

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics ELS	Autumn 1		Spring 1		Summer 1	
	Week 1	Week 2	Week 1	Week 2	Week 1	Week 2
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	Week 4	Week 5	Week 4	Week 5	Week 4	Week 5
	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>		Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC -ed /t/
	to, go, into	pull	as, his			
	Autumn 2		Spring 2		Summer 2	
	Week 1	Week 2	Week 1	Week 2	Week 1	Week 2
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	he, she, buses	we, me, be	push		oh, their	people, Mr, Mrs
					Week 4	Week 5
					/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14
					would, could, asked	house, mouse, water

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	<table><tr><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa></td><td>–es (where there is no change to the root word) Assess and review week R:2</td><td>Review week R:3</td></tr><tr><td>was, her</td><td></td><td>my, you</td></tr></table>	Week 4	Week 5	Week 6	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3	was, her		my, you													
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Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	Week 4	Week 5	Week 6	Week 4	Week 5	Week 6	
	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)	
	where, two			because			
Spring 2							
	Week 1	Week 2	Week 3				
	/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)				

		Week 4	Week 5	Week 6		
		/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian		
English Essential Writing	<u>Inform: All About Me (6 Steps)</u> Children will learn that books can inform and tell people factual, real-life, information. These information books can include pictures and writing which also helps the reader to learn.	<u>Inform: My Special People Books (6 Steps)</u> Children will learn that writing can tell (inform) audiences/readers about a topic. They will revisit core learning about writing in English: writing goes from left to right, individual letters follow a standard formation, letters can be combined to make words and these words can be constructed using known letter-sound correspondences.	<u>Inform: Things I Like (Unique Me) Books (6 Steps)</u> Children will learn that rhymes can entertain and be fun/enjoyable. Some can also help predict, aiding the reader in engaging with the content, feeling successful and developing fluency.	<u>Inform: My Celebration Books (6 Steps)</u> Children will build upon their understanding that writing can inform. They will learn about more features of fact books, explore using these (such as labels and headings) and continue to experience sentences that start in different ways.	<u>Inform: My Amazing Body Parts (6 Steps)</u> Children will build upon their understanding that their writing can inform their reader. They will learn about more features of information books and explore these, enjoying and learning from non-fiction books (including those of the adults and their peers) through talking, drawing, writing and sharing.	<u>Inform: Our Natural World Books (6 Steps)</u> Children will learn that writing can inform their reader. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways.
	<u>Entertain: Favourite Story Books (6 Steps)</u> Children will learn that stories can entertain and involve a character, where something happens to them. Pictures with words can make the story memorable and		<u>Entertain: Animal Stories (6 Steps)</u> Children will learn that writing can entertain. They will explore the idea that a chosen character can have a number of adventures	<u>Entertain: Journey Stories (6 Steps)</u> Children will learn that writing can entertain. They will explore the idea that a chosen	<u>Entertain: Traditional Tales Books (6 Steps)</u> Children will learn that writing can entertain.	<u>Entertain: My Very Own Storybook (6 Steps)</u> Children will learn that writing can entertain. They will explore the idea that anyone can

