



We follow the Quigley Essentials Curriculum for all foundation subjects.

Personal and social Development



JIGSAW PSHE lessons:

Healthy me

What makes a good friend?

Random acts of Kindness

Looking after pets

Looking after our Planet

Give children strategies for staying calm in the face of frustration.

Discussing why we take turns, wait politely, tidy up after ourselves.

- ✓ 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

Picnic in the park and bake a cake.



Hedgehog and Ladybird Class Term

4 -

'Come Outside'



Communication and Language



Talk it through!

Describe events in detail - time connectives

Discovering Passions

Understand how to listen carefully and why listening is important.

Use picture cue cards to talk about an object:

"What colour is it? Where would you find it?"

Sustained focus when listening to a story.

Play social games. Duck, duck goose and Simon Says.

Forest School - Create Fairy doors.

Physical Development



Threading, cutting, weaving, playdough, Fine Motor activities.
Hold pencil effectively with comfortable grip
Forms recognisable letters most correctly formed

Balance- children moving with confidence

Dance related activities

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

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.
Mile a day

Literacy - Writing

Archaic text - Jack and the Bean stalk.

Complexity of the narrator - Lila and the secret rain by David Conway.

Narratively Complex text - Jasper's Beanstalk by Nick Butterworth and Mick Inkpen

Non-fiction texts- Weather & Seasons - Oxford Owl

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

Literacy -Come Outside

Information leaflets about animals in the garden/plants and growing.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
World Book Day

Timeline of how plants grow.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

They develop their own narratives and explanations by connecting ideas or events



Phonic Sounds: Little Wandle phonics

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

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.



Maths



Exploring and comparing length, height.

Order and sequences time.

Building 9 and 10.

Comparing numbers to 10.

Represent 9 and 10.

Conceptual subitising to 10.

Making arrangements of 10

Finding 1 more and 1 less than a number between 1 and 10.

Number bonds to 10.

Doubles to 10.

Odd and even numbers.

Exploring 3D shapes. Patterns.

Expressive arts and design

Art



Making comparisons between the two artists; similarities and differences.
Compare own art to the artist.

Make own season and weather art.

Mother's Day crafts & Easter crafts

EAD: Music

Up and Down: Focus: Pitch contour rising and falling, classical music. Five fine bumble bees Focus: Timbre, tempo, structure (call-and-response), active listening. Music decades 1990s/1980s

Hedgehog and Ladybird Class Term 4-**Come Outside**

Religious Education



SALVATION

Why do Christians put a cross in an Easter garden?

Expressive arts and design

DT Exploring natural and everyday objects. Sorting and grouping and comparing building knowledge.

Dance Giraffe's Cant Dance! (Props)
Different genres of music i.e fast, slow, loud, quiet - which do they prefer?
Chn to explore moving in different ways.

Understanding the world



- o **Geography**
 - o Local area maps
 - o Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.
 - o Change in living things - Changes in the leaves, weather, seasons,
 - o Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.
 - o Look for children incorporating their understanding of the seasons and weather in their play.
 - o Where do we live?
 - o Look at word maps, globes, where have we been on holiday?
 - o **History**
 - o Discuss the festival timeline so far, next etc.
 - o **Science - Biology**
 - o Describing the weather.
 - o Name plants and animals and their features.
- Salvation, Palm Sunday, Passover, Easter.**

Start of Ramadan

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, such as 'th', 'sh', 'ch', 'ee' or 'igh'.

Read words containing familiar letter groups: 'that', 'shop', 'chin'.

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

ur, ow, oi, ear, air, er

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

Children to read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.