Hedgehogs Class Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Maestro: **Big idea Driver Project**	 Once Upon a Time **What makes a Story Magical?**	 Exploring Autumn **How does the world change in Autumn?**	 Dangerous Dinosaurs **Why do we think some dinosaurs were dangerous?**	 Long, Long ago **What do you think life was like long, long ago?**	 Sunshine and Sunflowers **What things help tiny seeds wake up and grow into amazing plants?**	 Animal Safari **What incredible creatures can we find on our amazing planet?**
Mini Project	Stories and Rhymes **How do stories and rhymes help**	Sparkle and Shine **How do people celebrate when**			Creep, Crawl and Wriggle **What would the world look like of we**	

	us learn and have fun?	**the world is frosty and bright?**			**were ant sized?**	
Seasonal events	Harvest Festival Diwali	Remembrance assembly in the church Bonfire Night Nativity play Sunday Christmas community service Christingle service	Chinese New Year Shrove Tuesday Valentines Day Safer Internet Day	Mother's Day Easter service World Book Day Earth Day	May Fayre Eid	Father's Day World Ocean Day
Parental Engagement Opportunities	Meet the teacher Phonics evening Stay and play sessions	Parent consultations Nativity play	Parent consultations	Parent assembly	Creative afternoon Mystery readers	Sports Day Summer Fayre
Enrichment Opportunities/ Cultural capital	Planting bulbs School walk Artist workshop	Autumn walk Christmas Party with visit from Santa Visit from an author/illustrator	Winter Walk Chinese New Year Make Pancakes on Shrove Tuesday	Flying a Kite	Spring Walk at Fyne Court Going on a butterfly/bug hunt Planting wildflowers,	School trip to the zoo

					Growing Butterflies in the classroom Theatre trip Visit the local church	
Role play areas	Home Corner (add enhancements)	Home Corner (add enhancements) Santa's workshop	Dinosaurs look out/den	Bakery (The Gingerbread Man)	Garden centre/cafe	Animal Doctors/Vets practice
Oracy	EYFS wordy of the week Oracy Program	EYFS wordy of the week Oracy Program	EYFS wordy of the week Oracy Program	EYFS wordy of the week Oracy Program	EYFS wordy of the week Oracy Program	EYFS wordy of the week Oracy Program
Texts linked to main project	My First Book of Fairy-Tales Nursery Rhymes	Leaf Man The Leaf Thief	My First Big Book of Dinosaurs If I had a Dinosaur	Nothing by Mick Inkpen The See Saw The Tiger Who came to Tea Peepo!	The Tiny Seed Bugs One Little Butterfly My first Book of Wildflowers Mt First Book of Butterflies and Moths	A First Book of Animals Dear Zoo How to Count Crocodiles Monkey Puzzle Billy's Bucket

Talk For Writing	Nursery Rhyme Focus The Little Red Hen (cumulative story) Focus: characters Non-Fiction Little Red Hen's Diary	The Enormous Turnip (cumulative story) Focus: Starting stories Non-Fiction Magical Turnips	The Three Billy Goats Gruff (defeat the monster) Focus: Goodies and baddies Non-Fiction How to trap a troll or Dinosaur	The Gingerbread Man Non-Fiction Make a class book on Toys	The Very Hungry Caterpillar (non-fiction focus) Non-Fiction How to grow …	Brown Bear, Brown Bear, What do you See? Non-Fiction Recount of Mrs Bee's Day out.
Literacy - comprehension	**Listening to stories.** Engage in conversations about stories, while answering questions. Notices words they do not know the meaning of. Begin to look in more detail at the pictures and talk about what is happening Begin to predict what might happen next when prompted. Share opinions of stories – likes and dislikes .Knows we read from left to right, top to bottom. Joining in with rhymes. Showing an interest in stories with repeated language.	**Beginning to retell stories** Engage in conversations about stories and begin to ask questions. Begin to understand that when answering questions about the text, we have to look in the book when guided by a teacher. Retell a story through images -such as a story map, using actions.	**Retelling stories with recently introduced vocabulary** Discusses word meanings and links new words to known words Make basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher. Predict what will happen next based on what has happened so far. Link what has been read to them to their own real-life experiences Can orally retell a story in their own words.	**Building Fluency and understanding** Asks more in depth questions showing a good understanding of the text Makes rational anticipations of key events in the story through inferences. Make simple predictions based on the story, previously read stories and life experiences. Can sequence a simple story – remembering key events, draw pictures of characters and events. Retell a story with actions and / or	**Explaining the stories they have listened to or have read themselves** Asks questions about key events in the story Uses new vocabulary introduced by the teacher when read in a book Explain what has been read to them in their own words. Fiction and non-fiction: Begin to understand that a non-fiction book gives facts and information and that fiction means a story.	**Demonstrate understanding of what has been read to them retelling stories using their own words and recently introduced vocabulary** Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic Uses and understands vocabulary that has been introduced through a book correctly, showing a good understanding of events Answers questions about the text that requires them

