



Date: 2022/ 2023

Year Group Long Term Plan

Year : 1



Subject	Autumn	Spring	Summer
English	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters</p> <p>Phonics: LW Yr 1 Aut 1</p> <p>Grammar: Recap Rec grammar- capital letters, finger spaces and full stops. Write a simple sentence starting with a noun/proper noun or personal pronoun. Use a regular simple-past-tense verb in a sentence: <i>He walked to school</i></p> <p>Books: The See Saw - Tom Percival Coming to England - Floella Benjamin Cookies Christmas Invention</p> <p>Poetry: Roald Dahl Poetry/stories with repeated and predictable language</p> <p>Storyboards/story maps. LW Group Reading.</p> <p>Literacy shed: The snowman clip</p>	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters.</p> <p>Punctuation: ?, ! and ,</p> <p>Grammar: sentence structure, variety of connectives, story starters, nouns, pronouns, adjectives</p> <p>Phonics: according to child's individual level/need.</p> <p>Books: Little Red Riding Hood The Last Wolf Bog Baby Morris the Mankiest Monster</p> <p>Poetry: Roald Dahl</p> <p>Storyboards/story maps Guided Group Reading. Spellings. Comprehension.</p> <p>Literacy Shed: Fairy Tale shed</p>	<p>Handwriting: Capital letters, finger spaces & full stops. Formation of letters.</p> <p>Punctuation: ?, ! and ,</p> <p>Grammar: connectives, story starters, nouns, pronouns. adjectives, prefixes , suffixes, singular, plurals, inverted commas, paragraphs and edit</p> <p>Phonics: according to child's individual level/need.</p> <p>Books: Where The Wild Things Are? Maurice Sendak The Emperor's Penguins - Martin Jenkins Leaf - Sandra Dieckmann</p> <p>Poetry: Roald Dahl Micheal Rosen Storyboards/story maps/story Guided Group Reading. Spellings. Comprehension.</p> <p>Literacy Shed: Partly Cloudy</p>
Maths	<p>NUMBER: Number & Place Value (within 10)</p> <ul style="list-style-type: none"> • Number formation • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify one more and one less of a given number (within 10 and then 20) 	<p>CONSOLIDATION (Autumn) NUMBER: Addition & subtraction (within 20)</p> <ul style="list-style-type: none"> • Number bonds to 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Add and subtract one-digit and two-digit numbers to 20, including zero 	<p>CONSOLIDATION (Spring) NUMBER: Multiplication & division:</p> <ul style="list-style-type: none"> • To count in 2s, 5s and 10s • To know that repeated addition is the same as multiplication • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and

