

**Hedgehogs Long Term Plan – 2022/2023**

This is an overview of the expected learning to be taught in the Hedgehogs class during the academic year of 2022-23, however this is subject to change leading from the children’s interests and following the EYFS curriculum.

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| **A mini season topic to be taught throughout the year.** |
|  | **Autumn 1**What makes me, me?What makes me happy? | **Autumn 2**Let’s celebrate!Light and Dark/Celebrations | **Spring 1**Terrific Tales! | **Spring 2**Down on the Farm | **Summer 1****Ticket to Ride** | **Summer 2**Fun at the Seaside |
| **Trips** | **Belton walk****Belton Church** | **Hough Mill** |  | **Farm Visit** | **East Midlands Aeropark** |  |
| **Books and Texts** | Little Hedgehog’s Big dayNo David!The Tiger Who Came to TeaThe Smeds and the SmoosThe Colour MonsterWe’re Going on a Bear HuntGoldilocks and Three BearsHedgehogs – Non FictionPoems and rhymes | Little Red HenRama and Sita- DiwaliAutumn non fictionThe Leaf ThiefStickmanNight Monkey, Day MonkeyHow to catch a starNativityPoems and rhymes | Snow and Ice – non fictionGeronimoThree Little PigsThe Great Gran PlanAfter the FallThe Proudest BluePoems and rhymes | Oliver’s VegetablesGingerbread ManFarmer DuckOn the farm – non- fictionWhat the Ladybird HeardThe Scarecrows WeddingThe Name JarPoems and rhymes | Whatever NextThe Train RideLost and FoundLast Stop on Market StreetThings That Go – Non FictionPoems and rhymesJack and the Beanstalk | TiddlerThe Singing MermaidMaking a SplashJulian is a MermaidHansel and GretelSee Under the Sea – Non FictionPoems and rhymes |
| Prime Areas of Development |
| **Physical Development (PD)****Gross Motor and Fine Motor** | SuperheroesLookMoveAvoidSuperheroesDuelWin LoseGrowth Mindset | CircusMoveBalanceLandAdventurersSolveExploreChallengeDealing with perceived success or failure | DancersCreatePracticePerformMinecraftCommunicateCollaborateCompeteDealing with internal conflict with others | Space InvadersStrikeReactAssessKnights and DragonsAttackDefendStrategyShowing respectto self, others andequipment | OlympiansRunJumpThrowPiratesCatchMoveAssessBuilding resilience | Sports StarsPracticeImproveAssessCircusAimStrikeRetrieveSetting a newtarget/goal |
| **Personal, Social and Emotional Development (PSED)****Self-Regulation****Managing Self****Building relationships** | Myself and my relationships 1Beginning and belongingHow am I special and what is special about other people in my class?What have I learnt to do and what would I like to learn next?How do we welcome new people to our class?What can I do to make the classroom a safe and happy place?How can I play and work well with others?How can I respect the needs of others?How does my behaviour make other people feel? | Myself and my relationships 2Who are my special people and why are they special to me?Who is my family and how do we care for each other?What is a friend?How can I be a good friend?How do I make new friends?How can I make up with friends when I have fallen out with them?How does what I do affect others?Do I know what to do if someone is unkind to me?Myself and my relationships 3My emotionsCan I recognise and show my emotions?Can I recognise emotions in other people and say how they are feeling?Do I know what causes different emotions in myself and other people?How do I and others feel when things change?Do I know simple ways to make myself feel better?How can I help to make other people feel better?. | Citizenship 1Identities and diversityIdentities and DiversityWho are the people in my class and how are we similar to and different from each other?Who are the different people who make up a family?What things are especially important to my family and me?What are some of the similarities and differences in the way people including families live their lives?How can we value different types of people including what they believe in and how they live their lives?How do we celebrate what we believe in and how is this different for different people? | Healthy and Safer Lifestyles 3Healthy LifestylesWhat things can I do when I feel good and healthy?What can’t I do when I am feeling ill or not so healthy?What can I do to help keep my body healthy?Do I understand why food and drink are good for us?Do I understand what exercise is and why it is good for us?Do I understand why rest and sleep are good for us? | Citizenship 2Me and my worldCitizenship 2Me and My WorldWho are the people who