



	Autumn Term	Spring Term	Summer Term
Trips Visitors	Tractor visit to school Hodnet hall gardens Library visit if financially viable – possible visit from the librarian Vet visit Pantomime – either visiting the theatre or a pantomime visiting school Whole school curriculum week – changes yearly depending on the whole school need	Dental nurse Owl visit if financially viable	Museum visit – Shewsbury Garden visit Church visit
<u>Regular Activities in our setting – Key Experiences</u>			
<p>Weekly Forest Schools sessions “Welly Wednesdays”- lead by trained Forest Schools practitioners throughout the year in our dedicated Forest Schools area.</p> <p>Messy Mondays – Monday afternoon involving STEM activities, cookery and art and creative activities linked with the weekly theme.</p> <p>Weekly PE sessions</p> <p>Gardening sessions – Weekly sessions in the garden during Spring, Summer and early Autumn.</p>			
Key experiences	Making bread Making vegetable soup Cooking Christmas cakes Forest Schools – Autumn Equinox Party Nativity play – children perform in front of the school and parents Church service for Christmas	Lunar New year celebrations Shrove Tuesday celebrations World Book Day Easter Party (with pre school) Forest Schools – Spring Equinox party Gardening – second half term Church service for Easter	Forest Schools – Summer solstice party (with pre school) Class assembly Plants sale at the end of the term Church service for the Summer
Prime Areas			
Hodnet School Early Years Curriculum Element – “I will be a communicator”			
Communication and language	<p>Listening, Attention and Understanding Develop a good “listening” culture in whole class and small group situations. – <i>I know I am a good listener because I...</i> Introduce “talk buddies” – listening to a friend talking and then reporting back on that. “Good listening looks like this” Todays talking topic is...</p> <p>Speaking Developing a culture of confidence to speak in class – small groups, individually with key workers and in whole class situations.</p>	<p>Listening, Attention and Understanding – Continue to reinforce good listening practise – especially in paired work, developing conversational skills, making comments about what a “talk buddie” has said. Good listening – retaining eye contact and showing interest in what children are saying. Circle time and PSED sessions. Weekly reporters about Assembly topics – link with British Values and to encourage listening and understanding in different contexts.</p> <p>Speaking – Increased opportunity to talk in front of whole class.</p>	<p>Listening, Attention and Understanding – Continue to reinforce good listening practise Ask questions during paired “talk buddie” work in order to gain a greater understanding – modelled with TA and paired talking as adults. Reflective listening – teaching children to reflect what they have heard and make comments. Continue with weekly reporters about assembly themes.</p> <p>Speaking Encouragement to use new vocabulary introduced in different contexts.</p>

Circle time - talking about various topics covered – Sharing experiences of their family celebrations e.g Birthdays
Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.

Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Speaking about individual reading books – further developing back and forth conversations.
Reflective speaking – making relevant comments linked to what they are listening to/ learning about.

Key thread throughout each term -Developing Vocabulary

Vocabulary – target vocabulary development through specific areas of learning. Developing rich vocabulary – reading skills sessions and story time sessions. – First session of each Reading skills unit vocabulary development.
 “WOW” Words on display.
 Vocabulary and Wow words that Maggie the Magpie likes.
 Wonderful Wizard of words work – link with Immersive literacy.

Hodnet School Early Years Element – “I will be a role model”

Self Regulation
 Identification of own feelings and how to identify them in your own body.
 Class agreement on class rules
Managing self
 Class photos for the class visual timetable.
 New dinner time routines
 New routines – dressing for gardening, FS – managing own belongings in terms of bags, coats etc.
 Oral hygiene – link to t
 Healthy eating – vegetable soup
 Smoothie design
Building relationships
 Making new friendships, developing relationships with key workers and staff around school.

PSHE Lesson Focus
Identity, society and equality:
 Learn class rules / expectations. Learn about the school values respect, Ready and Safe
 Learn how to be a good talk partner and listening buddy.

Identity, society and equality: Learn about what being kind looks like and how to be kind to others.

Physical health and wellbeing: Learn how to play some team playground games.

Careers: Learn about what a challenge / goal is and talk about my own.
 Learn about the different learning behaviours, team ant, Busy beaver, wise whale Tough tortoise.