	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line Vocabulary: equal to, more than, less than fewer, less, more, most and least <p>Addition & subtraction (within 10)</p> <ul style="list-style-type: none"> Number bonds to 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero <p>GEOMETRY:</p> <p>Properties of shapes:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). <p>NUMBER:</p> <p>Number & Place Value (within 20)</p> <ul style="list-style-type: none"> Number formation Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number. Identify one more and one less of a given number (within 10 and then 20) Identify and represent numbers using objects and pictorial representations including the number line 	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>NUMBER:</p> <p>Number & Place Value (within 50)</p> <ul style="list-style-type: none"> Number formation Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. Identify one more and one less of a given number (within 20 and then 50) Count read and write numbers to 100 in numerals Count in multiples of 2s, 5s and 10s Identify and represent numbers using objects and pictorial representations including the number line Vocabulary: equal to, more than, less than fewer, less, more, most and least <p>Number</p> <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity <p>MEASUREMENT:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) 	<p>arrays with the support of the teacher.</p> <p>Fractions:</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>GEOMETRY:</p> <p>Position & direction:</p> <ul style="list-style-type: none"> Describe position, directions and movements, including half, quarter and three-quarter turns. <p>NUMBER:</p> <p>Number & Place Value (within 100)</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. <p>MEASUREMENT:</p> <p>Money</p> <ul style="list-style-type: none"> Recognise, name and know the worth of different coins and notes Count total of different coins/notes Count total of a mixture of coins and note recognise and know the value of different denominations of coins and notes <p>Time</p>
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	<ul style="list-style-type: none"> • Vocabulary: equal to, more than, less than fewer, less, more, most and least 	<ul style="list-style-type: none"> • capacity/volume (full/empty, more than, less than, quarter) • time (o'clock and half past • measure and begin to record the following: • lengths and heights • mass/weight • capacity/volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and draw the hands on a clock face to show these times. <p>CONSOLIDATION (Spring)</p>	<ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Time (hours, minutes and seconds) • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years <p>CONSOLIDATION (whole year)</p>
<p>Art</p>	<p>Focussed Skills: Sketching/drawing</p> <ul style="list-style-type: none"> • Making marks, lines and curves using a variety of mediums (art pencils, inks, chalks, pastels) • Being able to create tone, shade, variations in lines, texture and colour • Evaluate/compare and contrast their work with their peers • Observational drawings for a length of time (self-portrait, objects, toys) 	<p>Focussed Skill: Printing</p> <ul style="list-style-type: none"> • Mono printing • Block printing using natural objects , potato, celery, carrot and manmade objects • Carry out different printing techniques like mono print, block, relief and resist printing • Print with sponges, leaves ,hands, bubble wrap, corrugated wire and textured plastic (soft or hard) • Vocab: Simple, design, broken, thick, size, thick, thin, stripes, zig zag 	<p>Focus Skill : Painting</p> <ul style="list-style-type: none"> • Patterns/texture in nature • Block painting to create patterns • African patterns BHM • Primary colours - secondary colours • Brush strokes, thick, thin, using straw, matchsticks and earbuds to paint • Altering consistency of paint, using water, glue or fairy liquid • Warm, cool and earth shades <p>Drawing</p>

	<ul style="list-style-type: none"> Vocab: Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, zig-zag <p>Painting</p> <ul style="list-style-type: none"> Patterns/texture in nature Block painting to create patterns African patterns BHM Primary colours - secondary colours Brush strokes, thick, thin, using straw, matchsticks and earbuds to paint Altering consistency of paint, using water, glue or fairy liquid Warm, cool and earth shades <p>Artists</p> <ul style="list-style-type: none"> Andi Goldsworthy Picasso Andy Warhol Van Gogh Creating similar works - collage, manipulating materials Using outdoors Colour, texture and repeated patterns 	<p>Sculpture</p> <ul style="list-style-type: none"> Manipulating mod rock/clay in a variety of ways, kneading, rolling, coiling and shaping Using variety of tools to create texture and patterns Vocab: smooth, rough, dry, grainy, bumpy, wet, soft, hard <p>Artists</p> <ul style="list-style-type: none"> Paul Klee Monet 	<ul style="list-style-type: none"> Making marks, lines and curves using a variety of mediums (art pencils, inks, chalks, pastels) Being able to create tone, shade, variations in lines, texture and colour Evaluate/compare and contrast their work with their peers Observational drawings for a length of time (self-portrait, objects, toys) Vocab: Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, zig-zag <p>Artists</p> <ul style="list-style-type: none"> Henri Rousseau
DT	<p>Mechanisms Sliders and Levers</p>	<p>Structures Free standing structures</p>	<p>Food Preparing fruit and vegetables (including cooking & nutrition requirements for KS1)</p>
French	N/A	N/A	N/A
Geography	<p>Our local environment: School & surrounding area. Focus on key physical and human features in surrounding area e.g. local shops, our local environment. <u>What would Dora the Explorer find exciting about our city?</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observation skills to study the geography of their 	<ul style="list-style-type: none"> Into the Woods: Locational & directional language. Compass directions - N, S, E, W. Seasonal changes - UK weather <u>Where do leaves go in the winter?</u> Identify seasonal and daily weather patterns in the United Kingdom. 	<p>Barnaby Bear:</p> <ul style="list-style-type: none"> The 4 countries & the capital of the UK. Simple map of UK Atlases & globes. Oceans & continents surrounding UK <p><u>Where do, and did wheels on the bus go?</u></p>