help to look after me and my schoolHow can I help to look after my school?How can I help to care for my things at home?Where do I live and what are the different places and features in my neighbourhood?Who are the people who live and work in my neighbourhood including people who help me?How can we look after the local neighbourhood and keep it special for everybody?What do animals and plants need to live and how can I help to take care of them?What is money and why do we need it?How do we save money? | Healthy and safer lifestyles 1My body and growing upWhat does my body look like?How has my body changed as it has grown?What can my body do?What differences and similarities are there between our bodies?How can I look after my body and keep it clean?How am I learning to take care of myself and what do I still need help with?Who are the members of my family and trusted people who look after me?How do I feel about growing up?Healthy and safer lifestyles 2Keeping safe What do I think I have to keep safe from?How do I know if something is safe or unsafe?Do I understand simple safety rules for when I am at home, at school and when I am out and about?Can I say ‘No!’ if I feel unsure about something and it does not feel safe or good?Can I ask for help and tell people who care for me if I am worried or upset?Who are the people who help to keep me safe?What goes on to and into my body and who puts it there?Why do people use medicines?What are the safety rules relating to medicines and who helps me with these? |
| **Communication and Language (CL)****Listening, attention and understanding,****Speaking** | Listening and AttentionFocus on an activity for a short period of time. | Speaking skills.Use language to communicate and explain how they are feeling and what they want to do. | Listen and respond to stories with increasing attention. | Following instructions and re-calling instructions given.Listen and respond to peers and adults. | Speaking skills.Organise talk and sequence ideas together to express opinions about their interests. | Answering ‘how’ and ‘why’ questions.Listen to others opinions. |
| Other Areas of Learning |
| Phonics (Letters and Sounds) | Phase 2Recognising letters and the sounds they make.Segmenting and blending simple CVC words.Recognising HFW. |  Phase 2Segmenting and blending CVC and CCVC words.Spelling simple VC, CVC and CCVC words using phonics knowledge.Recognising and spelling HFW. | Phase 3Learning graphemes.Segmenting and blending phase 3 words using phonic knowledge.Read simple sentences.Recognising and spelling key HFW. | Phase 3Reading sentences using letters and sounds to decode unfamiliar words.Recording sentences with key HFW and use of phonic knowledge. | Phase 3 ConsolidationRe-capping what has been taught.Using and applying strategies through reading and writing. | Phase 4Move onto phase 4 to consolidate phase 3, using and applying strategies. |
| Specific Areas of Development |
| **Literacy****Comprehension Word Reading,****Writing** | Throughout the year the skills taught will include: **Comprehension**: Demonstrate what has been read., anticipate key events, use and understand new vocabulary.**Reading focus**: Join in with stories, rhymes and songs, select books independently, enjoy a range of different texts, reads words/sentences, uses phonic knowledge where appropriate.**Writing focus**: Mark making, forming letters/drawing, hearing sounds as they write., link sounds to letters when writing and write a short sentence/statement using phonic knowledge, record a sequence of sentences and be able to read what they have written. |
| **Literacy Skills** | Send home reading books.Work on FM skills using a range of focused and independent activities.Letter formation: big movements in the air, glitter, chalk, paints, crayons, collage, playdough.Reading a range of different stories, introduce story telling actions, recognising characters, predicting what may happen.Sequencing of familiar stories.  | Continue with home-readers.Introduce guided reading.Applying phonic knowledge to reading.Begin to record simple captions and labels using dominant sounds.Recognise and read key HFW. | Continue with home-readers and guided reading.Record lists, captions, labels, tagsUse and apply phonic knowledge when reading to recognise and read key HFW.When writing use letters and sounds to support what is being written. | Continue with home-readers and guided reading.Record lists, captions, labels, tags moving onto sentences.Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces. | Continue with home-readers, busy boxes and guided reading.Record sentences using capital letters and full stops.Know when to include detail in writing.Sequence ideas together.Show structure to what is written down.Writing should have phase 3 sounds and HFW used consistently. | Consolidating what has been taught to ensure children have the confidence and stamina to write at length.Children begin to include detail in what they write and can read what they have recorded unaided. |