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

interactive, so can aid the reader in engaging with the content.	<u>Entertain: Story Books (Pattern) (6 Steps)</u> Children will learn that rhymes can entertain and be fun/enjoyable. Some can also help predict, aiding the reader in engaging with the content, feeling successful and developing fluency.	across the course of a story and speculate about reasons behind a character's actions.	character can have a number of adventures across the course of a story and speculate about reasons behind a character's actions.	They will explore the idea that a chosen character can have a number of adventures across the course of a story and speculate about reasons behind a character's actions.	tell a story, orally and in writing, and that writers can make choices about what happens in their stories.
<u>Labels, Lists and Captions: Someone Just Like You (10 Steps)</u> Children will explore how labels, lists and captions can be used to organise and communicate information, using <i>Someone Just Like You</i> as a stimulus. Children will create their own simple labels, lists and captions, developing their vocabulary, sentence structure and understanding of how writing is used for different purposes. <u>Narratives: Puffin Peter (10 Steps)</u> Children will explore how narratives are structured, using <i>Puffin</i>	<u>Recipes: Gruffalo Crumble (10 Steps)</u> Children will explore the features and purpose of recipes, using <i>Gruffalo Crumble</i> to identify instructions, ingredients and clear sequencing. Children will write their own simple recipes, using imperative verbs, time-order words and appropriate vocabulary to give clear instructions. <u>Narrative: Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks (20 Steps)</u> Children will explore traditional tales and alternative versions of	<u>Narrative: Stanley's Stick (10 Steps)</u> Children will explore how stories can be developed through characters, settings and imaginative events, using <i>Stanley's Stick</i> as a stimulus. Children will plan and write their own narrative, using descriptive vocabulary, sequencing words and well-structured sentences to entertain the reader. <u>Rules and Recounts: Ravi's Roar; Ruby's Worry (10 Steps)</u> Children will explore how rules and recounts are structured, using <i>Ravi's Roar</i> and <i>Ruby's Worry</i> to discuss experiences, emotions	<u>Narrative: Martha Maps It Out (15 Steps)</u> Children will explore how stories can be developed through characters, settings and journeys, using <i>Martha Maps It Out</i> as a stimulus. Children will plan and write their own narratives, sequencing events clearly and using descriptive vocabulary and well-structured sentences to engage the reader. <u>Poetry (Performance Poetry): Julia Donaldson's Poems To Perform (10 Steps)</u> Children will explore performance poetry, developing an understanding of how rhythm, rhyme,	<u>Letters: Letters To A Monster (10 Steps)</u> Children will explore the purpose and features of letters, considering how writers communicate directly with a particular reader. Children will write their own letters, using appropriate greetings, questions, sentences and vocabulary to communicate their ideas clearly and engage their reader. <u>Poetry (Free Verse): The First Books Of Poems- Out And About (9 Steps)</u> Children will explore free verse poetry, using <i>Out and About</i> to develop ideas through observation and descriptive language.	<u>Explanation: The Big Book Of Bugs; Tad (10 Steps)</u> Children will explore how explanation texts are used to give information, using <i>The Big Book of Bugs</i> and <i>Tad</i> to develop their understanding of facts and processes. Children will write simple explanations, organising information clearly and using appropriate vocabulary, sequencing words and factual sentences. <u>Narrative: We're Going To Find A Monster (10 Steps)</u> Children will explore how narratives are developed through characters, settings, journeys and events,

	<i>Peter</i> to develop ideas about characters, settings and events. Children will plan and write their own simple narratives, developing their use of sentences, descriptive vocabulary and sequencing of events. Poetry (List Poems): Purple Is... (5 Steps) Children will explore list poems, using <i>Purple Is...</i> to develop descriptive vocabulary and ideas inspired by their senses and experiences. Children will create their own list poems, experimenting with words, phrases and patterns to describe colours, objects and experiences.	familiar stories, identifying characters, settings, events and how stories can be changed or retold. Children will plan and write their own narratives, developing sequencing, descriptive vocabulary, dialogue and sentence structure to entertain the reader.	and appropriate behaviour. Children will write simple rules and recounts, using clear sentences, sequencing language and appropriate vocabulary to communicate their ideas and experiences. Poetry: Take Off Your Brave; Big Red Dragon (5 Steps) Children will explore poetry through <i>Take Off Your Brave</i> and <i>Big Red Dragon</i>, developing descriptive language and exploring how poets use words to create images and feelings. Children will create their own poems, experimenting with vocabulary, rhyme, rhythm and repeated patterns to express ideas and entertain the reader.	repetition and word choice can bring a poem to life. Children will rehearse and perform poems using their voices, expression and actions, developing confidence in presenting poetry to an audience.	Children will create their own free verse poems, choosing vocabulary and arranging words and phrases to describe the world around them. Narrative: Little Red And The Very Hungry Lion (15 Steps)- Carry on in Summer 2 Children will explore how familiar traditional tales can be adapted, identifying characters, settings and key events in <i>Little Red and the Very Hungry Lion</i>. Children will plan and write their own narratives, sequencing events clearly and using descriptive vocabulary and simple sentence structures to engage the reader.	using <i>We're Going to Find a Monster</i> as a stimulus. Children will plan and write their own narratives, sequencing events clearly and using descriptive vocabulary and sentence structures to engage the reader.
Maths <i>White</i> <i>Rose</i>	2 Weeks of 'Getting To Know You' Match, Sort And Compare (7 Steps) Children will develop their understanding of matching and sorting objects.		Alive in 5 (8 Steps) Children will explore numbers to 5 and develop their understanding of the composition of numbers within 5. Children will explore how quantities can change when one is added or taken away, using practical resources and mathematical language.		To 20 And Beyond (6 Steps) Children will explore numbers beyond 10, developing their understanding of counting, recognising and representing numbers to 20. Children will explore the counting sequence to 20 and beyond, noticing patterns in numbers and	

