

English	The world about us	Physical wellbeing	Maths	Outdoor schooling
<p>Narrative:</p> <p>Jack and the Beanstalk</p> <p>To understand and use key story vocabulary.</p> <p>To follow and sequence the main events of a simple story.</p> <p>To build and say simple sentences about characters and actions (using Colourful Semantics).</p> <p>To ask and answer simple questions about the story.</p> <p>To retell parts of the story in order using visual support.</p> <p>To describe characters, including their feelings.</p> <p>To begin to understand simple cause and effect in the story.</p> <p>To respond to the story by sharing ideas, preferences, and feelings.</p>	<p>Before Electricity</p> <p>To recognise that life was different in the past.</p> <p>To identify simple differences between “then” and “now”.</p> <p>To explore how people lived before electricity.</p> <p>To understand that electricity helps us in everyday life.</p> <p>To sort objects into old and new.</p> <p>To talk about what they notice using simple language (before/now).</p> <p>Design and Technology</p> <p>To explore different foods using the senses (look, smell, taste).</p> <p>To recognise healthy and unhealthy foods.</p> <p>To follow simple instructions in order.</p> <p>To select and use basic tools safely (knife, peeler, spreader).</p>	<p>Good mental health and wellbeing</p> <p>Resilience and Independence</p> <p>To attempt new or challenging activities with support.</p> <p>To begin to understand that mistakes are part of learning.</p> <p>To develop perseverance and keep trying.</p> <p>To build confidence in own abilities.</p> <p>Managing Change and Transition</p> <p>To recognise that change can happen in life.</p> <p>To identify things that stay the same and things that change.</p> <p>To express feelings about change (happy, worried, unsure).</p> <p>To begin to develop simple coping strategies for change.</p>	<p>These objectives focus on foundational understanding, using manipulatives, concrete-pictorial-abstract approaches, and repeated practice in real-world contexts.</p> <p>To strengthen number, composition of number, and place value to support counting and calculation.</p> <p>Place Value</p> <p>Explore how numbers are made (e.g. $8 = 5 + 3$, $4 + 4$)</p> <p>Partition numbers into tens and ones</p> <p>Addition & Subtraction Relationships</p> <p>Understand that addition and subtraction are linked</p> <p>Use practical “first, then, now” or “how many left?”</p> <p>Introduce missing number problems (e.g. $5 + \square = 8$)</p>	<p>To understand basic outdoor safety, including identifying.</p> <p>To work alongside others, sharing resources and following simple routines outdoors.</p> <p>To take part in simple problem-solving and resilience activities outdoors.</p> <p>To respond to outdoor experiences through talk, play, or simple creation. To use senses to explore and describe the outdoor environment.</p> <p>To take part in simple scavenger hunts and structured exploration activities.</p> <p>Den making To explore den building using natural materials, working together and trying different ideas.</p> <p>Sensory hunt: Warm / Cold Hunt - find sunny spots vs shady spots; talk about how they feel and which you prefer.</p> <p>Plants To identify and name common plants, flowers, and trees.</p>

