

Hedgehogs Long Term Curriculum Plan

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<ul style="list-style-type: none"> *Find ways of managing transitions, for example from their parent to their key person. *Increasing desire to be independent for Autumn born children. *To be aware of rules and boundaries. Beginning to learn about the golden rules: for example 'kind hands', 'walking feet'. Listening ears, and indoor voice *Children Transitioning in Spring to develop independence skills such as , putting on coats, changing selves and putting on shoes *Responds to their name 	<ul style="list-style-type: none"> *Beginning to express preferences and decisions. They also try new things and start establishing their autonomy. *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. *Feel strong enough to express a range of emotions. *Explores the environment and interacts with others *Shows empathy and concern for other people *Is beginning to learn that actions have consequences 	<ul style="list-style-type: none"> *Develop play with other children *Begin to show control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. *Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest *Is gradually learning that actions have consequences *Responds to the feelings of others , showing concern and offering comfort 	<ul style="list-style-type: none"> *Developing an understanding of and interest on differences in gender, ethnicity and ability *Is becoming able to think about their feelings as their brain starts to develop the connections, that help them manage their emotions *Beginning to be able to talk about and manage their emotions. *Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. *Is gradually learning that actions have consequences 	<ul style="list-style-type: none"> *Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful. *Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. *Is gradually learning that actions have consequences, but not always the consequences the child wants 	<ul style="list-style-type: none"> *Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". *Find ways of managing transitions, for example from the 2-3's to 3-4's room. *Feels strong enough to express a range of emotions. *Is able to show control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control - and be aware of rules/boundaries) *Is gradually learning that actions have consequences, but not always the consequences the child wants
C&L	<ul style="list-style-type: none"> *Listen and respond to a simple instruction *Recognise and point to objects if asked about them. *Understand simple instructions like "give to mummy" or "stop" * Copy your gestures and words. *Understand single words in context - 'cup', 'milk', 'daddy'. *Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. *Uses single words during play. *Using simple Makaton signs 	<ul style="list-style-type: none"> *Enjoy singing, music and toys that make sounds. * Beginning to put 2/3 words together *Listens to and enjoys rhythmic patterns in rhymes and stories *Beginning to ask simple questions *Single channelled attention, can shift to a different task if attention is fully obtained - using child's name to fully focus child. 	<ul style="list-style-type: none"> *Generally, focus on an activity of their own choice and find it difficult to be directed by an adult *Start to develop conversation, often jumping from topic to topic. *Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. *Confidently put 2/3 words together. *Frequently asking questions. *Listens with interest to the noises adults make when they read stories. *Identifies action words by following simple instructions e.g. show me jumping *Begin to understand more complex sentences, e.g. put your toys and sit on the carpet *Learns new words rapidly and uses them in communicating. 	<ul style="list-style-type: none"> *Begin to talk about things that are familiar to them *Single channelled attention, can shift to a different task if attention is fully obtained - using child's name to fully focus child. *Uses language to share feelings, experiences and thoughts. *Beginning to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." *Beginning to talk about people and things that are not present. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'. 	<ul style="list-style-type: none"> *Be able to talk about familiar books. *Listens to familiar stories with increasing attention and recall. *Develop understanding of simple concepts, big, little, more, less *Understands the use of a range of tools for a purpose. - what do we use to cut *Use a wider range of vocabulary based on their own experiences. *Start to say how they are feeling, using words as well as actions (Begin to express themselves) *Anticipates what might happen next ie change of routine 	<ul style="list-style-type: none"> *Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' * Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'. *Anticipates what might happen next ie change of routine
PD	<ul style="list-style-type: none"> *Try a wider range of foods with different tastes and textures. *Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Build independently with a range of appropriate resources. *Walk, run, jump and climb - and start to use the stairs independently *Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.) When holding crayons, chalks etc, *Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> *Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle. *Clap and stamp to music. *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *Explore different materials and tools. (Playdough, real tools, hammers) 	<ul style="list-style-type: none"> *Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. *Develop manipulation and control (one handed tools). *Holds mark making tools with thumb and all fingers. 	<ul style="list-style-type: none"> *Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Enjoy starting to kick, throw and catch balls. *Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts). 	<ul style="list-style-type: none"> *Spin, roll and independently use ropes and swings (for example, tyre swings). *To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. *Beginning to recognise danger and seeks support of significant adults for help. *Kicks a stationary ball with either foot. *Throws a ball with increasing force. *Starts to catch a large by using two hands and their chest to trap it. 	<ul style="list-style-type: none"> *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Use large muscle movements to wave flags and streamers, paint and make marks. *Maybe beginning to show a preference for a dominant hand

