

**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 day  No David!  The Tiger Who Came to Tea  The Smeds and the Smoos  The Colour Monster  We’re Going on a Bear Hunt  Goldilocks and Three Bears  Hedgehogs – Non Fiction  Poems and rhymes | | Little Red Hen  Rama and Sita- Diwali  Autumn non fiction  The Leaf Thief  Stickman  Night Monkey, Day Monkey  How to catch a star  Nativity  Poems and rhymes | | Snow and Ice – non fiction  Geronimo  Three Little Pigs  The Great Gran Plan  After the Fall  The Proudest Blue  Poems and rhymes | | Oliver’s Vegetables  Gingerbread Man  Farmer Duck  On the farm – non- fiction  What the Ladybird Heard  The Scarecrows Wedding  The Name Jar  Poems and rhymes | | Whatever Next  The Train Ride  Lost and Found  Last Stop on Market Street  Things That Go  – Non Fiction  Poems and rhymes  Jack and the Beanstalk | | Tiddler  The Singing Mermaid  Making a Splash  Julian is a Mermaid  Hansel and Gretel  See Under the Sea – Non Fiction  Poems and rhymes | |
| Prime Areas of Development | | | | | | | | | | | | |
| **Physical Development (PD)**  **Gross Motor and Fine Motor** | Superheroes  Look  Move  Avoid  Superheroes  Duel  Win  Lose  Growth Mindset | | Circus  Move  Balance  Land  Adventurers  Solve  Explore  Challenge  Dealing with perceived success or failure | | Dancers  Create  Practice  Perform  Minecraft  Communicate  Collaborate  Compete  Dealing with internal conflict with others | | Space Invaders  Strike  React  Assess  Knights and Dragons  Attack  Defend  Strategy  Showing respect  to self, others and  equipment | | Olympians  Run  Jump  Throw  Pirates  Catch  Move  Assess  Building resilience | | Sports Stars  Practice  Improve  Assess  Circus  Aim  Strike  Retrieve  Setting a new  target/goal | |
| **Personal, Social and Emotional Development (PSED)**  **Self-Regulation**  **Managing Self**  **Building relationships** | Myself and my relationships 1  Beginning and belonging  How 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 2  Who 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 3  My emotions  Can 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 1  Identities and diversity  Identities and Diversity  Who 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 3  Healthy Lifestyles  What 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 2  Me and my world  Citizenship 2  Me and My World  Who are the people who help to look after me and my school  How 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 1  My body and growing up  What 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 2  Keeping 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 Attention  Focus 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 2  Recognising letters and the sounds they make.  Segmenting and blending simple CVC words.  Recognising HFW. | | Phase 2  Segmenting and blending CVC and CCVC words.  Spelling simple VC, CVC and CCVC words using phonics knowledge.  Recognising and spelling HFW. | | Phase 3  Learning graphemes.  Segmenting and blending phase 3 words using phonic knowledge.  Read simple sentences.  Recognising and spelling key HFW. | | Phase 3  Reading sentences using letters and sounds to decode unfamiliar words.  Recording sentences with key HFW and use of phonic knowledge. | | Phase 3 Consolidation  Re-capping what has been taught.  Using and applying strategies through reading and writing. | | Phase 4  Move 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, tags  Use 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 Rose  Maths | 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 Sort  Compare Amounts | Representing 123  Comparing 123  Composition of 123 | Representing Numbers to 5  One 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 10  Counting patterns  Beyond 10 | Adding more  Taking away | Doubling Sharing and grouping  Even and Odd | Deepening understanding  Patterns and Relationships |
| Measure, Shape and Spatial Awareness | Baseline | Compare Size, Mass and Capacity  Exploring Pattern | Circles and Triangles  Positional 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 Present  People, Culture and Community  The Natural world | My Body  Know about and name body parts  Describe what different body parts do  Explore how our bodies change  Think about how we are similar and different  What 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 Seasons  Know the names of different seasons  State what weather is likely in different seasons  Recognise types of weather  Discuss ways to be safe in different types of weather  What 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? | | Animals  Name different types of animals  Explore different habitats animals live in  Discover dinosaurs and how they are now extinct  Where 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? | | Food  Know where food comes from  Informed about healthy food choices  Understand how animals are used for food production  Say why measuring ingredients is important  Where 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? | | Plants  Know what a plant looks like  Name different parts of a plant  Discuss how to look after plants  Understand how plants are made and grow  Are plants living?  Where do plants come from?  How do I look after plants? | | Beach  Know about materials used to build a sandcastle  Understand how to measure length properly  Learn more about the beach environment and how to protect it  How do waves wear away the coastline?  How do you make the perfect sandcastle?  How long is your foot print in the sand? | |
| Past and Present  People, Culture and Community  The 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 community  Celebrate grandparents and make family tree  Grandparent 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 present  Similarities and differences. | |
| Past and Present  People, Culture and Community  The 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 Year  Mothers 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** | CWM  Drawing – Marvellous marks  Printing, materials.  textures, chalks, paints.  Sand and Water  Mud Kitchen  BIE  Nursery rhymes  Number songs  Sounds linked to feelings and colours  Pulse  Keep a steady  pulse with some  accuracy (eg  clapping, marching,  tapping)  Imitate  movements in  response to music.  Explore,  respond and identify  long and short  sounds. | | CWM  Painting and mixed media – Paint my world  Bonfire night paints and textures.  Christmas Play  Making stickman puppets.  Christmas craft, cards and decorations.  BIE  Firework sounds  Christmas Play  Singing Christmas hymns and songs  Performing on stage  Using role-play to act out different scenes.  Voice  Sing songs, which  contain a small range of  notes (2 or 3 notes for  example).  Take turns when  singing and be a good  listener.  Perform actions  to accompany songs.  (Move like a snake  etc) | | CWM  Sculpture and 3D – Creation station  Mother’s Day cards  BIE  Chinese role-play  Chinese dragon dance  Chinese dragon song  Chinese music and sounds  Rhythm  Explore  rhythm through  play  Create  rhythms and  suggest symbols to  represent rhythms  Recognise  and control  changes in  tempo  Listen to  ideas from others,  taking turns | | CWM  Craft and design – Let’s get crafty  Farmyard collage  Butterfly paintings  Easter cards  Easter craft  Bible story paintings  Playdough  BIE  Number songs  Animal sounds  Farm songs and dances  Farm shop role-play  Sand and Water  Mud Kitchen  Pitch  Recognise and  broadly control changes  in timbre, tempo, pitch,  and dynamics when  playing instruments and  vocally  Sing broadly in  tune with a limited  pitch range  Create music, and  suggest symbols to  represent sounds  Comment on  and respond to  recordings of own  voice, other  classroom sounds  and musical  instruments | | CWM  TBC  Junk model aeroplanes  Using different materials and media  BIE  Number songs  Sand and Water/Wet and Dry  Mud Kitchen  Music Technology  Explore and  change sounds and  music through play  and technology.  Comment and  respond to recordings  of own voice, other  classroom sounds.  Create music and  suggest symbols to  represent the sounds.  Begin to  demonstrate an  understanding of  musical structure | | CWM  TBC  Using natural materials to create pictures.  Story characters.  Exploring media and materials  BIE  Making a beach puppet show and activities  Music and gymnastics  Sand and Water/Wet and Dry  Mud kitchen  20th Century Music  Comment and  respond to recorded  music from different  traditions, genres,  styles, and times. | |