


Learning Journey Map			
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
Equality of Opportunity	Enquiry Based Learning	Inspire awe and Wonder	Force for Positive Change
Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Who or what has been a force for positive change? How can we be a force for positive change?
Talk about how to care for animals. Minibeast hunting in Forest Garden	Exploring sensory trays e.g. to tell the story of the bear hunt. Investigating the strength of different materials.	Going to the Forest Garden School Trip to Forty Hall to explore the woods Building Three Little Pigs Houses	Talking about recycling and how to recycle paper.

<div><div>Nursery</div><div>Title: In the woods</div><div></div></div>	<div><div>Physical development</div><div><ul style="list-style-type: none"><li>Develop manipulation and control by pouring water, squeezing playdough, tearing/folding paper.</li><li>Use tools to make marks e.g. pencils, paintbrushes, using rolling pins and cutters in play dough.</li><li>Jump, skip, hop and stand on one leg.</li><li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul></div></div>	<div><div>Communication and Language and Literacy</div><div>Story time<ul style="list-style-type: none"><li>Who's Hiding in the Woods? By Katherine McEwen</li><li>We're going on a bear hunt By Michael Rosen</li><li>Monkey Puzzle by Julia Donaldson</li><li>Little Red Riding Hood by Ladybird books</li><li>The Three Little Pigs by Ladybird books.</li><li>The Gruffalo Child by Julia Donaldson</li><li>The Jolly Christmas Postman by Janet &amp; Allan Ahlberg</li></ul>Song time<ul style="list-style-type: none"><li>Teddy bears picnic</li><li>In, on, under, by song</li><li>We're going on a bear hunt song</li><li>When Goldilocks went to the home of the bears</li><li>Christmas songs</li></ul><ul style="list-style-type: none"><li>Enjoy listening to longer stories and remember much of what happens.</li><li>Children to use wider vocabulary.</li><li>To count or clap syllables in a word/name</li><li>Add some marks to their drawings, which they give meaning to.</li><li>Write some or all their name.</li></ul></div></div>	<div><div>Maths</div><div><ul style="list-style-type: none"><li>Investigate numbers 1-5.</li><li>Say one number for each item in order: 1,2,3,4,5.</li><li>Show 'finger numbers' up to 5.</li><li>Link numerals and amounts e.g. find the correct number to represent 3 objects.</li><li>Make own marks to represent numbers.</li></ul></div></div>
<div><div>Big Bang</div><div>Forest Garden Adventure</div></div>			
<div><div>Celebrations</div><div>Trip to Forty Hall</div><div>Christmas – Santa Visit</div></div>			
<div><div>Understanding the World</div><div><ul style="list-style-type: none"><li>Begin to go to the Forest Garden</li><li>Explore and respond to different observations made in their setting</li><li>Use all their senses in hands-on exploration of natural materials.</li><li>Explore collections of materials with similar and/or different properties.</li></ul></div></div>	<div><div>Personal, Social and Emotional Development</div><div><ul style="list-style-type: none"><li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li><li>Develop friendships with other children.</li><li>Select and use activities and resources, with help when needed.</li><li>Show more confidence in new social situations.</li></ul></div></div>		<div><div>Expressive Arts and Design</div><div><ul style="list-style-type: none"><li>Explore different materials, using all their senses to investigate them e.g. exploring sensory trays.</li><li>Begin to develop complex stories using small world equipment e.g. animals and dolls houses.</li><li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li></ul></div></div>