Physical health and wellbeing: Keeping safe and managing risk:

Self Regulation
 Discussions of how to deal with feelings and introducing strategies about how to deal with these feelings – influenced by Happiness Club training.
Managing self
 Reinforce and continue elements from Autumn Term
 Teacher greater independence when tidying away and being in charge of own resources – “Choose it, use it, put it away”.
 Healthy Eating– Messy Monday cookery time – reinforce healthy choices and explore different aspects of a healthy diet.
 Oral hygiene – link to phonics in last part of term.
Building relationships
 Teach what to do if we do not always get on – how friendships can change.
One Decision/ Circle Time
 Screen safety
 Relationships

PSHE Lesson Focus
Physical health and wellbeing: Learn what makes a good friend and how to resolve conflict.

Physical health and wellbeing: Learn how to recognise different feelings and emotions and regulate them when necessary.

Keeping safe and managing risk: Safer Internet Day – learn about how to keep safe online through stories. Learn about what is meant by a sensible amount of screen time. Child Net: Smartie the Penguin

Physical health and wellbeing: Eat and learn the names of foods from different cultures / festivals covered through the half term.

Self Regulation
 Identification of own feelings and how to identify them in your own body.
 Class agreement on class rules
Managing self
 Class photos for the class visual timetable.
 New dinner time routines
 New routines – dressing for gardening, FS – managing own belongings in terms of bags, coats etc.
 Oral hygiene – link to t
 Healthy eating – vegetable soup
 Smoothie design
Building relationships
 Making new friendships, developing relationships with key workers and staff around school.

One Decision/ Circle Time
 Keeping and Staying Healthy
 Feelings and Emotions
 Being Responsible

PSHE Lesson Focus
Physical health and wellbeing: Learn how to keep teeth healthy, how to stay safe in the home.

Keeping safe and managing risk: Learn about people who help us in the community Learn about what a stranger is.

Keeping safe and managing risk: learn about how to keep safe online through stories. Learn about. Child Net: Smartie the Penguin lesson 2 Adverts, searching online, and online bullying.

Identity, society and equality: Learn about all kinds of families.

Personal, social and emotional development

	<p>Learn to sing the PANTS NSPCC song.</p> <p>Physical health and wellbeing: Learn how to recognise different feelings and emotions and regulate them when necessary.</p> <p>Keeping Safe: Road safety.</p>	<p>RSE: Learn about things babies can do and the things I can do.</p> <p>Keeping safe and managing risk: learn about how to keep safe online through stories. Child Net: Smartie the Penguin lesson 1 Seeing upsetting content, unreliable information, and being asked for personal information.</p> <p>Physical health and wellbeing: Same but different Learn how we are all. How to celebrate difference. about what makes themselves and others • special</p> <p>Identity, society and equality: Learn about what being kind looks like and how to be kind to others.</p> <p>Physical health and wellbeing: Learn how / why to wash hands properly.</p>	<p>Identity, society and equality: • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc</p> <p>Physical health and wellbeing learn how to cope with change and transition.</p> <p>RSE: Learn some animal names and their babies and some simple life cycles e.g. caterpillars</p>
<p>Key Thread throughout each term – Reinforcement of key aspects through our Schools common Values – Be Ready, Be Safe, Be Respectful Schools Learning Powers – Wise Whale, Team Ant, Busy Beaver, Tough Tortoise</p>			
<p>Physical development</p>	<p>Gross Motor Skills PE Gymnastics Balancing Shapes Rolling Jumping Gymnastics (Large apparatus) Balancing Climbing Fine Motor Skills Finger gym activities – developing pincer grip (pencil munching monster) and tripod grip. Progression of cutting skills using a variety of scissors Identifying dominant hand for writing. Name writing Introduce letter formation in line with Twinkl Phonics scheme and use “patter” introduced for letter formation with each letter.</p>	<p>Gross Motor Skills PE Introduction to ball skills Rolling Throwing Catching Ball skills Passing Traveling Aiming Fine Motor Skills Capital letter formation in line with Twinkl phonics scheme Lower Case letter formation – placement on line, orientation and continued focus on rhyme use. Tool use – scissors for cutting – linked with DT work and continuous provision working on one handed manipulation of tools for changing materials.</p>	<p>Gross Motor Skills PE Dance Athletics Run Jump Throw Fine Motor Skills Letter formation in families in line with Twinkl phonics scheme – curly caterpillars, one armed robot letters, long ladder letters, zigzag monster letter. Revisiting formation of Capital letters – orientation and placement Tool use -ensure all children are using standard scissors to cut with accuracy along a line.</p>
<p>Key Thread throughout each term – Gross motor skills – Forest Schools, carrying, balancing, climbing, negotiating space. Out door access – using large loose parts</p>			
<p>Specific Areas</p>			
<p>Hodnet School Early Years Curriculum Element – “I will be a reader”</p>			

