



Curriculum Overview – Autumn 2022

Into the Woods



	EYFS	YEAR 1	YEAR 2
English Power of Reading Diverse authors	<ul style="list-style-type: none"> - Harvest – <i>The Gigantic Turnip</i> - <i>Goldilocks and the Three Bears</i> – traditional - <i>We're Going on a Bear Hunt</i> – Forest School - <i>Stanley's Stick</i> – John Hegley - <i>Leaf Man</i> – Lois Elhart - <i>Gruffalo</i> – Julia Donaldson - <i>Gruffalo's Child</i> – Julia Donaldson - <i>Little Glow</i> – Katie Sahota - <i>Owl Babies</i> – Martin Waddell 	<ul style="list-style-type: none"> - (BASELINE) <i>Gruffalo</i> picture - <i>Out and About: A First Book of Poems</i> – Shirley Hughes - <i>The Hodgeheg</i> – Dick King-Smith - <i>The Last Wolf</i> – Mini Grey - <i>Once Upon a Wild Wood</i> 	<ul style="list-style-type: none"> - (BASELINE) – <i>Gruffalo</i> picture - Owl non-fiction - <i>The Star in the Forest</i> – Helen Kellock - <i>Billy and the Beast</i> – Nadia Sherrin - <i>The Forest</i> – Anthony Brown
Reading scheme	<ul style="list-style-type: none"> - Little Wandle supplemented by Bug Club - Blue Room – recreate forest reading area 		
Phonics Scheme	<ul style="list-style-type: none"> - Little Wandle 		
	<ul style="list-style-type: none"> - Forest School 		
Science <i>Science Bug</i>	<p>They make observations of seasonal change Talk about what they see, using a wide vocabulary</p>	<p><u>Seasonal changes (Statutory Requirement):</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Describe weather associated with the seasons and how day length varies. <p><u>Working Scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • What can I find out about the weather? How can I record my findings? 	
	<p><u>Understanding the World</u></p> <p><u>The Natural World</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Use all their senses in hands on exploration of 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • 'Deciduous' - a tree or shrub which sheds its leaves annually. • 'Evergreen' - a plant that retains green leaves throughout the year. 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • 'Habitat' - a natural environment or home of a variety of plants and animals. • 'Micro-habitat' - a very small habitat, for example for woodlice under stones, logs or leaf litter.

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	<p>natural materials.</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Explore collections of materials with similar and/or different properties. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. <p><u>People and the Communities</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • 'Trunk' – the main woody stem of a tree as distinct from its branches and roots. • 'Bough' - a main branch of a tree. • 'Branch' - a part of a tree which grows out from the trunk or from a bough. • 'Flower' - the seed-bearing part of a plant. <ul style="list-style-type: none"> - Visit to the Junior Woods - Pond Area - Trees liked to house teams - Woodwork <p><u>Animals and Plants</u></p> <p><u>Plants (Statutory requirements):</u></p> <ul style="list-style-type: none"> • Identify and name some common plants and trees; including deciduous and evergreen. • Identify and label the basic parts of a plant or tree; including seed, fruit, leaf, branch, trunk, roots, stem, bulb, petal, and flower. • Identify and describe the basic structure of a variety of common flowering plants, including trees; together with explaining the basic function of the roots, stem and flowers. <p><u>Plants (Non-statutory):</u></p> <ul style="list-style-type: none"> • Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. • Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem). <p><u>Working scientifically (Child-led investigation):</u></p> <ul style="list-style-type: none"> • Observing closely, perhaps using magnifying 	<ul style="list-style-type: none"> - Visit to the Junior Woods - Pond Area - Trees liked to house teams - Woodwork <p><u>Animals and Plants</u></p> <p><u>Living things and their habitats (Statutory requirements):</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Living things and their habitats (Non-statutory):</u></p> <ul style="list-style-type: none"> • All living things have certain characteristics that are essential for keeping them alive and healthy. • Raise and answer questions that help them to become familiar with the life processes that are common to all living things. • Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. • Compare animals in familiar habitats with animals
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		<p>glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. (Link to house trees – leaf shapes etc)</p> <ul style="list-style-type: none"> • Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. <p><u>Animals:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them focussing on woodland animals. • Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics. • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates. <p><u>Working scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • Compare and contrast animals in woodlands. Where do they live? What do animals eat? • Use the local environment throughout the year to explore and answer questions about animals in their habitat. 	<p>found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p><u>Working scientifically (Child-led investigation):</u></p> <ul style="list-style-type: none"> • Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. Describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. • Construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.
<p>Computing <i>Internet Safety - ongoing</i></p>	<p><u>E-Safety, introduce this concept</u></p> <ul style="list-style-type: none"> • Everyday use of technology. • Children will use Seesaw to upload and view work • Learning to use the IWB's 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – E-Safety</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully. • Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – E-Safety</u></p> <ul style="list-style-type: none"> • Be critical of information found online. • Know that not everything online is true. • Understand the need to keep passwords safe. • Start to identify concerning behaviour online.