	Develop awareness of print around classroom.			picture prompts as part of a group. Develop their own narratives by connecting ideas or events.		to 'read beyond the text'. E.g. "why do you think..." Explain predictions and justify why they might happen Express their ideas and views about the characters and events in the story. Can sequence a class story remembering some details and key events including story specific vocabulary
Literacy - word reading **Little Wandle Letters and Sounds Phonics**	**Phase 2** **Linking sounds to Letters** **Begin Sound Blending** **Tricky words** Little Wandle 'Rhyme time' (first 2 weeks) Introduce GPCs: s,a,t,p,l,n,g,o,ck, e,u,r, h,b,f,l Tricky words: is, I, the	**Phase 2** **Linking sounds to Letters** **Sound Blending** **Tricky Words** ff, ll, ss, j,v,w,x,y,z,qu,zz, words with s /s/ added at the end ch,sh,th,ng,nk words ending in s /z/ (his) words with s /z/ added at the end (bags) Tricky words: put, pull, full, has, his, her, no, go, to into, she, he, push, of, we, me, be	**Phase 3** **introducing digraphs** **Sound Blending** **Tricky words** **Read simple sentences** ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air, er words with double letters: dd, mm, tt, bb, rr, gg, pp, ff longer words Tricky words: was, you, they, my, by, all, are, sure, pure	**Phase 3** **Sound Blending** **Read and write simple Sentences** **Review:** ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air, er Words with double letters Longer words Words with 2 or more digraphs longer words words ending in -ing compound words words ending in -s words ending -es /z/	**Phase 4** **Sound Blending** **New tricky words** **Read and write simple sentences** Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Compound words Root words ending in -ing, -ed /t/, -ed/id /ed -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	**Phase 4** **Sound Blending** **Read and write simple sentences** Long vowel sounds cvcc ccvc Long vowel sounds ccvc cccvc ccv ccvcc Phase 4 words ending in -s /s/ Phase 4words ending in -s /z/ Phase 4 words ending in -es Longer words Root words ending -ing, -ed /t/, ed /id/ /ed/, ed /d/ Phase 4 words ending in s /s/, s /z/, -es Longer words **Say a sound for each letter of the**

						alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy – writing	**Representing name and initial sounds.** Dominant hand, tripod grip, mark-making, giving meaning to marks and labelling. Practise correct letter formation on whiteboards. Writing initial sounds. Use initial sounds to label characters/images. Writing names and labels. Writing messages. **Talk for Writing outcomes:** Narrative, oral re-telling, labels, captions	**Writing CVC words.** Name writing Practising correct letter formation Labelling using initial sounds. Writing cvc words using phoneme fingers. Finishing sentence stems: 'My leaf man flew over...' Retelling stories in drawings and mark-making in writing area. **Talk for Writing outcomes:** Narrative, oral re-telling, captions, lists,	**Caption writing and tricky words** Practising correct letter formation. Writing some tricky words such as I, is, the, he, me, has Writing cvc words using phoneme fingers. Guided writing based around simple sentences in a meaningful context. **Talk for Writing outcomes:** Narrative, oral re-telling, create an innovated story map (alternative characters)	**Begin to write a simple sentence** Dictated sentences – hold and write. Practise correct letter formation. Write captions and labels. Write simple sentences. Write simple sentences to accompany story pictures. **Talk for wiring outcomes:** Narrative, oral-retelling, Speech bubbles, create an innovated story map (change the ending)	**Write a simple sentence.** Dictated sentences – hold and write. Form lowercase and some capital letters correctly. Begin to read back own writing. Spell words with consonant clusters Write in role as a 'bug expert' Write lists **Talk for Writing outcomes:** Orally recite fact sentences using a text map. Innovate by changing animal/minibeast. Write fact sentences	**Write more than one sentence.** Dictated sentences – hold and write. Write a range of sentences with tricky words, spelt correctly. Spell words with suffixes -ing, -ed. Begin to use finger spaces, capital letters and full stops. Form lowercase and some capital letters correctly. Use familiar texts as a model for witing their own stories. (e.g. Dear Zoo) **Talk for Writing outcomes:** Orally recite a story with a

