

Badgers Curriculum Overview Summary 2023-24

(The following summary overview identifies key areas of learning, and does not represent all objectives and is subject to review over the year- Highlight **yellow** = Year1 and highlight **blue** = Year 2)

Autumn 1 - We Are Colourful!				
<p>Maths</p> <p>Number & Place Value; numbers to 10. Calculations addition & subtraction. Number and place value Calculations: Addition and Subtraction Calculations: Multiplication of 2, 5, 10</p> <p><i>Please note: each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English</p> <p>Core Text: The Day The Crayons Quit - Oliver Jeffers <u>Supporting Class Texts Fiction:</u> Paddington Stories - Michael Bond A Walk In London The Great Fire of London - Emma Adams & James Weston Lewis Usborne Book Inside London Buckingham Palace by AA Milne Couplets</p> <p>Traditional rhyme: London's burning</p> <p>Genre: recount and narrative <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science</p> <p>Group materials e.g.all hard ones compared to all soft ones. Compare and contrast and describe why they have grouped objects Name objects and then say what they are made of, covering wood, plastic, glass, metal, water and rock, brick, paper, fabric.</p> <p>Say whether a material is hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p>Choose the best material for a specific purpose</p>	<p>P.E</p> <p>Fundamentals - describes how body feels during exercise use feedback provided to improve the quality of their own work provides feedback using keywords identifies good technique</p> <p>Ball Skills -</p>	<p>RE</p> <p>Christianity - Creation Who made the world?</p> <p>Value: Generosity Harvest Festival</p> <hr/> <p>Music Currently under review</p>
<p>Computing <u>Information Technology</u></p> <p>Can name and save their work</p> <p>Choose a range of media in their digital content including photos, clipart, texts and sound</p> <p>Different types of ways to use paint (microsoft or google) Link to artists</p>	<p>Geography</p> <p>use simple North, South, East and West to describe location or routes on a map (large scale OS)</p> <p>Identify landmarks on aerial photographs eg Wimborne Minster Follow a simple route from a map Look down on objects to make a plan view</p> <p>Draw a map of a real place</p> <p>Use agreed symbols to make a key</p>	<p>PSHE <u>Get Heartsmart</u> Understand that others' families may look different to their family Understand we should respect differences between families Understand the importance of respect for differences between people Respect the needs of ourselves and others Help to make class rules Share opinions on things that matter to them Explain their views Describe their feelings to others</p>	<p>Art and Design - painting change shade by adding black to darken change tint by adding white to lighten choose brush size appropriate to task change hue of secondary colours by using different proportions of primary colours <u>Knowledge</u> know the colour wheel is split in half to show warm and cool colours name the warm and cool colours <u>Developing and generating ideas</u> describe what an artist has created</p>	

Autumn 2 - London-Our Capital City!

<p>Maths Year 1 Geometry & position Number & Place value; numbers to 20 Calculations addition & subtraction within 20 Year 2 Calculations: Multiplication and Division of 2, 5, 10 Measurement length Measurement mass Measurement temperature</p> <p><i>Please note: each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English Core Text: (Little People, BIG DREAMS) Supporting Class Texts: Vlad and the Great Fire of London Genre: Paddington Stories - Michael Bond</p> <p>A Walk In London The Great Fire of London - Emma Adams & James Weston Lewis</p> <p>Usborne Book Inside London</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science Find out how easily materials can be squashed, bent, twisted and stretched e.g. wood, metal, plastic, glass, brick, rock, paper cardboard.</p> <p>For at least two materials, link a property to how suitable these materials are for particular uses, e.g. bricks used for houses cannot be squashable, material used for windows must be transparent.</p> <p><i>Know they use a force to bend and squash materials</i></p>	<p>P.E Dance Show a character and idea through the actions and dynamics chosen copy, remember and repeat a series of actions that flow work with a partner using mirroring and unison Uses counts to stay in time with music. Invasion Catch a ball with and without a bounce accurately throw a ball to a partner Track a ball that is coming towards them and stop it using hands and feet trap and cushion a ball that is coming towards them accurately send a ball to a partner Dribble a ball with hands and feet towards a goal Stay close to another player to try to stop them from getting the ball</p>	<p>RE Incarnation</p> <p>Christmas Celebrations</p> <p>Value Focus: Joy</p> <hr/> <p>Music Currently Under Review</p>
<p>Computing Information Technology Can name, save and retrieve their work Add text and change the colour, font and size Add photos</p> <p>Retrieve relevant, purposeful digital content using a search engine Use of terms such as for kids after search term and introduction of google safe search</p>	<p>History Great Fire of London -it started in a bakery -it spread because houses were very dry, close packed and burned easily, and there was a strong wind. Houses old, made of wattle and daub. Stopped due to firebreaks and wind stopping We now build with fireproof materials - Grenfell Tower Samuel Pepys wrote an account of it</p>	<p>PSHE Don't Forget to Let Love In Explain their views Describe their feelings to others Recognise how other people are feeling Take responsibility for their actions Understand that their actions have consequences</p>	<p>Design and Technology Levers and sliders both help us move things A lever is a handle or bar or strip that turns around a pivot. A slider moves along a bar or strip make sliding mechanisms Use split pins and glue to join paper and card Make simple lever and linkages to create movement Evaluate products</p>	<p>Geography Identify human geography facts about London and compare them to Verwood/Wimborne Identify physical geography facts about London and compare them to Verwood/Wimborne Know London has a big river Know that London is a port Explain simple patterns to do with human activities</p>

