

**Hedgehogs Long Term Plan – 2023/24**

This is an overview of the expected learning to be taught in the Hedgehogs class during the academic year of 2023-24, however this is subject to change leading from the children’s interests and following the EYFS curriculum.

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|  | **Autumn 1**  Marvellous Me | | **Autumn 2**  Miraculous Machines and Fun with Forces | | **Spring 1**  Wonderful Weather | | **Spring 2**  Food Glorious Food | | **Summer 1**  The Great Outdoors | | **Summer 2**  Animal Magic | |
| **Number of weeks** | 7 weeks | | 9 weeks | | 6 weeks | | 4 weeks | | 7 weeks | | 6 weeks | |
| **Trips** | Belton village walk | | East Midlands Aeropark? | |  | | Hough Mill?  Pizza Express? | | Church Visit | |  | |
| **Books and Texts** | Little Hedgehog’s Big Day  Elmer  No David!  The Biggest Bed in the World  The Tiger who came to Tea  We’re Going on a Bear Hunt  Goldilocks and the Three Bears | | Things that Go (non fiction)  The Train Ride  Rama and Sita  The Pirates Next Door  Whatever Next  The Smeds and the Smoos  The Three Little Pigs  How to Catch a Star  The Nativity Story | | Queen Elizabeth ll  The Creation Story  The Leaf Thief  Somebody Swallowed Stanley  Lost and Found  How to Catch a Rainbow | | Oliver’s Vegetables  Little Red hen  Farmer Duck  The Easter Story | | The Tiny Seed  Jack and the Beanstalk  Mad About Minibeasts  Superworm  What the Ladybird Heard  The Three Billy Goats Gruff  Handa’s Surprise | | Night Monkey, Day Monkey  Pandas (non fiction)  Dinosaurs Love Underpants  Owl Babies  Tiddler  Julian is a Mermaid | |
| 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**  Kapow | **Self-regulation: My Feelings**  In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. | | **Building Relationships: Special Relationships**  In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences. | | **Managing self: Taking on challenges**  In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice ‘grounding’ coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge. | | **Self-regulation:**  **Listening and following instructions**  In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one. | | **Building relationships: My family and friends**  In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another. | | **Managing self: My wellbeing**  In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves. | |
| **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. | |
| 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 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. | |
| Phonics  Twinkl Phonics | **Level 2**  Learning grapheme phoneme correspondences (GPCs).  Segmenting and blending simple VC and CVC words.  Reading some level 2 high frequency words (HFWs). | | **Continue Level 2 and Begin 3**  Continue learning GPCs. Segmenting and blending VC and CVC words. Read short captions.  Read and spell level 2 HFW.s  Moving onto level 3 and learning some digraphs. | | **Continue Level 3**  Continue learning GPCs including digraphs and vowel digraphs.  Segmenting and blending level 3 words using phonic knowledge.  Read simple sentences.  Reading and spelling key HFWs. | | **Level 3 Consolidation**  Continue learning GPCs including digraphs and vowel digraphs.  Segmenting and blending level 3 words using phonic knowledge.  Reading sentences using phonic knowledge to decode unfamiliar words.  Read and spell all level 2 and 3 HFWs | | **Level 4**  Move onto level 4 to segment and blend CVCC, CCVC words and adjacent consonants. Decode polysyllabic words.  Reading sentences using phonic knowledge to decode unfamiliar words. Read and spell all level 2, 3 and some level 4 HFWs. | | **Level 4 Consolidation**  Segment and blend CVCC, CCVC words and adjacent consonants. Decode polysyllabic words.  Reading sentences using phonic knowledge to decode unfamiliar words. Read and spell all level 2, 3 and 4 HFWs. | |
| **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  Number | Baseline | Match, Sort and  Compare | It’s me 1,2,3 | 1,2,3,4,5 | Alive in 5 | Growing  6, 7 & 8 | Building 9 & 10  Comparing numbers to 10  Bonds to 10 | To 20 and beyond | How many now? | Manipulate, compose and decompose | Sharing and Grouping | Make connections |
| White Rose Maths  Measure, Shape and Spatial Awareness | Baseline | Talk about measure and Patterns | Circles and Triangles | Mass and capacity |  | Length, Height and Time | Exploring 3-D shapes |  | Visualise, build and map | Visualise, build and map | Consolidation |  |
| **Understanding of the world (UW)**  The Natural world  Developing Experts | **Our Body**  Hands and feet  Describe why our hands and feet are useful  Why are we all unique  Know that we have similarities and differences and that we are all unique  **Health and safety**  About my home  People you can trust  **Our Senses**  Smell and Touch  Hearing, Sight and Taste | | **Machines**  Different types of transport  **Forces**  Push or Pull  Sink or Swim  **Space**  Why are rockets important?  Explore Outer Space  **Materials**  How do things change shape?  Reflecting in mirrors | | **Weather**  Autumn and Winter  Rain, Ice and Water  Snow and Melting  Rainbows | | **Food**  Vegetables  Wheat and Flour  Chicken and eggs | | **Plants**  Where do plants come from?  How to look after plants  **Insects**  What are insects and invertebrates?  Where do insects and invertebrates live?  Discover more about insects and invertebrates | | **Animals**  Where animals live and what they need  Bears  Dinosaurs  Birds  **The Beach**  Explore how waves wear away the coastline  Make the perfect sandcastle | |
