



Curriculum Sequence Hawker Class

2023 - 2024 / 2024 - 2025

8:45	9:15	9:30 -11:55	12:00	13:00	15:00 - 15:15
Phonics Spelling	Guided reading	Play based learning Including group sessions for English, Maths & topic	Lunch	P.E.	Assembly Class story
Phonics Spelling	Guided reading	Play based learning Including group sessions for English, Maths & topic		Play based learning Including group sessions for topic	Assembly Class story
Phonics Spelling	Guided reading	Play based learning Including group sessions for English, Maths & topic		Play based learning Including group sessions for topic	Assembly Class story
Phonics Spelling	Reading	Play based learning Including group sessions for English, Maths & topic		Play based learning Including group sessions for topic	Assembly Class story
Phonics Spelling	Reading	Play based learning Including group sessions for English, Maths & topic		Forest School	Special Assembly

NOTES:

Phonics & Spelling - Little Wandle

Guided Reading - Little Wandle

Topic - (all subjects except phonics/spelling/reading/English and maths): science, history, geography, PSHE, RE, music, art and design

A variety of teaching techniques used to support developmentally appropriate learning. For example, small group teaching sessions for various subjects, adult directed learning in the provision areas, adults supporting child-led learning in the provision areas, whole class teaching input on the carpet, puzzles, games and interactive games.

