

<p>Understanding English, communication and language</p> <p>Rhyming</p> <p>Mark making</p> <p>Nursery Rhymes</p> <p>Signs and print in the environment</p>	<p>Topic name:</p> <p>Our School</p>	<p>Scientific and technological understanding</p> <p>How is the outdoor environment changing? How can we keep ourselves safe in the woodland area?</p>
<p>Mathematical understanding</p> <p>Counting things in our environment e.g. how many steps to places</p> <p>How long does it take for teacher to check the woods</p> <p>Using the timers to share the bikes.</p> <p>How many bikes etc?</p> <p>Positional language: over, under, around</p>	<p>Hook:</p> <p>Exploring our school (including the woodland area)</p> <p>We're going on a Bear Hunt</p> <p>Harvest Festival</p>	<p>Understanding physical development, health and well being</p> <p>How can we keep ourselves safe in the woodland area?</p> <p>Healthy snacks and lunches.</p> <p>Types of food</p> <p>Storycises</p> <p>Dough Disco</p>
<p>Historical, geographical and social understanding</p> <p>We're going on a Bear Hunt - make a trail</p> <p>Why do we have a Harvest Festival?</p>	<p>Outcomes and success criteria</p> <p>Children can mark make as part of their pretend play</p> <p>Children can count accurately to at least 5</p> <p>Children take on roles of different people at our school, e.g. taking orders for hot dinners on the phone!</p>	<p>Understanding the Arts</p> <p>Songs:</p> <p>Know, sing and act out parts of stories and Nursery Rhymes</p> <p>Mummy Bear and Baby Bear's footsteps (tempo)</p> <p>Begin to use sol-fa</p> <p>Explore musical instruments</p>