Children will explore how objects can be compared and grouped according to their similarities and differences. <u>Talk About Measure And Patterns (6 Steps)</u> Children will explore and compare length, height, weight and capacity using everyday language. Children will recognise, continue and create simple repeating patterns using objects, sounds and movements. <u>It's Me 1, 2, 3 (6 Steps)</u> Children will explore the numbers 1, 2 and 3, learning to recognise, represent and count these numbers. Children will explore the composition of 1, 2 and 3 and begin to understand how numbers can be made in different ways. <u>Circles and Triangles (4 Steps)</u> Children will explore and recognise circles and triangles, learning to describe and compare their properties. Children will explore shapes in their environment and begin to identify circles and triangles in different orientations and sizes. <u>1, 2, 3, 4, 5 (7 Steps)</u> Children will explore the numbers 1 to 5, developing their ability to count, recognise and represent each number. Children will explore the composition of numbers to 5 and begin to compare quantities using mathematical language. <u>Shapes With 4 Sides (4 Steps)</u> Children will explore the numbers 1 to 5, developing their ability to count, recognise and represent each number.	<u>Mass And Capacity (4 Steps)</u> Children will explore and compare the mass of objects using language such as heavy and light. Children will explore and compare capacity, using language such as full, empty, more and less. <u>Growing 6, 7, 8 (10 Steps)</u> Children will explore the numbers 6, 7 and 8, developing their ability to count, recognise and represent these numbers. Children will explore the composition of numbers 6, 7 and 8 and begin to understand how they can be made in different ways. <u>Length, Height And Time (6 Steps)</u> Children will explore and compare length and height, using language such as longer, shorter, taller and shorter. Children will begin to develop an understanding of time, exploring routines, sequencing events and using language such as before, after, morning and afternoon. <u>Building 9 And 10 (13 Steps)</u> Children will explore the numbers 9 and 10, developing their ability to count, recognise and represent these numbers. Children will explore the composition of 9 and 10 and begin to understand the different ways these numbers can be made. <u>Explore 3D Shapes (7 Steps)</u> Children will explore and recognise common 3D shapes, including cubes, cuboids, spheres, cones and cylinders. Children will describe and compare 3D shapes using everyday mathematical language and	developing their understanding of the composition of numbers. <u>How Many Now? (4 Steps)</u> Children will explore how quantities change when objects are added or taken away. Children will develop their understanding of addition and subtraction through practical activities, using mathematical language to describe how many there are now. <u>Manipulate, Compose and Decompose (8 Steps)</u> Children will explore how shapes can be moved, combined and separated to make new shapes. Children will investigate how shapes and objects can be composed and decomposed, developing their understanding of how whole shapes can be made from smaller parts. <u>Sharing And Grouping (6 Steps)</u> Children will explore sharing objects equally between groups and begin to recognise when groups have the same number. Children will explore grouping objects into equal groups and develop their understanding of sharing and grouping through practical activities. <u>Visualise, Map and Build (11 Steps)</u> Children will explore and describe the position and location of objects using mathematical language. Children will develop their understanding of spatial relationships by visualising, building and following simple maps and routes. <u>Make Connections (2 Steps)</u> Children will make connections between different areas of mathematics, applying their
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Children will explore the composition of numbers to 5 and begin to compare quantities using mathematical language.	explore how they can be used and positioned in their environment.	understanding of number, shape, measures and spatial reasoning. Children will use what they know to solve problems, explain their thinking and recognise mathematical patterns and relationships. <u>Consolidation</u>
<u>Place Value within 20 (13 Steps)</u> Children will develop their understanding of numbers to 20, counting forwards and backwards and recognising the value of each number. Children will explore the composition of numbers to 20, using practical resources and representations to identify tens and ones and compare numbers. <u>Addition and Subtraction within 20 (14 Steps)</u> Children will develop their understanding of addition and subtraction within 20 using practical resources, pictures and mathematical representations. Children will explore different strategies to solve calculations and problems, including counting on, counting back and using number bonds. <u>Place Value within 100 (12 Steps)</u> Children will extend their understanding of the number system by counting, reading and writing numbers to 100. Children will explore the composition of two-digit numbers, recognising tens and ones and comparing and ordering numbers using practical resources and representations. <u>Shape (10 Steps)</u> Children will recognise and name common 2D and 3D shapes and explore their properties.	<u>Addition and Subtraction within 100 (17 Steps)</u> Children will develop strategies for adding and subtracting numbers within 100, using practical resources and pictorial representations to support their understanding. Children will solve calculations and problems involving two-digit numbers, exploring methods such as counting on, counting back and using known facts. <u>Multiplication and Division (19 Steps)</u> Children will explore multiplication and division through practical grouping and sharing activities, developing an understanding of equal groups. Children will use counting in 2s, 5s and 10s to solve simple multiplication and division problems and recognise links between grouping, sharing and repeated addition. <u>Length and Height (6 Steps)</u> Children will compare, describe and measure length and height using appropriate mathematical language. Children will use standard and non-standard units to measure and record lengths and heights, exploring which objects are longer, shorter, taller or smaller.	<u>Money (9 Steps)</u> Children will recognise and name different coins and notes and begin to understand their values. Children will use coins to make amounts, compare values and solve simple problems involving money. <u>Fractions (15 Steps)</u> Children will explore fractions as equal parts of a whole, recognising and finding halves and quarters of shapes, objects and quantities. Children will use practical and pictorial representations to identify and describe halves and quarters in everyday contexts. <u>Time (11 Steps)</u> Children will explore and sequence events using language related to time, including before, after, earlier, later, today and tomorrow. Children will learn to recognise and use clocks to tell and record the time to the hour and half hour, linking times to familiar daily routines. <u>Mass, Capacity, and Temperature (9 Steps)</u> Children will compare and describe mass, capacity and temperature using appropriate mathematical vocabulary. Children will use practical activities to measure and compare objects and containers, exploring ideas such as heavier, lighter, full, empty, hotter and colder.

