



Eden Mini & Mighty Oak Long Term Curriculum Plans 2024-2025

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personalised learning	<p>All children in Eden have a 'Pupil Passport' and a Personalised Learning Plan and this will include the objectives and themes within this long term plan. We constantly strive to engage children in a broad and balanced curriculum, whilst prioritising the aims of the individual targets on their EHCPs. We aim to base learning around quality texts and provide learning experiences that are pitched to their individual needs and interests.</p> <p>Every child has a Personalised Learning Plan where we look at their individual targets and areas of interest. Every child is unique and so too their curriculum should be.</p>					
Trips/ Events	<p>All trips for Eden will be based within the local area and will focus on developing awareness and safety when walking to and from key locations. These will include:</p> <ul style="list-style-type: none"> The local shops - Walking to the shop. Buying something from a list. Listening to the teacher. Walking back. The local park - Walking to the park The cafe - planning a visit, writing a letter, walking safely to the café in groups, sitting and enjoying the occasion as a group. Visiting Chester City Centre - some children will be taking a bus ride to Chester to spend the day learning about the City we go to school in. <p>The children will be taught through social stories on how you interact with various people in the various situations they will find themselves in and to manage themselves and be responsible and safe. All children will access swimming with their mainstream peers and PE sessions when appropriate.</p> <p>Children in Eden are also involved in therapeutic learning, such as Forest school and Horse riding and also integrate into their mainstream classes for lessons where we can ensure their success.</p> <p>We aim to cover what we plan out in our Long Term plan. However, because we want children to feel inspired and motivated to learn, we are quick to adapt the plan to suits the needs and interests of the children.</p>					

English	All children have very specific targets related to their next steps and will be detailed within their personalised curriculum.					
Key Texts	<p>Silly Billy By Anthony Brown.</p> <p>A Super Hero like you, By Dr Ranj.</p>	<p>The Magic Porridge Pot.</p> <p>Goldilocks traditional and #Goldilocks.</p> <p>Christmasaurus The Christmas Eve tree.</p>	<p>Lulu gets a cat By Anna McQuinn.</p> <p>Tabby McTat By Julia Donaldson.</p>	<p>Wild By Emily Hughes.</p> <p>Where the wild things are By Maurice Sendak.</p>	<p>Paddington By Michael Bond.</p> <p>What a wonderful - a book based on the song by Louis Armstrong.</p>	<p>Ada Twist Scientist By Andrea Beaty.</p> <p>What we'll build By Oliver Jeffers.</p>
Mathematics	All children have very specific targets related to their next steps and will be detailed within their personalised curriculum.					
	<p>1: Counting, recognising and comparing numbers 0 - 10.</p> <p>Counting to and from 20.</p> <p>Counting in tens - decade numbers.</p> <p>2: Composition of multiples of 10.</p>	<p>1: Pattern in counting from 20 to 100.</p> <p>Comparing quantities - part whole relationships.</p> <p>Composition of numbers 0 to 5.</p> <p>2: Secure fluency of addition and subtraction facts within 10.</p>	<p>1: Recognise, compose, decompose and manipulate 2D and 3D shapes.</p> <p>Composition of numbers 6 to 10.</p> <p>Additive structures: addition.</p> <p>2: Grouping objects in different ways and relating to multiplication.</p>	<p>1: Additive structures: addition and subtraction.</p> <p>Addition and subtraction facts within 10.</p> <p>Composition of numbers 11 to 19.</p> <p>2: Multiplying by 2, doubling and halving</p>	<p>1: Numbers 0 to 20 in different contexts.</p> <p>Unitising and coin recognition - counting in 2s, 5s and 10s.</p> <p>Unitising and coin recognition - value of a set of coins.</p> <p>2: Addition and subtraction of two 2-digit numbers.</p>	<p>1: Solving problems in a range of contexts.</p> <p>Position and direction including fractions of turns.</p> <p>Time - sequencing events and telling the time to the hour and half hour.</p> <p>2: Time: write and tell the time to five minutes.</p>