Spring 1 - Planet Protectors

<p>Maths Year 1 Calculations addition & subtraction within 20 Geometry, properties of shapes and patterns Measurement length & height Revision & mid year A tests</p> <p>Year 2 Statistics pictographs Calculations: word problems Measurement money</p> <p><i>Please note: each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English Core: David Attenborough (Little People, BIG DREAMS) <u>Supporting Class Texts:</u> What a Waste One Plastic Bag A Planet Full of Plastic Greta Thunberg (Little People, BIG DREAMS) The Big Book of Bugs - Yuval Zommer</p> <p><u>Poetry:</u> Insect Haikus - Jeff Geiger Bug Chant - Tony Mitton</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science</p> <p>Identify at least 2 garden plants and two wild plants</p> <p>Identify <i>leaves, flowers, petals, fruit, roots, bulbs, seeds, trunk, branches, stem</i> <i>evergreen and deciduous</i></p> <p>Observe the growth of something they have planted</p> <p><i>*draw diagrams of different parts of a plant</i></p> <p>Begin to make observations about what they <i>see, hear, smell and feel</i></p>	<p>P.E <u>Gymnastics</u></p> <p>Plans and repeats simple sequences of actions Uses directions and levels to make work look interesting. Holds a simple balance Can control speed of movement Match a partners actions</p> <p><u>Net and Wall ½</u></p> <p>Hit a ball over the net and into court area throw accurately to a partner Defend space on my court using the ready position</p>	<p>RE Hindu Dharma - Holi/Devotion Holi is an important festival where many Hindus show their love for God. To talk about celebrations within their own lives. To understand the meaning of devotion. To reflect on who they are devoted to. To retell the story of Radha and Krishna. To describe how Holi is celebrated. To know Hindus worship at a shrine. To know how a Hindu celebrates <u>devotion</u> to a deity at the festival of Holi?</p> <p>Music Identifying changes in tempo and exploring rhythmic patterns. We will be composing a simple tune using 3 or 4 notes.</p>
<p>Computing Information Technology Add text and change the colour, font and size Add photos Can name, save and retrieve their work Accesses online resources</p> <p>Choose a range of media in their digital content including <u>photos</u>, clipart, <u>texts</u> and sound Retrieve relevant, purposeful digital content using a search engine <u>PPT - Produce powerpoint about food chains</u></p>	<p>Geography Find the world's seven continents on a globe Know there are 7 continents: Africa, Antarctica, Asia, Oceania, Europe, North America, and South America Find the world's five oceans on a globe Know there are 5 oceans: Atlantic, Pacific, Indian, Arctic, Southern To find Jamaica on a globe Know Poole is on the coast</p>	<p>PSHE <u>Too Much Selfie Isn't Healthy</u> Identify the people who work in their community Know about people who help them keep safe eg police, school staff Know how to dial 999 and what to say in an emergency (including own address) Explain their views Describe their feelings to others Recognise how other people are feeling Take responsibility for their actions Understand that their actions have consequences</p>	<p>Art and Design name one similarity / difference between the work of two artists Drawing create patterns by repeating lines and shapes Printing Make a simple printing block and use it to create a repeating pattern. William Morris <u>Jamaica inspired print patterns</u> <u>Look at Hokusai as a printing artist</u></p>	<p>Design and Technology - making Jamaican Hard Dough</p> <p>Food comes from the UK and wider world. Five fruit or vegetables a day is healthy. State what they are making State who it is for State how the product will be suitable for the intended user, including looking good Use measuring spoons, Rub butter into flour, Knead dough and use an oven in order</p>

