



We follow the Quigley Essentials Curriculum for all foundation subjects.

## Personal and social Development



JIGSAW PSHE lessons:  
Relationships  
Looking after others  
Friendships  
Dreams and Goals

Show resilience and perseverance in the face of challenge.

Discuss why we take turns, wait politely, tidy up after ourselves and so on.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
  - ✓ Planning
  - ✓ Thinking before acting
  - ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

## 50 Things

Toast marshmallows on the fire.



**Hedgehog and Ladybird Class**  
**Term 5 -**  
**Ticket to Ride**

## Communication and Language

What happened?  
Settling in activities  
Discovering Passions  
Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives



## Physical Development



Threading, cutting, weaving, playdough, Fine Motor activities.

Develop pencil grip and letter formation continually  
Use one hand consistently for fine motor tasks

Cut along a straight line with scissors /

Start to cut along a curved line, like a circle / Draw a cross  
Obstacle activities

Children moving over, under, through and around equipment  
Encourage children to be highly active and get out of breath several times every day.

Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

Dance / moving to music  
Mile a day

## Literacy - Writing

Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.

Labels and captions - life cycles

Character descriptions.

Write 2 sentences

Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.



## Literacy - 'Ticket to Ride'

**Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.



### **Texts as a Stimulus:**

Figurative/symbolic Mr Gumpy's Outing by John Birmingham.

Figurative/symbolic - The Train Ride by June Crebbin.

Non-linear sequence - The Lighthouse Keeper's Lunch by Ronda Armitage.

Non-fiction - My first things that go.



Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Stories from other cultures and traditions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area - book characters



## Maths



Building numbers beyond 10 (10-13 and 14-20)  
Continuing patterns beyond 10 (10-13 and 14-20)  
Verbal counting beyond 20  
Verbal counting patterns

## **Hedgehog and Ladybird Class Term 5- Ticket to Ride**

### Religious Education

What can we learn from old testament stories? Noah's Ark and God's promise.

### Expressive arts and design **DT**

Maria Frazee (Author)

- The rollercoaster (text) marble run.
  - Design test and tweak.
- Use ramps and balls, how can they go faster.
  - Cardboard tubes which is best?
- Offer a variety of ramps, balls, tubes chn to decide what they think will work best.

### Expressive arts and design

#### **ART**

Read and meet Barbara Hepworth

- Represent their own feelings through art.
  - Explore clay.
- Introduce chn to modelling tools and techniques.
- Forest School Sculptures.

#### **Dance**

Cultural Dance  
Africa (CLOCK DANCE) - Use props, drums, group work,

## Understanding the world

- o What can we learn from old testament stories?  
Ramadan, Eid, St George's Day, King's Coronation



### o Geography :

- o Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.
- o Environments - Features of local environment. Maps of local area. Comparing places on Google Earth - how are they similar/different?
- o Provide chn with materials to create different environments.
- o Can children differentiate between land and water.
- o History
- o Continue to add to festival box/timeline
- o Use time related vocab and refer to the festival timeline.
- o Transport and different types - how it has changed over time.
- o Science - Physics
- o Looking at push and pull.
- o Making predictions and using graphs to form results.
- o Paper clip cars and fishing game.



## Phonics/Reading

**Phonic Sounds:** Little Wandle phonics: review/consolidate and extend learning.

**Guided reading group work:** Little Wandle scheme (3 sessions per week)

Children to become much more familiar with letter groups.

Read words containing familiar letter groups:

**Read words with these sounds in:** ai, ee, igh, oa, oo, oo, ar, or

ur, ow, oi, ear, air, er.

Tricky words - phase 4

Phase 4 word reading and phonics focus.

**Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

### Expressive arts and design **Music**

**Down There Under The Sea**  
(3 x 30 min lessons)

Focus: Timbre, structure, active listening, tune moving in step, soundscape.

**It's Oh So Quiet**  
(3 x 30 min lessons)

Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.

**Slap Clap clap**  
(3 x 30 min lessons)

Focus: Music in 3-time, beat, composing and playing.

**Bow, bow, bow Belinda**  
(3 x 30 min lessons)

Focus: Beat, active listening, instrumental accompaniment. **Music decades 1970s/1960s**