

The Hive Curriculum Map

Term 4

Activities are drawn from the Year 1 and Year 2 curriculum and aligned with the relevant Early Years Development Matters statements so that learning remains ambitious while still developmentally appropriate. Each child's individual outcomes, as set out in their My Plan, are central to the planning process, ensuring that activities directly support progress toward specific, personalised targets.



English (Sp&L, Writing, reading)

Colourful Semantics — who, what, where? — building sentence structure by identifying key parts of a sentence and expanding spoken language.

Story sequencing — ordering key events to develop understanding of narrative structure and recall.

Retelling stories orally — using story language, key phrases and simple structure to recount familiar texts.

Ordering a simple sentence — arranging words to form a grammatically correct sentence and understanding word order.

Letter formation — developing correct pencil grip, control and accurate formation of lower-case and upper-case letters.



Daily Reading

Reading and spelling practice — children work through their own set of harder-to-read and harder-to-spell words, alongside decodable reading books that are shared weekly at home.

Traditional tales — reinforcing story language, repeated phrases and key narrative structures found in familiar traditional stories.



Fairy Tales

Three Billy Goats Gruff

Jack and the Beanstalk

Little Red Riding Hood

The Enormous Turnip

The Little Red Hen



Turn taking — learning simple social rules, cooperating with others and managing waiting.

Sharing — developing caring friendships, fairness and positive interactions.

Understanding feelings of ourselves and others — recognising emotions, naming feelings and beginning to show empathy.

Maths



Measuring height and length using non-standard units and cm/m; comparing and ordering measurements.

Individual maths passport targets focusing on personalised number, calculation and fluency goals.

Individual My Plan Plus outcomes supporting each child's specific next steps in mathematical understanding.

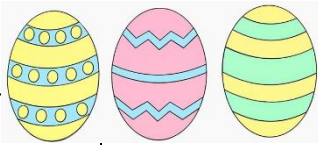
Year 1 number bonds developing recall of number bonds to 10 and 20 and applying them in simple calculations.

Science

Making bread — exploring how materials change when mixed and heated (KS1 Science: everyday materials; simple physical changes).

Building bridges — exploring different materials and comparing their strength and suitability for structures (KS1 Science: properties of materials; suitability for purpose).





ART/DT

Easter art — exploring creative techniques, using a range of materials, and developing skills in colour, pattern, texture and form.

Colour mixing (paint) — experimenting with primary colours, creating secondary colours, and developing control when applying paint.

Easter story — exploring the key events of the Easter narrative, understanding its meaning for Christians, and recognising symbols and traditions associated with the celebration.



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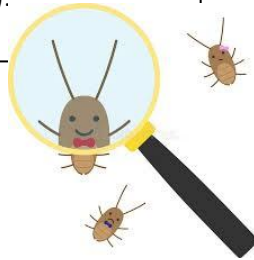


Forest School

Fire lighting — exploring how materials burn and what fuels a flame (KS1 Science: everyday materials; simple physical changes; heat sources).

Using a hammer — developing control when using tools and exploring how materials can be shaped or joined (KS1 DT: building structures; using tools safely).

Bug hunting — observing and identifying living things in their habitats (KS1 Science: animals, microhabitats, simple classification).



Fairytale songs — singing simple themed songs to build pitch awareness, expression and confidence.

Exploring percussion instruments — experimenting with sounds, dynamics and rhythm using a range of tuned and untuned percussion.

Keeping a beat — developing steady-beat skills through clapping, movement and playing instruments.



PE

Fine and gross motor — developing coordination, control, balance and movement across a range of physical activities.

Throwing and catching — practising object control, hand-eye coordination and simple team skills.

Balancing — developing core strength, stability and controlled movement.

Sensory circuits — building regulation, coordination and body awareness through structured sensory activities.

Using scissors — improving fine-motor control, hand strength and precision.

Large apparatus — developing Strength, coordination, confidence, risk awareness

