

English	The world about us	Physical wellbeing	Maths	Outdoor schooling
<p>Narrative Dangerous! – Tim Warnes</p> <p>To recognise, understand and develop key vocabulary.</p> <p>To understand simple texts, discussing and sequencing events using pictures.</p> <p>To explore structure and repetition.</p> <p>To ask and answer simple questions</p> <p>To retell and sequence parts of the story using pictures or props.</p> <p>To express personal responses about a text.</p> <p>To construct simple sentences, using key story vocabulary, and describe characters.</p>	<p>Belonging and Identity</p> <p>Explore Naming ceremonies, clothing, symbols, and welcoming rituals.</p> <p>Look at baptism, Hindu naming, and the Sikh kara bracelet.</p> <p>Make simple religious symbols and decorate clothing.</p> <p>Share photos of “belonging” – e.g. school, clubs, families.</p> <p>Make “All About Me” books that include things that are special to the child.</p>	<p>Good mental health and wellbeing</p> <p>Self-Esteem, Growth Mind set & Emotional Wellbeing</p> <p>To build a positive self-image and respect ourselves.</p> <p>To develop a growth mind set: to understand that making mistakes is okay.</p> <p>To understand the importance of kindness and respect towards others.</p> <p>To explore and enjoy different forms of movement and develop gross motor skills.</p> <p>Moving in Different Ways</p> <p>Explore a variety of movements including crawling, walking, jumping, rolling, stretching, and curling.</p> <p>Develop body awareness through responding to different movement instructions.</p> <p>Use space safely, moving in different directions and speeds.</p> <p>Balance challenges such as walking along lines, stepping stones, or low beams.</p>	<p>These objectives focus on foundational understanding, using manipulatives, concrete-pictorial-abstract approaches, and repeated practice in real-world contexts.</p> <p>To combine two groups of objects and count all to find the total.</p> <p>To subtract a smaller number of objects from a larger group and say how many are left.</p> <p>To begin to use language such as “more than”, “less than”, “altogether”, “take away”.</p> <p>To use number tracks and number lines for supported counting on and back.</p> <p>To recognise and use simple addition (+) and subtraction (–) symbols in context.</p> <p>To begin to solve practical one-step addition/subtraction problems using concrete resources</p>	<p>Sensory Activities</p> <p>Texture Hunt: Touch and compare smooth, rough, soft, and hard natural objects.</p> <p>Sensory Poem: I see, I feel, I hear,</p> <p>Choose shapes and colours of natural objects and make nature wristbands or crowns.</p> <p>Colour scavenger hunt.</p> <p>Nature scavenger hunt.</p> <p>Creating Music from Nature</p> <p>Collect and use sticks to tap natural “instruments” (logs, rocks, leaves). Create a rhythm to sing to.</p> <p>Using old containers, find and decorate natural objects to make shakers. Use collected seeds and pods in small containers. Discuss the three ‘R’s.</p>