Spring 2 - Heroes - past and present

<p>Maths Year 1 Number & place value; numbers to 40 Calculations addition & subtraction Calculations multiplication</p> <p>Year 2 Geometry properties of 2D shapes Geometry properties of 3D shapes Fractions Review and Revisit</p> <p><i>Please note: each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English Core: Last Stop on Market Street - Matt de la Pena <u>Supporting Class Texts:</u> The Extraordinary life of Mary Seacole - Naida Redgrave Marcus Rashford 100 Reasons to Hope Don't Say No to Flo Tough Guys have feelings too Little People - Women in Science</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science</p> <p>Understand that to stay healthy, keep things clean, including washing hands.</p> <p>Understand that to stay healthy, humans need to exercise</p> <p>Know humans need to eat good foods like vegetables, fruits, things like rice and bread and potatoes, and protein, and not too much fat and sugar.</p> <p>Know they need food, water and air</p>	<p>P.E Fitness Describes how body feels during exercise</p> <p>Striking and Fielding Throw accurately to a partner Throw underarm and overarm Roll a ball to hit a target Track a ball and collect it Use simple tactics to make it difficult for an opponent</p>	<p>RE RE is currently under review</p> <hr/> <p>Music Currently Under Review</p>
<p>Computing Information Technology Understand that algorithms are a set of instructions to achieve an objective Know that an algorithm written for a computer is a program. Plan, create and debug a simple algorithm Know that a computers needs precise instructions and consequences if not Create a simple program that achieves a specific purpose Identify and correct some errors</p>	<p>History <u>Mary Seacole - 1805-1881</u> She was British, mother from Jamaica, father from Scotland -she went out on her own to the Crimean war to help wounded soldiers. <u>Florence Nightingale - 1820-1910</u> known as the 'Lady with the Lamp' - was the founder of modern nursing. -helped care for soldiers during the Crimean War. After the war, she set up the Nightingale School of Nursing, which aimed to formalise the education of nurses. Know that her work on hygiene laid the basis for the hygiene in schools now to combat covid.</p>	<p>PSHE <u>Don't Hold On To What's Wrong</u> Know that bullying is being nasty to someone several times on purpose Know that hurtful teasing and bullying is wrong Know that bodies and feelings can be hurt Know what to do if teasing and and bullying is happening to themselves and others Understand how different types of behaviour may make others feel Describe their feelings to others</p>	<p>Design and Technology Design, make and evaluate a bookmark mark out and cut materials including textiles Use scissors to cut and shape fabric thread a large needle use running stitch and back stitch finish off</p> <p>Use glue to join fabric</p>	<p>Design and Technology Say how the product will be suitable for the intended user, including looking good Use simple design criteria to help develop their ideas Use knowledge of existing products to help come up with ideas Use given templates and mockups Plan by suggesting what to do next Explain their drawn designs Use weaving to join paper and card Say what was good and what was weaker in their product</p>

Summer 1 - Once upon a time...

