


# Curriculum Overview

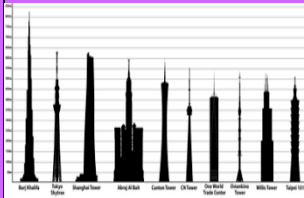


<p>Academic Year: 2024-2025</p>	<p><b>Year 1 and 2</b> <b>Beech Class</b></p>					
<p>Term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p><b>TOPIC</b> <b>History / Geography</b></p> 	<p><b>Our Local Area</b> Little Hadham is a small village in the South East of England, rich in both human and physical features. Exploring these features helps us understand how the natural landscape and human activities shape the character of this local area. <b>Key Question: What are the human and physical features of Little Hadham?</b></p>	<p><b>The Great Fire of London</b> The Great Fire of London was a catastrophic event in 1666 that destroyed much of the city. It started in a bakery on Pudding Lane and spread rapidly due to the close proximity of wooden buildings. <b>Key Question: How did the Great Fire of London start?</b></p>	<p><b>Seas surrounding the United Kingdom</b> The United Kingdom is surrounded by several seas, which have a significant impact on its climate, trade, and way of life. Understanding the relationship between the UK and its surrounding seas helps us learn about how natural features influence human activities and the environment. <b>Key Question: How do the seas surrounding the United Kingdom affect its geography?</b></p>	<p><b>Great Woman in History</b> Rosa Parks, Emily Davison, and Annie Kenney were brave women who stood up for what they believed in and played important roles in fighting for equal rights. Their actions helped to change the world by challenging unfair laws and practices. <b>Key Question: What did Rosa Parks, Emily Davison, and Annie Kenney do to change the world?</b></p>	<p><b>How is the North of Brazil Different from the South East of England?</b> The North of Brazil and the South East of England are two distinct regions with different climates, landscapes, and ways of life. Understanding these differences helps us learn about the variety in our world and how geography influences people's lives. <b>Key Question: How is the North of Brazil different from the South East of England?</b></p>	<p><b>Great Explorers</b> Explorers like Christopher Columbus, Neil Armstrong, and Percy Fawcett expanded our understanding of the world by discovering new lands, reaching new frontiers, and uncovering the unknown. Their journeys pushed the boundaries of human knowledge and curiosity. <b>Key Question: How did explorers (Christopher Columbus, Neil Armstrong, and Percy Fawcett) change our understanding of the world?</b></p>
<p><b>D&amp;T</b></p>	<p><b>Yr 1 Sliders and Levers</b> Sliders and levers are simple mechanisms used to create moving parts in projects like a Christmas card. By incorporating these mechanisms, we can make parts of the card</p>		<p><b>Yr 1 Fruit Salad -Food</b> Preparing fruit and vegetables for a fruit salad involves selecting, washing, cutting, and mixing different ingredients to create a healthy and tasty dish. Understanding these basic food preparation</p>		<p><b>Yr 1- Wheels and Axels</b> Wheels and axles are fundamental mechanisms that help make movement easier in many types of machines and vehicles. By understanding how wheels and axles work, we can create simple moving projects and see</p>	

move or pop up, adding an interactive and festive element. Understanding how to use sliders and levers helps us create engaging and fun designs.

**Key Question: How do we use sliders and levers to create a Christmas card?**

### Y2 Freestanding Structures (DT)



Freestanding structures are buildings or objects that stand on their own without needing

support from other structures. Understanding how these structures are designed and built helps us learn about the principles of stability and balance.

**Key Question: What are freestanding structures and how do they work?**

skills helps us learn about healthy eating and kitchen safety.

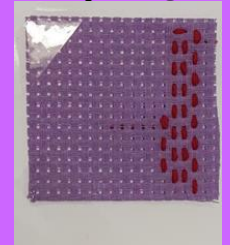
**Key Question: How do we prepare fruit and vegetables to make a fruit salad?**

how these mechanisms improve function and efficiency.

**Key Question: How do wheels and axles work in simple machines?**

**Y2 Textiles- Templates and joining techniques**

Creating a hand puppet involves using templates to cut out fabric pieces and joining techniques to assemble them into a functional and fun puppet.



By learning these skills, we can make custom hand puppets with different shapes, colours, and features.

**Key Question: How do we use templates and joining techniques to create a hand puppet?**

## ART

### Paul Klee (Y1) Drawing

Paul Klee was a renowned artist known for his unique style that combined abstraction, colour, and whimsical forms. By exploring Klee's techniques, we can create our own artwork inspired by his use of shapes, lines, and colours.

**Key Question: How can we use Paul Klee's art techniques to create our own artwork?**



### Georges Seurat Painting (Y2)

Georges Seurat was a French artist known for developing the technique of pointillism, where small dots of colour are applied to create vibrant and

### Painting LS Lowry and Brueghel the Elder Painting (Y1)

L.S. Lowry and Pieter Bruegel the Elder were both renowned for their distinctive painting styles. Lowry is known for his urban scenes featuring matchstick figures and industrial landscapes, while Bruegel the Elder is celebrated for his detailed depictions of peasant life and complex, bustling scenes. By exploring their techniques, we can create our own artwork inspired by their unique styles.

**Key Question: How can we use the painting techniques of L.S. Lowry and Pieter Bruegel the Elder to create our own art?**

### Van Gogh Colour Work (Y1)

Vincent van Gogh is famous for his vibrant use of colour and expressive brushstrokes. His painting "Sunflowers" is a great example of how bold colours and dynamic textures can bring a subject to life. By exploring Van Gogh's colour techniques, we can create our own artwork inspired by his sunflower paintings.