<p>Non-fiction Your Body: Inside Out</p> <p>To recognise and read key topic vocabulary related to the human body.</p> <p>To explore and understand the purpose and features of non-fiction texts (e.g. headings, labels, diagrams, contents page).</p> <p>To answer <i>who</i>, <i>what</i>, <i>where</i>, and <i>why</i> questions using information from the text.</p> <p>To use key vocabulary to label parts of the body or describe their functions.</p> <p>To construct simple fact sentences using colourful semantics.</p> <p>To ask questions to deepen understanding of the topic.</p> <p>To make simple comparisons.</p> <p>To express personal responses to what they have learned.</p>	<p>Technology</p> <p>Design and make a Christmas Stocking</p> <p>Designing: State who it's for and what it will do.</p> <p>Draw or mark a simple plan based on simple criteria.</p> <p>Design purposeful, functional products</p> <p>Making: Select from and use a wide range of materials and components.</p> <p>Use simple joining techniques: stick, press, thread.</p> <p>Explore using tools and materials safely with adult support</p> <p>Follow a simple step-by-step process with visuals</p> <p>Join textiles using appropriate methods (stitching, gluing, tying).</p> <p>Evaluating</p> <p>Match the product to its purpose (e.g. "Does it hold a sweet?").</p> <p>Say what they like about it.</p>	<p>To develop sending and receiving skills with a focus on balance, coordination, and motor control.</p> <p><i>Sending and Receiving</i></p> <p>Explore rolling, throwing (underarm and overarm), and pushing objects to targets.</p> <p>Practice catching, trapping, and responding to incoming objects with hands or body.</p> <p>Aim for accuracy and distance using beanbags, balls, or soft objects.</p> <p>Participate in simple partner and group turn-taking games involving sending and receiving.</p> <p>To improve spatial awareness, balance, and control in dynamic physical activities.</p> <p>Navigate obstacle courses involving moving over, under, and around objects.</p> <p>Respond to cues involving direction, speed, and posture (e.g., freeze, stretch tall, curl small).</p> <p>To encourage communication, cooperation, and positive interaction through physical activity.</p>	<p>Problem solving</p> <p>This can often link with other areas — e.g. number, sorting, patterns — and should involve real-world, play-based or collaborative activities.</p> <p>To explore and try different approaches to solve simple practical problems.</p> <p>To explain choices using sentence starters (e.g. "I chose this because...").</p> <p>To develop persistence and engagement in open-ended tasks</p> <p>Statistics</p> <p>To sort objects into given categories (e.g. colour, size, shape).</p> <p>To create and interpret simple visual data representations: object graphs, pictograms, block graphs.</p> <p>To answer simple questions about data: "Which has more?", "How many altogether?", "How many like apples?".</p>	<p>Cross-curricular Activities:</p> <p>Make simple repeating patterns with natural materials (leaf, stick, leaf, stick).</p> <p>Our Bodies – Exploring Senses and Safety.</p> <p>Understanding danger and safety outdoors: Identify safe vs "dangerous" natural items (e.g., soft moss vs prickly brambles).</p> <p>Linked to our science work on 'Our Body', make a stick body using natural materials, a baby one and an adult one. Compare sizes.</p> <p>Linked to our English text, 'Dangerous', see how many things we can label in Forest School.</p> <p>Create mud portraits of ourselves using sticks instead of pencils.</p> <p>Nature collage: Collect various objects and create a nature collage.</p>
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	Suggest one thing they would change next time.	Follow simple verbal and non-verbal instructions during movement activities. Develop skills in turn-taking, sharing space and equipment, and teamwork. Express preferences for different games.	To contribute to class data collection and help create simple charts. To make statements about data with support. involve real-world, play-based or collaborative activities.	
Music	The world about us	The world about us	Art	Independence
<p>Charanga: The Friendship Song and Christmas: There's lots to get done</p> <p>Listen to the Friendship Song and respond to its mood or lyrics through movement or gesture.</p> <p>Identify when the music is loud/quiet, high/low, or fast/slow.</p> <p>Recognise repeated patterns or words in the song.</p> <p>Join in with repeated phrases or keywords</p> <p>Sing in unison with others or echo short phrases.</p> <p>Use simple percussion to keep a steady beat with the song.</p> <p>Play rhythm patterns using instruments to match words or</p>	<p>Our Body</p> <p>Identify, name and label the main parts of the human body (e.g. head, arms, legs, hands, feet).</p> <p>Explore the five senses and link each sense to a body part. Sort and classify objects using senses (e.g. by touch, smell, sound).</p> <p>Match body parts to their function (e.g. eyes for seeing, ears for hearing).</p> <p>Describe and sort external features (e.g. hair, skin, eyes) and talk about similarities and differences.</p>	<p>My World – Where I Live</p> <p>Recognise and name familiar places (home, school, local shops, parks)</p> <p>Describe features of immediate environment using simple language</p> <p>Use positional language: on, under, next to, between, behind</p> <p>Create and use simple maps of familiar settings (classroom, route to school)</p> <p>Identify and sort objects/features as human-made or natural.</p> <p>Experience local weather and describe its effects.</p>	<p>Explore and Use Materials.</p> <p>Explore colour, texture, shape and form.</p> <p>Represent real or imagined people or things.</p> <p>Observe and record from life or memory.</p> <p>Express feelings and ideas through art.</p> <p>Recognise how different colours, textures, and patterns can communicate moods or feelings in art.</p> <p>Use different media, materials and techniques to create pieces of artwork, experimenting with textures and colours.</p>	<p>Keeping Safe</p> <p>To understand how to keep safe and to know why rules are important. To understand how to keep safe in everyday situations and identify people who help us in the community.</p> <p>Cooking skills</p> <p>Follow the steps in order from the recipe.</p> <p>Select and use basic tools safely (Use a knife, spreader)</p> <p>Choice & Preference: Choose own ingredients.</p> <p>Safety: Follow hygiene rules</p>

<p>syllables (e.g. names of friends).</p> <p>Take part in call-and-response using un-tuned percussion.</p> <p>Choose and play an instrument to represent a feeling (e.g. tambourine for excitement).</p> <p>Improvise short rhythmic or vocal ideas in response to a “feeling” word (e.g. “happy” beat).</p> <p>Take turns in group singing or playing.</p> <p>Perform as part of a group – recognising start and stop cues.</p>	<p>Recognise that we grow and change over time (e.g. baby to child).</p> <p>Understand the need for exercise, rest, hygiene and a balanced diet to keep healthy.</p> <p>Observe and describe changes to the body during movement or exercise (e.g. faster heartbeat, breathing).</p> <p>Ask simple questions and collect data through observation or practical activities.</p> <p>Plants</p> <p>Identify and name common garden plants, including fruit and vegetables.</p> <p>Observe and describe how seeds and plants grow and change over time.</p> <p>Understand what plants need to grow.</p> <p>Take part in planting activities and care routines.</p> <p>Make simple observations, drawings or photos of plant growth over time.</p>	<p>Explore and observe local environment using all senses.</p> <p>Use simple tools or symbols to record observations (weather charts, photo sequences)</p> <p>Understand and follow simple directions and instructions related to space and movement.</p> <p>Begin to use basic compass directions in familiar contexts.</p> <p>Use vocabulary related to places, directions, and environment in context.</p> <p>ICT</p> <p>To use an engaging tool, the Simple City App, to develop basic computer operations (e.g., using a mouse, keyboard).</p>	<p>Respond to and recreate work of known artists.</p> <p>Develop fine motor control and plan ideas.</p> <p>Experiment with different textures, shapes, and colours inspired by summer to create visual effects.</p> <p>Use different media and materials to create pieces of artwork, experimenting with textures and colours.</p> <p>Develop control over a range of tools to produce textures and patterns.</p> <p>Explore different ways to apply colour to represent a landscape.</p> <p>Recognise how different colours, textures, and patterns can communicate moods or feelings in art.</p> <p>Experiment with warm and cool colours to create different moods.</p>	<p>Social Development: Prepare food to share in a group setting.</p> <p>Practise hygiene when handling food.</p> <p>Make decisions about ingredients, identifying healthy choices.</p> <p>Combine ingredients.</p> <p>Tidy and wash up afterwards.</p>
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