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| 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 | |
| Predict the endings of stories | Make story maps with CVC prompts & small world | Consider others needsx | Work cooperatively with support | Resilience & perseverance in face of challenge | To develop FMS, effective pencil grip & accuracy/care in drawing | | Use range of tool such as scissors | Engage in story times and discuss |
| Listen to a range of stories | Roleplay in small groups with adult support. | Select story to adapt & retell | Set group goal or aspiration | | Work cooperatively with minimal support | To use FMS to create props | | Non-fiction texts linked to key text to expand knowledge eg. How to get to space, what else lives in woods etc to support adaptations x |
| Story map ‘Script’ with simple sentences to use as programme |
| To find one more/one less (numbers within 5) –retell counting songs e.g 5 little monkeys | Discuss other alternative storylines | Make posters to advertise show | **Aspiration 1:** To retell our favourite story. | | | ‘Backstage’ video  How did your show go? How do you feel? | | Use talk to solve problems |
| Lists of ‘props’ for small world re-enactment | Write simple invitations | Small group discussions about key texts |
| Compare size, capacity, length linked to key text (pumpkin patch, post office) | Explore the composition of numbers to 10 including counting and recognising numbers . | Addition and subtraction - Run shop selling drinks, popcorn | Talking about key events, what we thought etc to model tenses & conjunctions | Understand how to listen carefully |
| Order events chronoligally for story map | |
| To compare amounts of characters in stories | Counting to 20 – How many biscuits will we need? | MAPS to look at Africa/UK | Talk about immediate family & describe people familiar to them |
| Addition to 10 in role play linked to key text | Create props for their show & backdrop artwork Share props & explain how they’re made | | | Choose rhyme/repetitive phrase for retell | Perform adapted story retell with props | | Explore difference between Handa’s surprise & life in this country | Christmas ‘stories’ around the world & other celebration stories |
| To match amounts in story books to numerals | Mask making skills – model variety of techniques, materials etc inc colour mixing, joining techniques (sellotape, glue, split pins), collage , painting | | Model/Explore instruments and represent story/songs with them | | Model performing songs/stories/  Rhymes as class group | | Make a loose parts map of the classroom | Contrast characters  in stories | 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 | | |

**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

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

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| Play adult-led phonics games  **Wider experiences:**   * Playing games from around the world.   **Parent partnership:** family games afternoon | Read individual letters by saying the sounds for them. | Take turns whilst playing games, with adult support | **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.  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 | |
| Read simple rules for how to play games | Write an invite to our families to the family games afternoon. | Show resilience and perseverance in the face of challenge . | Learn strategies to self-regulate their emotions when things do not go as planned | Consider the feelings of others when playing together | To develop FMS, effective pencil grip & accuracy/care in drawing and writing | Use range of tools such as scissors, pencils, dice, counters. | Play throwing & catching games, with adult support |
| To explore simple patterns  **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 | Automatically recall number bonds for numbers 0-5 | Write simple rules for how to play their game—writing books | Celebrate the achievement of others and be happy for peers if they win the game | | Take turns with their peers, without adult support | To use motor skills to create and play their designed game. | Explain to others how to play familiar games | Play games and ask adults or peers questions for clarification |
| Design a poster for their game, including writing the name. |
| Explore weight, capacity, length & height | Practise counting to and back from 10 | To explore more complex patterns | **Aspiration 2:** To create a game to play with our friends. | | | Explain the rules of your created game to your friends, including how they can win. | Use talk to solve problems |
| Add & subtract—including number bonds to 10 | Play games in groups—listen to peers and discuss the activity |
| Explore the composition of numbers to 5 | To find number bonds to 10 using resources | Apply maths knowledge to create a game with rules | To apply new vocabulary linked to different games we have played. | Listen carefully and follow simple instructions for how to play a game, with adult support |
| To add numbers to 10 using a tens frame | MAPS to look at where different games come from | Explore traditional games (e.g. marbles, dominoes etc.) |
| Use Beebots to explore concept of moving forward/backward. |
| Select, rotate and manipulate shapes to develop spatial reasoning skills. | Share equally, using concrete resources | Design their own game. | | | Compare traditional games with newer, more modern games (e.g. Pop Up Pirate) | Family games afternoon where parents bring in and play favourite game from childhood. | Play adult-led ‘old fashioned’ playground games (e.g. what’s the time Mr Wolf?) |
| Practise counting 0-10 | To name and recognise properties of 2d shapes | | To name 3d shapes | | Use a range of junk modelling skills including joining, split pins, collage, folding. | | Play traditional board games (e.g. snakes and ladders) |
| 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. | |

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| • Write some or all of their name.  **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. | Engage in extended conversations about stories, learning new vocabulary. | See themselves as a valuable individual. | 1. 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. | |
| Explore and discuss non-fiction texts about habitats and plants. | Add labels for some parts of a plant. | Show resilience and perseverance in the face of challenge. | Understand how living creatures stay healthy – what do we need to survive/keep healthy? x | Have respect and care for our school environment. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  (hand drill to make holes, hammer for nails) | To be able to hold a pencil appropriately for letter formation. | Begin to develop fine motor skills to stack and arrange natural objects e.g sticks. |
| Write some letters accurately | Spell words by identifying the sounds and then writing the sound with letter/s – writing labels for animals seen on our trip. | Read simple phrases and sentences | Give peers positive and constructive feedback on their habitats. | | Explain what living creatures need to survive and be healthy. | 1. Develop the foundations of a handwriting style which is fast, accurate and efficient – use it to create labels and signs for your habitat. | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks |
| Write short sentences about created habitat. |
| Read individual letters by saying the sounds for them | To add two groups of natural resource to find a whole. | Compose and decompose shapes, select differently shaped materials to make a habitat. | **Aspiration 3:** To create and nurture a habitat. | | | Use fine and gross motor skills to find and manipulate natural materials/ wood to create a habitat. | Learn new vocabulary e.g seasons, changes, environment. |
| Use new vocabulary in different contexts e.g roots, growth, habitat. X |
| Compare quantities using language: ‘more than’, ‘fewer than . | To count birds seen in school environment. | To use measure to select appropriate resources for building a habitat. Woodwork frames. | Describe our school trip in some detail to a friend. X | To learn and recite short rhymes about autumn |
| To use a hand saw with support to cut lengths of wood. |
| Recognise some environments that are different to the one in which they live- compare habitats in other countries. | Use all their senses in hands-on exploration of natural materialsx |
| Confidently describe in detail the materials made to create the habitat and which animal it would be suitable for and why. |
| To identify 2d and 3d shapes in the natural environment | .  To select woodwork resources to create a habitat. | Create a habitat for a minibeast/bird/mammal considering the materials used and what the animal would need access to. | | | Understand the effect of changing seasons on the natural world around them- how would the habitat change through seasons? | Draw information from a simple map- local nature walk.x | Begin to understand the need to respect and care for the natural environment and all living things. |
| Count natural objects in our environment up to 10 securely. | Explore and engage in music making and dance, performing solo or in groups. Plant growth movement dance. | | Comments and asks questions about aspects of the natural world.x | | Plant seeds and care for growing plants | | Understand the key features of the life cycle of a plant and an animal. |
| 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 | |

**Key Texts**

* Jack and the Beanstalk
* The hungry caterpillar
* The Enormous Turnip
* The extraordinary gardener
* Mama Miti
* Superworm

**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

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| **Communication and Language**  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 invitesthem to elaborate, children become comfortable using a rich range of vocabulary and language structures. | **Personal and Emotional Development**  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 asnecessary. 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. | **Physical Development**  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. |  |
| **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). | **Expresive 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. |