	<p>school, its grounds, key human and physical features of its surrounding environment. bus stops, parks etc.</p> <ul style="list-style-type: none"> • Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • town, village, factory, farm, house, office, shop. • North, South, East, and West: near and far. 	<ul style="list-style-type: none"> • Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • town, village, factory, farm, house, office, shop. • North, South, East, and West: near and far. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather, town, village, factory, farm, house, office, shop. North, South, East, and West: near and far.
History	<p>History of toys</p> <ul style="list-style-type: none"> • Why is the Wii more fun than Grandma and Grandpa's old toys? • Vocab: before, then, now, past, present, after 	<p>Homes through the ages</p> <ul style="list-style-type: none"> • What has changed since your grandparents were young? • Vocab: before, then, now, past, present, after 	<p>Significant people</p> <ul style="list-style-type: none"> • Who was famous when mum and dad were little? <p>Significant people</p> <ul style="list-style-type: none"> • Dr Barnardo (focusing on differences in childhood, e.g. rich & poor) <p>Schools and Childhood</p> <ul style="list-style-type: none"> • Past and Present • Vocab: before, then, now, past, present, after
ICT	<p>Computer familiarity:</p> <ul style="list-style-type: none"> • Logging on. • Keyboard skills. • Mouse skills. • Using programs, e.g. Education City, CBeeBies. <p>Follow switched on software KS1 We are Treasure Hunters We are TV chefs</p>	<p>Introduction to modelling (combining text & graphics):</p> <ul style="list-style-type: none"> • Colour Magic. • 2Paint A Picture • 2Publish+. <p>Follow switched on software KS1 We are Painters We are collectors</p>	<p>Introduction to control:</p> <ul style="list-style-type: none"> • 2Go • BeeBots <p>Research: Explore a variety of resources to access a range of information for the topic animals and their environments.</p> <p>Follow switched on software KS1 We are Story Tellers We are celebrating</p>

<p style="text-align: center;">Music</p>	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • The Nutcracker • Beat and rhythm • Fast/slow soft/loud • Respond to music with movement • Pitch match with voice 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Play percussion instruments • Long and short • Introduce pitch so – mi • Introduce stick notation • High/low • Peter and The Wolf • Orchestral instruments and sounds • 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Carnival of the Animals Saint Saeens • Smooth/jerky (legato/staccato) • Movement • composition
<p style="text-align: center;">PE Indoor</p>	<p>Gymnastics with a professional coach.</p> <p>Christmas dances.</p>	<p>Rising Stars Unit 3 Gymnastics (basic skills & movements & beginning to apply).</p> <ul style="list-style-type: none"> • Balance. • Floor work incl. pair/group work. • Sequence of movements • Apparatus - incl. safety & pair/group work. 	<p>Rising Stars Unit 1 Multi- Skills Sports Day practise</p>
<p style="text-align: center;">PE Outdoor</p>	<p>Rising Stars Unit 5 Throwing and Catching</p> <p>Christmas dances.</p>	<p>Bat and Ball Skills unit 4</p>	<p>Multi skills - unit 1 Active Athletics- unit 6</p> <p>'Where the Wild Things Are' dance</p>
<p style="text-align: center;">PSHE & RSHE (new)</p>	<p><u>R1. What makes them special (this can include culture, religion, race etc).</u></p> <p><u>R2. Common characteristics of family life (care, spending time together, protection).</u></p> <p><u>R3. That families can provide love and safety.</u></p> <p><u>R4. What makes them feel happy and safe with their family.</u></p> <p><u>R5. How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships.</u></p> <p><u>R6. What is kind and unkind behaviour and how kindness makes them feel.</u></p>	<p><u>Ss1. What is and is not telling the truth.</u></p> <p><u>Ss2. To understand the importance of turn taking.</u></p> <p><u>Ss3. What secrets are.</u></p> <p><u>Ss4. That their main body parts (penis, vulva, buttocks) covered by their underwear/pants are private.</u></p> <p><u>Ss5. That their body parts covered by pants/underwear belong to them.</u></p> <p><u>Ss6. To understand public vs private (e.g. hygiene routines, using the toilet, clothing).</u></p> <p><u>Ss7. Who their trusted grown-ups are.</u></p> <p><u>Ss8. To identify boundaries of play for</u></p>	<p><u>Hw1. That dental hygiene is good for their health.</u></p> <p><u>Hw2. That they should wash their hands to prevent germs spreading.</u></p> <p><u>Hw3. How to protect their skin from unsafe exposure to the sun.</u></p> <p><u>Hw4. To name a variety of emotions and how they make them feel and act.</u></p> <p><u>Hw5. What exercise is and how being active benefits their mind.</u></p> <p><u>Hw6. That a sense of belonging can impact on their identity.</u></p> <p><u>Hw7. What exercise is and how being</u></p>

