

English	The world about us	Physical wellbeing	Maths	Outdoor schooling
<p>Narrative Be Brave Little Penguin</p> <p>To recognise, understand, and use key story vocabulary.</p> <p>To understand and sequence events in a simple narrative using pictures or props.</p> <p>To use Colourful Semantics to build simple sentences about characters and actions.</p> <p>To explore story structure, including repetition and pattern.</p> <p>To ask and answer simple questions about characters and events.</p> <p>To retell parts of the story in order using visual support.</p> <p>To express personal responses and feelings linked to the text.</p> <p>To identify and describe characters' feelings and how they change during the story.</p>	<p>Belonging and Identity</p> <p>Explore what it means to belong (family, school, clubs, groups).</p> <p>Learn about belonging in different religions:</p> <p>Christianity – Baptism and the Easter story (new life, belonging to God's family).</p> <p>Sikhism – Vaisakhi, the Khalsa, and the kara bracelet as a sign of belonging. (April 14th)</p> <p>Hinduism – Holi festival and Hindu naming ceremonies. (start of March)</p> <p>Create simple religious symbols (crosses, kara bracelets, Holi colour art).</p> <p>Explore clothing or items that show belonging (school jumper, Sikh kara, Christian symbols).</p> <p>Make "All About Me" books including people, objects, and places the child belongs to.</p>	<p>Good mental health and wellbeing</p> <p>Keeping myself safe</p> <p>Understanding Danger and Safety</p> <p>Recognise the difference between safe and unsafe situations.</p> <p>Begin to identify common dangers in familiar environments (home, school, playground, road, community).</p> <p>Understand that some things, places, and behaviours can cause harm or injury.</p> <p>People Who Help Us</p> <p>Identify people who help us in school, at home, and in the community (e.g. teachers, parents, police, firefighters, paramedics).</p> <p>Understand that these people help to keep us safe.</p> <p>Recognise uniforms, vehicles, and simple roles of emergency services.</p>	<p>These objectives focus on foundational understanding, using manipulatives, concrete-pictorial-abstract approaches, and repeated practice in real-world contexts.</p> <p>To develop understanding of multiplication as repeated addition and equal groups.</p> <p>To explore division through sharing and grouping objects equally.</p> <p>To strengthen number and place value to support counting, grouping, and calculation.</p> <p>To apply number skills in practical contexts, including measurements.</p> <p>To compare and measure length, height, mass, and capacity using non-standard and standard units.</p> <p>To use concrete resources to solve simple mathematical problems and explain thinking.</p> <p>To begin to solve practical one-step multiplication/division</p>	<p>To take part in simple scavenger hunts and structured exploration activities.</p> <p>To understand basic outdoor safety, including identifying safe and unsafe natural items.</p> <p>To communicate ideas, choices, and observations through talk, gesture, or supported language.</p> <p>To work alongside others, sharing resources and following simple routines outdoors.</p> <p>Sensory hunt: Warm / Cold Hunt - find sunny spots vs shady spots; talk about how they feel.</p> <p>Choose shapes and colours of natural objects and make nature wristbands or crowns.</p> <p>Nature collage: Collect various objects and create a nature collage.</p> <p>To identify and name common plants, flowers, and trees.</p> <p>Find natural objects: compare the size, length, and weight of them.</p>

<p>To construct simple sentences using story language to describe characters or events.</p> <p>Cause and Effect: To begin to understand why events happen and how characters' actions affect outcomes.</p> <p>Non-fiction</p> <p>To recognise and read key topic vocabulary related to animals who help people.</p> <p>To explore and understand the purpose and features of non-fiction texts (e.g. headings, photographs, labels).</p> <p>To answer who, what, where, and why questions using information from the text.</p> <p>To use key vocabulary to describe what dogs do and who they help.</p> <p>To construct simple fact sentences using Colourful Semantics.</p> <p>To ask simple questions to deepen understanding of the topic.</p> <p>To express personal responses to what they have learned.</p>	<p>Technology</p> <p>Structures</p> <p>To explore different types of structures and what they are used for.</p> <p>To investigate how structures are made strong and stable.</p> <p>To join and combine materials to make a simple structure.</p> <p>To build structures that stand up on their own.</p> <p>To test and improve a structure by making simple changes.</p> <p>To follow simple instructions or visual steps to create a model.</p> <p>Evaluating: To talk about what worked well and what could be changed.</p>	<p>Physical Wellbeing</p> <p>To develop gross motor skills through repeated and structured movement activities.</p> <p>To improve balance, coordination, and control of the body in static and dynamic situations.</p> <p>To increase spatial awareness and the ability to move safely in shared spaces.</p> <p>To follow simple movement instructions and routines with increasing independence.</p> <p>To develop sending, receiving, and early striking skills using a range of equipment.</p> <p>To take turns, follow simple rules, and begin to cope with winning and losing.</p> <p>To build confidence, resilience, and emotional regulation during physical activity.</p>	<p>problems using concrete resources</p>	<p>Nature obstacle course: Following step by step instructions.</p> <p>Forest School structures (leaning sticks, simple frames)</p>
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Music	The world about us	The world about us	Art	Independence
<p>Charanga: Glockenspiel Song and Three Little Birds</p> <p>To explore and play tuned percussion (glockenspiel) safely and appropriately.</p> <p>To follow a steady pulse when playing an instrument.</p> <p>To play simple repeated note patterns using a small range of notes.</p> <p>To start and stop playing in response to visual or verbal cues.</p> <p>To listen to others while playing as part of a group.</p> <p>To take turns and wait appropriately when playing instruments.</p> <p>To respond to music through playing rather than singing.</p>	<p>Living and Non-living things</p> <p>To recognise the difference between living and non-living things.</p> <p>To sort objects into living and non-living groups.</p> <p>To identify simple characteristics of living things (they grow, need food or water).</p> <p>To compare living and non-living things in familiar environments.</p> <p>To talk about how to care for living things.</p> <p>Plants</p> <p>To identify and name common plants, flowers, and trees.</p> <p>To recognise and name basic parts of a plant.</p> <p>To understand that plants grow and change over time.</p> <p>To know that plants need water, light, and care to grow.</p>	<p>My World</p> <p>People who help us: Then and Now</p> <p>To recognise differences between the past and the present.</p> <p>To explore how people who help us have changed over time.</p> <p>To compare objects, clothing, or vehicles from the past and present.</p> <p>To take part in role-play and practical activities to explore history.</p> <p>To talk about changes using simple language or visuals.</p> <p>ICT</p> <p>To use an engaging tool, 2Paint, to create pictures using brushes and stamps.</p>	<p>Nature, Texture, and Pattern</p> <p>To explore colour, shape, line, and texture using a range of materials.</p> <p>To experiment with different tools and techniques, including cutting, printing, and pressing.</p> <p>To mix and choose colours to represent ideas, feelings, or themes.</p> <p>To create artwork inspired by nature, the seasons, or artists studied.</p> <p>To explore and create repeating patterns using colour, shape, or natural materials.</p> <p>To observe natural objects closely and create enlarged artwork focusing on one small detail.</p> <p>To express ideas or feelings through art.</p> <p>To make choices about materials and tools and explain preferences using simple language or visuals.</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>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>

	<p>To observe and describe changes using pictures, talk, or simple recording.</p> <p>To explore how warmth and cold affect plant growth.</p>		<p>To talk about own and others' artwork using simple language or choices.</p> <p>To respond to the work of an artist by trying a similar technique or style.</p>	
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