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	Children will use mathematical language to describe and sort shapes, identifying similarities, differences and patterns.	<u>Statistics (5 Steps)</u> Children will collect and organise information using simple tables, pictograms and block diagrams. Children will interpret and discuss data, answering questions and making comparisons based on the information presented. <u>Consolidation</u>	<u>Position and Direction (4 Steps)</u> Children will explore position and direction using mathematical language such as left, right, above, below, forwards and backwards. Children will describe and follow simple routes and instructions, using practical activities and diagrams to develop their understanding of position and movement. <u>Consolidation</u>			
Science Kapow	<u>Changing Seasons</u> Children will observe and describe changes in the natural environment across the four seasons. Children will explore how the weather, plants, animals and daylight change throughout the year.					
	<u>Our Beautiful Planet (Lesson 1 and 5)</u> Children will explore the natural world and develop an understanding of the world around them. Children will explore different environments and consider ways they can care for and protect our planet.	<u>I Am A Scientist (Lessons 1, 2, 3)</u> Children will explore the world around them by asking questions, making observations and talking about what they notice. Children will develop their scientific skills by exploring, investigating, comparing and describing the things they observe.	<u>Animal Adventure</u> Children will explore and identify a variety of animals, noticing similarities and differences between them. Children will learn about where animals live, what they need to survive and how they are suited to their different environments.	<u>Animal Adventure</u> Children will explore and identify a variety of animals, noticing similarities and differences between them. Children will learn about where animals live, what they need to survive and how they are suited to their different environments.	<u>Our Beautiful Planet (Lesson 2, 3, 4)</u> Children will explore the natural world and develop an understanding of the world around them. Children will explore different environments and consider ways they can care for and protect our planet.	<u>I Am A Scientist (Lesson 4, 5)</u> Children will explore the world around them by asking questions, making observations and talking about what they notice. Children will develop their scientific skills by exploring, investigating, comparing and describing the things they observe.
	<u>Plants: Introduction To Plants</u> Children will identify and name a variety of common wild and	<u>Forces and Space: Seasonal Changes</u> Children will observe and describe changes across the four	<u>Living Things: Habitats</u> Children will explore what it means for something to be living	<u>Animals, Including Humans: Life Cycles And Health</u> Children will explore how humans and other	<u>Plants: Plant Growth</u> Children will observe how plants grow and change over time, identifying what plants	<u>Making Connections: Ocean Protectors</u> Children will explore the importance of oceans and identify