	<p><u>R7. How to build new friendships in safe settings.</u></p> <p><u>R8. How to make others feel welcomed and not excluded.</u></p> <p><u>R9. That their choices can impact the emotions of them and others.</u></p> <p><u>R10. To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests).</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class • Work produced 	<p>different children.</p> <p><u>Ss9. To understand personal space.</u></p> <p><u>Ss10. That being online is fun but sometimes they might see or hear something that worries them.</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class • Work produced 	<p>active benefits their body.</p> <p><u>Hw8. The positives of having screen free time.</u></p> <p><u>Hw9. How and why to tell a trusted adult about an online worry</u></p> <p>Opportunity for reviewing the impact of learning:</p> <ul style="list-style-type: none"> • Pupil voice about their learning • Quiz • Observations of: Play; Reciprocal/guided reading; Free choice; Show and share • AfL in class <p>Work produced</p>
<p>Concepts/Themes & Key questions for planning</p> <p>End of Year skills</p>	<p>Families How does your family show they care? Can families look different? What things do you do with your family?</p> <p>Empathy/Friendship How does your friend know you are being kind? What can you do if you have had an argument with your friend?</p> <p>Identity/Differences/Similarities Can you disagree with someone? Can you change your opinion about something?</p> <ul style="list-style-type: none"> • Recognise 	<p>Courtesy/Manners/Kindness What are manners? What can you do if you see someone else be kind or unkind? What does good listening mean? How does showing kindness make you feel? When might/have you see someone being kind?</p> <p>Permission What examples can you share of times that you might need to ask a grown up for permission? Why do you have to ask permission?</p> <p>Feeling safe/Bullying Who/what is a stranger? How can you stay safe online? What should you do if someone tries to make you do something that you do not want to do?</p>	<p>Health What might exercise look like for you? What food/s can be a healthy choice for your mind and body? Why is handwashing important?</p> <p>Feelings Who can you talk to if you have a worry? What things make you feel happy/joyful? What can you do if you feel sad/unhappy? What happens if we try hard and persevere? Why is learning sometimes hard?</p>