						repeated structure using a text map. Innovated story map (change colours and characters) Orally retell using innovated story map and perform to others. Write three sentences with a repeated structure. **Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.**
Handwriting Little Wandle	**Practising Patterns** **Curly Letter Family** **15 mins daily**	**Long Letter Family** **Bouncy Letter Family** **Zig- Zag Letter Family** **15 mins daily**	**Teach Capital Letters** **Review Lower Case Letters alongside capitals** **15 mins daily**	**Teach Capital Letters** **Review Lower Case Letters alongside capitals** **15 mins daily**	**Review lower-case and capital letters** **Teach letter formation in digraphs and trigraphs** **15 mins daily**	**Review lower-case and capital letters** **Teach letter formation in words** **15 mins daily**
Mathematics **White Rose Mastery Intelligent Practice**	**Mathematical Experiences:** Counting rhymes and songs. Classifying and sorting objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / Introduce manipulatives. **Exploring the numbers** 1,2,3	**1,2,3:** Children should be able to show the correct number on their fingers and match numeral to correct quantity. **4 and 5:** Children count forwards and backwards to 5. They count or subitise sets of up to 4/5 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and can say which sets have more and	**Introducing Zero:** Children will already have some practical understanding of 'nothing there' or 'all gone'. They will learn that the number zero and the numeral 0 can be used to represent this. **Comparing Numbers to 5:** Children will continue to understand that when comparing	**Building 9 and 10:** Children continue to apply the counting principles when counting to 9 and 10, forwards and backwards. They represent 9 and 10 in different ways. They explore the composition of 9 and 10, using conceptual subitising. Children will notice that a 10 frame is	**Building Numbers beyond 10:** Children will build and identify numbers to 20 (and beyond) using a range of resources. Children will notice that the numbers 1-9 repeat after every full 10. **Counting patterns beyond 10:** The children will have regular opportunities to count beyond 10.	**Doubling:** Children will learn that 'doubling' means 'twice as many'. Children will build doubles using real objects and mathematical equipment. **Sharing and Grouping:** Children will have opportunities to explore sharing equally and making equal groups.

	Children will be given the opportunities to count and subitise the numbers 1,2 and 3. **Matching, Sorting and patterns.** Children will be given opportunities to look at different patterns, shapes, sizes and colours of man-made and natural objects. Children should be able to identify, describe the objects, match and sort into the same category. Children will be given opportunities to compare amounts and say which has more and fewer, which is taller/shorter, longer/shorter. Children will be given opportunities to make a pattern. They should be able to complete a repeating pattern using colour, shape or different sizes.	which have fewer items. They use their own mark-making to represent numbers to 4 and 5. They notice that a 5 frame is full when there is 5. **One More and One Less:** Children continue to count, subitise and compare as they explore one more and one less. Children should see the link between counting forwards and the one more pattern and counting back and the one less pattern. **Shapes with 4 sides:** Children will learn that square and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes in the classroom and outside. **Night and Day:** Children talk about night and day and order key events in their daily routines. Theu use language to describe when events happen e.g. night, day, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways such as counting the number of sleeps or using timers.	numbers, one quantity can be more than, the same as, a fewer than another quantity. Children will continue to understand that all numbers are made up of smaller quantities. Exploring compositions of 4 and 5. **Compare Mass:** Children will have experiences of comparing heavy and light, using the language of heavy, heavier than, heaviest. Light, lighter than, lightest. **Compare capacity:** Children to make direct comparisons to understand full, empty, half full, nearly full and nearly empty. **Composition of 6, 7 and 8:** Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects 3from a larger group. They arrange 6, 7, and 8 items into smaller groups to conceptually subitise and see how the	full when there is 10. They use 10 frames, fingers and cubes to subitise groups of 9 and 10. **Comparing numbers to 10:** Children continue to make comparisons using language of 'more', 'fewer' 'less' 'equal' and 'the same'. **Bonds to 10:** Children explore number bonds to 10 using manipulatives such as cubes and 10 frames. **3-D Shape:** Children will naturally explore and manipulate 3D shapes through their block play and modelling. They investigate which shapes roll and which shapes stack. Children will be introduced to the names of the shapes and sort them according to similarities and differences.	They will be introduced to representations which show the full 10 and part of the next 10. Children to count on and back from different starting points, to say which number comes before and after a given number. **Spatial Reasoning (1 and 2):** Children will have opportunities to select and rotate shapes to fill a given space. Children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Children will explore how shapes fit together and separate to make new shapes. **Adding More:** Children to use real objects to find out that the quantity of a group can be changed by adding more. Firstly, by recounting all the items altogether, then by counting on. **Taking Away:** Children to use real objects to find out that the quantity of a group can be changed by taking	Children will notice that there can be items left over when they share and group. **Even and Odd: Children will notice hat some quantities will share equally into 2 groups and some will not.** **Spatial Reasoning (3):** Children will use positional language to describe where objects are in relation to other objects. Children will have opportunities to replicate models using positional language. **Have a deep understanding of number to 10, including the composition of each number.** **Subitise up to 5.** **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** **Compare quantities up to 10 in different contexts, recognising when**

