

Curriculum Offer 2022-2023 – Almond Class

Subject / Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assembly and collective worship focus	School rules and expectations 'Wear your shoes out' Esafety Helping others – MacMillan Coffee morning Mental Health Awareness Day Black History Month Space week Wear it pink Jeans for Genes London Marathon Recycle Week	Diwali Guy Fawkes – History and Firework safety Anti-bullying week Remembrance Road Safety British Value – St Andrew's day Advent Human rights – Citizenship (Emmeline Pankhurst and the Suffragettes) Children in Need (Charity) Christmas Jumper Day (Charity) Christmas (Hanukkah)	New year's resolutions E-safety Epiphany Martin Luther King day Chinese new year Holocaust memorial day Rule of law Rosa Parks day / Charles Dickens day Discovery – Charles Darwin Safer internet day Valentine's day Random Acts of Kindness	Fair trade fortnight Shrove Tuesday Leap year St David's Day World Book Day British Science Week Purim Holi Friendship St Patrick's day St George's Day World poetry day Mother's day Good to be me Palm Sunday – Good Friday – Easter World Autism Day	Autism Awareness Day World Space Day Women's history month VE Day *The Queen's Birthday *Earth Day *Shakespeare's Birthday The Titanic National Vegetarian Week *National Children's Day *Florence Nightingales Birthday *Shavuot Discrimination – Embracing differences *Pentecost	Maths Week Let's look after our planet World Environment Day *D-Day *World Oceans Day Healthy Eating Week *Anne Frank's Birthday E-Safety *World Refuge Day *Father's Day *World Music Day Look for the Helpers *Armed Forces Day *Anniversary of the Moon landing Discrimination – Embracing differences One More Step – Moving on and Transitions *World Chocolate Day Year Six Leavers

English – Power of Reading (Blue: poetry, Black: fiction, Green: non-fiction)

English (2) writing (Year 2 of rolling programme) Almond 2022-2023	<p>Literacy Shed The Light House, <u>Writing outcomes</u> Information writing Diary writing Newspaper reports Recounts Letter writing <u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Respond to illustrations Information text Annotations Free Writing Writing in Role – Diary Entry <p>POR The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography <p><u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Reading aloud and rereading Comparison charts Storyboards 'Tell me' Drama and Role play Role on the wall Reading journals Writing in role Visualising 	<p>PoR: Henry's Freedom Box By Ellen Levine (Black history Month) Historical writing Diary writing Recounts Letter writing</p> <p>Literacy Shed 23 degrees 5 minutes</p> <p><u>Writing approaches</u></p> <ul style="list-style-type: none"> Responding to illustrations Information text Timelines Poetry Writing in character Letter writing Diary writing/recounts Character descriptions Collaborative writing <p><u>Teaching outcomes</u></p> <ul style="list-style-type: none"> Respond to illustrations timelines recounts hot seating role play 	<p>PoR: The Wild Robot written and illustrated by Peter Brown</p> <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Drawing and annotating Role on the wall and characterisation A variety of information texts including digital The robot's backstory Robot's Log entries - descriptive observations Advisory emails Poetry Story mapping Survival manual Interview questions for Hot seating Thought tracking Writing in role – log entry, letters, and notes A fireside speech Poster for #Think. Help. Change campaign Robot stories Play script Party preparations Environmental impact report Book Review Story sequel <p><u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Reading aloud and re-reading Role-Play and Drama Writing in role Visualising Story mapping Shared writing Freeze frame Conscience Alley Performance reading 	<p>PoR: The Wild Robot written and illustrated by Peter Brown</p> <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Drawing and annotating Role on the wall and characterisation A variety of information texts including digital The robot's backstory Robot's Log entries - descriptive observations Advisory emails Poetry Story mapping Survival manual Interview questions for Hot seating Thought tracking Writing in role – log entry, letters, and notes A fireside speech Poster for #Think. Help. Change campaign Robot stories Play script Party preparations Environmental impact report Book Review Story sequel <p><u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Reading aloud and re-reading Role-Play and Drama Writing in role Visualising Story mapping Shared writing Freeze frame Conscience Alley Performance reading 	<p>PoR: Ug: Boy Genius of the Stone Age by Raymond Briggs</p> <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Procedural: Script Instructions Postcard Information Writing Recount Comic Strip Persuasive Speech Advertisement Note Poetry Persuasive Presentation Non-Chronological Report <p><u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Responding to Illustration Reading Aloud Role on the Wall Collaborative Writing Book Making Double Bubble Developing Enquiry Role Play Writing in Role Conscience Alley Book Talk 	<p>PoR: Pugs of the Frozen North Written by Philip Reeve</p> <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Drawing and annotating Role on the wall Writing in role Note writing Messages Character profile Diary entries Race programme Recipes and instruction writing Dictionary definitions Leaflets and posters Poetry Persuasive argument Short stories for grandpa Story mapping Hot seating and interview questions Eyewitness reports in role Narrative recount Newspaper writing <p><u>Teaching Approaches</u></p> <ul style="list-style-type: none"> Reading aloud and rereading Role-play and Drama Writing in role Visualising Story mapping Shared writing Freeze Frame Conscience Alley Performance reading
--	---	--	---	---	--	---

