



Hedgehogs Long Term Plan - 2021/2022

This is an overview of the expected learning to be taught in the Hedgehogs class during the academic year of 2021-22, however this is subject to change leading from the children's interests and following the EYFS curriculum.

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		Stonehurst Farm	East Midlands Aeropark	
RE	<p>Why is the word God so important to Christians? (Creation)</p> <p>Understanding Christianity</p> <p>The word God is a name Christians believe God is the creator of the universe Christians believe God made our wonderful world and so we should look after it</p>	<p>Why do Christians perform nativity plays at Christmas? (Incarnation)</p> <p>Understanding Christianity</p> <p>Christians believe God came to Earth in human form as Jesus Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Which stories are special and why? (Believing)</p> <p>New Leicestershire RE syllabus</p>	<p>Why do Christians put a cross in an Easter garden? (Salvation)</p> <p>Understanding Christianity</p> <p>Christians remember Jesus' last week at Easter Jesus' name means 'He saves' Christians believe Jesus came to show God's love Christians try to show love to others</p>	<p>Being special: Where do we belong? (Living)</p> <p>New Leicestershire RE syllabus</p>	<p>What is special about our world? (Living)</p> <p>New Leicestershire RE syllabus</p>
Books and Texts	<p>Little Hedgehog's Big day</p> <p>No David!</p> <p>The Tiger Who Came to Tea</p> <p>The Smeds and the Smoos</p>	<p>How to Catch a Star</p> <p>Stickman</p> <p>The Leaf Thief</p> <p>Rama and Sita</p> <p>The Gingerbread Man</p> <p>Night Monkey Day</p> <p>Monkey</p>	<p>The Word Collector</p> <p>The Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>Superworm</p> <p>Owl Babies</p> <p>Snow and Ice - non fiction</p>	<p>Oliver's Vegetables</p> <p>What the Ladybird Heard</p> <p>The Dot</p> <p>Farmer Duck</p> <p>Press Here</p> <p>Little Red Hen</p>	<p>The Snail and the Whale</p> <p>The Train Ride</p> <p>Mr. Grumpy's Outing</p> <p>Lost and Found</p> <p>Whatever Next</p> <p>- Non Fiction</p>	<p>What the Ladybird Heard at the Seaside</p> <p>Tiddler</p> <p>The Singing Mermaid</p> <p>The Lighthouse Keeper's Lunch</p>

	The Colour Monster We're Going on a Bear Hunt Goldilocks and Three Bears Hedgehogs - Non Fiction Poems and rhymes	The Birth of Jesus Autumn - Non Fiction Poems and rhymes	Poems and rhymes	On the Farm - Non Fiction Poems and rhymes	Poems and rhymes	Barry the Fish with Fingers Under the Sea - Non Fiction Poems and rhymes
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Prime Areas of Development

Physical Development (PD) Gross Motor and Fine Motor	Movement/Travelling (FMS/GMS throughout the year) PE -Intro to PE	Movement/Travelling (FMS/GMS throughout the year) PE - Fundamentals	Movement/Travelling (FMS/GMS throughout the year) PE -Gymnastics	Movement/Travelling (FMS/GMS throughout the year) PE -Ball skills	Movement/Travelling (FMS/GMS throughout the year) PE -Dance	Movement/Travelling (FMS/GMS throughout the year) PE -Games
Personal, Social and Emotional Development (PSED) Self-Regulation Managing Self Building relationships	Myself and my relationships 1 Beginning and belonging	Myself and my relationships 2 My family and my friends Myself and my relationships 3 My emotions .	Citizenship 1 Identities and diversity	Citizenship 2 Me and my world	Healthy and safer lifestyles 1 My body and growing up Healthy and safer lifestyles 2 Keeping safe	Healthy and safer lifestyles 3 Healthy lifestyles

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.
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Other Areas of Learning

Phonics (Letters and Sounds)	<u>Phase 2</u> Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW.	<u>Phase 2</u> Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.	<u>Phase 3</u> Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.	<u>Phase 3</u> Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.	<u>Phase 3 Consolidation</u> Re-capping what has been taught. Using and applying strategies through reading and writing.	<u>Phase 4</u> Move onto phase 4 to consolidate phase 3, using and applying strategies.
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Specific Areas of Development

Literacy Comprehension Word Reading, Writing	<p>Throughout the year the skills taught will include:</p> <p>Comprehension: Demonstrate what has been read., anticipate key events, use and understand new vocabulary.</p> <p>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.</p> <p>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.</p>					
Literacy Skills	Send home reading books. Work on FM skills using a range of focused and independent activities.	Continue with home-readers. Introduce guided reading.	Continue with home-readers and guided reading. Record lists, captions, labels, tags	Continue with home-readers and guided reading.	Continue with home-readers, busy boxes and guided reading.	Consolidating what has been taught to ensure children have the confidence and stamina to write at length.