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		<ul style="list-style-type: none"> • Know to keep personal information private. • Evaluate critically, information found online. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Turn on and log into a computer. • Use a mouse to navigate on a computer. • Navigate age-appropriate websites. • Know the position of the keys on a keyboard. • Use a keyboard to enter information on a computer. • Research global warming – de-forestation; forest fires. • Write single words or sentences using a keyboard using a basic word program. • Understand aspects of a keyboard e.g. space bar, caps lock, full stops etc. • Close a program using the red cross. • Use a paint/art program confidently. • Take photographs or videos using appropriate technology. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Identify simple mistakes in my work and evaluate and correct them. • Research global warming – de-forestation; forest fires. • Use a basic PowerPoint and create a fact file about owls. • Insert pictures into a program e.g. 2Simple or Revelation Natural Art, and change the size of the picture. • Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place. • Enter information into a simple graphing program e.g. pictogram. Use the graphs to answer simple questions. • Open a saved piece of work. • Open a program using the start menu or a folder. • Log off and shut down a computer. • Open and save a document using office software. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use a systematic approach to control and predict the behaviour of simple programs (i.e. control a roamer) – finding their way around the forest.
PE	<p><u>Physical</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. • Dance/gymnastics. 	<p><u>Physical</u></p> <p><u>Autumn 1 - GYMNASTICS (Fiona Arnold – 4 wks.)</u></p> <ul style="list-style-type: none"> • Can perform shapes. • Perform basic space jump (rocket jump). • Perform a moon rock and a moon roll. • Perform a rocket roll with pointed toes. • Perform a bunny hop - hands first then feet. 	<p><u>Physical</u></p> <p><u>Autumn 1 - Orienteering (OAA using detailed PPE planning</u></p> <ul style="list-style-type: none"> • Working within a team to find a solution to cross a river.

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	<ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Fine Motor Skill. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p><u>GYMNASTICS</u></p> <ul style="list-style-type: none"> Gradually gain control of their whole body through continual practice of large movements, such as kicking, rolling, crawling, and walking. Can experiment with different space shapes. Experiment with different jumps. Experiment with different ways of rolling in small shape (moon roll). Experiment with a rocket roll. Moving along the floor in different ways like aliens sliding, rolling, stretching etc. Show a start shape, rocket roll and finishing shape (beginning of a sequence). PPP <p><u>Multi-skills Physical development</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Experiment with different ways of balancing. 	<ul style="list-style-type: none"> Perform a basic sequence (roll and a jump). PPW <p><u>Dance – Fairy Tales</u></p> <ul style="list-style-type: none"> Perform basic dance movements Perform dance movements showing some levels Perform basic dance travelling movements e.g. stepping, skipping, jumping Perform simple dance moves with some control <p><u>Chelsea – Ball skills (PPE planning)</u></p> <ul style="list-style-type: none"> Control a ball with feet – pass, dribble, and stop. Control a ball with hands – roll, catch, throw, bounce. Move with a ball – bouncing, running. Throw the ball in different directions. <p><u>Multi skills</u></p> <ul style="list-style-type: none"> Experiment with different ways of balancing Experiment with different ways of moving (agility) Experiment with different ways of throwing and moving a ball with different body parts (co-ordination). Working with friends in a team – taking turns. 	<ul style="list-style-type: none"> Developing the ability to work with a variety of partners, providing guidance and instruction while creating own obstacle course. To begin to use coordinates and confidently navigate a map through North, South, East and west. To have a basic understanding of how to use a compass and create their own directions. To continue to work together as a team and to further develop team skills including communication in order to successfully match picture cards to animals. To begin to develop individual leadership qualities while completing tasks as part of a team. <p><u>FOREST School</u> - OAA delivered by Forest School Leader</p> <p><u>Autumn 2 – Tag Rugby - PPE Planning</u></p> <ul style="list-style-type: none"> Play a tag game whilst moving at speed. Move with the ball holding it with hands - in 'W' shape at chest height. Pass the ball sideways - with smile technique. Dodge around a defender in small area. Scoring a try in a 2v2 game in the end zone. <p><u>Chelsea – Multi skills (PPE planning)</u></p> <ul style="list-style-type: none"> Able to balance on low apparatus with good control. Change direction quickly with good balance and control (agility). Co-ordinate body whilst beginning to move at different speeds with various equipment. Working together as a team to complete challenges in various running/obstacle games. Balance on low apparatus with good control. Changing direction quickly with good balance and control (agility).
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	<ul style="list-style-type: none"> • Experiment with different ways of moving (agility). • Experiment with different ways of throwing and moving a ball with different body parts (co-ordination). • Working with friends in a team – taking turns. 		<ul style="list-style-type: none"> • Co-ordinating body whilst beginning to move at different speeds with various equipment. • Compete challenges in a team in various running/obstacle games and working together to improve team performance.
<p>Geography</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear, and feel whilst outside. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study school and local area, including woods and forests. • To know facts about my locality. (Commenting on features of my school and local area and features of forests.) • Use basic geographical vocabulary to refer to local and familiar features – linked to Home Learning – parents to visit a forest. • Use simple compass, introducing N, S, E and W and positional language (near, far, left, and right). • Use aerial views to devise a simple map and construct a basic key. 	<ul style="list-style-type: none"> • Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas. • Can use aerial photographs, maps and plans to recognise: <ul style="list-style-type: none"> - Human features (focus on forests) – linked to Home Learning – parents to visit a forest - Physical features (focus on forests) • Understand similarities and differences (human and physical features when comparing a forest in the UK to a forest in a non-European country
<p>History</p> <p>1st half – Into the Woods</p> <p>2nd half – Cross curricular events. Art week – Land Army</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Understand that some places are special to members of their community. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Link to science</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear, and feel whilst outside. 	<p><u>Doddinghurst and local area throughout History</u></p> <p><i><u>Knowledge and understanding of events, people, and changes in the past:</u></i></p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. • Looking at how the local area have changed within living memory (1900's). <p><i><u>Chronological understanding:</u></i></p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. 	<p><u>Doddinghurst and local area throughout History</u></p> <p><i><u>Knowledge and understanding of events, people, and changes in the past:</u></i></p> <ul style="list-style-type: none"> • Use information to describe the past. <ul style="list-style-type: none"> - Describe the differences between then and now. (local area and Brentwood) - Looking at how the local area has changed describing the differences and similarities. <p><i><u>Chronological understanding</u></i></p>