Grammar						
Y2	Week 1-3 Ready to write (using capital letters for proper nouns and pronoun I, capital letters, ! ? . joining with 'and') Week 4 Commas (for lists) Week 5-6 Word classes 1 (expanded noun phrases) Week 7-9 Conjunctions (coordination and subordination) Week 10-11 Sentence types 1 (sentence types) Week 12 Assessment and consolidation	Week 1-2 Word classes 2 (-ly to turn adjectives into adverbs) Week 3-5 Apostrophes (contraction and possession) Week 6-7 Sentence types 2 (statement and exclamation) Week 8-10 Tenses (Present and past tense and the progressive form) Week 11 Suffixes 1 (Formation of nouns using -ness and -er and compounding e.g. whiteboard) Week 12 Assessment and consolidation	Week 1 – Suffixes 2 (-er -est) Week 2-5 – Revisit sentence and punctuation Week 6 – Consolidation Week 7 – 11 – Revising tenses, CL and full stops, prefixes/suffixes Week 12 Assessment and consolidation			
Spelling						
Spelling (2)	Mixed words from the range of spelling patterns and rules from previous year. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Homophones and near-homophones The /i:/ sound spelt ey Exception words list The /ə/ sound spelt a after w and qu	The /ʒ:/ sound spelt or after w and the /ʒ/ sound spelt ar after w The suffixes -ment, -ness, -ful, -less and -ly Contractions Words ending in -tion Exception words list Consolidating from this term's spellings	The /l/or /ə/ sound spelt -le at the end of words Homophones and near-homophones The /l/or /ə/ sound spelt -el at the end of words The /l/ or /ə/ sound spelt -al at the end of words f words Week 5 Exception words list Consolidating from this half term's spellings	The possessive apostrophe (singular nouns) Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est, and -y to words endig in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Exception words list Consolidating from this half term's spellings	The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y The /ɔ:/ sound spelt a before l and ll Exception words list Consolidating from this half term's spellings	The /N/ sound spelt o Words ending -il The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y Exception words list Consolidating from this half term's spelling
Guided Reading						
	Project X	Project X	Project X	Project X	Project X	Project X
VIPERS						
	The Twits –Roald Dahl	Lion and the Unicorn- Shirley Hughes	The Black Hat	The Black Hat	I'll take you to Mrs Cole	I'll take you to Mrs Cole
Maths - White Rose Maths Version 2.0						
Year 1	Number: place Value (4 Weeks) Number: Addition and subtraction within 10 (5 weeks) Geometry: Shape (1 week) Number: place value within 20 (2 weeks)	Consolidation (1 week) Number: Addition and subtraction within 20 (3 weeks) Number: Place value within 50 (3 weeks) Measurement: Length and height (2 weeks) Measurement: Weight and volume (2 weeks) Consolidation (1 week)	Consolidation (1 week) Number: Multiplication and division Number: Fractions (2 weeks) Geometry: Position and direction (1 week) Number: Place value within 100 (2 weeks) Measurement: Money (1 week) Measurement: time (2 weeks)			
Mixed Years 2 and 3	Number: Place value (3 weeks) Year 2: Numbers to 100 Year 3: Numbers to 1000 Number: Addition and subtraction (6 weeks) Year 2: Numbers within 100 (including money) Year 3: Numbers within 1000 (including money) Number: Multiplication (3 weeks)	Number: Division (2 weeks) Statistics (2 weeks) Measurement: Length and height (1 week) Geometry (3 weeks) Year 2: shape, position and direction Year 3: Shape and perimeter Number (4 weeks) Year 2: Fractions and consolidation Year 3: Fractions	Measurement: Time (2 weeks) Problem solving and efficient method (3 weeks) Measurement (3 weeks) Year 2: Mass capacity and temperature Year 3: Mass and capacity Consolidations and investigations (4 weeks)			
Science - Switched on Science: First Edition						
Science Year 4 Standards Switched on Science: First Edition	What's That Sound? NC strand: Sound <u>Subject knowledge:</u> <ul style="list-style-type: none">To observe and name a variety of sources of sound.To notice that we hear with our ears.To identify how sounds are made, associating some of them with something vibrating.To find patterns between the volume of a sound and the strength of the vibrations that produce it.To identify similarities and differences between sounds made in different ways. Recognise that sounds get fainter as the distance from the sound source increases.	Living Things NC strand: Living things and their habitats. Which kingdom? <u>Subject knowledge:</u> <ul style="list-style-type: none">To explain how living things can be classified.To recognise how a simple key helps identify living things.To observe key features of living things.Explore and use classification keys to help group, identify and name a variety of living things.Explore and use classification keys to help group, identify and name a variety of living things in their local environment.	Looking At States NC strand: States of matter <u>Subject knowledge:</u> <ul style="list-style-type: none">To compare materials.To group materials together, based on observations on them to recognise that some materials, for example water, may exist in solid, liquid and gas states.To make careful observations about how matter changes from solid to liquid.To read scales accurately. <u>Working scientifically:</u> <ul style="list-style-type: none">To record what has been learnt in a variety of ways.	Teeth and Eating NC strand: Animals including humans <u>Subject knowledge:</u> <ul style="list-style-type: none">To classify and identify different types of teeth and their functions.To recognise why and how we must take good care of them <u>Working scientifically:</u> <ul style="list-style-type: none">To make observations and form conclusions.	Power It Up! NC strand: Electricity <u>Subject knowledge:</u> <ul style="list-style-type: none">Identify common appliances that run on electricity. <u>Working scientifically:</u> <ul style="list-style-type: none">To identify common appliances that run on electricity.To classify and record appliances as mains or battery operated.To understand the difference between mains and battery-operated appliances.To understand that electricity can be dangerous.	Brilliant Bubbles NC strand: Working Scientifically <u>Subject knowledge:</u> <ul style="list-style-type: none">To set up practical enquiries and fair tests. <u>Working scientifically:</u> <ul style="list-style-type: none">I can plan a fair test to find out about the effect of changing bubble mixtures.I can identify new questions as a result of my observations or tests.I can share what I have found out, scientifically.

