



## Hibernating Hedgehogs



**Hook to our learning-** Role Play area has transformed into a shed- who does it belong to? What jobs might this person do? Who does he help? Autumn walk. Percy has a friend 'hedgehog'. What do hedgehogs do at this time or year?

**Outcome-** Children able to talk about different Percy the Park Keeper stories and create their own stories. Children to talk about the natural environment. Children to have a sense of awe and wonder about Autumn and nature. Children understand the signs of Autumn. Children to know ways in which we can help animals in the winter . .

### This half term the children will learn....

#### Personal, Social and Emotional Development.

- To initiate conversations and take into account what others are saying.
- To keep play going by responding to what others are saying or doing.
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **BV SMSC**
- To be confident to talk to other children when they are playing.
- To communicate freely about own home and community. **SMSC**
- To be aware of own feelings and that actions can affect others. **BVSMSC**
- To accept the needs of others and share resources/take turns. **BV SMSC**

What will you use to complete that activity? Why? How do you feel when ... happens? Do we all feel the same? Do we all have the same thoughts and feelings? Is that ok?

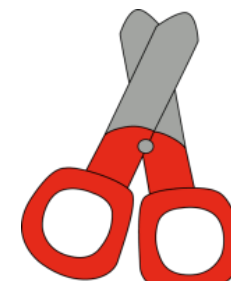
#### Communication, Language and Literacy

- To listen to others in small groups. **BV**
- To focus attention.
- To follow directions.
- To maintain attention.
- To begin to understand 'how' and 'why' questions.
- To follow a story without pictures or props.
- To use talk to connect ideas.
- To use a range of tenses accurately.



## Physical Development

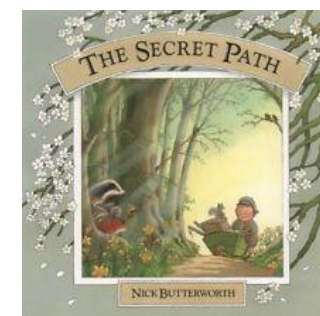
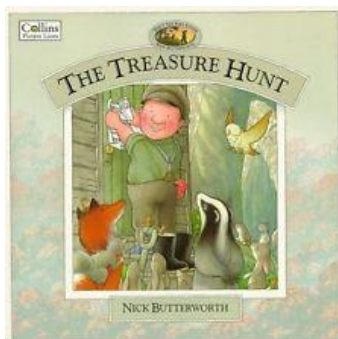
- To experiment with different ways of moving.
- To jump off an object and land appropriately.
- To travel with confidence and skill around under, over and through balancing and climbing equipment.
- To hold a pencil near the point between thumb and two fingers.
- To use simple tools to effect changes to materials.
- To form recognisable letters.
- To change for PE independently.



## Literacy

- To use phonemes to write words.
- To begin to link sounds to letters.
- To begin to read some high frequency 'tricky' words.
- To hear the initial sounds in words.
- To blend phonemes to read and write simple words.
- To write own names using the correct letter formation.
- To describe characters in stories.
- To understand that stories have a structure.
- To talk about stories they have read.
- To begin to form letters correctly using a cursive script.

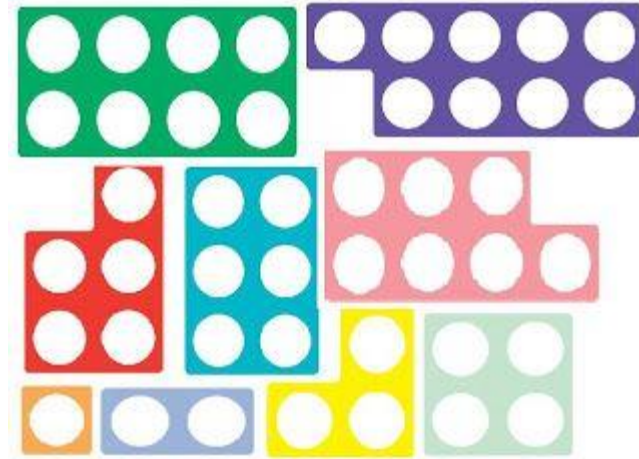
Tell me about what you have written/drawn? Why did you write/draw that? Can you tell me about the story? Do you like it, why? Why is Percy special? What makes a good friend- understanding that people have their own views.



## Mathematics

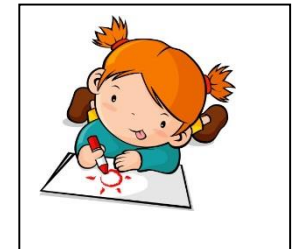
- To recite the count sequence up to 10.
- To compare and order numicon shapes by size.
- To count collections of objects accurately to 10.
- To build and recognise numicon patterns, matching them to numicon shapes.
- To begin to compare number rods by length and describe relationships between them.
- To use the names of simple 2D geometric shapes.
- To notice and describe some parts and properties of simple 2D and 3D geometric shapes.
- To join in counting to find how many.
- To begin to compare sizes of counts, saying which represents more/fewer
- To give number names to the numicon shapes.
- To label numicon shapes with numerals.
- To begin to compare and order the number rods by length.
- To compare and order number rods and describe relationships between them.

How do you know you have ...? Tell me about this numicon shape? What patterns can you see?  
Can you see any shapes? How do you know you have the shapes/rods in the right order?  
Describe this shape/rod?



## Expressive Arts and Design

- To explore what happens when we mix colours.
- To experiment to create different textures.
- manipulate materials to achieve a planned effect.
- To construct with a purpose in mind.
- To use simple tools and techniques competently and appropriately.
- To build stories around toys.
- To use available resources to create props for story telling. What are you making/building? What will you use? Why?  
Who/what are you pretending to be? Why?



## Understanding the World

- To comment and ask questions about aspects of their familiar world. **SMSC**
- To talk about things they have observed such as animals, plants, and natural objects. **SMSC BV**
- To develop an understanding of growth, decay and changes over time. **SMSC BV**
- To show care and concern for living things and the environment. **SMSC BV**

## Religious Education

- To become familiar with the story of Christmas. **SMSC**
- To understand the importance of Christmas to many people. **SMSC**
- To know that Christians celebrate Jesus' birthday on Christmas day. **SMSC**
- To know that Christians believe Jesus is the Son of God. **SMSC**
- To reflect on how it feels when a baby is born, **SMSC**

What colours can you find in autumn, which is your favourite and why? What sounds can you hear? What is your favourite sound and why? What types of weather do you like most and why? What is your favourite season? Why? Should we use nature to help humans? How can we help others? What can we do to help the environment?

What has happened in your life which has been 'good news'? How did you feel? Do we all feel the same about things? Why do some people celebrate Christmas?

Links to British Values- **BV**

Links to Spiritual, Moral, Social, Cultural Development- **SMSC**

**Mastery Questions to develop deeper thinking/Big Questions**