Autumn 2023	Spring 2024	Summer 2024
<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ Class story focus:</p> <ul style="list-style-type: none"> • Beegu • Where the Wild Things Are • The Storm Whale • The Owl and the Pussycat • Aesop'- The Boy Who Cried Wolf 	<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ Class story focus:</p> <ul style="list-style-type: none"> • The Tale of Peter Rabbit • Look Up! • Here We Are • Chocolate Cake 	<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ Class story focus:</p> <ul style="list-style-type: none"> • There's a Rangan in my bedroom • And Tango Makes Three • The Lion Inside • Aesop- The Hare & the Tortoise • The Proudest Blue
<p>Writing genres overview (based around CUSP framework)</p> <ul style="list-style-type: none"> • Word level work • Strong Start Sentence Composition • Writing for purpose • Settings & character descriptions • Stories with familiar settings 	<p>Writing genres overview (based around CUSP framework)</p> <ul style="list-style-type: none"> • Poetry • Recount • Writing letters • Stories with a familiar setting • Instructions 	<p>Writing genres overview (based around CUSP framework)</p> <ul style="list-style-type: none"> • Poetry • Descriptive writing • Instructions • Recap of all text types
<p>Maths overview (WRM and NCETM)</p> <ul style="list-style-type: none"> • Place Value • Addition and subtraction • Shape 	<p>Maths overview (WRM and NCETM)</p> <ul style="list-style-type: none"> • Place Value (incl. money) • Measurement (length & height; mass and capacity) • Multiplication and division 	<p>Maths overview (WRM and NCETM)</p> <ul style="list-style-type: none"> • Multiplication and division • Fractions • Time • Position and direction • Statistics
<p>Science overview (based around CUSP)</p> <ul style="list-style-type: none"> • Seasonal changes and daily weather • Introduce Plants - (trees) • Animals, including humans 	<p>Science overview (based on CUSP)</p> <ul style="list-style-type: none"> • Everyday materials • Revisit: Animals, including humans • Revisit: seasonal changes 	<p>Science overview (based on CUSP)</p> <ul style="list-style-type: none"> • Plants • Revisit: Plants, Animals including humans • Revisit: seasonal changes
<p>Geography</p> <ul style="list-style-type: none"> • 7 Continents • 5 Oceans • Countries & capital cities of the UK 	<p>Geography</p> <ul style="list-style-type: none"> • Seas around UK • Hot and cold places 	<p>Geography</p> <ul style="list-style-type: none"> • Hot and cold places • Mapping and fieldwork
<p>History</p> <ul style="list-style-type: none"> • Chronology and timelines • Changes within living memory • Seasonal festivals 	<p>History</p> <ul style="list-style-type: none"> • The lives of significant people (<i>Mary Anning and David Attenborough</i>) 	<p>History</p> <ul style="list-style-type: none"> • Events beyond living memory - Festivals / More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)
<p>PSHE</p> <ul style="list-style-type: none"> • Beginning and Belonging • Conflict Resolution 	<p>PSHE</p> <ul style="list-style-type: none"> • Working Together • Financial capability 	<p>PSHE</p> <ul style="list-style-type: none"> • Relationship and sex education • Healthy lifestyles
<p>Art and Design (from CUSP framework)</p> <ul style="list-style-type: none"> • Drawing & Painting • Significant artists 	<p>Art and Design (from CUSP framework)</p> <ul style="list-style-type: none"> • Prints & textiles • Drawing and painting 	<p>Art and Design (from CUSP framework)</p> <ul style="list-style-type: none"> • 3D work • Collages
<p>Computing (based on Kapow framework)</p> <ul style="list-style-type: none"> • Online safety • Algorithms and computational thinking • Using technology in the classroom 	<p>Computing (based on Kapow framework)</p> <ul style="list-style-type: none"> • Programming (BeeBots) • Stop motion animation • Using computers (laptops) and Microsoft programmes 	<p>Computing (based on Kapow framework)</p> <ul style="list-style-type: none"> • Creating media - digital imagery • Showcasing skills
<p>Design and Technology</p> <ul style="list-style-type: none"> • Design, create and evaluate • Structures 	<p>Design and Technology</p> <ul style="list-style-type: none"> • Mechanisms • Materials 	<p>Design and Technology</p> <ul style="list-style-type: none"> • Food and Nutrition
<p>Music (based on Kapow framework)</p> <ul style="list-style-type: none"> • Musical vocabulary • Pulse and rhythm 	<p>Music (based on Kapow framework)</p> <ul style="list-style-type: none"> • Classical music, dynamics and tempo • Timbre and rhythmic patterns 	<p>Music (based on Kapow framework)</p> <ul style="list-style-type: none"> • Pitch and tempo • Vocal and body sounds
<p>PE - multisports</p>	<p>PE - gymnastics/dance</p>	<p>PE - athletics/swimming</p>
<p>RE</p> <ul style="list-style-type: none"> • How did the world begin? • What do some people believe God looks like? 	<p>RE</p> <ul style="list-style-type: none"> • What is God's job? • Why should we care for the world? 	<p>RE</p> <ul style="list-style-type: none"> • How do we know that new babies are special? • Why should we care for others?