	<ul style="list-style-type: none"> Recognise that vibrations from sounds travel through a medium to the ear. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> To make systematic and careful observations, record findings, identify differences, similarities or changes. Carry out simple practical enquiries, comparative and fair tests, take systematic and careful observations, record findings, identify differences, similarities or changes. Carry out a simple practical activity – pattern seeking. Gather and record data using straightforward scientific evidence to answer questions or support their findings. Use results to make improvements. 	<p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> To ask questions that can be used to construct a key. Classify in a variety of ways to help in answering a question. 	<ul style="list-style-type: none"> Classify in a variety of ways to help in answering a question. Make systematic and careful observations. Carry out a simple practical enquiry – comparative test. Take accurate measurements. Use results to draw simple conclusions. Make systematic and careful observations. Take measurements. Identify differences, similarities or changes related to simple processes. 		
--	--	---	--	--	--

PSHE - SCARF (Coram Life Education – SCARF: Safety, Caring, Achievement, Resilience and Friendship – In line with PSHE Association)

PSHE Year 4	<p>Me and My Relationships:</p> <p>An email from Harold! Ok or not ok? (Part 1) Ok or not, ok? (Part 2) Human machines Different feelings When feelings change (optional) Under pressure</p>	<p>Valuing Differences:</p> <p>Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!</p>	<p>Keeping Myself Safe:</p> <p>Danger, risk or hazard? Picture wise How dare you? Medicines: Check the label Know the norms (optional) Keeping ourselves safe Raisin challenge (2)</p>	<p>Rights and Responsibilities:</p> <p>Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz (optional) Harold's expenses (optional) Why pay taxes?</p>	<p>Being My Best:</p> <p>What makes me ME? Making choices SCARF hotel Harold's 7 R's My school community (1) Basi first aid</p>	<p>Growing and Changing:</p> <p>Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise? Together Optional project: Volunteering is cool</p>
----------------	---	---	---	--	--	---