			numbers are made up of smaller numbers.		items away. Firstly by counting the items at the start and then subitise or recount to see how many are left.	**one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally count beyond 20, recognising the pattern of the counting system.** **in different contexts, recognising when one quantity is greater than,**
Communication and Language	**Communication and Language is developed throughout the year through high quality interactions between adults and children and supported interactions between children. This includes daily group discussions and circle times, weekly 'oracy' lessons, 'Scarf' PSHE sessions, daily stories and 'book talk'. Key vocabulary is introduced each half term and displayed in the classroom environment under the headings 'Know', 'Grow' and 'Show'. (Words we 'know', less common new words 'Grow' and subject specific words, 'Show').** **As the year progresses the children will attend whole school assemblies.** **They will have the opportunity to bring in and talk about things from home and will share 'Paddington's Diary of Adventures'.** **They will use knowledge organisers to be introduced to new vocabulary and to recap previously taught vocabulary.**					
	Settling activities, carpet times and routines. Sharing and acting out nursery rhymes. Learn rhymes and songs. Adults modelling social language: "Good Morning", "Thank you", "shall we play?"	Links to festivals and children's experiences – talking about shared experiences. Begin to describe events with some detail. Speak in sentences of 4-6 words through daily interactions. Express point of view using words and actions during group discussions.	Understand and answer questions using words such as **what, why, where, when?** Children to ask their own questions and use questions to check they understand something.	Listen to a story with sustained focus. Describe events in detail using connectives and, but, because, then Understand 'why' questions and respond	Listening to non-fiction books and develop new knowledge through listening to these books. Learn new vocabulary and begin to use this during conversations.	Listen attentively during class discussions, with friends and with my teacher. Ask questions in discussions when 1;1, in small groups and during larger class discussions. Respond appropriately

	Listen to rhymes and join in with rhymes and songs Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Orally retell story of 'The Little Red Hen'. Share Paddington's diary of Adventures.	Songs- learn Christmas and Nativity songs. Orally retell story of 'The Enormous Turnip'. Learn 'good listening' skills. Learn new vocabulary.	Learn and use new vocabulary though the day. Engage in non-fiction books. Use talk to help work out problems and organise thinking and activities, and to explain how things work and how they might happen.	appropriately to them. Use new vocabulary in conversations Retell a story with an increased knowledge of story language and vocabulary. Learn new vocabulary.	Ask questions to find out more and to check they understand what has been said to them.	during conversations. Begin to make up their own stories with a beginning, middle and end. Articulate their ideas and thoughts in well-formed sentences. **Listen attentively and respond to what they hear with relevant comments, questions and actions when being read to and during whole class discussions and small group interactions. Make comment about what they have heard and ask questions to clarify their understanding. Hold conversations in back-and-forth exchanges with adults and peers. Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction.**

						Rhymes, and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and futures tenses.
Physical Development	**Gross Motor:** Children to copy musical tracing maps using large gestural movements. Children explore different ways of moving running, walking, jumping, hopping, crawling. Finding spaces and moving safely. Exploring stepping stones. Moving through hoops and tunnels. Children push and negotiate space with wheeled resources. Children supported with handwashing and toileting where necessary. Support individuals to develop good personal hygiene. Explore using bikes and trikes. Develop shoulder strength and stability and balance using large climbing frame.	**Gross Motor:** Children to copy musical tracing maps using large gestural movements. Ball skills – throwing and catching. Large block play – building obstacle courses and climbing. Dancing and moving to music. Make up games with stepping stones. Follow a route with the bikes and trikes. Develop shoulder strength and stability and balance using large climbing frame. Continue to develop good personal hygiene.	**Gross Motor:** Children to copy musical tracing maps using large gestural movements. Ball skills – aiming, dribbling, pushing, kicking, throwing, catching and bouncing. Large block play – build houses and enclosures. Develop basic skipping skills. Dance – copy simple movements in time to music. Build obstacle courses moving over, under, through and around equipment in a variety of ways. Develop shoulder strength and stability and balance using large climbing frame.	**Gross Motor:** Children to copy musical tracing maps using large gestural movements. Building dens with a variety of equipment – collaborating with others Large block play – build racing cars and vehicles. Develop shoulder strength and stability and balance using large climbing frame.	**Gross Motor:** Children to copy more complicated musical tracing maps using large gestural movements with both hands. Ball skills – use a bat or racquet to hit a slow-moving ball. Increase distance and seed of ball when throwing and catching. Increase the distance when rolling towards a target. Dance – put a sequence of actions together	**Gross Motor:** **Negotiate space and obstacles safely, with consideration for themselves and others.** **Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.**
P.E Lessons/coach	**Fundamental Movement Skills**	**Fundamental Movement Skills**	**Dance**	**OAA**	**Athletics**	**Striking and Fielding**