| **Mathematics****Number and****Numerical Patterns** | Throughout the year the skills taught will include: **Number focus:** Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatic recall of number bonds to 5.**Numerical Patterns:** Count confidently to 20, recognising the patterns of the counting system. Compare sets of objects to 10. Explore and represent patterns within numbers up to 10. Including odds and evens, double facts and how quantities can be distributed equally. *Although Shape, Space and Measure id no longer an ELG we will continue to add these objectives in to our continuous provision inside and outside* |
| White RoseMaths | Getting to Know You | Just like me | It's Me 123! | Light and Dark | Alive in 5! | Growing 6,7,8 | Building 9 and 10 | Cosolidation | To 20 and Beyond | First Then Now | Find my Pattern  | On the Move |
| Number | Baseline | Match and SortCompare Amounts | Representing 123Comparing 123Composition of 123 | Representing Numbers to 5One more and Less | Introducing zero Comparing numbers to 5 Composition of 4 & 5 | 6, 7 & 8 Making pairs Combining 2 groups | 9 & 10 Comparing numbers to 10 Bonds to 10 |  | Building numbers beyond 10Counting patternsBeyond 10 | Adding moreTaking away | Doubling Sharing and groupingEven and Odd | Deepening understandingPatterns and Relationships |
| Measure, Shape and Spatial Awareness | Baseline | Compare Size, Mass and CapacityExploring Pattern | Circles and TrianglesPositional Language | Shapes with 4 sides.Time | Compare Mass (2) Compare Capacity (2) | Length & Height Time | 3D-shape Pattern (2) |  | Spatial reasoning (1)Match, rotate, manipulate | Spatial reasoning (2)Compose and decompose | Spatial reasoning (3) Visualise and Build | Spatial Reasoning (4)Mapping |
| **Understanding of the world (UW)**Past and PresentPeople, Culture and CommunityThe Natural world | My Body Know about and name body partsDescribe what different body parts doExplore how our bodies changeThink about how we are similar and differentWhat do we use our arms, legs and chest for? What do our hands and feet do?Why we have eyes and a nose?Can I describe my ears, mouth and hair? How has my body changed since I was a baby?  | Weather and SeasonsKnow the names of different seasonsState what weather is likely in different seasonsRecognise types of weatherDiscuss ways to be safe in different types of weatherWhat is rain, ice and water?Why does the air move? Why is the snow melting?How are rainbows made in the sky? What happens in spring and summer?What happens in autumn and winter? | AnimalsName different types of animalsExplore different habitats animals live inDiscover dinosaurs and how they are now extinctWhere do animals live and what do they need?Where do birds live and what do they need?What are bears? Did dinosaurs live on earth? | FoodKnow where food comes fromInformed about healthy food choicesUnderstand how animals are used for food productionSay why measuring ingredients is importantWhere does food come from? What forms a healthy diet? How are animals used in food production? How can we measure when learning about ingredients used in different food products? | PlantsKnow what a plant looks likeName different parts of a plantDiscuss how to look after plantsUnderstand how plants are made and growAre plants living?Where do plants come from?How do I look after plants?  | BeachKnow about materials used to build a sandcastleUnderstand how to measure length properlyLearn more about the beach environment and how to protect itHow do waves wear away the coastline? How do you make the perfect sandcastle?How long is your foot print in the sand? |
