

Hedgehogs Long Term Plan 2025-26

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>FOCUS TOPIC</i>	Home and Away -Australia Key Drivers – Communication, Our Forest Understanding the World		Hi Ho Hi Ho It’s off to work we go! - Mining in the Forest of Dean Key Drivers – Our Forest, Understanding the World		The Future is in our hands – Eco-conservation Key Drivers – Communication, Understanding the World	
<i>English</i>						
<i>Book Focus KS1– The Literacy Tree Other books / stories</i>	Dear Earth	A Walk in London	The Street Beneath Our Feet	The Story of the Forest	There’s a Rang-Tan in My Bedroom	The Journey Home
<i>Big Write</i>	Poetry Write a letter to the Earth	Instructions Persuasive poster Setting descriptions Captions Postcards Guidebook of local area		Write a story as if you are a hod boy	Write a persuasive argument to save an endangered animal	Write a story about main character trying to reach home
<i>Book Focus Rec Talk Through Stories / Drawing Club</i>	Little Red Hen T4W Talk Through Stories A Little Bit Brave Farmer Duck Ravi’s Roar Room on the Broom	Talk Through Stories Billy and the Beast The Koala Who Could The Bear and the Piano Stick Man Christmas story T4W reterkk	Talk Through Stories Elmer Drawing Club Pirate Pete Gingerbread Man Bod and the Cherry Tree	T4W Goldilocks and the Three Bears (dc) Drawing Club Would you rather The Three Billy Goats Gruff Road Runner	Drawing Club The Tiger Who Came to Tea The Frog Prince Captain Pugwash	Drawing Club Superworm Hansel and Gretel Willow the Wisp
<i>Nursery Rhymes REC</i>	One finger one thumb If you’re happy .. Heads, shoulders knees and toes Tommy Thumb	When Goldilocks went to the house of the bears Twinkle twinkle little star 5 little peas Incy Wincy	The Music Man 1, 2 buckle my shoe Wind the bobbin up This old man	Do your ears hang low 5 little speckled frogs We are going to plant a seed	Alice the camel Hey diddle diddle There was a princess long ago 5 little monkeys	Sing a song of sixpence 10 green bottles Grand old duke of York Row row the boat The wheels on the bus

	Miss Polly had a Dolly This is the way we wash our hands	5 currant buns See the little rabbits sleeping		Here we go round the mulberry bush Old macdonald had a farm One man went to mow	Old mother Hubbard	
EYFS Communication and language	CP designed for collaboration and language development Routines/ transitions Making friends Responding to Where how why Qs about self Follow instructions Learning nursery rhymes	CP designed for collaboration and language development NELI for identified children Listening to others – taking turns in conversation Talking about familiar people Oral retelling Learning and using new vocabulary – cultural events	CP designed for collaboration and language development NELI for identified children Maintain attention and ask questions to visitors appropriately Learning and using new vocabulary – occupations	CP designed for collaboration and language development Two channelled attention Follow complex instructions for planting sunflower seeds Learning and using new vocabulary – growing Using correct tenses	CP designed for collaboration and language development Communicate about characters in stories Respond to and answer questions about stories Using story language to retell stories Speaking in whole sentences	CP designed for collaboration and language development Listen in new situations and in large groups Respond and answer qs in response to ideas and events Future tense Learning and using new vocabulary – facts and information
Phonics EYFS Y1 Y2	Phase 2 Phase 5 ELS Spellings	Phase 2 Phase 5 ELS spellings	Phase 3 Phase 5 ELS spellings	Phase 3 Phase 5 ELS spellings	Phase 4 Phase 6 ELS spellings	Phase 5 Phase 6 ELS spellings
Reading - EYFS	Rhyming Handling books Reading name	Features of a book Making choices at story time Reading CVCs	Reading common exception words Reading CVCs with phase 3 words	Comprehension	Recall main events for retelling Character empathy	Talk to others about what they have read Read simple sentences
Writing - EYFS	Writing labels Dominant hand Name writing	Handwriting Letter formation	Writing common exception words Writing simple sentences	Writing for purpose Begin to use punctuation	Capital letters Writing for purpose	Writing on lines. Controlled letter size Writing for purpose
Maths						
EYFS Y1	Composition of Numbers to 5 2D shapes Place Value Place value to 20 Place value to 100	Composition of Numbers to 5 3D shapes Addition and subtraction facts 1- 20	Composition of numbers 6-10 Measure length Multiplication and division	Composition of numbers 6-10 Measure weight Fractions Properties of shape	Sharing / grouping Measure capacity Position and direction Length	Consolidation Money Mass and capacity

