


Outdoor Schooling	To explore using all of my senses.	Sensory Poem: I see I hear I feel	Make a Journey Stick	Scavenger Hunt	Story map / Story Stones	Have a woodland party
	To recognise what is around me.	Photos matching leaves conkers	Observational drawing	Material rubbing / printing	Making a map	
English	 Narrative: The Oak Tree by Julia Donaldson	Memorised verbal re-telling	Establish a personalised narrative vocabulary	Sequence a concise beginning-middle-end structure	Experience how short sentences are formed - Colourful semantics	Pictoys – Listening skills
	Non-Fiction: Instructions - How to grow an oak tree.	Experience how short sentences are formed.	Sight vocabulary	Sequence and order.	Lists and labels	Dictation
Maths	Number NCETM Numbers 10 to 100.	Explore the counting sequence for counting to 100	Count in multiples of ten.	Count objects by counting groups of tens and the extra ones.	Consistently count from memory and without error.	Participate in counting and number songs.
The World About Us	Science: To experience, explore, investigate, record and communicate what can be discovered and learned about plants in the immediate environment.	Function of parts of the plant.	Life cycles.	Identify and classify: sorting / grouping.	Make comparisons over time to draw conclusions.	Recognise changing environments.
	Geography: Mapping our local area	Explore the physical features of a location.	Read a simple map. Add symbols	Ask questions about our local area.	Take photographs of our local area.	Collect samples from our local area.
	RE: Equals: 1.1.6 What can we learn from visiting a church?	The church is a place where Christians meet to worship.	Special ceremonies take place there, e.g. weddings.	Prayer and worship is often led by a priest, minister or pastor.	Sunday is often the special day for worship.	Christians read the Bible and believe Jesus is special.
My Physical Wellbeing	Physical To develop gross motor skills using large play equipment.	Obstacle races Parachute games Treasure Hunts	Kick bowling To kick the ball using the inside of foot towards a target.	Follow the Leader To dribble a ball following a partner.	Ice Monsters To dribble a ball around the space avoiding the traps.	

	Mental Wellbeing To identify different emotions in self and others.	What do emotions look like?	Why? I am/he is happy because...	What happens to my body when I feel different emotions?	Trying to express my feelings more accurately.	
My Independence	To walk independently inside and outside of school.	Practise walking for a purpose.	Establish a routine and a reason.	Walk a set distance independently.	Looking for landmarks.	Know how to walk safely in a line with others.
	To use a spreading knife to make a sandwich for our woodland party, with support as and where necessary.	Practise hygiene when handling food.	Gather ingredients.	Follow a recipe	Make a sandwich by making a personal choice about a filling.	Clean down and tidy up afterwards.
My Art	Art: Andy Goldsworthy Printmaking	Explore, copying and continue a pattern using a variety of natural objects.	Create a simple mono print using woodland materials and objects.			
	DT: Build a fairy animal home.	Designing for a purpose	Gathering materials	Cutting with accuracy	Various ways to join and stick.	Decoration and evaluation
My Music	Charanga Your Imagination	Listen with concentration to a range of music.	Listening and responding to different styles of music.	To identify voice, and instruments.	To start singing and stop when following the leader.	Singing and learning to play instruments within a song
My Drama	More complex flexible play sequences	Using familiar books to chant call and response.	Establishing the foundations for characters, setting and plot. Who are we? Where are we? When is it?	Themed fantasy – generating meanings with imaginary objects, using the text If you find a Leaf		
Play and Leisure	Parallel Play	To show interest in the parallel play of another when both are playing with the same game.	Tolerating another in sight playing with something they like.	Sensory play		