



Hedgehogs – Spring 1

| ect: | Unit: (Destination question, key learning) | Key Vocab: | At Home: | Educational Visits: (where appropriate) |
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| Maths Year 1 | <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <ul style="list-style-type: none"> Pupils compose pattern block images Pupils copy, extend and develop repeating and radiating pattern block patterns Pupils compose tangram images Pupils investigate tetromino and pentomino arrangements Pupils investigate ways that four cubes can be composed into different 3D models Pupils explore, discuss and compare 3D shapes <p>Numbers 0 to 10</p> <ul style="list-style-type: none"> Pupils count a set of objects and match the spoken number to the written numeral and number name Pupils represent the numbers 6 to 10 using a five and a bit structure Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure Pupils explain where 6, 7, 8 and 9 lie on a number line <p>Additive Structures</p> <ul style="list-style-type: none"> Pupils combine two or more parts to make a whole Pupils explain that addends can be represented in any order. This is called the commutative law Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (1) Pupils explain that the = sign can be used to show that the whole and the sum of the parts are equal (2) Pupils add parts to find the value of the whole and write the equation | <p>Circle Triangle Square Rectangle Pentagon Hexagon trapezium Sphere Cube Cuboid Pyramid Cylinder Prism Sides Corners Vertices Curved Straight The same Different Pattern</p> <p>Number More/less Bigger/smaller Before/after Altogether Add Sum Subtract minus</p> | <p>Shape Patterns Shape Patterns (topmarks.co.uk)</p> <p>Shape Monsters Shape Monsters - 2D Shapes Matching Game (topmarks.co.uk)</p> <p>Paint the Squares Paint the Squares - Interactive Number Charts (topmarks.co.uk)</p> <p>Counting and ordering games counting - Topmarks Search</p> <p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>And others Mental Maths Train - A Four Operations Game (topmarks.co.uk)</p> | |
| Maths Year 2/3 | <p>Shape</p> <ul style="list-style-type: none"> Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices | | | |

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| | <ul style="list-style-type: none"> Pupils describe polygons and find different ways to sort them Pupils learn that polygons can be sorted and named according to the number of sides and vertices Pupils discuss, and compare by direct comparison, the shape and size of polygons <p>Numbers 0 to 100</p> <ul style="list-style-type: none"> Pupils estimate the position of multiples of ten on a 0-100 number line Pupils explain what happens when you add and subtract ten to a multiple of ten Pupils use knowledge of facts and unitising to add and subtract multiples of ten Pupils add and subtract multiples of ten Pupils explore the counting sequence for counting to 100 and beyond Pupils count a large group of objects by counting groups of tens and the extra ones | | | |
| English | <p>Shape coding</p> <ul style="list-style-type: none"> Who/What doing Simple sentence Who/What doing Subject/Verb/Object Preset tense <p>Text: The Three Billy Goats Gruff</p> <p>Teaching Dialogue</p> <ul style="list-style-type: none"> Read together using voices to match how the character feels. Focus on dialogue in reading and work out simple rules. Rehearse dialogue. Practice turning speech bubbles into dialogue. Thinking of and using alternative words for 'said'. | <p>Full stop Capital letter Finger spaces Speech marks dialogue</p> <p>What doing = verb What like = adjective When Where How = adverb</p> | <p>The Three Billy Goats Gruff story.</p> <p>Talk about speech within stories and model how to use different voices for different characters.</p> <p>Talk about how different characters feel within stories and why they might make different choices.</p> | |
| Feelings and EmotionS | <p>Zones of Regulation</p> <ul style="list-style-type: none"> What are the zones of regulation? How do I feel? Ways you can help me. | <p>Mad Angry Mean Yelling Aggressive</p> | | |

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| | <ul style="list-style-type: none">What should I do? | Terrified Excited Frustrated Silly Nervous Confused Annoyed Overwhelmed Scared Jealous Anxious Good thankful Okay Ready to learn Calm Relaxed Proud Appreciated Focussed Happy Content Good listener Tired Shy Bored Upset Hurt Sad Embarrassed Exhausted Sick Grouchy | | |
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