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	garden plants, including deciduous and evergreen trees. Children will identify and describe the basic structure of common flowering plants and trees, including roots, stem/trunk, leaves and flowers.	seasons, including changes in weather and daylight. Children will explore how the seasons affect the world around them and make observations of seasonal changes over time.	and identify things that are living, dead and have never been alive. Children will explore a variety of habitats and identify the plants and animals that live there, considering how they are suited to their environment.	animals grow and change throughout their lives. Children will learn about the basic needs of animals, including humans, for survival and explore what helps us to stay healthy.	need to grow and stay healthy. Children will investigate how plants grow from seeds and bulbs and observe the changes that take place as they develop.	ways in which human activity can affect ocean habitats. Children will make connections between their learning about living things and habitats and consider how they can help protect marine environments.
History <i>Kapow</i>	<u>Peak Into The Past</u> Children will explore the past through photographs, objects, stories and memories, noticing similarities and differences between the past and present. Children will begin to develop an understanding of chronology by talking about events and experiences from their own lives and those of others.		<u>Toys</u>		<u>Adventures Through Time</u> Children will explore how people, homes, transport and everyday life have changed over time. Children will develop their understanding of the past by sequencing events, comparing past and present and exploring historical sources such as photographs and artefacts.	
	<u>How Am I Making History?</u> Children will explore how their own lives and experiences are part of history, thinking about changes they have experienced over time.		<u>How Have Toys Changed?</u> Children will explore how toys have changed over time and identify similarities and differences between toys from the past and present.		<u>How Did We Learn To Fly?</u> Children will explore the history of flight and how aeroplanes have changed over time. Children will learn about significant people and events in the	

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	Children will use photographs, objects and memories to explore the past and develop an understanding of chronology and change.		Children will use photographs, artefacts and other sources to investigate toys from different periods and develop an understanding of chronology.		history of flight, including the Wright brothers, and use historical sources to explore how and why flight developed.	
Geography <i>Kapow</i>		<u>Exploring Maps</u> Children will explore maps and develop an understanding that maps represent real places and environments. Children will use simple maps to talk about places, identify familiar features and begin to describe where things are using positional language.		<u>Outdoor Adventures</u> Children will explore their local outdoor environment and notice changes in the natural world throughout the seasons. Children will observe and describe seasonal changes, including changes to the weather, plants and trees, and develop their understanding of the world around them.		<u>Around The World</u> Children will explore different countries and places around the world, noticing similarities and differences between environments. Children will use maps, globes and photographs to explore different places and begin to understand that people live in different environments around the world.
		<u>What Is It Like Here?</u> Children will explore their local area and identify key human and physical features of the environment. Children will use simple maps and fieldwork to investigate and describe what their local area is like.		<u>What Is The Weather Like In The UK?</u> Children will explore the different types of weather experienced in the UK and how weather can vary across different places. Children will observe and record weather patterns, using simple geographical vocabulary to describe		<u>What Can You See At The Coast?</u> Children will explore coastal environments and identify physical features such as beaches, cliffs and the sea. Children will use geographical vocabulary to describe what they can see at the coast and compare