	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.												Applying phonic knowledge to reading. Begin to record simple captions and labels using dominant sounds. Recognise and read key HFW.												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.												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.												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.												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. <i>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</i>																																																																							
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	Cosolidatio n	To 20 and Beyond	First Then Now	Find my Pattern	On the Move																																																												
Number	Baseline	Match and Sort Compare Amounts	Representi ng 123 Comparing 123 Compositio n of 123	Representi ng Numbers to 5 One more and Less	Introduc in g zero Comparing numbers to 5 Compositio n 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 understand ing Patterns and Relationshi ps																																																												

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	<u>TNW</u> 'Recognise some environments that are different to the one in which they live'. Seasonal changes Look at contrasting environments to their own. Naming features of their world - natural and man-made. <u>PP</u> 'Name and describe people who are familiar to them' Talking about themselves, their home and their family. <u>PCC</u> 'Draw information from a simple map'.	<u>TNW</u> 'Explore the natural world around them' Observe and interact with natural process - light/dark/reflections/shadows. Explore the changes they can see outdoors. How animals behave differently in the changing seasons. How and why questions <u>PP</u> 'Talk about members of their immediate family and community' Explore different families/communities. <u>PCC</u> 'Understand that some places are special to	<u>TNW</u> 'Understand the effect of changing seasons on the world around them.' Look at the weather and seasonal features. Note and record the weather. Pictures of animals in the natural world. Observe natural processes - Freezing & Melting/Waterproof materials <u>PP</u> <u>PCC</u> 'Recognise that people have different beliefs and celebrate special	<u>TNW</u> 'Describe what they see, hear and feel whilst outside.' Interact with the natural world/care for living things/hands on experience - Hatching chicks/ Lambs/ Growth and life, butterflies. Habitats <u>PP</u> Comment on images of familiar situations in the past' Talk about our experiences of farms now and how they differ in the past. Machinery. <u>PCC</u>	<u>TNW</u> 'Understand some important processes and changes in the natural world around them' Features of the world around them Natural/Man-made Growing and planting - naming familiar plants/ caring for plants Life cycles: bees, butterflies, frogs. <u>PP</u> 'Compare and Contrast characters from stories and figures from the past' Explore different vehicles Journey role play The Wright brothers first successful aeroplane	<u>TNW</u> 'Know some similarities and differences between the natural world and the world around them' Animals and their environments - sea creatures and their habitats. Seasonal changes <u>PP</u> 'Understand the past through characters and books.' Trips to the seaside Past/Present Similarities and differences. <u>PCC</u>						

	Where do we live/Places that are familiar to us.	members of their community.'	times in different ways.'	'Recognise some similarities and differences between life in this country and life in other countries.'	PCC "Draw information from a simple map.'	"Explore similarities and differences between different cultural communities.'
		Look at places of worship/linked to celebrations	Chinese New Year Mothers Day	Where food comes from. Farming around the world.	Explore maps/environments - drawing own maps linked to story settings.	Explore similarities and differences between cultural communities
Expressive Arts and Design (EAD) Creating with Materials Being Imaginative and Expressive	<u>CWM</u> Printing, materials. textures, chalks, paints. Sand and Water Mud Kitchen <u>BIE</u> Nursery rhymes Number songs Sounds linked to feelings and colours	<u>CWM</u> Bonfire night paints and textures. Funnybones puppets Christmas Play Making stickman puppets. Christmas craft, cards and decorations. <u>BIE</u> Firework sounds Funnybones dance Christmas Play Singing Christmas hymns and songs Performing on stage Using role-play to act out different scenes.	<u>CWM</u> Mother's Day cards <u>BIE</u> Chinese role-play Chinese dragon dance Chinese dragon song Chinese music and sounds	<u>CWM</u> Farmyard collage Butterfly paintings Easter cards Easter craft Bible story paintings Playdough <u>BIE</u> Number songs Animal sounds Farm songs and dances Farm shop role-play Sand and Water Mud Kitchen	<u>CWM</u> Junk model aeroplanes Using different materials and media <u>BIE</u> Number songs Using instruments to create sounds Sand and Water/Wet and Dry Mud Kitchen	<u>CWM</u> Using natural materials to create pictures. Story characters. Exploring media and materials <u>BIE</u> Making a beach puppet show and activities Music and gymnastics Sand and Water/Wet and Dry Mud kitchen