



We follow the Quigley Essentials Curriculum for all foundation subjects.

Personal and social Development

JIGSAW PSHE lessons -Dreams and goals
 Good to be me Feelings
Dreams and goals
 Good to be me Feelings
 Learning about qualities and differences
 Celebrating differences



Identify and moderate their own feelings socially and emotionally.
 Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.
 Basic Hygiene
 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**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



50 Things

Take a barefoot walk.

Hedgehog and Ladybird Class Term 3 - 'Wonderful Wildlife'



Phonics/Reading

Phonic Sounds: Little Wandle phonics:
 Revisit all previous sounds taught so far and tricky words: h, b, f, l, ff, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, ng, nk,
 put, pull, full, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be, of.

Guided reading group work: Little Wandle scheme
Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.
 Spotting diagraphs in words.
 Touch each finger as they say each sound in a word, except for 'Tricky' words like 'the' and 'said'.
 Begin to read tricky words covered on sight.
 Help children to identify the sound that is tricky to spell in words.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

ai, ee, igh, oa, oo, ar, or

ur, ow, oi, ear, air, er

Tricky words - was, you, they, my, by, all, are, pure, sure,

Physical Development

Threading, cutting, weaving, playdough
 Fine Motor activities.

Begin to form letters correctly.
 Handle tools, objects, construction and malleable materials with increasing control.
 Encourage children to draw freely.
 Holding Small Items /
 Button Clothing /
 Cutting with Scissors
 Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking
 Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.



Dance / moving to music
 Gymnastics / Balance /BEAM program

Communication and Language



Tell me why!
 Using language well
 Ask's how and why questions...
 Discovering Passions
 Retell a story with story language
 Story invention - talk it!
 Ask questions to find out more and to check they understand what has been said to them.
 Describe events in some detail.
 Listen to and talk about stories to build familiarity and understanding.
 Learn rhymes, poems and songs.
 To enjoy non-fiction books.



Literacy 'Wonderful Wildlife'

Texts as a Stimulus: Figurative/symbolic - The very hungry caterpillar by Eric Carle.
Non-linear time sequence - The Story of the little mole by Werner Holzwarth.
Non-linear time sequence - Dear Zoo by Rod Campbell.
The Emperor's Egg by Martin Jenkins.
Non-fiction - Beginner's nature books (set of 10)
Non-fiction - Usbourne beginners' book of nature.



Making up stories with themselves as the main character. Encourage children to record stories through picture drawing and mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few tricky words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Mini beasts - Animal Fact File - Compare two animals. CVC words / simple sentence writing using high frequency words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



Maths (White Rose Maths)



Recapping and reviewing last term's learning in Maths

Alive in 5! Recognising and subitising numbers to 5.

Mass and capacity.

Growing 6,7,8! Recognising and subitising numbers to 8.

Begin to look at length, height and time as an introduction for next term.

Hedgehog and Ladybird Class Term 3 - 'Wonderful Wildlife'

Religious Education



New Testament stories. Which stories are special and why?

Expressive arts and design-DT

Making lanterns, Chinese writing, puppet making, Chinese music and composition

Plan a building they wish to create.

How will you make it stand up?

What resources will you use?

What connectors will they use?

Children to build their building.

Measure the building.

Teach children joining techniques.

Forest School

Pine Cone Bird Feeders. Stick Hedgehogs.

Nature Hearts

Expressive arts and design- Art

- Symmetrical butterflies - printing
- Georgia O'Keefe. Text - 'Through Georgia's eyes'. Exploring her patterns and techniques with colours and flowers. Use the natural word to recreate her art.

Expressive arts and design- Music/Dance

Birdspotting: Cuckoo Polka (3 x 30 min lessons)

Focus: Active listening, beat, pitch, vocal play.

Shake My Sillies Out (3 x 30 min lessons) Focus:

Timbre, pitch (higher/lower), tempo

(faster/slower), beat Up and Down (3 x 30 min lessons) Focus: Pitch contour rising and falling,

classical music. Five fine bumble bees (3 x 30 min lessons) Focus: Timbre, tempo, structure

(call-and-response), active listening. Music

decades 1990s/1980s

Understanding the world



Geography

Continuing to look at local area maps.

Compare rural and coastal environments.

Use lots of 'I wonder questions...

Comparison of animal habitats.

History

Listening to stories and placing events in chronological order.

Asking questions such as What did you do first today? What are you doing later? What comes next? Listening to stories and placing events in chronological order. Discuss festival timelines.

Celebrations:

Chinese New Year

LENT

Love yourself day.

Shrove Tuesday/ Ash Wednesday/St David's Day/ Valentine's Day

Internet Safety Day

Chinese New Year - food tasting.

Science - Biology

Animal patterns

Camouflage

Hide and seek in forest school

What can we do here to take care of animals?

Compare animals from different habitats.

Explore a range of jungle animals. Learn their names and label their body parts.

Making sense of different environments and habitats

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.