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

				conditions such as sunny, rainy, windy and cloudy.		coastal features with those in their local area.
Computing <i>Kapow</i>		<u>Computing Systems And Networks 1: Using A Computer</u> Children will explore how to use a computer and develop their confidence in using different parts of a computer, such as the mouse and keyboard. Children will practise using a computer to interact with objects on screen, developing their control and understanding of how technology can be used.	<u>Computing Systems And Networks 2: Exploring Hardware</u> Children will explore different types of technology and identify some of the hardware they use in everyday life. Children will investigate how different parts of a computer work together and talk about what different pieces of technology can be used for.	<u>Data Handling: Introduction To Data</u> Children will explore how information can be collected, represented and organised using objects and pictures. Children will sort and group objects according to their characteristics and begin to use simple data to answer questions.	<u>Programming 1: All About Instructions</u> Children will explore instructions and begin to understand that instructions need to be given in the correct order to achieve a goal. Children will create, follow and talk about simple sequences of instructions, developing their understanding of algorithms and problem-solving.	<u>Programming 2: Programming BeeBots</u> Children will explore how to give instructions to a Bee-Bot to make it move in different directions. Children will create and follow simple sequences of commands, predicting where the Bee-Bot will go and correcting their instructions when needed.
	<u>Online Safety: Year 1</u> Children will learn how to use technology safely and responsibly, recognising some of the risks they may encounter online. Children will learn how to keep personal information private and what to do if they see something online that makes them feel uncomfortable or worried.	<u>Computing Systems And Networks 1: What Is A Computer?</u> Children will explore what a computer is and identify different types of computers and digital devices in everyday life. Children will investigate the main parts of a computer, including the keyboard, mouse, screen and speakers, and learn how these are used.	<u>Computing Systems And Networks: Improving Mouse Skills</u> Children will develop their mouse skills by learning how to move, click, double-click and drag using a computer mouse. Children will practise using the mouse to select, move and interact with objects on screen, developing	<u>Skills Showcase: Rocket To The Moon</u> Children will apply their computing skills to create a digital project based on the theme of a rocket travelling to the Moon. Children will use a range of skills they have developed, making choices about how to create and present their work digitally.	<u>Programming 1: Commands Unplugged (Option 1)</u> Children will explore what a command is and use simple instructions to control actions and complete tasks. Children will develop their understanding of algorithms by creating, following and debugging sequences of instructions without using a computer.	<u>Programming 1: Algorithms And Debugging</u> Children will explore how algorithms are made from a sequence of instructions and use them to solve simple problems. Children will learn to identify and correct errors in algorithms, developing their understanding of debugging.

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

			their control and accuracy. <u>Computing Systems And Networks 2: Word Processing</u> Children will learn how to use a computer to create and edit digital text. Children will develop their word-processing skills by using a keyboard to type, select and change text, and explore simple formatting tools.			
Art Kapow	<u>Drawing: Marvellous marks</u> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.		<u>Craft and design: Let's get crafty</u> Developing cutting, threading, joining and folding skills through fun, creative craft projects.		<u>Sculpture and 3D: Creation station</u> Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. .	
	<u>Drawing: Exploring Line and Shape</u> Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists..		<u>Craft and Design: Woven Wonders</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.		<u>Craft and Design: Map It Out</u> Exploring and creating maps through various art forms, including drawing, working in relief, printmaking, and designing stained glass.	