| Past and PresentPeople, Culture and CommunityThe Natural world |  ‘Name and describe people who are familiar to them’Talking about themselves, their home and their family. | ‘Talk about members of their immediate family and community’Explore different families/communities.Seydou Keita – African photographer - black history month | Talk about older members of the family and communityCelebrate grandparents and make family treeGrandparent visits to school | Comment on images of familiar situations in the past’Talk about our experiences of farms now and how they differ in the past.Machinery. |  Compare and Contrast characters from stories and figures from the past’Explore different vehicles past and present. Explore the Wright brothers first successful aeroplane and compare to modern day aircraft. | Understand the past through characters and books.’Trips to the seaside comparing past and presentSimilarities and differences. |
| Past and PresentPeople, Culture and CommunityThe Natural world | ‘Draw information from a simple map’.Where do we live/Places that are familiar to us. |  ‘’Draw information from a simple map.’Explore maps/environments – drawing own maps linked to story settings. | ‘Recognise that people have different beliefs and celebrate special times in different ways.’Chinese New YearMothers Day | ‘Recognise some similarities and differences between life in this country and life in other countries.’Where food comes from.Farming around the world. | ‘Understand that some places are special to members of their community.’Look at places of worship/linked to celebrations | ‘’Explore similarities and differences between different cultural communities.’Explore similarities and differences between cultural communities France – explore similarities and differences in culture – language, food, flag. France – I see, I think, I wonder… |
| Religious Education | F4 Being special: where do we belong?(Living)Leicestershire Syllabus – Thematic  | F2 Why is Christmas special for Christians?(Incarnation)Understanding Christianity | F1 Why is the word ‘God’ so important to Christians?(Creation)Understanding Christianity | F3 Why is Easter special to Christians?(Salvation)Understanding Christianity | F5 What places are special and why?Leicestershire Syllabus – Thematic (Living) | F6 What times/stories are special and why?(Believing)Leicestershire Syllabus – Thematic  |
| **Expressive Arts and Design (EAD)****Creating with Materials****Being Imaginative and Expressive****Music** | CWMDrawing – Marvellous marksPrinting, materials.textures, chalks, paints.Sand and WaterMud KitchenBIENursery rhymesNumber songsSounds linked to feelings and coloursPulseKeep a steadypulse with someaccuracy (egclapping, marching,tapping)Imitatemovements inresponse to music.Explore,respond and identifylong and shortsounds. | CWMPainting and mixed media – Paint my worldBonfire night paints and textures.Christmas PlayMaking stickman puppets.Christmas craft, cards and decorations.BIEFirework soundsChristmas PlaySinging Christmas hymns and songsPerforming on stageUsing role-play to act out different scenes.VoiceSing songs, whichcontain a small range ofnotes (2 or 3 notes forexample).Take turns whensinging and be a goodlistener.Perform actionsto accompany songs.(Move like a snakeetc) | CWMSculpture and 3D – Creation stationMother’s Day cardsBIEChinese role-playChinese dragon danceChinese dragon songChinese music and soundsRhythmExplorerhythm throughplayCreaterhythms andsuggest symbols torepresent rhythmsRecogniseand controlchanges intempoListen toideas from others,taking turns | CWMCraft and design – Let’s get craftyFarmyard collageButterfly paintingsEaster cardsEaster craftBible story paintingsPlaydoughBIENumber songsAnimal soundsFarm songs and dancesFarm shop role-playSand and WaterMud KitchenPitchRecognise andbroadly control changesin timbre, tempo, pitch,and dynamics whenplaying instruments andvocallySing broadly intune with a limitedpitch rangeCreate music, andsuggest symbols torepresent soundsComment onand respond torecordings of ownvoice, otherclassroom soundsand musicalinstruments | CWMTBCJunk model aeroplanesUsing different materials and mediaBIENumber songsSand and Water/Wet and DryMud KitchenMusic TechnologyExplore andchange sounds andmusic through playand technology.Comment andrespond to recordingsof own voice, otherclassroom sounds.Create music andsuggest symbols torepresent the sounds.Begin todemonstrate anunderstanding ofmusical structure | CWMTBCUsing natural materials to create pictures.Story characters.Exploring media and materialsBIEMaking a beach puppet show and activitiesMusic and gymnastics Sand and Water/Wet and DryMud kitchen20th Century MusicComment andrespond to recordedmusic from differenttraditions, genres,styles, and times. |