KS1 CYCLE 2 (Y2 content) Mixed Age Sequencing 2024 – 2025

Autumn 2024	Spring 2025	Summer 2025
<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ class story focus</p> <ul style="list-style-type: none"> Grandad's Island Aesop's Fables - The Goose that laid the Golden Eggs Mrs Noah's Pockets Paddington The Christmas Pine 	<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ class story focus</p> <ul style="list-style-type: none"> The Quangle Wangle's Hat Coming to England The Street Beneath My Feet Rhythm of the Rain Little People Big Dreams 	<p>Little Wandle reading programme for guided reading. Carefully matched to the exact GPCs that the children are fluent with.</p> <p>CUSP Reading/ class story focus</p> <ul style="list-style-type: none"> Fantastically Great Women Who Changed the World Aesop's Fables - The Sun and The Wind Fantastic Mr Fox
<p>CUSP Writing</p> <p>Introduce = (Block A) Revisit = (Block B)</p> <p>Strong Start Sentence Composition (optional)</p> <ul style="list-style-type: none"> Character descriptions A (Y2) Poems developing vocabulary A (Y2) Simple retelling of a narrative A (Y2) Formal invitations A (Y2) Stories from other cultures A (Y2) 	<ul style="list-style-type: none"> Poetry on a theme (humorous) A (Y2) Non-chronological reports A (Y2) Formal invitations B (Y2) Stories from other cultures B (Y2) Recount from personal experience A (Y2) 	<ul style="list-style-type: none"> Non-chronological reports B Simple retelling of a narrative B Recount from personal experience B Poems developing vocabulary B (Enrichment) Character description B Poetry on a theme (humorous / poems about change) B (Enrichment)
<p>Maths overview (WRM and NCETM)</p> <ul style="list-style-type: none"> Place Value Addition and subtraction Shape 	<ul style="list-style-type: none"> Place Value (incl. money) Measurement (length & height; mass and capacity) Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Fractions Time Position and direction Statistics
<p>CUSP Science</p> <ul style="list-style-type: none"> Living things and their habitats (Y2) Animals, including humans (Y2) 	<ul style="list-style-type: none"> Uses of everyday materials (Y2) Revisit Living things and their habitats / materials (Y2) 	<ul style="list-style-type: none"> Plants (Y2) Revisit Living things and their habitats / Animals, including humans (Y2)
<p>CUSP Art and Design</p> <ul style="list-style-type: none"> Drawing Block A (Y2) Painting Block B (Y2) 	<ul style="list-style-type: none"> Printmaking Block C (Y2) Textiles and collage Block D 	<ul style="list-style-type: none"> 3D Block E (Y2) Creative Response Block F (Y2)
<p>Computing (Kapow framework)</p> <ul style="list-style-type: none"> Computing systems and networks 1: What is a computer? Programming 1: Algorithms & debugging 	<ul style="list-style-type: none"> Computing systems and networks 2: Word processing Programming 2: Scratch Jr 	<ul style="list-style-type: none"> Creating media: Stop motion Data handling: International Space Station
<p>Design and Technology</p> <ul style="list-style-type: none"> Textiles Block A (Y2) Food and Nutrition Block B (Y2) 	<ul style="list-style-type: none"> Mechanisms Block C (Y2) Materials Block D (Y2) 	<ul style="list-style-type: none"> Food and Nutrition Block E (Y2) Structures Block F (Y2)
<p>Geography</p> <ul style="list-style-type: none"> Human and Physical features (Y2) Compare a small part of the UK to a non-European location - London and Nairobi (Y2) 	<ul style="list-style-type: none"> Compare a small part of the UK to a non-European location - London and Nairobi (Y2) Fieldwork and map skills (Y2) 	<ul style="list-style-type: none"> Fieldwork and map skills (Y2) Compare a different non-European location to our locality - Amazon Rainforest (Y2)
<p>History</p> <ul style="list-style-type: none"> Events beyond living memory 	<ul style="list-style-type: none"> Significant historical events, people, places in our locality 	<ul style="list-style-type: none"> Significant historical events, people, places in our locality Revisit - Events beyond living memory
<p>Music</p> <ul style="list-style-type: none"> West African call and response song (Theme: Animals) Orchestral instruments (Theme: Traditional Western stories) 	<ul style="list-style-type: none"> Musical me Dynamics, timbre, tempo and motifs (Theme: Space) 	<ul style="list-style-type: none"> On this island: British songs and sounds Myths and legends
<p>PE - multisports</p>	<ul style="list-style-type: none"> PE - gymnastics/dance 	<ul style="list-style-type: none"> PE - athletics/swimming
<p>PSHE</p> <ul style="list-style-type: none"> Rules and responsibilities Digital Lifestyles My Emotions 	<ul style="list-style-type: none"> Anti-Bullying Diversity and communities Drug Education 	<ul style="list-style-type: none"> Personal Safety Sex & Relationships Education Managing Change
<p>RE</p> <ul style="list-style-type: none"> Why do we need to give thanks? What do candles mean to people? 	<ul style="list-style-type: none"> How do we know some people have a special connection to God? What is a prophet? 	<ul style="list-style-type: none"> How do some people talk to God? Where do some people talk to God?