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		<ul style="list-style-type: none"> Describe things that happened to themselves and other people in the past. Look at past and present and sort – shops and buildings. <p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> Look at books, videos, photographs, pictures, and artefacts to find out about the past. Comparing old and new buildings in the local area 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Ordering on a timeline how buildings and landscapes have changed over time – changing through the decades. <p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past – landscape. Comparing old and new buildings – How has Brentwood changed Sort and discuss similarities and differences between. Understanding why these have changed.
<p>R. E</p>	<ul style="list-style-type: none"> Harvest Christingle Christmas Continue developing positive attitudes about the difference between people 	<p><u>SACRE – Enquiry 1</u></p> <p><u>How did the universe come to be? (focus on Christianity and Hinduism)</u></p> <p>Equal balance of theology, philosophy, human and social sciences</p> <p><u>Hinduism</u></p> <p>Theology: asking questions.</p> <ul style="list-style-type: none"> Brahman and avatars; Hindu holy books including Ramayana. <p>Philosophy: Key philosophical vocabulary.</p> <ul style="list-style-type: none"> Ways of reasoning and making links between belief and behaviour. 	<p><u>SACRE – Enquiry 1</u></p> <p><u>How do Christians belong their faith family?</u></p> <p>Equal balance of theology, philosophy, human and social sciences</p> <p><u>Christianity</u></p> <p>Theology: asking questions</p> <ul style="list-style-type: none"> Creation story, God, incarnation and salvation. Life and teachings of Jesus. Bible as a special book. <p>Philosophy: Key vocabulary</p> <ul style="list-style-type: none"> Ways of reasoning and making links between belief and behaviour.

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		<p>Human and Social Sciences: Key vocabulary</p> <ul style="list-style-type: none"> • Dharma symbolism and Hindu tradition. • Importance of gathering for worship, dramatic storytelling and celebrations. <p><u>Christianity</u></p> <p>Theology: asking questions</p> <ul style="list-style-type: none"> • Creation story, God, incarnation and salvation. • Life and teachings of Jesus. • Bible as a special book. <p>Philosophy: Key vocabulary</p> <ul style="list-style-type: none"> • Ways of reasoning and making links between belief and behaviour. <p>Human and Social Sciences: Key vocabulary</p> <ul style="list-style-type: none"> • Local churches. • Symbolism and artefacts. • Importance of rites of passage. • Importance of gathering for worship. 	<p>Human and Social Sciences: Key vocabulary</p> <ul style="list-style-type: none"> • Local churches. • Symbolism and artefacts. • Importance of rites of passage. • Importance of gathering for worship.
<p>Music</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Assembly Music</u></p> <p>Charanga – How does music teach us about looking after the planet?</p> <ul style="list-style-type: none"> • Children sometimes use voice in different ways, joining in singing songs. • Play tuned and un-tuned musical instruments. • Beginning to follow instructions when performing. • Recognise the difference between fast and slow. • Copy changes in pitch. • Listen and appreciate a range of live and recorded music. • Listen to live and recorded music and talk about feelings. • Experiment and improvise sounds musically. 	<p><u>Assembly Music</u></p> <p>Charanga – How does music teach us about looking after the planet?</p> <ul style="list-style-type: none"> • Children use voices expressively to sing songs, chants, and rhymes. • Children use voice in different ways, singing songs and speaking rhymes. • Play tuned and un-tuned musical instruments. • Follow instructions when performing. • Listen and appreciate a range of live and recorded music. • Listen carefully to a range of live and recorded music and recognise changes in tempo. • Experiment and improvise sounds musically.