Y2	Place value Secure place value	41 steps Addition Subtraction 27 steps	Multiplication and division Multiplication tables	Fractions Properties of shape	Time Position and direction Length Tim	Money Mass and capacity and temperature Statistics
<i>Understanding the World</i>						
Science KS1	Compare Australian and UK wildlife Classify animals (UK vs Australia). - Group into carnivores, herbivores, omnivores (retrieval) Simple classification	Compare Australian habitats (rainforest, desert, reef) with UK habitats. - Identify how habitats provide for animals' and plants' needs. - Understand simple food chains. - Explore human impact on habitats.	Mining in the Forest of Dean (past & present) <i>What do we use materials for and at what cost?</i> Everyday Materials - Distinguish between objects and materials. - Name and describe properties of local rocks and minerals. - Explore how resources are extracted and used. - Discuss	Forest Recovery & Rewilding <i>How do plants grow and help our planet?</i> Plants - Identify and describe the basic structure of common plants and trees - Observe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light	Animal Adaptation <i>How do animals survive in extreme environments?</i> Animals Including Humans - Identify and name a variety of common animals - Describe and compare their structure - Know the basic needs of animals for survival	Protecting Our Planet <i>What can we do to help the Earth?</i> Working Scientifically - Ask and answer questions through observation and investigation - Perform simple tests - Use results to draw conclusions

			environmental impact of mining.	and warmth to grow		
<i>Understanding the world - EYFS</i>	Autumn in the UK <i>What changes in autumn and why?</i> Explore the natural world around them - Describe what they see, hear and feel while outside - Begin to understand changes over time	Australia <i>Why is nature different in other places?</i> - Talk about different environments - Recognise that some environments are different from the one they live in	Mining in the Forest of Dean (Past & Present) <i>What comes from underground and how do we use it?</i> - Understand the effect of changing the environment - Begin to understand past and present in the natural world	Forest Recovery & Rewilding <i>How can we help nature grow again?</i> - Explore the natural world around them - Understand the need to care for the natural environment and all living things	Animal Adaptation <i>How do animals survive where they live?</i> - Begin to understand the similarities and differences between animals - Explore how environments affect living things	Protecting Our Planet <i>What can we do to help the Earth?</i> - Understand some important processes in the natural world: recycling, pollution, care for living things
<i>Geography - KS1</i>	Comparing UK and Australia		Land Use & Rewilding		Caring for Our Planet	

	<i>How is Australia different from the UK?</i> - Locate continents and oceans - Understand geographical similarities and differences between UK and non-European country - Impact of climate on habitats and animals - Threats to Australian environment (e.g. bushfires)		<i>How has land use changed and how can we help nature recover?</i> - Use geographical vocabulary for physical and human features (forest, mine, factory) - Use simple fieldwork and observational skills - Devise simple maps and keys - Effects of mining on landscape - Rewilding and restoring habitats		<i>How can we protect the Earth?</i> - Use maps, atlases, globes to locate continents, oceans, countries (beyond UK) - Understand human impact on environment - Recycling, pollution, climate change awareness - Eco actions for sustainability	
<i>Geography EYFS</i>	Comparing Places: UK & Australia		Land Use & Nature Care <i>How do people use</i>		Caring for Our Planet	

	<i>How are places and animals different around the world?</i> - <i>"Children know about similarities and differences in relation to places, objects, materials and living things."</i> - <i>"They talk about the features of their own immediate environment and how environments might vary from one another."</i> - <i>"They make observations of animals and plants</i>		<i>land and help nature grow?</i> - <i>"Children know about similarities and differences in relation to places, objects, materials and living things."</i> - <i>"They use their senses in hands-on exploration of natural materials."</i> - <i>"They recognise some environments that are different to the one in which they live."</i> - <i>"They talk about changes in the natural world around them,</i>		<i>What can we do to help the Earth?</i> - <i>"Children show care and concern for living things and the environment."</i> - <i>"They make observations of animals and plants and explain why some things occur, and talk about changes."</i> - <i>"They understand the effect of changing seasons on the natural world."</i> - <i>"They understand the impact of human activity on the environment."</i>	
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	<i>and explain why some things occur, and talk about changes.”</i>		<i>including seasons and changing states of matter.”</i>			
<i>History KS1</i>		Indigenous and Early Australian History <i>Who lived in Australia before it was like it is today?</i> - Study the lives of significant individuals in the past - Learn about changes beyond living memory - Understand historical events and cultures outside the UK - Indigenous Australians’ connection to		History of Mining and Industry in the Forest of Dean <i>How has mining shaped life here?</i> - Understand significant local historical events beyond living memory, including the 1305 Royal Charter granting Free Miners’ rights - Learn about how mining changed communities		History of Environmental Change and Conservation <i>How have people helped protect the planet?</i> - Study significant individuals who influenced change - Understand key historical movements related to environment and conservation - History of conservation movements (e.g. National Parks,

		land and nature - Respect for different cultures and environments		and the environment - Environmental impact of mining - Industrial changes and local heritage preservation		rewilding) - Influence of key figures like Rachel Carson or Greta Thunberg (simplified)
<i>History EYFS</i>	My history – time line photos	Indigenous Australians and Different Cultures <i>Who lived in Australia before it was like it is now?</i> - Children talk about past and present events in their own lives and in stories. - They know that other children don't always enjoy the same things, and are		Forest of Dean Mining History <i>What did people do in our local area in the past?</i> - Children talk about changes in their own lives and in their family's lives. - They understand that some things happened before they were born.		Caring for Our Planet Through History <i>How have people helped to look after the Earth?</i> - Children show care and concern for living things and the environment. - They talk about why things happen and how things work. - They begin to understand

