


Why this curriculum aspiration:

This cohort will benefit from building their vocabulary and developing their speech, language and communication skills. They will be exposed to a wide range of high quality texts and begin to understand the features of stories gaining confidence to adapt stories using their imagination.

- Wider experiences:**
- Pantomime show
 - Nativity
 - Author visit
 - Fairytale drama
- Parent Partnership:** families invited to a show of our story retell.

- Key Texts**
- Bear hunt
 - Gruffalo
 - Room on the Broom
 - Handa's Surprise
 - Elmer
 - Each Peach Pear Plum
 - The Three Little Pigs
 - The Jolly Postman
 - Beegu

Link sounds to letters to read and write	To join in with repetitive phrases in a book read by an adult.	To begin to form letters in their name.	Understanding everyone is different and have different ideas		Build constrictive respectful relationships	See themselves as valuable individuals	Begin to develop gross and fine motor skills			
								Engage in story times and discuss		
Listen to a range of stories								Use talk to solve problems		
To find one more/one less (numbers within 5) –retell counting songs e.g 5 little monkeys										
Compare size, capacity, length linked to key text (pumpkin patch, post office)			<div data-bbox="1341 766 1932 1234" data-label="Complex-Block"> <p style="text-align: center;">Aspiration 1: To retell our favourite story.</p>  <p style="text-align: center;"><i>Inspire • Encourage • Achieve</i></p> </div>					Understand how to listen carefully		
										Talk about immediate family & describe people familiar to them
To match amounts in story books to numerals								Walk of the local area, following a map.		
To begin to write numerals	Explore variety of materials and effects	Learn simple songs and rhymes to practice and perform	Participate in School nativity show	Watch Pantomime						

Mathematics
Literacy
Communication and Language
Personal and Emotional Development
Physical Development
Understanding the world
Expressive Arts and design


Why this curriculum aspiration:
 Hedgehog class will need to develop the personal, social and emotional skills to share and play games with their peers. They will need to develop the fine and gross motor skills needed to create and play a game. This aspiration will allow children to secure deep knowledge of number to 10.

Wider experiences:

- Playing games from around the world.

Parent partnership: family games afternoon

- Key Texts**
- The Lion Inside
 - Sharing a Shell
 - The Squirrels Who Squabbled
 - Never teach A Stegosaurus to do Sums
 - Stanley's Stick
 - Shark in the Park
 - Ten Little Dinosaurs

	Read individual letters by saying the sounds for them.	Take turns whilst playing games, with adult support	Talk about their feelings and explain why they feel that way	Alongside friends, engage with different games and activities	Be kind to their peers when playing together	Engage with a range of different physical resources and explore climbing apparatus
Play adult-led phonics games						Play throwing & catching games, with adult support
To explore simple patterns						Play games and ask adults or peers questions for clarification
Explore weight, capacity, length & height			<p>Aspiration 2: To create a game to play with our friends.</p> 			Use talk to solve problems
Explore the composition of numbers to 5					Listen carefully and follow simple instructions for how to play a game, with adult support	
Use Beebots to explore concept of moving forward/backward.						Explore traditional games (e.g. marbles, dominoes etc.)
Practise counting 0-10						Play adult-led 'old fashioned' playground games (e.g. what's the time Mr Wolf?)
Sing counting songs & nursery rhymes	Play a range of simple maths games, with adult support	To name some 2D shapes	Use a dice and begin to subitise numbers to 5	Explore, use and refine a variety of artistic effects to express their ideas and feelings.		

Why this curriculum aspiration:

This cohort will benefit from exploring the natural world around them, making observations about changing seasons and experiencing a range of outdoor activities. This will support physical development, as well as providing a stimulus to practice literacy, maths and communication skills.


Wider experiences:

- Minibeast hunt
- Trip to Staunton Country Park
- Planting seeds and managing garden/allotment
- Local nature walks
- Creating a habitat
- Caterpillars
- Duck eggs

Parent Partnership: Parent invite to a Forest Friday

Key Texts

- Superworm
- The Very Hungry Caterpillar
- The Big Book of Bugs
- Mama Miti
- Supertato
- We planted a pumpkin
- Jack and the Beanstalk

• Write some or all of their name.	Engage in extended conversations about stories, learning new vocabulary.	See themselves as a valuable individual.	Express their feelings and consider the feelings of others.	Begin to have respect for and look after our classroom environment.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Develop the overall body strength, co-ordination, balance and agility by exploring outdoor environments.
						Begin to develop fine motor skills to stack and arrange natural objects e.g sticks.
Write some letters accurately						Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
Read individual letters by saying the sounds for them			Aspiration 3: To create and nurture a habitat. 			Learn new vocabulary e.g seasons, changes, environment.
Compare quantities using language: 'more than', 'fewer than'.						
						Use all their senses in hands-on exploration of natural materialsx
Count natural objects in our environment up to 10 securely.						Begin to understand the need to respect and care for the natural environment and all living things.
Continue, copy and create repeating patterns.	Sing in a group or on their own, increasingly matching the pitch and following the melody – sing songs about changing seasons.	Listen with increased attention to sounds- listen to bird calls and native animal sounds	Describe what they see, hear and feel whilst outside	To explore the natural world around them		

<p><u>Communication and Language</u></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><u>Personal and Emotional Development</u></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><u>Physical Development</u></p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.