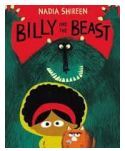
Hedgehogs Curriculum map Term 2

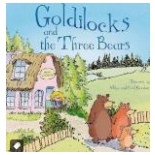
English

English/Communication and Language

This term we will be sharing

adventures of books   

adventures of the past 

and adventures of tales.  

We will use our imaginations to bring stories to life through our own journeys of creativity.

Reception – I can

- Use my phonics to spell cvc words
- Express my ideas with words and pictures to create ne adventures
- Caption pictures
- Use command words
- Use sound mats to support my writing

Year 1 – I can

- Use sound mats to support my writing
- Use adjectives to describe
- Use a capital letter, finger spaces and a full stop in a sentence.

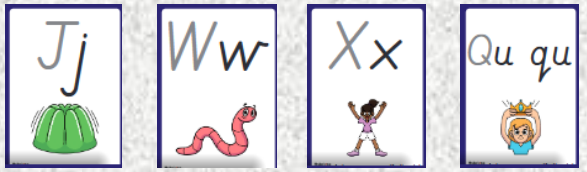
Handwriting – Physical development

Reception

- Continue our fine motor skills to develop muscles in our hands and arms with the aim of holding a pencil in a tripod grip – using activities such as threading, cutting, dough disco and peg boards

Year 1

- Practise letter formation, size and write on lines
- Practise holding pencil with a tripod grip



Phonics

Reception

- I will complete Phase 2 and start Phase 3 phonics to develop recognition, knowledge and understanding of letter sounds and written letters. I will practice the graphemes I have learnt by sharing them with my family.
- I will also practice my phonics at home with you through reading a decodable reading book and using my phonic sheet

Year 1

- Continue Phase 4 phonics
- Continue to develop confidence reading words with Phase 2, 3 and phase 4 adjacent consonants and graphemes and Common Exception Words

As a reader

I will continue to develop the following skills through daily phonic lessons and reading throughout the week.

Word reading

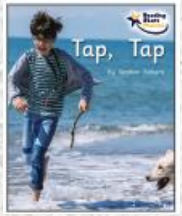
- Apply my phonic knowledge to read cvc and cvcc words.
- Blend sounds in unfamiliar words containing graphemes already taught.
- Read aloud books that are consistent with my phonic ability.
- Re-read these books to build up my fluency and confidence in word reading.
- Begin group reading sessions to develop reading skills and apply what I have learnt in my phonic lessons.

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Reading comprehension

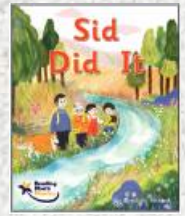
- Develop reading for pleasure through story time and library visits with my peers.
- Recognise and join in with predictable phrases.
- Discussing word meanings, linking new meanings to those already known.

- **How can you help me at home?**
- Listen to me read regularly and record in my reading record. The more I read the easier it becomes.









Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it E.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

Reading is knowledge!

Year R

As a mathematician I can

- Subitise amounts to 4
- compare small groups of items
- Say when I have an equal number, too many or not enough
- Identify a whole and parts
- Compose and de-compose sets of 2,3,4 and 5
- Use songs and rhymes to count in sequence up to 10
- Identify and name 3 and 4 sided shapes

How can you help me?

- Count out objects with 1:1 correspondence e.g. forks at meal time
- Sing number songs – 1,2,3,4,5 once I caught a fish alive
- Start counting and get your child to say the next number
- Find shapes in indoor and outdoor environments – go on a shape hunt
- Play games with dice – be able to recognise the die patterns

Year 1

As a mathematician I can

- I will use stem sentences to compare, order and explore part-whole
- Recall number facts, including doubling and halving in larger numbers
- compare quantities and part whole relationships between numbers, using concrete resources
- Skip counting in 2's
- Explore the composition of shapes

How can you help me?

- Create opportunities to add objects together and write the equation.
- Use maths in everyday activities – laying the table, handing out snacks etc.
- Practise counting forwards and backwards up to 100
- Subitise amounts up to 10 (be able to recognise quantities presented to me i.e. group of 5 objects, 8 fingers in different formations etc)
- Play number games with dice– how many do I need to move?
- Use double and halving when sharing out items at home

PSHE/PSE

Celebrate

I will be focusing on building my self esteem by being able to understand, identify and value my unique character strengths. I will be able to celebrate myself and others.

PE/PD

As an athlete

I will be developing movements through dance, moving in different ways to express myself.

DT

As a designer

I will explore levers, sliders and folds and investigate how pop up cards work before designing and making my own card.

RE/UTW

Why does Christmas matter to Christians?

I will share the Christmas story and talk about Jesus.
I will share my own traditions at Christmas.
Learn the story through our retelling of the Nativity.



ICT

I will make Remembrance Day art digitally.
I will explore online safety and learn how to stay safe when using the computer or the internet (PSHE/PSE)



Music/EAD

I will continue exploring rhythm and pulse through

- songs and movement.
- Voices and instruments

I will learn Christmas nativity songs to perform to others.