Religious Education – RE days

KS2 22-23	<p>Hinduism – Knowledge Organiser A What do Hindu's believe God is like?</p> <p>Hinduism – Knowledge Organiser B What are the commonly held beliefs of Hindus?</p> <p>Hinduism – Knowledge Organiser C What is the festival of Diwali about?</p>	<p>Hinduism What are the five principles of Hinduism?</p> <p>Hinduism – Knowledge organiser C What does it mean to be a Hindu in Britain today?</p>	<p>Judaism How do festivals and family life show what matters to Jewish people?</p>	<p>Judaism Why is the Torah so important to Jewish people?</p>	<p>Humanism What matters most to humanists and Christians?</p>	<p>Humanism What are the three basic beliefs of Humanism?</p>
-----------	---	---	--	---	---	--

Purple Mash Computing

Year 3	<p>3.2 Online safety (3 lessons)</p> <ul style="list-style-type: none"> Safety in numbers Fact or fiction? Appropriate content and ratings <p>3.3 Online safety (3 lessons)</p> <ul style="list-style-type: none"> Creating pie charts and bar graphs Using more than and spin button tools Advanced mode and cell addresses <p>3.1 Coding (5 lessons)</p> <ul style="list-style-type: none"> Using flowcharts Using timers Using repeat Code, test and debug Design and make an interactive scene 	<p>3.5 Email (6 lessons)</p> <ul style="list-style-type: none"> Communication Composing emails Using email safely: part 1 Using email safely: part 2 Attachments Email simulations <p>3.6 Branching databases (4 lessons)</p> <ul style="list-style-type: none"> Introducing databases Branching databases Creating a branching database on the computer <p>3.7 Simulations (3 lessons)</p> <ul style="list-style-type: none"> What are simulations? Exploring a simulation Analysing and evaluating a simulation <p>3.8 Graphing (2 lessons)</p> <ul style="list-style-type: none"> Introducing 2Graph Using 2Graph to solve an investigation 	<p>3.9 Branching databases (4 lessons)</p> <ul style="list-style-type: none"> Introducing databases Branching databases Creating a branching database on the computer
--------	--	--	---

PE Middle	Gymnastics <ul style="list-style-type: none"> Learn how to create and perform sequences of movement. To develop body awareness with appropriate variations of direction, pathways, levels, shapes and balances. Teamwork in order to achieve group led activities. Being able to lead a warm up. To be able to demonstrate a number of different jumps and showing control when taking off and landing. Combine partner balances with linking movements. To be able to explain and demonstrate how to make a balance more stable. 	Netball <ul style="list-style-type: none"> Learn how to pass and catch the ball using a range of different techniques. To be able to know the difference in an attacking and defending position. Lear how to get away from a defender using skills such as dodge, faint dodge and pivoting. How to shoot using different techniques and from different distances from the hoop. Being able to evaluate their own and others performances. Learning good sportsmanship in a game situation. Use a range of changes in speed, direction or height effectively. Accelerate quickly from a stationary position. Work as part of a team to create space. Work as part of a team to create space. Show consistency and control in team games. 	Hockey <ul style="list-style-type: none"> Learn how to pass, receive and travel with the ball using a variety of techniques. Working on agility, strength and control when tackling and shooting. Being able to start and stop quickly keeping the ball under control. To learn how to pass the ball accurately. Show control and accuracy to keep possession. To be able to change speed and direction while keeping the ball under control. To develop understanding of the principles of attacking and defending when playing a competitive game. Working in groups developing their team work skills. Adopt tactics to create space in a game situation. Use a range of tactics to keep possession and progress towards goal. Devise own tactics to attack or defend effectively. 	Tennis <ul style="list-style-type: none"> To develop hand-eye co-ordination control through various tennis drills. Learn how to hit a forehand and backhand shot. Learn how to move forwards, backwards and sideways effectively in paired activities. Use specific footwork to position themselves for return shots during a match. Using different activities to work on accuracy. Working on agility to be able to change speed and direction quickly. Rally with a partner to see how many times they can pass it back and forwards over the net to each other. 	Multi-skills Tri-Golf <ul style="list-style-type: none"> To be able to hold the golf club correctly. To be able to identify the difference in a putter and a chipper. Using a tick tock swing to control the roll of the ball. Learning how to putt the ball accurately to the hole. To be able to chip the ball up in the air. Archery <ul style="list-style-type: none"> Learning basic motor skills. Learning accuracy when hitting the target. To be able to hold the bow correctly and pull back with enough strength to be able to hit the target. Cricket <ul style="list-style-type: none"> Learning how to hit the ball accurately with the correct technique. Learn the different positions when fielding, bowling and batting. To be able to catch the ball using the correct stance. Learning how to bowl underarm and overarm accurately and powerfully. 	Athletics <ul style="list-style-type: none"> To combine the 3 different moves in triple jump and showing control throughout. Learning the two different Sprint starts and putting them into a race situation. Learn how to correctly perform a relay change over. Learn how to pace correctly for short and long distances. To be able to throw a Javelin, shot putt and discus accurately. Working on co-ordination in long jump when running, jumping off one foot and landing on two feet.
Key sporting events	Primary Pentathlon (Year 1-6) London South East Special League	London South East Special League	New Age Kurling (Year 3-4) London South East Special League	Tri Golf (Year 3-4) Easter Bunny Run (Year 1 -2) London South East Special League	Football School's Summer Festival	Norman Park Athletics

