can say what I like and what I don't like.	I can discuss my ideas for making money.	I can talk about different job choices.	I can identify modes of transport.	I can talk about how jobs in my area have changed over time.	I can name some skills I need to get a job.
	I can say what I am good at.	I can begin to understand how to save money for something I want.	I can talk about the good and bad parts of a job.	I can think about the best way to travel for short and long distance journeys.	I can talk about treating people fairly.	I can identify a key person to talk to when I need help.
	I can tell you about my interests.	I can begin to plan an idea.	I can talk about different places of work in our local area.	I can begin to understand it costs money to travel on a mode of transport.	I can explore ways to keep myself safe.	I can talk about the rules and routines for my next class.
	I can talk about different skills for different jobs.	I can be polite towards others.		I can make a map of my local area and plan a route.		
		I can work as part of a team and share my skills/ideas.		I can begin to understand the role of technology in travel and transport.		

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Topic Curriculum: History, Geography, Music, Art and Design Technology (Cycle A)						
Subject:	Geography 'Our Local Area'	History 'Toys'	Music	History 'The Great Fire of London'	Art	Geography 'What a Wonderful World'
Term:	Autumn 1: 7 weeks topic	Autumn 2: 8 weeks topic	Spring 1: 6 weeks topic	Spring 2: 6 weeks topic	Summer 1: 5 weeks topic	Summer 2: 6 weeks topic
KS1 Overview:	I can understand what our local area is like.	I can find out about toys today and explain how we can find out about the past.	I can begin to be able to sing songs with good diction and in tune with a limited range. I can sing in time to a steady beat.	I can find out some of the ways in which London has changed	I can make a collage using primary colours.	I can name and locate the continents and oceans of the world.
	I can observe what my local area and describe where things are on a map.	I can find out about toys in the past.	I can name a variety of instruments. I can perform with a good sense of beat and rhythm. I can perform together in a group I can change the tempo or dynamics while playing an instrument.	I can find out some of the ways in which how we live now is different and similar to how people lived in 1666	I can create a colour field painting using colours I have mixed.	I can locate continents, countries and oceans of the world accurately.
	I can describe my local area and write down key information.	I can compare similar toys from different times.	I can begin to recognise different genres of music. I can begin to recognise instruments being played in a piece of music. I can express an opinion about pieces of music.	I can find out about how the Great Fire started and spread across London.	I can create a painting using tints I have mixed.	I can understand how a journey can be made around the world.
	I can understand different types of housing in my local area.	I can compare Victorian toys with modern toys.	I can compose a simple tune using three or four notes.	I can understand how we know about the Great Fire of London.	I can create a drip painting using shades I have mixed.	I can understand the location of hot and cold countries around the world.
	I can name types of jobs people do in our local area.	I can recognise how toys have changed over time.	I can create sound effects for a picture or story, thinking about how music can create a mood.	I can find out how London was rebuilt after the Great Fire.	I can create a painting using warm and cool colours.	I can locate the continent we live in and describe some of the key features.
	I can understand ways that we can change the local area.	I can use words relating to the passing of time.	I can write down their compositions using symbols, pictures or patterns.	I can show what I have learned about the Great Fire of London.	I can create a circles painting using colours I have mixed myself.	I can observe aerial photographs.
DT links		I can make a toy with moving parts.	I can make a simple untuned instrument.	I can make a model of the Fire of London.		