| Past and Present  Collins Connected | Homework project –  Family scrap book and family stay and play visit to school  Make sense of their own life story and of past and present  Examine and talk about images of familiar situations in the past  Recognise that things happened before they were born  Create their own personal timeline for their lives so far | | Examine artefacts from the past commenting on similarities and differences to modern day equivalents – Aeropark visit  resources in continuous provision  Hear and discuss accounts of the past involving people, places and events through storytelling and role play - Nativity | | Introduced to people in stories about the past who did important things and are remembered today – Queen Elizabeth ll  Compare and contrasted characters from stories including important figures from the past – Queen Elizabeth ll | | Hear and discuss accounts of the past involving people, places and events through storytelling and role play – Easter story | | Gain first-hand experience through visiting places locally of historic importance – church visit | | Supported to organise events using basic chronology – looking back on our year at school | |
| People, Culture and Community  Collins Connected | **Our Local Area - My School Grounds**  How do I find my way around Belton school?  *Resources available in the continuous provision:*  *Map of school grounds*  *Photos of school grounds – taken by the children*  *Aerial shots*  *Natural of human made pictures game*  *Squared paper for map drawing*  *Globe*  *Atlas*  *Maps of UK*  *World map*  *compass*  *aerial shots* | | **Our Local Area - Belton and My Local Area**  Where do I live and what is it like there?  *Resources available in the continuous provision:*  *Maps of Belton and local area*  *Photos taken by the children*  *Draw routes to school*  *Map drawing resources*  *Globe*  *Atlas*  *Maps of UK*  *World map*  *Road maps*  *Screen shots of sat nav routes* | | **Life in our Country - The United Kingdom**  Which country do I live in?  *Resources available in the continuous provision:*  *Flags*  *Bunting*  *Royal family*  *Maps of UK*  *Maps of UK to colour*  *Locate UK on a world map, atlas and globe* | | **Life in our Country - The United Kingdom**  What can be found in the United Kingdom?  *Resources available in the continuous provision:*  *Significant features of UK*  *London Eye*  *Buckingham Palace*  *Big Ben*  *Stone Henge*  *Tower bridge*  *Edinburgh castle*  *Eden project*  *White Cliffs of Dover*  *Angel of the North*  *Photos*  *Locate UK on a world map, atlas and globe* | | **Life in Countries Around the World - The World**  What is similar and different between life in this country and life in other countries?  *Resources available in the continuous provision:*  *Pictures showing people from around the world linked to world map*  *Artefacts and dolls from different countries*  *Draw similarities and differences between life in this country and that of others* | | **Life in Countries Around the World - Continents and oceans**  How many continents and how many oceans are there in the world?  *Resources available in the continuous provision:*  *Define continents and oceans on world maps*  *Learn some names*  *globe*  *Atlas*  *Maps of UK* | |
| Religious Education | Being special: Where do we belong?  (Living)  Leicestershire Syllabus Thematic | | Why is Christmas special for Christians?  (Incarnation)  Understanding Christianity | | Why is the word ‘God’ so important to Christians?  (Creation)  Understanding Christianity | | Why is Easter special to Christians?  (Salvation)  Understanding Christianity | | What places are special and why?  (Living)  Leicestershire Syllabus Thematic | | What times/stories are special and why?  (Believing)  Leicestershire Syllabus Thematic | |
| **Expressive Arts and Design (EAD)**  **Creating with Materials**  Kapow | **Drawing -**  **Marvellous marks**  Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. | | **Painting and Mixed Media - Paint my world**  Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. | | **Sculpture and 3D**  **Creation Station**  Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculpture | | **Sculpture and 3D**  **Creation Station**  Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculpture | | **Craft and Design - Let’s get Crafty**  Developing cutting, threading, joining and folding skills through fun, creative craft projects. | | **Craft and Design - Let’s get Crafty**  Developing cutting, threading, joining and folding skills through fun, creative craft projects. | |
| **Being Imaginative and Expressive**  Music  Leicestershire Music | **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. | | **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) | | **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 | | **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 | | **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 | | **20th Century Music**  Comment and  respond to recorded  music from different  traditions, genres,  styles, and times. | |
|  | *Resources available in the continuous provision:*  *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* | | *Resources available in the continuous provision:*  *CWM*  *Painting and mixed media – Paint my world*  *Bonfire night paints and textures.*  *Christmas Play*  *Making 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.* | | *Resources available in the continuous provision:*  *CWM*  *Sculpture and 3D – Creation station*  *Mother’s Day cards*  *BIE*  *Chinese role-play*  *Chinese dragon dance*  *Chinese dragon song*  *Chinese music and sounds* | | *Resources available in the continuous provision:*  *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* | | *Resources available in the continuous provision:*  *CWM*  *Junk model aeroplanes*  *Using different materials and media*  *BIE*  *Number songs*  *Sand and Water/Wet and Dry*  *Mud Kitchen* | | *Resources available in the continuous provision:*  *CWM*  *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*  *.* | |