	Netball/Basketball	Football	Gymnastics	Tag Rugby	Tennis	Health and Fitness
	Fine Motor: Daily name writing Daily handwriting session Form lines and circles. Form handwriting patterns. Dough disco activities Threading, weaving, pegging. Jigsaw puzzles. Playdough – rolling, cutting, squashing, balling, flattening, squeezing to develop strength and muscles in hands and fingers. Using hole punches Weekly scissor skills activity – Cutting to a point Hold large paintbrush correctly. Hold pencil beyond whole hand grasp. Encourage tripod grip	**Fine Motor:** Daily name writing Daily handwriting session Practise letter families Dough and putty activities Threading pegging. Jigsaw puzzles. Using Sellotape and masking tape to stick onto a flat surface Weekly scissor skills activity – Cutting straight lines / cutting curved lines	**Fine Motor:** Weekly name writing Daily handwriting session Practise letter families Dough, putty and clay activities Threading, weaving, pegging. Jigsaw puzzles. Using Sellotape and masking tape to join and assemble pieces Weekly scissor skills activity – Cutting simple objects Hold smaller paintbrushes correctly	**Fine Motor:** Weekly name writing Daily handwriting session Practise capital letters Dough, putty and clay activities. Threading, weaving, pegging. Jigsaw puzzles. Weekly scissor skills activity – Cutting along a broken line	**Fine Motor:** Weekly name writing Daily handwriting session Practise capital letters Dough, putty, clay and plasticine activities Sewing, weaving, More complicated Jigsaw puzzles with more pieces Weekly scissor skills activity – Cutting and Assembling more Complex shapes	**Fine Motor:** Weekly name writing Daily handwriting session Practise capital letters and lowercase letters in words. Dough, putty, clay and plasticine activities Sewing, weaving, Harder Jigsaw puzzles with more pieces Draw a range of animals using lines and curves and add details. Weekly scissor skills activity – Cutting and Assembling more Complex shapes and beginning to cut within shapes. **Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.** **Use a range of small tools, including scissors, paintbrushes and cutlery.** **Begin to show accuracy and care when drawing.**

Personal, Social and Emotional Development	**Self – Regulation:** Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children will work towards giving focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas and actions. Children will work towards: • Controlling their feelings and behaviours • Being able to concentrate on a task and ignore distractions • Applying personalised strategies to return to a state of calm • Behave in ways that are socially acceptable • Being able to control impulsive behaviours by thinking before acting • To be resilient and persevere in the face of challenges			**School Behaviour Expectations:** We **achieve** our best through effort and perseverance. We **believe** in ourselves and each other. We come **prepared** to learn every day. We show **respect** for everyone. We keep our school **safe** and caring for all. **Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**		
	Managing Self: Class routines and school behaviour expectations. Children and adults to agree a set of class rules. Children to play in favourite areas of provision and begin to explore other areas, supported by adults. Children encouraged to organise belongings and use toilet independently. Adults to support. See themselves as a valuable individual.	**Managing Self:** Class routines and school behaviour expectations. Children to follow class rules with some reminders. Children continue to play and explore in different areas of provision, sometimes supported by adults.	**Managing Self:** Class routines and school behaviour expectations. Children to follow class rules without reminders. Children confident to play and explore in provision with more independence.	**Managing Self:** Class routines and school behaviour expectations. Children to follow class rules without reminders. Children confident to play and explore in provision with more independence. Children to manage own needs more frequently.	**Managing Self:** Class routines and school behaviour expectations. Children can explain the reasons why we need to have some rules. Be confident to try new activities independently.	**Managing Self:** Class routines and school behaviour expectations. Children can explain the reasons why we need to have some rules. Show perseverance in the face of challenges Independently organise self and belongings including dressing and personal hygiene. **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** **Explain the reasons for rules, know right from wrong**

						and try to behave accordingly. **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**
	Building Relationships: Start to build friendships with other children in the class with adult support, as needed. Form good relationships with adults in the class.	**Building Relationships:**	**Building Relationships:** Begin to build friendships with more children through having conversations and extending play. Begin to find solutions to conflicts e.g. using the sand timer to take turns.	**Building Relationships:**	**Building Relationships:** Have multiple positive, friendly relationships with children and adults in the class. Think about the perspectives of others.	**Building Relationships:** **Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.**
Scarf – PSHE/RSE	**Scarf PSHE:** **Me and My Relationships** All About Me What makes me special? Me and my special people Who can help me? My Feelings My Feelings (2)	**Scarf PSHE:** **Valuing Difference** I'm special, You're Special Same and different Same and different families Same and different homes I am caring I am a friend	**Scarf PSHE:** **Keeping Safe** What is safe to go onto my body Keeping myself safe – what is safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online	**Scarf PSHE:** **Rights and Respect** Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	**Scarf PSHE:** **Being my Best** Bouncing back when things go wrong Yes, I can! Healthy eating My Healthy Mind Move your body A good night's sleep	**Scarf PSHE:** **Growing and Changing** Life stages – human life, who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys

			People who help to keep me safe			
Understanding The World	**Past and Present** Develop a sense of their own family and relations by drawing family members and describe who they are: baby, toddler, child, teenager, adult. (link with PSHE) Old Clothes, New Clothes – explore the clothing that the characters are wearing in Fairy- Tales. Compare with clothes we wear today. Add old- style clothing to role play area. Hats, waistcoats, king and queen costumes. Who lives here? Children explore a range of fairy tale building picture cards and think who could have lived in each building. They are encouraged to think about the different materials used and compare similarities and differences with their own homes. Kings and Queens: develop an understanding of Kings and Queens as the rulers of a country.	**Past and present** Remember and talk about significant events in their own experience – Christmas celebrations. Begin to name the days of the week through daily singing. Begin to name the seasons of the year – introduce a seasonal wheel. Children to add their birthdays. Children to begin to understand that there are special dates that repeat every year – Bonfire Night, Remembrance Day, Christmas.	**Past and Present** Understand that living things including dinosaurs lived millions of years ago.	**Past and present** Read and discuss 'The Tiger who came to Tea' – use this book to discuss aspects of their life and life in the past. Time team explorers – look at old photographs of our school; what has changed and what is still the same? Walk around the school looking for clues about life in the past – e.g. the bell tower, the old iron gate. Take photographs of old features using iPads. Bring in an old suitcase full of old toys with a letter from an elderly person asking the children if they would like to play with them. Explore how the old toys work/are used and the materials they are made from. Compare with toys today. In small groups children order pictures of objects – including toys, chronologically, discussing the reasons why they	**Past and present** Understanding the past through stories and storytelling.	**Past and present** **Talk about the lives of the people around them and their roles in society.** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.** **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