<p><u>Specific Area:</u> <u>Literacy</u> <u>Word Reading</u> Phonics</p>	<p>Baseline assessments Twinkl Phonics Scheme – phase 1 – week 1 Phase 2 – 6 weeks with 2 revision weeks and 2 assessment weeks Phase 3 – First Two weeks</p>		<p>Twinkl phonics Scheme – Phase 3 – week 2 – end Phase 3 – three weeks recapping and reviewing (1 week before February Half term – check point assessments carried out) (2 weeks at end of term – check point assessments carried out)</p>		<p>Twinkl phonics scheme – Phase 3 – recapping and review (1 week) Phase 4 x2 Check points – May Half Term and End of Term to inform year 1 teachers.</p>	
<p><u>Specific Area:</u> <u>Literacy</u> <u>Reading</u> <u>Comprehension</u> (reading skills)</p>	<p>Modern Classic: Each Peach Pear Plum Rhyming story: The Squirrels Who Squabbled Thematic story (Autumn) Leaf Thief Stories covering diversity: Best Diwali Ever</p>	<p>Story to develop descriptive vocabulary - Wow Said the Owl Emotional literacy – Ruby’s worry Traditional tale: Goldilocks and the Three Bears Modern classic – Dear Zoo Thematic story: Dear Santa</p>	<p>Modern Classic: How to catch a star Information book: Chinese New Year book Modern classic: Oi! Get off our Train Story to develop descriptive vocabulary: The Train ride</p>	<p>Thematic story (birds): Puffin Peter Emotional literacy story: Tilda Tries again Rhyming story: Oi Frog! Traditional tale: The Ugly Duckling Thematic story: Easter story – Hide and Seek Bunnies</p>	<p>Modern Classic: Peepo Modern Classic: Dogger Story covering diversity: The most Exciting Eid! Emotional literacy story: Bea’s Bad Day Traditional Tale: Little Red Hen or the Enormous Turnip (depending on the growing topic covered) Rhyming story: Hairy McClairy</p>	<p>Thematic story: Jasper’s Beanstalk Thematic story: The Hungry Caterpillar Stories covering diversity: So Much Information book: Special buildings Story to develop vocabulary: All Join in</p>
<p>Hodnet School Early Years Curriculum Element – “I will be a writer”</p>						
<p><u>Specific Area:</u> <u>Literacy</u> <u>writing</u> Writing Talk for writing</p>	<p style="text-align: center;"><u>Fiction</u></p> <p>Oral story telling – 5 sentence story Story telling – a Lost Toy story</p>	<p style="text-align: center;"><u>Non Fiction</u></p> <p>Labels, captions, cards Letter – a Letter to Father Christmas</p>	<p style="text-align: center;"><u>Fiction</u></p> <p>Journey Story – based on Mr Gumpy’s outing Short nursery rhyme unit – writing our own version of a nursery rhyme</p>	<p style="text-align: center;"><u>Non Fiction</u></p> <p>Instructions for making a bird feeder A caption for a Lunar New Year picture</p>	<p style="text-align: center;"><u>Fiction</u></p> <p>Traditional Tale The Enormous Turnip/ The Little Red Hen</p>	<p style="text-align: center;"><u>Non Fiction</u></p> <p>Recount – linked to the Shrewsbury museum visit Information text – gardening or tiny creatures</p>
<p>Rhymes</p>	<p>If you’re happy, Autumn Leaves, Leaves are falling, Diawli rhyme, Bonfire night rhyme, Hey Diddle, Here we go around the Mulberry Bush, Here we go around the Christmas Tree</p>		<p>5 Little Men in a Flying Saucer, 2 Little Dickie Birds, Chinese New Year Rhyme, Hot Cross Buns, 5 Currant Buns, Twinkle Twinkle, Sleeping Bunnies When Shrove Tuesday is not in Half Term holidays – Pancake Rhyme and The Runaway Pancake</p>		<p>Polly Put the Kettle on, Little Miss Muffet, Tiny Caterpillar on a leaf, 5 Little Ducks, 1.2.3.4.5 10 Green Bottles, Miss Polly</p>	
<p>Hodnet School Early Years Curriculum Element: “I will be a mathematician.”</p>						
<p>Specific Area: Maths</p>	<p><u>Developing Number sense</u> – Number Fun Sessions (Quick Maths) (NumberBlocks – NCTEM) Series 1 – 1-11 <u>Mastering Number – NCTEM</u> Weeks 1 – 10 from NCTEM Mastering Number supporting documents – See Medium term planning</p>		<p><u>Developing Number sense</u> - Number Fun Sessions (Quick Maths) (Numberblocks – NCTEM) Series 1 – 12 – 15 Series 2 – 1- 7 <u>Mastering Number - NCTEM</u></p>		<p><u>Developing Number Sense</u> - Fun Sessions (Quick Maths) Series 2 – 7 – 15 Recapping and reviewing <u>Mastering number – NCTEM</u> Weeks 20 – 28 from NCTEM Mastering Number supporting documents – see medium term planning (2023 only up to week 25 on</p>	