History/UTW

The great fire of London

I will

- Find out what London looked like before the fire and how people lived
- Use timelines to sequence events
- Find out how the fire started at Thomas Farriner's bakery
- Find out why the fire spread so rapidly, how firefighting has evolved and the aftermath and rebuilding of London
- Compare houses from 1666 to present day



Science/UTW

Materials

I will

- Explore how everyday materials change
- Investigate melting ice and discover how to make it melt faster or slower
- Observe how puddles change
- Test the absorbency of fabrics
- Explore how wax changes through Batik art and crayon making

Year: 1	Everyday Materials	Chemistry

What should I already know?

- I know about similarities and differences in objects and materials.
- I can talk about things in my own environment and know how these might be different from one another.



Materials are the substances that things are made from.

We use lots of different materials every day, e.g. meta, plastic, wood and glass.

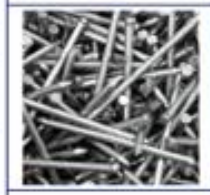
Different materials have different physical properties which make them useful for different things. A property is a quality that describes what something is like or how it behaves.

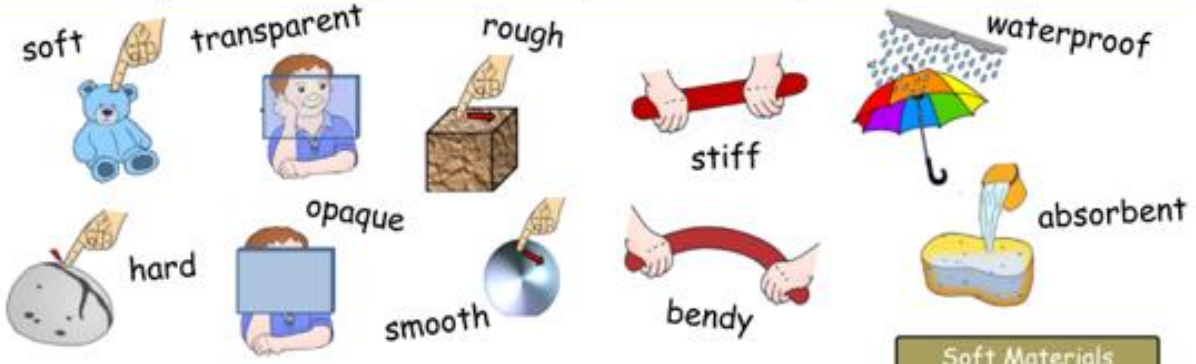
Some materials are used to make many things.

Vocabulary

hard	Not easily broken.
soft	Easy to cut or change shape.
smooth	Even surface with no bumps.
shiny	Reflects light easily.
stretchy	Can be made longer or wider
stiff	Doesn't change shape easily
bendy	Can be bent easily.
floppy	Soft and bendy.
waterproof	Keeps water out.
absorbent	Soaks up liquid easily.
breaks	Is made into smaller pieces.
rough	Has an uneven surface.
dull	Not very bright or shiny.
see-through	Lets light through.
not see-through	Doesn't let light through.
transparent	Easy to see through.
opaque	Not able to see through it.

Properties of Materials

Metal	Glass	Wood	Plastic	Fabric	Paper
					
• hard • strong • shiny	• transparent • smooth • stiff	• hard • strong • stiff	• strong • shiny • bendy	• soft • bendy • opaque	• absorbent • dull • smooth



Hard Materials

Diamond Metal Concrete Wood Glass Plastic Rubber Paper Cotton Fabric Wool

Soft Materials

The Great Fire of London

KS1

Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.

Key People



Samuel Pepys



Sir Christopher Wren



King Charles II

Key Knowledge	
When was the Great Fire of London?	The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt. King Charles ll ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.

Information for the term – Reception

PE days – Wednesday and Friday. (practice getting changed fully into PE kit). Please can all children wear trousers and a PE jumper and suitable trainers.
Phonics – Each week the phonemes we have learned will be sent home for you to share with your grown up.
Reading – Phase 2 decodable reading books will be sent home. Please listen to your child read at least 3 times per week.
Common Exception Words (CEW) – cards will be sent home this term in your child's book bag to practice reading at home. They will be checked in school for progress.
Outdoor learning – Tuesday
Please bring in some wellington boots and a waterproof coat and trousers or all in one which can be kept in the classroom. Please make sure they are named.

Information for the term – Year 1

PE days – Wednesday and Friday. Please can all children wear trousers and a PE jumper and suitable trainers.
Year 1 Home learning – Please hand in for the Tuesday ready to hand out the next home learning on the Wednesday.
Common Exception Words (CEW) – cards will be in your child's book bag to practice reading at home. They will be checked in school for progress.
Reading – Please send in the reading book and journal daily. Read 3 times per week at least. Continue doing the mix it up activities alongside to focus on blending.