	<ul style="list-style-type: none"> • Observe • Ask & Listen • Describe <p>* Cross curricular Some topics will overlap with other lessons such as PE, RE and ICT</p>		
<p>PSHE & C (old)</p>	<ul style="list-style-type: none"> • School expectations & guidelines - SMART values. • Classroom rules & guidelines. • Changes & expectations in Year 1. • Friendships. • Class Charter x 2 lessons • <u>Most children to know at least 6 relevant UNCRC articles</u> • Anti-bullying week in November. • Road safety in November • Watch Newsround to discuss current topics (Article 17) • Circle Time x2 (at least) each half term to address current topics and issues pertinent to class 	<ul style="list-style-type: none"> • Setting & meeting our goals. • Looking after our environment - related to our visits to the woods. • <u>Most children to be able to explain at least 6 relevant UNCRC articles</u> • Watch Newsround • Circle Time x2 	<ul style="list-style-type: none"> • Resolving conflicts. • Friendships. • Changes & moving on. • <u>Global Goal 14: Responsible Consumption (Recycling)</u> • <u>Most children to be able to explain at least 6 relevant UNCRC articles</u> • Watch Newsround • Circle Time x2
<p>RE</p>	<p>Belonging:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What groups do we belong to? • How do people show they belong? <p>In what ways are a church/mosque important to believers:</p> <ul style="list-style-type: none"> • What do Christians do in a church? • Christian symbols/artefacts and their meaning. <p>Family: How do religions celebrate the birth of a baby?</p>	<p>Childhood (incl. stories about children):</p> <ul style="list-style-type: none"> • What makes me special? • What can we learn from stories about children? • Which stories can my parents tell me about my childhood? • Stories from Christianity, Hinduism & Islam. <p>Creation stories:</p> <ul style="list-style-type: none"> • Christianity - God/Father • Islam - Allah as Creator <p>Christians and their beliefs:</p> <ul style="list-style-type: none"> • Bible 	<p>Influences:</p> <ul style="list-style-type: none"> • Who influences our lives? • Which people are special to me? • Why is St. Francis special for many Christians? • Why are stories about Muhammad special for Muslims? • Why do Sikhs tell the story of Guru Nanak bathing in the river? • What did Guru Gobind Singh ask Sikhs to look like? Sikhism

	<ul style="list-style-type: none"> • How are some Christian babies welcomed into their family? • How are other babies welcomed into their families? • What does it mean to live with family & friends? • The importance of the birth of a child and the ceremonies that accompany them (Aqiqah) <p>Festivities:</p> <ul style="list-style-type: none"> • Christmas, Diwali, Yom Yippur, Rosh Hashanah • Stories behind festivals <p>Relevant festival & celebrations.</p>	<p>Festivities in different religions:</p> <ul style="list-style-type: none"> • Easter • Ramadan, Eid • Stories behind festivals and their significance <p>Relevant festival & celebrations.</p>	<p>Relevant festival & celebrations.</p>
<p>Science</p>	<p>Animals Including Humans Ourselves</p> <ul style="list-style-type: none"> • Look at how we've changed • Look at our bodies • What can we hear? • How can we sort things using our senses? • Sensory Explorers • Sensory boards and bottles <p>Seasonal Changes Wonderful Weather</p> <ul style="list-style-type: none"> • What do we know about weather? • Weather watching • Shadow fun • Weather station: Rainfall • Weather station: Wind direction • Weather station: temperature 	<p>Animals Including Humans Pets</p> <ul style="list-style-type: none"> • Environment observation • Where do woodlice live? • Imaginary pets • My animal is healthy and happy • Comparing animals • Bring a pet to school day (Animal observation) <p>Everyday materials - ongoing Let's Build</p> <ul style="list-style-type: none"> • What materials can we find? • Matching materials • Magnets and metal • Sorting materials • Three little pigs and their building materials choices • The three alternative little pigs <p>Seasonal Changes</p>	<p>Plants What's growing in our gardens?</p> <ul style="list-style-type: none"> • Going and growing outside • One potato, Two potato • Garden centre and seeds • What lives in a garden • What's inside a flower? • Growing a flower • What's inside a tree <p>Everyday materials - ongoing Marvellous Materials</p> <ul style="list-style-type: none"> • Mending a torn umbrella • A pair of boots for... - DT link • Ice observation • Frozen rescue • Puddle observation <p>Seasonal Changes</p>
<p>Visits and special events</p>	<p>Local walk Forest in school Toy Museum or Toy workshop</p>	<p>Valentines Mansion Local walk School pond</p>	<p>Paradise Wild life. School woods/Visit to pond</p>

	Sept: Jeans for Genes Oct: World Mental Health Day Road Safety Bike Week Be Bright Be Seen Nov: Anti-bullying Week, Diwali, CiN Dec: Christmas Jumper Day Gymnastics coach	Church Visit	
Learning Experiences	Perform in front of class	Discover what's in the pond.	Make a home for an insect.