**English –** Writing: Fairy Tales with a Woodland setting e.g.: Red Riding Hood. Reading comprehensions. Hansel and Gretel/ The GingerBread Man. Comparing Red Riding Hood in this country to the story of Red Riding Hood in Africa – differences and similarities. Looking at the Story of ‘The Water Princess’ learning about how real people walk miles to get water. Discussing how they feel?

Read a non-chronological report about penguins and then write their own.*.* apostrophes for possession and sentence writing. Design an information leaflet about hedghogs. Design your own alto-ego fairy / elf/ goblin character for display – give yourself a name etc. **Write a recount about their trip to Peak Wildlife Park. Write about the order of the day and use descriptions and opinions. Use the senses to describe their day out.**

Phonics – following the Bug Club scheme starting from phases 3 to 5. Children write sentences thinking about spelling punctuation and grammar.

**PHSE/Global Citizenship –** How will they care for the forest school area. **British Values** - caring for others. Look at the lifetyles of the people who live in Africa – how do they live and do they care for each other in the same ways?

**English:** build hedgehogs using playdough and spaghetti (make playdough using recipe) in groups make a family of hedgehogs and take them out into the woods. Children re-enact a story/ adventure for their hedgehogs, Write about it the next day / draw pictures. Books: The Backyard Fairies, The Enchanted Woodland, Class read: **Read Fantastic Mr Fox By Roald Dahl link to animals and woodland settings. Use this story to role play in the forest school area digging and the setting anc characters. Whole class guided reading answering questions together using their speaking and listening skills with their partner: think pair share.**

**Music –** nursery rhymes and songs – harvest festival song: **Cauliflowers Fluffy,** if you’re happy and you know if clap your hands, 5 little monkeys, pat – a – cake**. African Music and instruments.**

**Computing –** using search engines to research, explore and find things out, sharing their findings.

**RE –** We will have discussed the unit ‘caring for others’. The children will have also looked at the lifetyles of the people who live in Africa – how do they lives? What ways do they show care for each other?

**Science –** plants - observing plants, seeds, bulbs, life cyles, what do plants need, plants we eat, how different plants grow. Planting our own seeds and observing how they grow by planting our own seedlings.

Make friends with a tree! Choose a tree, circle it, smell it, touch the bark look at branches, take rubbings of the bark, pictures. Write about their tree type, describe it, reseach it, take pic etc. Deciduous and evergreen. *Walk around local area looking at people’s gardens, deciduous or evergreen*.

**Geography –**

We will also be comparing the woodlands of Britain to Kenya and being on safari. We will explore and compare the types of animals we might see on safari and in the woods,looking at the terrain, the weather, where it is on a map and how near/far.

**The Enchanted**

**Woodland**

**Art and Design –** The Children will have made their own sculptures using a range of unusual materials: bread, plastic spoons, sugar cubes, and marshmallows. Children will learn about figurative and abstract sculptures, and think about shapes and materials.

**History –**This ‘Great Fire of London’ History Unit will teach your class about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.

**PE –** balls skills -Throwing and catching unit – multi skills and dance and movement as well as cosmic kids yoga.

**Maths –** Measuring the height and length of the seeds we plant. Cross curricular – measure the chn’s plants and make comparisons to others/ how much it grows in a week etc.

**KS1 History National Curriculum**

Finding out about historical events from different sources Lifestyles of people in the past Significant people/ historical events within living memory Events that are beyond living memory that are significant nationally or globally

**KS1 Art and Design** Drawing Painting 3D modelling Printing Textiles

**KS1 Design and Technology** Design, make evaluate Food Technology Structures and Textileselectrical and mechanical components

**KS1 Geography** Geography enquiry Geographical skills and field work Location and place knowledgeHuman and physical Geography

**KS1 Physical Education** Gymnastics Dance Games

**KS1 Computing** finding things out making things happen sharing and reviewing investigating and exploring

**KS1 Literacy Curriculum Objectives**

Reading comprehension Phonics and spelling Vocabulary and language Sentence and text Handwriting and stories Information Poetry

**KS1 Science**  Animals including humans All living things Habitats Everyday Materials Seasonal changes

**KS1 Mathematics** Problem solving Communicating Reasoning Number and place value Mental maths The four operations +-x ÷ Written methods +-x÷ Fractions 2D and 3D shapes Position and direction Measurement Time Statistics – processing and representing data Statistics – interpreting data Patterns