**Key Question: How can we use Van Gogh's colour techniques to create our own artwork inspired by sunflowers? Mondrian Lines, shapes and texture (Y2)**

Piet Mondrian is renowned for his abstract compositions using geometric shapes, primary colours, and bold lines. His artwork often features a grid-like structure with a clear emphasis on horizontal and vertical lines, creating a sense of order and balance.

detailed images. By exploring Seurat's techniques, we can create our own artwork using similar methods. **Key Question: How can we use Georges Seurat's painting techniques to create our own art?**



**Barbara Hepworth's Sculpture**

Barbara Hepworth was a renowned sculptor known for her abstract, organic forms and her use of positive and negative space. Her work often involved smooth, rounded shapes and carved, hollowed spaces. By exploring Hepworth's techniques, we can create our own sculptures that reflect her innovative approach to form and texture.



**Key Question: How can we use Barbara Hepworth's sculptural techniques to create our own art?**

By exploring Mondrian's techniques, we can create our own artwork focusing on lines, shapes, and texture. **Key Question: How can we use Mondrian's techniques with lines, shapes, and texture to create our own artwork?**

**MUSIC**



**Exploring Rhythm and Beat**

**Introduce basic concepts of rhythm and beat using clapping, tapping, and simple**

**Musical performance**

**Learn songs and dances for our end of term show**

**Singing and Vocal Exploration**

**Description: Practice singing simple songs, exploring pitch, volume, and rhythm. Introduce basic vocal**

**Introduction to Music Genres**

**Description: Discover various music genres (e.g., classical, jazz, folk) and their characteristics**


**Creating Simple Rhythmic Patterns**

**Description: Use body percussion, clapping, and simple instruments to create and perform rhythmic**

**Understanding Music through Stories**

**Description: Explore how music can tell a story by listening to pieces of music and**

	percussion instruments.		techniques and group singing.	through listening and movement activities.	patterns and sequences.	creating simple soundscapes or stories with different sounds.
<b>ENGLISH</b> 	Year 1 Labels captions, simple sentences. Narrative writing. Key text: <b>We are going on a lion hunt.</b>  Year 2 Character description. Key Text: <b>The Storm Whale.</b>	Year 1 Poetry and story writing-setting. Key texts: <b>Whatever next and the Gingerbread man.</b>  Year 2 Diary entry Key text: <b>And do the adventure begins.</b>	Year 1- Non-Fiction Diary Key text: <b>The Bog Baby</b>  Year 2 Nonfiction recount. Key text: <b>When I was a child.</b>	Year 1- Instruction writing Key text: <b>The most magnificent thing.</b>  Year 2- Story writing- alternative endings Key text: <b>The lost happy endings.</b>	Year 1- Non-chronological report Key text: <b>What a waste</b>  Year 2- Poetry Key text: <b>Poems from a green blue planet.</b>	Year 1- Story writing- alternative endings Key text: <b>Mixed up fairy tales.</b>  Year 2- Key text: <b>An engineer like me.</b>
<b>MATHS</b> 	Place value Addition and subtraction Geometry		Money Place value Addition and subtraction Multiplication and addition Length and height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
<b>RE Christianity &amp; Buddhism</b> 	Year 1 - Christianity Does God want Christians to look after the world?		Year 1- Christianity Was it always easy for Jesus to show friendship?  Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?		Year 1- Judaism Is Shabbat important to Jewish children?  Are Rosh Hashanah and Yom Kippur important to Jewish children?	
	Year 2- Christianity Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?		Year 2- Judaism How important is it for Jewish people to do what God asks them to do? Is God important to everyone?		Year 2- Judaism How special is the relationship Jews have with God?	

	Why do Christians believe God gave Jesus to the world? Is God important to everyone?		Islam- Does praying at regular intervals help a Muslim in his/her everyday life?		Islam- Does completing Hajj make a person a better Muslim?	
<b>PSHE</b> 	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>PE</b> 	<b>Forest</b>  <b>Ball Skills</b>  <b>Dance</b>	<b>Forest</b>  <b>Invasion Games</b>  <b>Gymnastics</b>	<b>Forest</b>  <b>Fitness</b>  <b>Dance</b>	<b>Forest</b>  <b>Football</b>  <b>Yoga</b>	<b>Forest</b>  <b>Netball</b>  <b>Wallball</b>	<b>Forest</b>  <b>Striking &amp; Fielding Games</b>  <b>Athletics</b>
<b>COMPUTING</b> 	<b>What is a computer?</b>	<b>Animate with Shapes</b>	<b>My Online Life</b>	<b>Code a Story</b>	<b>Making Games</b>	<b>Presentations and Typing</b>
<b>SCIENCE Y1</b> 	<b>Animals, including humans</b> <b>Identifying Different Animals and Their Habitats</b>	<b>Seasonal Changes</b>  <b>Identifying Seasons and Their Characteristics</b>	<b>Revision</b>	<b>Revision</b>	<b>Everyday Materials</b>  <b>Identifying and Naming Materials</b>	<b>Plants</b> <b>Identifying Parts of a Plant:</b>

<b>Science Y2</b>	Uses of Everyday Materials Exploring the Properties of Materials	Revision	Revision	Animals, including humans & Healthy Eating  Understanding Animal and Human Basic Needs	Plants Understanding Plant Lifecycles:	Living Things and their habitats Identifying and Classifying Habitats.
<b>SCIENTIST Y1</b>	<b>Painting (Gérard de Lairese - Allegory of the Five Senses</b>	<b>John Audubon</b>			<b>John Dunlop</b>	
<b>Y2</b>		<b>John McAdam.</b>		<b>Jane Goodall</b>	<b>George Washington Carver</b>	