	<p>Counting and representing the numbers 20 to 99.</p> <p>Comparing, ordering and partitioning 2-digit numbers.</p>	<p>Calculating within 20.</p> <p>Adding and subtracting ones and tens to and from 2-digit numbers.</p>	<p>Representing counting in 2s and 10s as the 2 and 10 times tables.</p> <p>Representing counting in 5s as the 5 times table and link to the 10 times tables.</p>	<p>(factors and products).</p> <p>Introduction to division structures.</p> <p>Shape: discuss and compare 2D and 3D shapes.</p>	<p>Money: recognise coins and use £ and p symbols.</p> <p>Fractions: identify equal parts and be familiar with halves, thirds and quarters.</p>	<p>Position and direction.</p> <p>Doubling, halving, quotative and partitive division.</p> <p>Sense of measure - capacity, volume and mass.</p>
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<p>Science</p>	<p><u>Working Scientifically Skills:</u></p> <p>Ask relevant questions and use different types of scientific enquires to answer them. Use straightforward scientific evidence to answer questions or to support my findings. Identify differences, similarities or changes related to simple scientific ideas and processes. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Report findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. Make systematic and careful observations and accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers. Set up simple practical enquires, comparative and fair tests.</p>
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	<p>The Human body:</p> <p>Threads What are living things and what are they made of?</p> <p>Why are there similarities and differences between living things?</p> <p>How do we see, hear and communicate?</p>	<p>Seasonal changes: autumn and winter:</p> <p>Threads How do living things live together in their environments?</p> <p>How do we see, hear and communicate?</p> <p>How does the Earth fit into the Universe?</p>	<p>Naming and grouping animals:</p> <p>Threads What are living things and what are they made of?</p> <p>Why are there similarities and differences between living things?</p>	<p>Identifying plants and their basic parts:</p> <p>Threads What are living things and what are they made of?</p> <p>Why are there similarities and differences between living things?</p>	<p>Seasonal changes: spring and summer:</p> <p>Threads How do living things live together in their environments?</p> <p>How do we see, hear and communicate?</p> <p>How does the Earth fit into the Universe?</p>	<p>Everyday materials:</p> <p>Threads How do we explain how substances behave?</p> <p>What are things made of?</p> <p>Why do materials have different properties?</p>
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History Skills:

Questioning

- find answers to simple questions about the past from sources including stories, pictures and artefacts. Comparing - Match objectives to people of different ages. Chronology - recount events/stories about the past and peoples' lives, sequence events/people/objects, use dates and historical vocabulary where appropriate.

Geography Skills and Fieldwork: Use atlases, maps, globes to locate countries and describe features studied. Use the 8 points of a compass to build knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Ask Geographical questions. Use Geographical vocabulary. Describe and understand key aspects of physical geography, including climate zones. Describe and understand key aspects of human geography, including types of settlements, land use and economic activity. Use a range of resources to identify the key physical and human features of a location. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, including key topographical features (coasts) and how these some aspects of these have changed over time. Identify the Prime/Greenwich Meridian and time zones (including day and night).

<p>Me and my world -</p> <p>Incorporating History, Geography, Art, DT and RE through a thematic approach based around the children's interests.</p>	<p>Geography Local area: where do we go to school?</p>	<p>History Traditional stories: what do they tell us about the distant past?</p>	<p>History Photographs from history: what can they tell us about Britain's recent past?</p>	<p>Geography Local area: how do we read maps and plan routes?</p>	<p>History Significant explorers: How has seafaring changed over time?</p>	<p>Geography Local to global: how can we identify special places?</p>
<p>Me and my world - Art</p>	<p>Art Drawing.</p>	<p>DT Structures: freestanding structures.</p>	<p>Art Painting.</p>	<p>DT Cooking and nutrition: preparing fruit and vegetables.</p>	<p>Art</p>	<p>DT</p>

Me and my world - French	Greetings Classroom Instructions Animals Numbers 1-10 Plurals		Connectives and simple sentence (voici, et) Gender (un, une) Je m'apelle.... /et toi? Je suis...		Colours (bleu, rouge, jaune, vert, marron, rose, orange and gris) Use je suis with a colour. J'adore/ je deteste ...	
Me and my world - Music	Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives: • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song.		Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).		Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music.	
Social Interaction and feelings. Focus on what the children need at each point.	<ul style="list-style-type: none"> • School and class rules. • My family. • Friendships. • Making choices. • Feelings and emotions in myself and others. 	<ul style="list-style-type: none"> • Feelings and emotions in myself and others. • Managing my feelings and emotions. • Scenarios. What are consequences? • Friendships. 	<ul style="list-style-type: none"> • School and class rules. • I am proud. • New beginnings and targets. • Friendships. 	<ul style="list-style-type: none"> • Feelings and emotions in myself and others. • How my actions make other people feel. • Friendships. 	<ul style="list-style-type: none"> • School and class rules. • Making decisions. 	<ul style="list-style-type: none"> • Things that stay the same and things that change. • Feelings and emotions in myself and others.