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

DT <i>Kapow</i>		<u>Structures: Junk modelling</u> Investigating materials and construction techniques using junk modelling while developing scissor skills and joining methods.		<u>Mechanisms: Matching slider game</u> Exploring different types of mechanisms used in products, with a focus on how sliding mechanisms create movement.		<u>Cooking and nutrition: Soup</u> Exploring vegetables, where they come from and how they can be prepared for cooking by designing and making a class soup.
		<u>Structures: Stable Structures</u> Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures.		<u>Mechanisms: Wheels and Axles</u> Developing an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors.		<u>Cooking and Nutrition: Smoothies</u> Selecting fruit and vegetables and preparing food by cutting and juicing to create a smoothie to meet a design brief.
PHSE <i>Scarf</i>	<u>Me and My Relationships</u> Children will explore their relationships with family and friends, developing an understanding of kindness, sharing and taking turns. Children will talk about their feelings and learn ways to express themselves, listen to others and build positive relationships.	<u>Valuing Differences</u> Children will explore how people are similar and different, including differences in families, cultures and the things that make each person unique. Children will develop respect and kindness towards others, learning to celebrate differences and include everyone.	<u>Keeping Safe</u> Children will explore how to keep themselves safe in different situations, including at home, at school and when out and about. Children will learn to recognise when they might need help and identify trusted adults they can talk to if they feel worried or unsafe.	<u>Rights and Respect</u> Children will explore the importance of sharing, taking turns, following rules and treating others fairly. Children will begin to understand that they have rights and responsibilities and that their actions can affect other people.	<u>Being My Best</u> Children will explore ways to look after their bodies and minds, including healthy eating, exercise, sleep and personal hygiene. Children will develop independence and resilience by setting simple goals, trying new things and recognising their own achievements.	<u>Growing and Changing</u> Children will explore how they grow and change from babies to children and learn that everyone develops at their own pace. Children will talk about their bodies, feelings and experiences as they grow, developing confidence in recognising and expressing their emotions.
	<u>Me and My Relationships</u>	<u>Valuing Differences</u> Children will explore	<u>Keeping Safe</u> Children will explore	<u>Rights and Respect</u> Children will explore	<u>Being My Best</u>	<u>Growing and Changing</u>

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	Children will explore their relationships with family, friends and other people, recognising what makes a good friendship and how to show kindness and respect. Children will develop their understanding of feelings and learn ways to communicate their needs, manage emotions and resolve disagreements.	how people are similar and different, recognising and celebrating the things that make each person unique. Children will learn to respect and value others, understanding that differences should be treated with kindness and acceptance.	ways to keep themselves safe at home, at school and when out and about. Children will learn to recognise potential dangers, make safe choices and identify trusted adults who can help them if they feel worried or unsafe.	their rights and responsibilities and learn why it is important to treat themselves and others with respect. Children will develop an understanding of rules, fairness and sharing, and learn how their actions can affect other people and their community.	Children will explore what it means to be healthy and look after their physical and mental wellbeing. Children will develop an understanding of healthy habits, including eating well, being active, getting enough sleep and looking after their teeth.	Children will explore how people grow and change from being a baby to becoming an adult. Children will learn about the changes that happen as they grow and develop, and understand that everyone grows and changes at their own pace.
Music <i>Kapow</i>	<u>My Favourite Things: Keeping The Pulse</u> Children will explore and perform with a steady pulse, developing their ability to keep in time with music. Children will listen and respond to different pieces of music, using movement, body percussion and instruments to show the pulse.	<u>Snail And Mouse: Tempo</u> Children will explore the concept of tempo and identify music that is fast or slow. Children will perform and respond to changes in tempo, using their voices, movement and instruments to represent different speeds.	<u>Superheroes: Pitch</u> Children will explore pitch by identifying and responding to high and low sounds. Children will use their voices and instruments to create and perform simple patterns, exploring how pitch can change.	<u>Music Storytelling: Instruments</u> Children will explore how different instruments can be used to create sounds and represent characters, actions and events in a story. Children will choose and play instruments to create simple musical ideas, developing their listening, performing and ensemble skills.	<u>On This Island: Singing</u> Children will develop their singing skills by learning and performing songs inspired by the island theme. Children will explore pitch, rhythm and dynamics while singing together and responding to different musical ideas.	<u>Musical Me: Pitch</u> Children will explore pitch by singing and playing sounds that move higher and lower. Children will use their voices and instruments to create and perform simple musical patterns, developing their ability to recognise and respond to changes in pitch.
Worldviews <i>Kapow</i>	<u>Time to Celebrate</u> Children will explore how people celebrate special occasions and learn that celebrations can be important to individuals, families and different faith communities. Children will explore a range of celebrations, noticing similarities and differences in how people celebrate and expressing their own thoughts, experiences and questions.					

