



Eden Mini & Mighty Oak

Long Term Curriculum Plans 2025-2026

	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 and PE sessions.</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>The Curious Case of the Missing Mammoth By Ellie Hattie & Karl James Mountford</p> <p>Focus: Narrative writing</p> <ul style="list-style-type: none"> Sentence structure Sequencing a story 	<p>Toys in Space by Mini Grey</p> <p>Focus: Fantasy Fiction</p> <ul style="list-style-type: none"> Extending vocabulary Writing a fantasy story 	<p>All things Tigers for kids & There are bugs everywhere.</p> <p>Focus: Non-fiction - non chronological report.</p> <ul style="list-style-type: none"> Writing factual sentences Creating an animal fact file. 	<p>The Last Wolf by Mini Grey</p> <p>Focus: Fiction - letter.</p> <ul style="list-style-type: none"> Prediction of what may happen next. Writing for different purposes. 	<p>The Little Lost Dragon by Wayne Anderson</p> <p>The adventures of egg box dragon! By Richard Adams.</p> <p>Focus: Fiction and non-fiction</p> <ul style="list-style-type: none"> Character description Instructional writing. 	<p>The Magic Box by Kit Wright</p> <p>Focus: Poetry</p> <ul style="list-style-type: none"> Performing poems Writing a poem
Mathematics	All children have very specific targets related to their next steps and will be detailed within their personalised curriculum.					
	<p>Composition of multiples of 10.</p> <p>Counting and representing the numbers 20 to 99.</p> <p>Comparing, ordering and partitioning 2 - digit numbers.</p>	<p>Secure fluency of addition and subtraction facts within 10.</p> <p>Calculating within 20.</p> <p>Adding and subtracting ones and tens to and from 2-digit numbers</p>	<p>Grouping objects in different ways and relating to multiplication</p> <p>Representing counting in 2s, 5s and 10s as the 2, 5 and 10 times tables</p> <p>Representing counting in 5s as the 5 times table and link to the 10 times tables</p>	<p>Multiplying by 2, doubling and halving.</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>Time: write and tell time to five minutes</p>	<p>Position and direction</p> <p>Doubling, halving, quotative and partitive division</p> <p>Sense of measure - capacity, volume and mass</p>

Working Scientifically Skills:

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.

Science

Use of everyday materials

Threads

Materials and where do they come from?

What does absorbent mean?

Investigation into changing materials.

Introduction to food chains.

Threads

How animals get food?

What is a food chain?

Roles within a food chain.

Growing plants

Threads

What do plants need to grow?

Learning about seeds and bulbs.

Planting our own food.

New life

Threads

Life cycles of animals.

Changes in animal life cycles.

Basic needs of animals.

Living things and where they live

Threads

Living and non-living things - classification.

Animals habitats

Plants habitats

Microhabitats and how to protect them.

Healthy me

Threads

How to keep myself healthy.

Healthy eating learning about different food groups.

The importance of exercise.

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).

Me and my world -

Incorporating History, Geography, Art, DT and RE through a thematic approach based around the children's interests.

Geography

The UK - what kind of place is it?

History

On the moon

Remembrance Day & Bonfire night.

Geography

Cold places - what is it like to live in the North and South Pole?

History

Chester Zoo - Local History.

Geography

Hot places: where are they and what are they like?

History

The Great Fire of London

Me and my world - Art

Art Drawing.

DT Structures: freestanding structures. Space themed

Art Painting.

DT

Art Dragon related.

DT

Cooking and nutrition: preparing fruit and vegetables.

Me and my world - French	<u>At the farm</u> Identify animals and name them in French. Join in French rhymes. Counting to 10.	<u>Listen and join in</u> Listen to and join in in french rhymes. I can say how I feel in French. I can listen to and join with saying some colours in French	<u>Playground games</u> Listen and join in a playground game using numbers. To listen and identify days of the week in French. Chocolat chaud To listen and join in a clapping game.	<u>Goldilocks</u> I can listen to and identify some family members. I can identify four colours. I can listen to and identify some face parts.	<u>Minibeasts</u> I can identify and name a minibeast. I can count 1 to 10 in French. I can understand and perform the butterfly cycle.	<u>Birthday Party</u> I can listen to a story about a birthday party. To understand the name for birthday gifts. To listen to a sequence of instructions and respond to colours.
	Me and my world - Music	Tony Chestnut Carnival of the animals Composing music inspired by birdsong	Grandma Rap	Orawa Trains	Swing-a-long with Shostakovich Charlie Chaplin	Tanczymy Labada
	PE	Locomotion: Dodging Team building	Ball Skills: Hands 1 Dance: Water	Ball Skills: Feet Gymnastics: Linking	Sport's Day Practise Ball Skills: Rackets, Bats and Balls	Sport's Day Practise Games for Understanding
	Social Interaction and feelings. Focus on what the children need at each point.	SCARF - Me and my relationships <ul style="list-style-type: none"> Zones of Regulation. 	SCARF - Valuing differences <ul style="list-style-type: none"> Zones of Regulation. 	SCARF - Keeping Safe <ul style="list-style-type: none"> Zones of Regulation. 	SCARF - Rights and Respect <ul style="list-style-type: none"> Zones of Regulation. 	SCARF- Being my best <ul style="list-style-type: none"> Zones of Regulation.
						Social skills, transition activities and feelings work. <ul style="list-style-type: none"> Zones of Regulation.