		<i>sensitive to this.</i> <i>- They begin to understand differences between themselves and others.</i>		<i>- They begin to understand simple cause and effect in the past.</i>		<i>simple past events related to caring for the environment.</i>
<i>RE KS1</i>	What do Christians believe God is like?	Why does Christmas matter to Christians and how do they celebrate?	What is it like to be brought up in a Hindu home in the UK today?	Why does Easter matter to Christians, and how do people celebrate it?	How do stories and art express worldviews? d e a Christian, Muslim, Hindu, NR/Humanist	
<i>RE EYFS</i>	How might people in Gloucestershire show they belong together? a	Why is Christmas special to Christians?	Why is God so important to Christians?	What special times do people celebrate and why might these times be very important?	What stories are important in our school community/ local area and why?	Which places are special for people living in Gloucestershire and why?
<i>Expressive Arts and Design</i>						
<i>Art KS1</i>	Painting Aboriginal Art – Pwerle family		Clay sculptures - Kapow		Van Gogh – painting and pastels the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their	

<i>PSE</i>	Feelings Colour Monster Mindfulness Dots Attention and concentration Noticing the breath Belly breathing New Beginnings	Zones of Regulation intro Mindfulness Dots Mindful mouthful Choosing Moving The Dot Getting on and Falling out	Mindfulness Dots Good to be Me	Mindfulness Dots Relationships	Mindfulness Dots Looking After Others	Mindfulness Dots Winning and losing (sports day)
<i>PSHE – all year groups</i>	Me and My Relationships	valuing difference	Keeping safe	Rights and Respect	Being my best	Growing and changing
<i>Physical Development</i>						
<i>Fine Motor</i>	fine motor and gross motor activities in CP Pencil grip Upper body strength Letter formation	fine motor and gross motor activities in CP Develop muscle tone – pressure on paper Dominant hand Drawing letter formation	fine motor and gross motor activities in CP Beginning to form letters correctly Hold pencil correctly Handle tools Buttons	fine motor and gross motor activities in CP Cut along straight lines Most letters formed correctly	fine motor and gross motor activities in CP Start to cut curved line Forming capital letters Precision with construction	fine motor and gross motor activities in CP Control size and position of letters Begin to draw diagonal lines Smaller construction
<i>PE –Gross Motor</i>	Daily Run Moving in a number of different ways – negotiating space Bikes and trikes Ball skills Cooperation Games	Daily Run Obstacle activities – climbing, Dance Skipping ropes Netball	Daily Run Ball skills Gymnastics Balancing	Daily Run Jumping Ball skills Football	Daily Run Ball skills Tennis / swimming	Daily Run Races Sports Day Athletics - Individual and Team Skills
<i>Outdoor Learning EYFS + KS1</i>	<i>Where in the World</i> Nature connection,	<i>Australia</i> Tool use, cultural awareness,	<i>Hi Ho! It's Off to Work We Go!</i>	<i>Local Habitats and Rights</i>	<i>The Future is in Our</i>	<i>The Future is in Our Hands (Part 2)</i>

	changing seasons, cultural storytelling Sensory exploration, nature awareness, sit spots, simple tool intro - Journey sticks - Leaf and bark rubbings - Animal dens (UK/Aus) - Campfire stories - Sensory scavenger hunt	exploring contrasting environments Palm drills, peeling, shelter building, creative expression - Aboriginal-style dot art using natural paintbrushes - Shelter building (rainforest/desert) - Boomerang role-play - Decorate clay "dream stones" - Mini bush trail	(Mining in Forest of Dean) Local history, materials, teamwork, tool safety Digging, den building, charcoal use, group work - Mining role-play with tunnels - Mud or charcoal cave drawings - Rock washing and sorting - Build 'pit-prop' dens - Natural	Understanding local environment, habitats, care and fairness Observation, empathy, map skills, local biodiversity - Habitat walks and ID - Minibeast hotels - Pledge flags (how to care for our space) - Clay footprint trails	<i>Hands (Part 1)</i> Growth, eco-awareness , sustainability and action Planting, tending, eco-projects, responsibility - Sunflower planting - Compost & wormery setup - Natural dyed flags (celebration for Earth) - Earth art sculptures - Litter picking	Reflection, community, advocacy, legacy Sharing, presenting, celebration, storytelling - Forest School celebration (invite parents) - Create outdoor gallery of the year - Build recycled nature crowns - Revisit favourite tools/skills - Storytelling trail with class-created stories
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			resource sorting	- 'Rights of Nature' story circles	and sorting game	
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