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		<ul style="list-style-type: none"> • Make sounds that are different using voice and instruments, including long and short sounds. 	<ul style="list-style-type: none"> • Make and control long and short sounds using tuned and un-tuned instruments, making a short sequence.
PSHE	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations. • Children feel special and safe in their new environment. • Understanding their rights and responsibilities as a member of the class. • Understanding they belong to the class and how to make it a safe place to learn. • To contribute own opinion when creating class learning charter. • To feel proud of their own achievement. • Recognise the choices they make and understand the consequences. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand and accept that everyone is different. • Identify similarities and differences between my peers. • Understand what bullying is and know how to help. • Understand who to go to for help if a friend is unhappy or being bullied. • Understand how to make new friends. • Understand the differences between themselves and friends. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations. • Identify some hopes and fears for the year. • Understanding their rights and responsibilities of being a member of the class and school. • Understanding the rewards and consequences. • Listen to other people's ideas and contribute own ideas. • Create own learning charter for the class. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand stereotypes and accept that everyone is different. • Understand that boys and girls are different. • Understand how to help if someone is being bullied. • Recognise what is right and wrong and know how to look after themselves. • Understand how to make friends and how it feels to be a friend. • To understand the differences between themselves and their friends.
Art /DT	3-4 Development Matters	Art	Art
		<ul style="list-style-type: none"> • Make drawings and paintings to show ideas. 	

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	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Play instruments with increasing control to express their feelings and ideas. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Begin to use a sketchbook to explore ideas. • Explore colour, e.g. identify the primary colours and use these to make new colours. Understand and identify hot/warm and cold/cool colours. • Talk about what they think and feel about their own work and that of others. • Investigate and use a range of materials to create a print e.g. sticks, leaves etc. • Work collaboratively to investigate colour, shape, form, and texture to create a 3D arrangement using natural objects – Andy Goldsworthy; Thomas Dambo. <p><u>Design (BOOK LINK)</u></p> <ul style="list-style-type: none"> • <u>Design</u> - Say what their product is for and share ideas through talking and drawing. • <u>Make</u> - Select from a range of materials and components chosen by the teacher. With support cut, shape and join materials. • <u>Evaluate</u> - Talk about likes and dislikes of what they have made. • <u>Technical knowledge</u>: Talk about how they think something works. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed • Prepare simple dishes safely and hygienically, without using heat: cut, peel and grate food e.g. scarecrows wedding breakfast. 	<ul style="list-style-type: none"> • Use a sketchbook to explore techniques in the use of line, colour, pattern, shape, and space, sketching and creating woodland creatures linked to The Star and the Forest. • To use ideas collected in sketchbook to create a painting using watercolours linked to famous artists and the illustrators from the Glasgow School of Art. • Begin to investigate shape, form, and texture in materials to create a 3D model e.g. clay woodland animal. • Say what they think and feel about their own and others work, including artists, designers and craftspeople and begin to find similarities – looking at works of art from the past linked to forests and woodlands – what does it tell us? • Suggest ways to improve their own work and begin to make improvements. <p><u>Design (Book Link- The Star in the Forest by Helen Kellock)</u></p> <p>Designing a model Tent suitable for the characters Pip and Masie from the picture book The Star in the Forest</p> <ul style="list-style-type: none"> • <u>Design</u> - Describe what the product is for; Record how the product will work with clear labelling and whether it is for themselves or other people. • <u>Make</u> - Plan a design; Select own tools and materials; Cut, shape, and join materials; Follow safety and hygiene procedures. • <u>Evaluate</u> - Talk about their design including what they are making and how it could be improved; Describe what products are, who they are for and how and where they are used. • <u>Technical Knowledge</u> - Describe the simple characteristics of materials and components.
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			<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none">• Know that all food has to be grown, caught, or farmed in the UK and Europe.• Know that a healthy diet is made up from variety and balance.• With support, prepare and cook some savoury dishes safely and hygienically.• Use spreading and kneading – making bread
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