				have ordered them in a particular way. Read the book 'Peepo!' by The Alberg's – look closely at the pictures and find domestic items from the past e.g. coal, bar heater, stove, baby bath. Compare with the same items used today. Use the baby dolls to act out giving a baby a bath pretending that we live long ago... Make a display of our baby photographs and match with a picture of us today. Discuss how we have changed physically.		
	People Culture and Communities Find out about Harvest Festival and how Harvest is celebrated by Christians in a church.	**People Culture and Communities** Christmas around the world – Explore how Christmas is celebrated in different countries and spot similarities and differences with their own ways of celebrating Christmas. Find out about Hannukah and Diwali and how these festivals are celebrated.	**People Culture and Communities** Make and use simple maps in their play to represent places real and imagined – make a dinosaur island map.	**People Culture and Communities** Make a map of The Gingerbread Man's journey.	**People Culture and Communities** Read 'Errol's Garden' by Gillian Hibbs. Explore the word 'community' through the story. Design a 'North Newton Primary School' community planter with the children and invite children from other classes to come and help make the planter.	**People Culture and Communities** Look at a world map which includes pictures of animals. Can we name the animals and any countries where they are found in the wild? Make a simple map of the Zoo. Add a simple Key. Go on an 'animal safari' in the school grounds and on the school field.

						Introduce the term 'habitat'. Take pictures of animals and minibeasts found. Use a simple guide to identify them and learn some facts about them. **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.** **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.**
	The Natural World Explore foods that are harvested in autumn.	**The Natural World** Go on an Autumn walk. Use an 'Autumn Spotter' sheet to find signs of Autumn. Explore leaves using a light box – include leaves	**The Natural World** Talk about some of the things that they have observed using simple scientific vocabulary.	**The Natural World** The Gingerbread Man – investigate what happens when we place gingerbread biscuits into different solutions.	**The Natural World** Visit a garden and identify a range of plants and flowers using a 'plant spotter' sheet.	**The Natural World** Visit a zoo to view animals from around the world. Sort a range of animal picture cars

		at various stage of decay including leaf skeletons. Who lives in the woods? Children to name some woodland animals and sort pictures into woodland animals and non-woodland animals. Children have a go at drawing their favourite woodland animal. Find out how wild animals survive in the winter – including hibernation. Explore shiny and non-shiny materials using torches. Explore pumpkins – use wooden hammers and golf tees to make holes (link with fine motor development) Can we find the seeds?	Children to be introduced to specific vocabulary such as herbivore/carnivore/ Fossil/reptile/extinct Explore dinosaur shadows using torches and a white sheet – understand that shadows are formed when an object blocks the light. Experiment making shadows bigger and smaller. Look at a range of prehistoric (woolly mammoth, sabre tooth tiger) and make links with animals that are alive today. Understand that animals have changed over time. Sort pictures into groups – dinosaur/not a dinosaur Trap some dinosaurs in 'ice' – can the children rescue the dinosaurs by melting the ice?	Predict what will happen, observe and discuss results. Bake our own Gingerbread people and decorate.	Look at and handle a range of plants. Identify the different parts of a plant. Draw different plants using observational skills. Use magnifying glasses to observe wildflower seeds. Plant the seeds in tiny pots, before planting in the outside area. Provide a kit to raise butterflies and learn about their life cycle. Learn the names of a range of butterflies and moths. Explore what happens if plants don't have water. Use white carnations and diluted food colouring to find out how plants draw up water through their roots and stems. Represent scientific investigations through drawing and mark-making.	into sets based on their features. Introduce the terms 'mammal', 'reptile' and 'bird'. Have a go at sorting the cards according to this criterion. Find out which animals lay eggs. Match a picture of animal to the egg it lays and talk about your ideas and reasoning. Read 'Monkey Puzzle' by Julia Donaldson. Match photographs of animals to their babies. **Explore the natural world around them, making observations and drawing pictures of animals and plants.** **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.** **Understand some important processes and changes in the natural world around them, including the**