<p>Duck in the Truck</p> <p>To understand and use key vocabulary linked to the story (e.g. stuck, truck, mud, push, pull).</p> <p>To join in with repeated phrases and rhyming patterns.</p> <p>To follow and sequence the main events of the story.</p> <p>To build and say simple sentences about actions (using Colourful Semantics).</p> <p>To explore rhyme and identify words that sound the same.</p> <p>To understand simple problem-solving in the story (what is the problem and how is it solved?).</p> <p>To talk about teamwork and how characters help each other.</p> <p>To respond to the story through role play, actions, and discussion.</p>	<p>To prepare simple foods (cutting, mixing).</p> <p>To combine ingredients to make a simple dish.</p> <p>To make choices about ingredients.</p> <p>To practise hygiene and food safety routines.</p> <p>To evaluate what they made (like/dislike).</p>	<p>Physical Wellbeing</p> <p>To develop gross motor skills through structured movement activities.</p> <p>To improve balance, coordination, and control.</p> <p>To increase spatial awareness in shared spaces.</p> <p>To follow simple movement instructions with increasing independence.</p> <p>To develop sending and receiving skills using a range of equipment.</p> <p>To take turns and follow simple rules.</p> <p>To begin to cope with winning and losing.</p> <p>To develop confidence, resilience, and emotional regulation during activity.</p> <p>To work alongside others in a small group or team.</p> <p>To move with increasing control when running.</p>	<p>Measures</p> <p>To compare and measure capacity using non-standard and standard units.</p> <p>To use language such as full, empty, half full.</p> <p>To begin to solve practical one-step problems using concrete resources</p> <p>Fractions</p> <p>To recognise simple fractions (half) (quarter)</p> <p>To find half/quarter of objects and quantities through practical activity.</p>	<p>Seasons To explore and observe changes in nature during summer.</p> <p>Life cycles in action</p> <p>Find something growing, something dead, and something changing</p> <p>Mini Beast Safari Can you find something that crawls, flies, and wriggles?</p> <p>Sensory Hunt Sit and listen, <i>I can see... I can hear... I can feel...</i></p> <p>Nature Art Make a summer picture using only natural objects. Can you make a sun/flower/pattern?</p>
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<p>Non-fiction</p> <p>Seasonal Poetry</p> <p>To listen to, join in with, and respond to simple poems.</p> <p>To hear and join in with repeated words, phrases, and rhymes.</p> <p>To understand and use key vocabulary linked to the seasons (e.g. cold, windy, sunny, leaves).</p> <p>To talk about what happens in different seasons using words or simple sentences.</p> <p>To express ideas, preferences, and feelings about a poem.</p> <p>To perform poems using actions, rhythm, or voice.</p>		<p>To start and stop on a signal.</p> <p>To pass or hand over an object to a partner.</p> <p>To show awareness of others when moving in a shared space.</p>		
Music	The world about us	The world about us	Art	Independence
<p>Let's Play</p> <p>To play simple note patterns on a glockenspiel.</p>	<p>Life Cycles & Growing</p> <p>To identify and name common plants, flowers, and trees.</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>Cooking skills</p> <p>To follow a simple recipe with increasing independence.</p>

<p>To follow a steady pulse using an instrument.</p> <p>To start and stop playing on a signal.</p> <p>To copy simple rhythms or patterns.</p> <p>To listen and play alongside others.</p> <p>To take turns when playing instruments.</p>	<p>To know that plants need water, light, and care to grow.</p> <p>To understand that living things grow and change over time.</p> <p>To recognise that living things change during their life cycle.</p> <p>To explore and sequence the life cycle of a butterfly (egg → caterpillar → chrysalis → butterfly).</p> <p>To use simple vocabulary linked to life cycles (e.g. egg, caterpillar, change, grow).</p> <p>To observe and talk about changes in living things.</p> <p>To observe and describe changes using pictures, talk, or simple recording.</p> <p>Simple Circuits</p> <p>To explore simple electrical equipment (e.g. bulb, battery).</p> <p>To understand that electricity can make things work (e.g. light up).</p> <p>To build a simple circuit with support.</p>	<p>To create images linked to topic (plants, minibeasts).</p> <p>To develop control when using a mouse or touchscreen.</p>	<p>To explore colour, shape, line, and texture using a range of materials.</p> <p>Plants, growth, nature, change</p> <p>To explore colour, pattern, and texture using a range of materials.</p> <p>To create simple artwork inspired by nature and seasonal change.</p> <p>To represent ideas and experiences through drawing, painting, or making.</p> <p>To explore symmetry and pattern in natural forms (e.g. butterflies, flowers).</p> <p>To work creatively with others and share ideas.</p> <p>To respond to change and growth through art.</p> <p>To express ideas and feelings through art.</p> <p>To make choices about materials and techniques.</p> <p>To explore colour, shape, and texture inspired by artists.</p>	<p>To prepare simple foods (e.g. cutting, spreading, mixing) with support where needed.</p> <p>To select ingredients based on preference and simple choices.</p> <p>To make simple choices about healthy foods.</p> <p>To use basic kitchen tools safely (e.g. knife, spoon, jug).</p> <p>To practise good hygiene when preparing food (e.g. handwashing).</p> <p>To work alongside others to prepare and share food.</p> <p>To tidy up and wash equipment after cooking.</p> <p>Life Skills / Transition</p> <p>To organise personal belongings.</p> <p>To follow familiar routines independently.</p> <p>To make simple choices.</p> <p>To prepare for transition to a new school.</p>
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	<p>To investigate what happens when a circuit is complete or broken.</p> <p>To begin to use simple language to describe what is happening (on/off, working/not working).</p> <p>To identify why a circuit may not work and suggest a simple fix.</p> <p>Working Scientifically</p> <p>To explore and investigate using simple equipment.</p> <p>To observe changes and talk about what is happening.</p> <p>To ask simple questions and make choices during activities.</p> <p>To communicate ideas using words and gestures.</p>		<p>To experiment with tools and techniques used by artists.</p> <p>To talk about own and others' artwork.</p>	
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