	<p>Additional weeks of the term – Shape, space and measure objectives.</p> <p>Baseline Assessment and End of term check point assessment</p>	<p>Weeks 10 – 20 from NCTEM Mastering Number supporting documents – see medium term planning (When the Easter holidays are earlier week 20 may need to be taught in the Summer Term) If there are additional weeks in the term – Shape space and measure teaching. Check point assessments – 1st Half Spring term (to inform Parents consultation evening) 2nd Half term to inform formative assessment for check point documents and actions.</p>	<p>the document initially as not able to access on the Maths Hub axis point)</p> <p>If there are additional weeks in the term – Shape space and measure teaching</p> <p>Early Years foundation Stage end of Year profile assessment against the EARLY LEARNING GOALS – see below</p>
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Hodnet School Early Years Curriculum: “I will be an investigator”

<p>Understanding the World</p>	<p>Linked with areas of interest and “phoneme of the day” themes.</p> <ul style="list-style-type: none"> -Local area studies “H” Hodnet and Home -My family and me -T for Tractor – tractors in the past -Making bread and butter -Floating and sinking -A is for Africa Remembrance Day Bonfire night -F is for Fire station <p style="text-align: center;">Forest Schools</p> <ul style="list-style-type: none"> How to be safe at Forest School Forest school rules Meet the forest school fairies Natural decorations How to be safe around a campfire Using tools – hammer and hand drills Signs of Autumn Signs of Winter Changing seasons Map skills – finding out about simple maps <p style="text-align: center;">Gardening (Autumn 1)</p> <ul style="list-style-type: none"> Getting the garden ready for winter Collecting fruit and seeds 	<p>Short Nursery Rhymes unit – Observing differences of life in the past from nursery rhymes</p> <p style="text-align: center;">Journeys unit</p> <p>Observing differences of vehicles from the past</p> <p>Local study – the railway line in Hodnet and how people used to travel in Hodnet</p> <p>Contrasting journeys – what would a journeys be like in a city? Possible link with a school in the city</p> <p>Making a map of their journey to school</p> <p>Vehicles and a ramp investigation – understanding the properties of materials</p> <p>Other opportunities this term – snow and ice – making observations, melting and freezing.</p> <p style="text-align: center;">Forest Schools</p> <ul style="list-style-type: none"> Campfire for cooking (porridge) Tree identification Using tools – saws and drills Signs of Winter 	<p style="text-align: center;">Short unit about books</p> <p>Comparing books from the past</p> <p style="text-align: center;">Birds unit</p> <p>Birds in our school grounds – comparing to birds in different environments</p> <p>Comparisons and observations of birds, nests, feathers and eggs</p> <p style="text-align: center;">Forest schools</p> <ul style="list-style-type: none"> Signs of Spring Changing seasons Map skills – using a key Bird identification <p style="text-align: center;">Gardening</p> <ul style="list-style-type: none"> Feeding birds and other wildlife Tidying the garden Sorting seeds Planning garden Preparing the garden for planting 	<p style="text-align: center;">In the past unit</p> <p>The past – looking at photos of familiar objects/events/places and discussing the changes.