						seasons and changing states of matter.
R.E	**Unit 1** Why is the word God so important to Christians? (creation)	**Unit 2** Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians? Incarnation)	**Unit 3** Being Special -Where do we belong? (Thematic)	**Unit 4** Why do Christians put a cross on their easter gardens? (Why is Easter special to Christians? Salvation)	**Unit 5** Which places are special and why? (Thematic)	**Unit 6** Which stories are special and why? (Thematic)
Music Development	**Somerset Music Specialist and Charanga** **Chant to the Animals**	**Somerset Music Specialist and Charanga** **Creative Moves**	**Somerset Music Specialist and Charanga** **Lilting Lullaby**	**Somerset Music Specialist and Charanga** **Number Time**	**Somerset Music Specialist and Charanga** **Wellbeing Matters**	**Somerset Music Specialist and Charanga** **Rhythm Adventure**
Expressive Arts and Design	**Creating with Materials:** Build a fairytale castle or cottage using a variety of construction Kits including Duplo and wooden blocks Make a magic wand by winding colourful pipe cleaners around a stick. Make royal props (swords/shields/crowns) Using a variety of materials – sequins, foil, shiny paper, cardboard, glue etc Paint self-portraits; use thick and thin brushes. Skills: Early scissor skills, use roll top glues correctly, use PVA glue and spreaders, stick onto surfaces, begin to join	**Creating with Materials:** Make leaf rubbings and leaf prints. Children explore using hole punches by punching holes into leaves and leaf shapes. Children wrap colourful wool around cardboard leaf cut outs. (link to fine motor skills) Make and explore Autumn themed dough – add orange colouring, cinnamon, different textures. Make a simple hedgehog sculpture using clay. Make Rangoli patterns to celebrate Diwali.	**Creating with Materials:** Build bridges - Construct simple structures using a variety of materials including corrugated cardboard, tubes etc add goats, troll etc to test bridges out. Draw from imagination – draw a picture of the troll using thick and thin black marker pens Make ammonite pictures using wax resist Make and paint fossils using salt dough or clay	**Creating with Materials:** Make Gingerbread People collages and decorate with coloured tapes, sequins etc Learn how to mix he colour brown by combining the primary colours. Use this to make a painting of The Gingerbread Man.	**Creating with Materials:** Observational drawings of flowers using pastels and watercolours. Look at Garden paintings by Monet and Klimt. Make our own garden paintings by printing with pom poms and adding details with cotton buds. Make 3D flowers to sell in the florists (role play area) Make butterfly prints with paint. Observational drawing of butterflies.	**Creating with Materials:** Look at a range of pictures of birds. Discuss the patterns and colours on their beaks and plumage. Children have a go at creating a bird collage using mixed media including coloured card, feathers and drawing materials. Draw a range of animals using picture cards as prompts. Use clay to make simple sculptures of animals.

	pieces together using glue and tape. Use thick and thin paintbrushes. Explore colour mixing **Being Imaginative and Expressive:** **Role play –** home corner; (enhanced with cooking, washing up, laying the table, caring for babies, writing shopping lists) Add a variety of fairy tale costumes to the role play area including Kings, Queens, Princesses, Little Red Riding Hood. Develop a nursery rhyme prop box so that children can act out rhymes Sing and learn a range of Nursery rhymes and songs. Learn some new songs - Harvest songs Lean and perform a harvest poem Use fairytale themed Tuff spots and characters to begin to make up stories. Free small world play – learn how to choose, set up resources (e.g dinosaurs, farm, castles and nights, cars and blocks)	Make shiny pictures using ready-mixed paint, glitter, shiny paper. Make a Diwa lamp using clay **Being Imaginative and Expressive:** **Role play** – home corner (enhanced with birthday celebrations, writing cards, counting candles on cakes, Diwali and Christmas celebrations) Santa's workshop: writing cards and tags, wrapping presents. Learn and Perform songs for Nativity play. Small world enhancements – autumn habitats, woodland animals.	**Being Imaginative and Expressive:** Learn and perform the song 'The Prehistoric Animal Brigade'. Make mini dinosaur worlds in a tough tray – add eggs and a collaboratively made volcano. **Role play** – set up a tent and camouflage netting in the role play area. Add home made binoculars and pictures of dinosaurs around the area. Use puppet theatre and The Three Billy Goats characters to retell the story.	**Being Imaginative and Expressive:** Learn and sing a range of Lullabies including Hush Little Baby, Twinkle, Twinkle Little Star **Role play –** turn role area into a bakery. Add real dough, recipes, price lists, bags, toy cakes and gingerbread men Use puppet theatre and Gingerbread Man characters to retell the story.	**Being Imaginative and Expressive:** Learn a range of garden themed rhymes and songs. Perform in assembly or to another class. **Role play** – garden centre/ florists. Retell 'The Very Hungry Caterpillar' using finger puppets.	Use textured wallpaper to create a reptile with scaled skin. Add colour to represent the animal. **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** **Share their creations, explaining the process they have used.** **Make use of props and materials when role-playing characters in narratives and stories.** **Being Imaginative and Expressive:** Read 'Billy's Bucket' and invite children to make their own ocean habitat in a bucket. Can they name and describe the animals and objects they placed in their buckets? Role play – Animal Doctors / vets Practice. Explore a range of percussion instruments to

