

Design and Technology

Build structures, exploring how they can be made stronger, stiffer and more stable. Use woodland materials to make

Use natural materials from the woodland or local outdoor environment to make whittled sticks, tree hangings and sculptures

observe a woodland and collect objects and materials to make a fairy house or birds nest.

Take photos with digital camera for use in school.

PE Gymnastics/Games

Develop flexibility, strength, technique, control and balance

Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Create and perform a woodland inspired sequence.

Participate in team games, developing simple tactics for attacking and defending. *Sessions will continue on alternate Wednesdays with CM Sports*

Art

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. *Use natural materials from the woodland or local outdoor environment to make collages, tree hangings and sculptures. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work.*

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Make an outdoor sculpture using natural materials. Make patterns and small-scale sculptures which can be changed daily.

To use a range of materials creatively to design and make products

Children will make and design their own clay woodland creature.

The Enchanted Woodland

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use ipads to take pictures of trees and woodlands.

Program Beebots to move around a woodland setting.

Use clipart to produce own woodland animal pictures.

Music

Use voice expressively.

Explore, choose and organise sounds and musical ideas.

Create musical patterns.

Know how the combined musical elements of pitch, duration, dynamics, tempo and silence can be organised and used expressively.

Maths

- Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers from 1 - 40 in numerals and words.
- Locate numbers on a number track and identify one less and one more.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Sequence events in chronological order using correct language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Measure and begin to record lengths and heights.
- Develop understanding of addition and subtraction.
- Solve problems involving counting.
- Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

The Enchanted Woodland

Science

- Identify and name common flowers and trees found growing in the locality.
Make friends with a tree... In pairs choose a favourite tree in the school grounds. Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification
- Identify and name a range of common animals from the local and wider environment.
- Explore woodland animals and their habitats.*
- Sort trees in to groups to show those that are evergreen and those that are deciduous.*
- Identify the basic structural parts of common flowering plants and trees.*
- Sort and group objects, materials and living things, with help, according to simple observational features.*

Literacy

Key Text: Hansel and Gretel/Stories by Nick Butterworth
Visit: Alice Holt Forest

- Describe events and experiences using appropriate topical vocabulary.
Recount of woodland trip.
- Understand the meaning of new words or phrases, with adult support.
Collect key words about woodland wildlife from information books.
- Say sentences out loud to an adult or peer before writing. *Write own questions they would like to find out about a woodland creature.*
- Re-read their own writing.
- Ask simple questions to find out more about the topic. *Chn will produce a woodland animal fact book.*
- Say sentences out loud to an adult or peer before writing.
- Identify the beginning, middle or end of stories. *Recall events from woodland stories.*
- Sequence sentences to form short narratives. *Write own woodland adventure stories.*
- Read aloud their writing clearly enough to be heard by their peers and the teacher. *Read stories to animal friends at woodland picnic.*