Community and Life Skills (these activities are examples but classes will adapt the learning to meet the needs of the pupils)

KS2	Sharing taking turns <ul style="list-style-type: none"> Playing board games to teach to take turns Fairness – why it is fair/unfair Roles and responsibility of those roles Family tree <ul style="list-style-type: none"> People in your life and their significance Blended family and wider families Gender stereotypes Social interactions and self-management <ul style="list-style-type: none"> Conversation skills Setting personal boundaries Social skills how should we react if put into certain situations? Caring for a pet, understanding the commitment and putting the pets needs first understanding the cost implication. 	Money and responsibility of it <ul style="list-style-type: none"> Tuck shop Visit to actual shop Budgeting and saving Reward scheme, children to earn fake money by doing tasks and then at end of week they can use this to spend in set up in shop. Community <ul style="list-style-type: none"> Community gardening projects (onsite) Career's fair – what do I want to be when I grow up, what are my strengths and key skills How to contribute in local community. Planning a journey getting the bus how to find a route to get somewhere. Planting and growing own produce <ul style="list-style-type: none"> Planting seeds Growing produce Staying safe <ul style="list-style-type: none"> How to stay safe on line. Neat and Tidy <ul style="list-style-type: none"> Tidying after themselves House proud! cleaning and looking after a house washing clothes, ironing folding clothes etc. 	Cooking <ul style="list-style-type: none"> Cooking skills – chopping, cutting, grating skills. Health and safety in kitchen. Hygiene and personal presentation <ul style="list-style-type: none"> Brushing teeth Body hygiene Looking after our bodies Learn to do ties Learn to tie shoe laces How to use the washing machine – how to do the laundry Healthy eating <ul style="list-style-type: none"> Choosing Healthier options Balanced lifestyle Find your perfect exercises Cooking- simple recipes that can be made at home on a budget – staple items Cooking skills – boiling frying, roasting baking. Healthy food Kitchen safety – safe use of knife, peeler, over, hob, toaster and kettle Mental health Kids take ownership of how mental health camping is used and portrayed in school.
-----	--	--	--

Cooking

KS2	Community and life skills	Kitchen safety and skills Skill: Hob safety, knife skills Recipe: Soup Link: Seasonal vegetables (Harvest- wheat and grains) Skill: Knife skills and knife safety Recipe: Pumpkin carving and cooking Link: Seasonal events Halloween	Community and life skills	Diet and Nutrition Skill: Wheat and grains – what is Gluten free? Recipe: Healthy two ingredients pizza base Skill: Understanding nutrition Recipe: Chickpea fritters Link: Different food and drink contains varying amounts of sugar, saturated fat and salt	Community and life skills	Meal planning project Skill: Planning a picnic – including different food groups (allergies & intolerances and the difference between) Recipe: Making a sandwich Link: Skill: Measuring and mixing, healthy eating, 5 a day Recipe: Smoothies
-----	---------------------------	--	---------------------------	--	---------------------------	---