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Lit	<ul style="list-style-type: none"> *Attempting to make marks*Enjoys songs and rhymes tuning in and paying attention. *Pay attention and responds to the pictures or the words. *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) *Listening to simple stories 	<ul style="list-style-type: none"> *Enjoys sharing books with an adult. *Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes *Sing songs and say rhymes independently, for example, singing whilst playing. *Pay attention and responds to the pictures or the words. 	<ul style="list-style-type: none"> *Have favourite books and seeks them out, to share with an adult. *Repeat words and phrases from familiar stories. *Enjoys drawing and writing on paper, and on different textures, such as in sand or playdough and through using touch-screen technology. *Say some of the words in songs and rhymes 	<ul style="list-style-type: none"> *Add some marks to their drawings, which they give meaning to. For example: "That says mummy." *Develop play around favourite stories using props. *Ask questions about the book. Makes comments and shares their own ideas. 	<ul style="list-style-type: none"> * Develop play around favourite stories using props. *Beginning to join in with conversations about stories and learn new vocabulary *Ask questions about the book. Makes comments and shares their own ideas. 	<ul style="list-style-type: none"> *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) *Sing songs and say rhymes independently, for example, singing whilst playing. * Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. *Make marks on their picture to stand for their name (recognise important prints to me) *Ask questions about the book. Makes comments and shares their own ideas.
Math	<ul style="list-style-type: none"> *Beginning to recite number names in sequence. *Take part in finger rhymes with numbers. *Say some number names randomly *Explores capacity by selecting , filling and emptying containers, eg fitting toys in a pram 	<ul style="list-style-type: none"> *Combine objects like stacking blocks and cups. Put objects inside others and take them out again. *Build with a range of resources. *Complete inset puzzles. *Beginning to categorise objects according to properties such as shape or size 	<ul style="list-style-type: none"> *Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' *Recites some number names in sequence *Beginning to show finger numbers up to 5. *Beginning to recognise numerals of personal significance. 	<ul style="list-style-type: none"> *Beginning to categorise objects according to properties such as shape or size. *Beginning to use positional language. *Notices patterns and arrange things in patterns. Recognises that two objects have the same shape 	<ul style="list-style-type: none"> *Recites numbers in order to 5 *Counts up to three or four objects by saying one number name for each item. *Recognise some numerals of personal significance. . * Say one number for each item in order: 1,2,3,4,5.. *Compare amounts, saying 'lots', 'more' or 'same'. 	<ul style="list-style-type: none"> *Beginning to recite numbers past 5 *Selects a small number of objects from a group when asked. *Uses positional language. *Make comparisons between objects relating to size, length, weight and capacity *Talk about and identifies the patterns around them. *Compare sizes, weights etc. using gesture and language - 'big/little', 'tall'/small'.
UW	<ul style="list-style-type: none"> *Repeat actions that have an effect. (Exploring how things work) *Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers) 	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, building on first hand experiences eg visiting farms and train tracks Uses pipes, funnels and other tools to carry/transport water from one place to the other 	<ul style="list-style-type: none"> *Talk about the differences between materials and changes they notice. (Snow, Ice melting) *Notice differences between people. (Family books) *Has a sense of own immediate family and relations and pets 	<ul style="list-style-type: none"> * Beginning to plant seeds and care for growing plants. *Explore collections of materials with similar and/or different properties. Beginning to have their own friends 	<ul style="list-style-type: none"> *Show interest in different occupations i.e. doctors, postman, refuse collectors. * Able to talk about what they see, using appropriate vocabulary. *Plant seeds and care for growing plants. (showing respect for the natural world) *Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices). 	<ul style="list-style-type: none"> *Make connections between the features of their family and other families. *Learns that others have similarities and differences that connect them to and distinguish them from others
EAD	<ul style="list-style-type: none"> *Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore their voices and enjoy making sounds. 	<ul style="list-style-type: none"> *Show attention to sounds and music. (when you play different cultural/genre music etc.) *Creates sounds by rubbing, shaking, tapping, striking or blowing *Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example) 	<ul style="list-style-type: none"> *Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) *Manipulate and play with different materials using various tools like scissors, cutters, hammers. 	<ul style="list-style-type: none"> *Beginning to make simple models which express their ideas. *Makes marks with a range of resources (in flour, sand, pens, crayons, paint etc) *Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore different materials, using all their senses to investigate them. *Join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> *Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. *Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them. *Explore colour and colour-mixing *Explore a range of sound-makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> *Use their imagination as they consider what they can do. *Make simple models which express their ideas *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.