</p> <p style="text-align: center;">Gardening unit</p> <ul style="list-style-type: none"> Lifecycles and growing things Plants and gardens in different environments Visit to Hodnet Hall Gardens <p style="text-align: center;">Forest Schools</p> <ul style="list-style-type: none"> Campfire for cooking (pizza) Bug identification Habitats Leaf differences Using tools - drills <p style="text-align: center;">Gardening</p> <ul style="list-style-type: none"> Making observations of the changes Planting seeds Preparing the garden Exploring the creatures that live in the garden 	<p style="text-align: center;">Tiny creatures unit</p> <ul style="list-style-type: none"> Caterpillar observations Observations of tiny creatures Classifying and sorting creatures <p style="text-align: center;">Other opportunities this term</p> <ul style="list-style-type: none"> Making ice cream and sorbet – freezing and changing state <p style="text-align: center;">Forest Schools</p> <ul style="list-style-type: none"> Signs of Summer Changing Seasons Map skills – finding somewhere on a map <p style="text-align: center;">Gardening</p> <ul style="list-style-type: none"> Drawing and labelling plants Looking at the stages of growth Plant sale work
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<p>RE</p>	<p>Being special – where do we belong? (Shropshire Agreed Syllabus)</p> <p>What is Diwali? Yom Kipper Chinese Moon Festival</p>	<p>Why do Christians perform a nativity play at Christmas? Why is Christmas so important to Christians? (Shropshire agreed syllabus)</p>	<p>Why is the word God so important to Christians? (Shropshire Agreed Syllabus)</p> <p>Lunar New Year Festival</p>	<p>Why is Easter special to Christians? (Shropshire Agreed Syllabus)</p> <p>Holi (depending on the time of the Easter holidays)</p> <p>Ramadan Eid El Fitr</p>	<p>Which stories are special and why? (Shropshire Agreed syllabus)</p> <p>Vaisakhi</p>	<p>Which places are special and why? (Shropshire agreed syllabus)</p> <p>Shavuot Eid El Adha</p>
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Hodnet Schools Early Years Curriculum Element: I am a creator”

Art	<p>Skills lesson Lesson 1:Texture</p> <p>Self portrait Artist study Yayoi Kusami pumpkins</p>	<p>Skills lesson Lesson 1: Colour Focus lessons</p>	<p>Skills lesson Lesson 2 line Focus lessons</p> <p>Observational drawings old items</p>	<p>Skills lesson Lesson 2: Colour Focus lessons</p> <p>Artist study: Portraits Frida Kahlo, Pablo Picasso, Van Goh, Zanele Muholi</p>	<p>Skills lesson Lesson 3 Colour Focus lessons</p> <p>Observational drawings snail shells</p>	<p>Skills lesson Self portrait</p>
DT	<p>Sticking: The appropriate use of glue sticks, PVA and tapes x 2</p>	<p>Fixings including split pins</p>	<p>How to make hole in 3D shapes Making a vehicles</p>	<p>Making a carrier</p>	<p>Designing and making a toy</p>	<p>Making a building Structures using paper</p>
Music	<p>Charanga – unit 1 – me! Charanga – unit 2 – my stories Naming instruments Learning to sing with others – Christmas nativity songs Developing confidence to be on stage</p> <p>Morning music – different instruments Also see Rhymes of the week</p>		<p>Charanga – unit 3 – Everyone Charanga – unit 4 – Our world Music from different cultures</p> <p>Morning music – different cultures and different styles Also see rhymes of the week</p>		<p>BBC schools – Jack and the Beanstalk – link with growing in UoW</p> <p>Morning music – different styles Also see rhymes of the week</p>	
<p align="center">Key Thread throughout each term Creative workshop (continuous provision) - Using materials fixings, exploring texture, shape and tools Musical instruments, story telling and rhyme making props, outdoor theatre</p>						