		<p>Skill: Naming and using different utensils Recipe: Cottage Pie Link: Winter warm healthy food</p> <p>Skill: Storing food correctly - fridge temperatures Link: Identify out of date or mouldy food Recipe: Food tasting – blue cheeses</p> <p>Skill: Microwave safety Recipe: Chocolate mug cake Link: Hot liquid, kitchen hygiene</p> <p>Skill: Construction, icing Recipe: Gingerbread house Link: Christmas festivities</p>		<p>Skill: Using a frying pan and flipping a pancake (or scrape it off ceiling!) Recipe: Pancakes Link: Seasonal event Shrove Tuesday Healthy toppings</p> <p>Skill: Understand the maximum daily limits sugar (RDA: Recommended Daily allowance) and reading nutrition labels Recipe- Lower sugar alternative recipe (flapjacks) Link- Measurements food units</p> <p>Skill: Healthy cooking methods and the benefits (steaming) Recipe: Steamed fish with veg Link: Seasonal spring vegetables</p> <p>Skill: Construction of a cake and decoration Recipe: Humpty Dumpty Easter Cake Link: Easter celebrations</p>		<p>Link: Seasonal summer fruits</p> <p>Skill: Chopping, mixing and understanding healthy eating Recipe: Quiche Linked: Science, liquid into solid, changing state, irreversible change</p> <p>Skill: Rolling pastry, cutting and presentation of party food Recipe: Sausage roll Link: Vegetarian and gluten and non-pork</p> <p>Skill: Mixing and measuring units & healthy alternatives Recipe: Lemonade Link: Diet and Nutrition</p> <p>End of term party food planning Skill: Incorporate skills learnt throughout the year Recipes: Designed by pupils Link: Party planning, shopping list and budgeting</p>
--	--	---	--	---	--	---

Forest School

The Hive Forest School approach	<ul style="list-style-type: none"> Rules and understanding Forest School(Woodland Walk) Teamwork/creativity and Boundaries (Den building) Senses (Follow the rope) Trying natural foods safely (berry hunt) Safe tool use (Medallion making) Teamwork / physical (Save the camp flag) Fire safety / cooking (Bread making / fire) 	<ul style="list-style-type: none"> Respecting the environment (Litter picking and path clearing) Using tools safely (mallet making) Manipulating wood (Fence weaving) Consistency / ration (Potion making) Fire safety / cooking with whittled sticks (marshmallows and fire) Making their own fires (Fairy fires) 	<ul style="list-style-type: none"> Native plants and terrain change (Egg box activity) Senses (Mirror activity) Patience / fine motor skills (shadow drawing) Safe tool use / whittling / predicting (Spud gun with old elder) Paint a target for use with spud gun (Natural paint making) Caring for wild animals (Making bird feeders) 	<ul style="list-style-type: none"> Worms and their habitat (worm hunt / stick bashing) Parts of a bug (Bug hunt) Find natural items on the list (scavenger hunt) How to build stably (building fairy houses) Create leaf art with chlorophyll (plant bashing) 	<ul style="list-style-type: none"> Follow a map (treasure hunt) Giving detailed instructions (create your own map) Follow verbal direction (Game) Common plants at forest school (Plant ID) Creativity (Woodland crowns) Shapes and the importance of leaves (Leaf rubbing) 	<ul style="list-style-type: none"> Make and float a twig boat (boat making) Number patterns in nature (Nature walk / number hunt) Knot tying and shelter (camp building with tarp) Creativity (leaf art edged with sticks) Counting in 5s (role play game) Improve memory (duplication game)
---------------------------------	--	--	--	--	---	--

STEAM (Science, Technology, Engineering, Arts and Mathematics)

	Combat - Catapults (ejector seat)	Structure - Bridge building	Programmable – Robots and programming	Vehicles - Go cart (Soapbox)	Power sources - Boats in a pool	Protection - Crash test dummies / falling egg
Therapy Team Curriculum Enrichment		Diversity Day		Diversity Day	Brit School Community outreach	Diversity Day Brit School Community outreach
Possible visits / guests / community activities and Impact day learning	Library visits Year 6 swimming Reward trip (venues vary)	Bromley Churchill Theatre – Christmas Pantomime Library visits Year 6 swimming Reward trip (venues vary)	Library visits Year 6 swimming Reward trip (venues vary) Impact day – emergency services and first aid, aware of dangers and what do so Ben Kinsella – Consequences and Choices Workshop (Year 5/6)	Library visits Year 6 swimming Silly Science Workshop (BTAM) Planetarium Visit Reward trip (venues vary)	Library visits Year 6 swimming Reward trip (venues vary)	Library visits Year 6 swimming Beach reward trip