	<u>What makes us special?</u> Children will explore what makes themselves and others special, recognising that everyone has their own qualities, experiences, interests and beliefs. Children will talk about the people, places and things that are important to them and begin to appreciate that everyone can be different while still sharing similarities.	<u>What are special times?</u> Children will explore times that are special to themselves, their families and different communities, including religious celebrations and festivals. Children will talk about how and why people celebrate special times, recognising that celebrations can be different for different people and families.	<u>Why are some places special?</u> Children will explore places that are special to themselves, their families and different communities, including places connected to religion and worship. Children will talk about what makes a place special and explore how people behave and what they might see or do in these places.	<u>What makes the world special?</u> Children will explore the natural world and consider what makes it special and important to themselves and others. Children will notice and talk about the beauty and diversity of the world, developing a sense of wonder, curiosity and care for the environment.	<u>Why are some things special?</u> Children will explore objects and things that are special to themselves, their families and different communities, including religious objects and symbols. Children will talk about why some things are important to people and begin to recognise that people may value different things for different reasons.	<u>Why are some stories special?</u> Children will explore stories that are special to themselves, their families and different communities, including stories from religious traditions. Children will listen to and talk about special stories, considering what they teach, why they are important and how they can be shared with others.
	<u>Respectful Religion and Worldviews:</u> What do I believe? Children will explore their own beliefs, values and ideas, recognising that people may have different beliefs and worldviews. Children will share and discuss their thoughts respectfully, developing an understanding that everyone's beliefs and experiences are important and may be different.	<u>How did the world begin?</u> Children will explore different beliefs and worldviews about how the world began, including Christian creation beliefs and scientific ideas about the origins of the universe. Children will compare and discuss these different ideas, developing curiosity and respect for the ways people understand the world around them.	<u>Why should we care for the world?</u> Children will explore different religious and non-religious ideas about why the world should be cared for, including Christian beliefs about caring for creation. Children will consider ways they can care for the natural world and other people, developing a sense of responsibility, respect and gratitude.	<u>Why do we need to give thanks?</u> Children will explore why people give thanks and consider the things they are grateful for in their own lives and communities. Children will learn about ways people express gratitude, including practices within religious traditions, and recognise that people may give thanks for different reasons.	<u>How do we know some people feel a special connection to a god?</u> Children will explore how some people describe feeling a special connection with God through prayer, worship, religious experiences and spending time in special places. Children will consider how people express and share their beliefs, recognising that experiences and beliefs about God can	<u>What is a prophet?</u> Children will explore the idea of a prophet and learn that, in some religious traditions, prophets are people believed to receive messages from God and share them with others. Children will explore stories about prophets and consider how their messages can guide people's beliefs, choices and ways of living.

Hedgehogs (Reception & Year 1) Curriculum Overview

Both **Reception** **Year 1**

	<u>What do some people believe God looks like?</u> Children will explore different ideas about what God might look like, considering how Christians and people from other religious and non-religious worldviews represent or describe God. Children will explore religious art, stories and symbols, recognising that people have different ideas about God and may express their beliefs in different ways.				be different for different people.	
PE <i>Get Set 4 PE</i>	Fitness (6 lessons)	Fundamentals (6 lessons)	Gymnastics (6 lessons)	Dance (6 lessons)	Athletics (6 lessons) *Incorporate Sports Day activities / preparation	Invasion Games (6 lessons)
	Team Building (6 lessons) Enrichment: Yoga	Ball Skills (6 lessons)	Gymnastics (6 lessons) Enrichment: Parkour	Sending and Receiving (6 lessons)	Net and Wall (6 lessons) Enrichment: Target games	Striking and fielding (6 lessons) Enrichment: Sports Day competitive racing and events