	Use puppet theatre and Golilocks characters to retell the story.					represent animal sounds. **Invent, adapt and recount narratives and stories with peers and their teacher.** **Sing a range of well-known nursery rhymes and songs.** **Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.**
Outdoor Learning opportunities	Provide a good range of building materials for the children to explore and challenge the children to make dens or houses for the pigs. Add builders' hats and clipboards so the children can design or draw their houses. Display a copy of the story The Three Little Pigs for the children to refer to as they play. Provide small bricks, straw, sticks, clay wet sand etc in a tuff spot and challenge the children to make a house for the pigs. Challenge the children to make a throne for a king or queen using the large blocks.	Offer camouflage netting, log stumps and large cardboard boxes for children to explore and make into obstacle courses and dens. Conker run: Provide cardboard tubes, plastic tubes or guttering and conkers. Encourage the children to work together to make a run for the conkers. Explore opening pumpkins and collecting the seeds to plant. Add autumn materials including pinecones, leaves, twigs, bark, apples to the water tray to see of they sink or float.	Resource the outside area with fabric, camouflage netting, crates and boxes for the children to make dinosaur islands. Add paper and pens for map making. Measure out a T-Rex footprint measuring 1m long by 46cm wide and challenge the children to see how far they can jump inside the footprint. Provide chalk and measuring equipment to measure how far they can jump. Display images of prehistoric cave paintings. Attach a large roll of paper to	Display images of people washing clothes by hand in the past. Provide bowls of warm water, soap, jugs, scrubbing brushes, washboards, washing lines and pegs for the children to handwash dolls' clothes and hang them up to dry. Display images of waterwheels and add various waterwheels and plastic pipes to the water tray. Challenge the children to transport the water along the pipes to	Set up a gardening browsing box with interesting equipment for the children to explore and discuss. Include a rake, gnome, kneeling pad, ball of string, plant labels, seed trays, dibber, trowel, fork and gardening gloves. Encourage the children to share their ideas and ask questions to find out more about the equipment. Set up a trail for the children to follow using sticks or small pebbles to make arrows. Chalk numbers on large stones so they can	Add desert animals, small rocks, pebbles and twigs to the sand tray. Create a swampy water tray by adding green slime and pebbles. Provide small world crocodiles for swampy play. Provide a range of obstacle course equipment, such as tunnels, cones, planks, crates and hurdles to create obstacle courses. Offer toy dogs for the children to take around the course.

	Provide large boxes, plastic crates and other construction materials for the children to make towers and castles. Incey wincey spider: Add lengths of guttering and plumbing pipe to the water tray with toy spiders. Challenge the children to work together to create water slides for the spiders and provide jugs and watering cans for them to 'wash the spiders out!'	Role-play delivering presents at Christmas using the wheelbarrows, bikes and trikes and boxes.	a wall and provide ready-mixed paint, brushes, chalk and pastels for the children to create a class mural. Provide the children with planks, log slices, blocks and crates. Explain that the floor is hot lava and they need to find a way of crossing without touching the floor.	make the waterwheels work. Play outside games from the past: Chalk a hopscotch grid onto the floor in the outside area. Show the children how to play and provide beanbags for the children to throw into the squares. Provide skipping ropes and a selection of hoops.	check that they have followed the route correctly. The trail could take the children around obstacle course equipment or if you have a large outdoor space set a trail that encourages them to run around the whole space. Create a perfume-making station in a Tuff Tub. Provide boxes of flower petals, grass clippings, herbs, pestle and mortar, funnels, pipettes, water and small clear plastic bottles. Offer labels and pens for the children to name their scents and clipboards and paper to write the recipes. Set up a butterfly feeding station. Punch three holes in a brightly coloured paper plate, thread string through the holes, and tie them together. Soak a sponge in sugary water. Squeeze out excess water and place it on the plate with some pieces of fruit. Hang the plate in a sunny spot and wait to see if butterflies come to feed.	Provide various building resources, such as plastic crates, wooden blocks, fabric, camouflage netting, tarpaulins, log slices and large pegs in the outside area. Challenge the children to work together to create dens and shelters. Provide resources, such as old pallets, rocks, stones, leaves, sticks, bark, pine cones, lengths of bamboo, plant pots and drainpipes, for children to create a minibeast hotel. Provide clipboards, paper and pencils, magnifying glasses and cameras or tablets for the children to record the minibeasts that visit the hotel over time. Add lengths of guttering and plumbing pipe to the water tray with toy spiders. Challenge the children to work together to create water slides for the spiders and provide jugs and watering cans for them to 'wash the spiders out!'

Assessments	Reception Baseline Assessment Little Wandle Phonics – Autumn 1 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals	Little Wandle Phonics – Autumn 2 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals	Little Wandle Phonics – Spring 1 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals	Little Wandle Phonics – Spring 2 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals	Little Wandle Phonics – Summer 1 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals	Little Wandle Phonics – Summer 2 assessment Assessment tracker for each child based on Development Matters and Early Learning Goals EYFS Profile Data submitted to county/DFE