<p>Maths Year 1 Calculations multiplication Calculations division Fractions Number & place value to 100 Measurement time Year 2 Measurement time Measurement volume know the number of minutes in an hour and the number of hours in a day. <i>Clockwise and anticlockwise</i> Review and Revisit <i>Please note: each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English Core Text: Jim and the Beanstalk- Raymond Briggs <u>Supporting Class Texts:</u> Fairy Tales Jack and the Beanstalk Three Little Wolves and the Big Bad Pig Who's Afraid of the Big Bad Book? Bloom - Anne Booth A seed is sleepy - Diana Aston and Sylvia Long Anansi stories Poetry: The three little pigs by Marian Swinger <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science Know plants grow from seeds and bulbs (observe this) They need water, light and the right temperature. <i>Germination is when a seed starts to grow</i></p>	<p>P.E (over the whole term) Athletics balance effectively when running at different speeds and in different directions Jump and land with control Use an overarm throw to help me to throw for distance <u>Team Building</u> shares ideas and listen to others to help to solve tasks create and a simple diagram/map</p>	<p>RE RE is currently under review</p> <hr/> <p>Music Currently Under Review</p>
<p>Computing Information Technology Understand that algorithms are a set of instructions to achieve an objective Know that an algorithm written for a computer is a program. Plan, create and debug a simple algorithm Know that a computers needs precise instructions and consequences if not Create a simple program that achieves a specific purpose Identify and correct some errors</p>	<p>History Person within living memory <u>Tim Berners-Lee</u> <u>(link to computer science)</u> Know: b 1955 London British computer scientist inventor of the World Wide Web. He is a Professorial Fellow of Computer Science at the University of Oxford and a professor at the Massachusetts Institute of Technology.</p>	<p>PSHE <u>Fake Is A Mistake</u> Explain their views Describe their feelings to others Recognise how other people are feeling Use simple strategies to manage feelings e.g time out Make healthy choices about food. Know exercise makes it less likely we get some diseases Know exercise should be part of daily and weekly routine Take responsibility for their actions Understand that their actions have consequences</p>	<p>Art and Design <u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing) <u>Sculpture</u> score and slip to join clay create surface patterns and textures to a clay tile <u>Knowledge</u> know that slip is made up of clay and water. know that clay is fired in a kiln at high temperatures <u>Artist Knowledge</u> Marianne North</p>	

Summer 2 - Beside the Seaside

<p>Maths Year 1 Measurement money Measurement volume & capacity Measurement mass Geometry position & direction - space Year 2 Revision and consolidation of concepts from the academic year. • Number and Place Value</p> <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and Division • Fractions • Measures • Geometry • Statistics <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key learning is practised throughout the year to help embed to the long term memory.</i></p>	<p>English Core Text: Secret of Black Rock - Joe Todd Stanton <u>Supporting Class Texts:</u> Mermaids - mythical creatures - Ceri Meister Who's hiding at the seaside? (National Trust) Big Book of the Blue Oliver and the Seawigs- Phillip Reeves <u>Poetry:</u> _Inside a Shell - John Foster Couplets/free verse Caterpillar - Christina Rosetti do with life cycles learning Couplets Traditional rhyme: A sailor went to sea sea sea At the Beach - Ronald Harvey <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science <u>Observing</u> Make observations using all their senses and ask questions about the world around us and recognise that they can find answers in different ways <u>Predicting</u> Make predictions based on their questions <u>Experimenting</u> Use simple equipment such as <i>timers, rulers and magnifying glasses</i> Understand that a test should be fair Set up a comparative test <u>Analysing, concluding and classifying</u> Compare objects Use observations and their knowledge to suggest answers to questions</p>	<p>P.E Athletics balance effectively when running at different speeds and in different directions Jump and land with control Use an overarm throw to help me to throw for distance <u>Team Building</u> shares ideas and listen to others to help to solve tasks create and a simple diagram/map</p>	<p>RE RE is currently under review</p> <hr/> <p>Music Currently Under Review</p>
<p>Computing Information Technology Can name, save and retrieve their work Accesses online resources Add text and change the colour, font and size Add photos, video and sound</p>	<p>History Victorian Seaside Use pictures, photographs, artefacts, visitors/visits to think about the past ask a range of questions (What? Where? Who? and start to ask why?) and find simple answers. Ask and answer simple questions about the past using artefacts and pictures Compare 2 sources of the same event/person and identify the differences. Say which source they think is the most useful in a given context.</p>	<p>PSHE <u>No Way Through Isn't True</u> explain their views Describe their feelings to other Recognise how other people are feeling Use simple strategies to manage feelings e.g time outs Set more complex day to day goals Understand that people should look after the natural environment Look after the school environment Know about growing and changing from young to old Identify feelings associated with change or loss</p>	<p>Art and Design - drawing Drawing Begin to use firmer pressure on pencil to add tone and texture Draw faces using the idea of 3 equal parts. Draw from memory explore ideas through experimentation Name one similarity / difference between the work of two artists</p>	<p>Design and Technology Wheels are fixed to axles. Axles cannot be fixed to their holders Say how the product will be suitable for the intended user, including looking good Say what they are making Say who it is for Use simple design criteria to help develop their ideas Use knowledge of existing products to help come up with ideas Use given templates and mockups</p>

