

Class One Curriculum News Autumn Term 2026 In the Forest

This term the topic is In the Forest but there will also be responsive planning sessions linked to the children's own ideas and interests.

Personal, Social and Emotional Development	Through child initiated sessions, the children will develop independence, resilience, perseverance and confidence. By promoting positive relationships, the children will be encouraged to play cooperatively with others, take turns, share, follow simple rules and form positive friendships. We will also use regular circle times, stories and social language activities to explore feelings and address issues which arise. The main topics for the term are being special, kindness, understanding/managing feelings and new beginnings.
Communication and Language, Literacy For more detail about Literacy and for information about phonics, please see the Literacy plan for this term.	Narrative Unit-We're Going on a Bear Hunt Non-fiction-Recount, An Autumn Hunt Poetry Unit-Exploring Autumn vocabulary
Mathematics For more detail, please see the Maths plan for this term	Through daily routines, rhymes, focused activities and in their play within the enabling environment, children will explore numbers to 5. They will subitise, count, sort, compare and represent numbers/quantities and solve story problems using a range of practical resources. The children will explore the composition of numbers, partitioning sets of objects and creating different number patterns. They will identify shapes within their environment, create shapes and sort shapes, identifying similarities and differences. Linked to the topic In the Forest, the children will describe the position of forest animals in the tuff tray, compare, order and sort natural objects, create patterns using forest objects, estimate leaves at the Estimation station, and subitise/create number patterns using conkers. For story maths, the children will create/describe trails and routes through the forest on a Bear Hunt, help Eddy find his teddy, using positional and directional language, weigh bears at the Balance station, create shape bears, solve number problems for Percy the Park Keeper and explore capacity and weighing in the Mud kitchen Gruffalo café.
Understanding the World Personal, Social and Emotional Development RE F1 Why is the word God so important to Christians?	The children will reflect upon big questions and be encouraged to discuss their own I wonder ideas. They will find out about and celebrate various Autumn/Winter festivals and customs, including Harvest, Sukkot, Diwali, Advent and Christmas. The children will discuss times that are special to them and reflect upon why these are special. They will identify how they celebrate special times, who they celebrate with and how these special times make them feel. The children will then wonder about images of Harvest, thinking about why Harvest is a special time and who it is special for. A basket of God's gifts will arrive and they will reflect upon the importance of giving thanks. The children will then focus on Sukkot, thinking about why this is a special time, who it is special for and will build their own Sukkah to say thank you. After half term, the children will reflect upon the awe and wonder in nature and the natural world. After discussing their own ideas/puzzles about creation and a creator, they will focus on the Christian and Jewish beliefs. The children will explore creation stories, using drama, dance, artwork and music to retell the main events. They will then generate their own questions for the creator and reflect upon how/why Christians and Jews thank God for the world
Understanding the World Science Seasonal changes Sounds in the forest Geography Trails, routes and maps	In Forest School, the children will have opportunities to explore the world around them. They will identify the seasons and be detectives, looking for Autumn/Winter clues and observing seasonal changes. After collaborative thinking about forests, the children will see/notice/wonder at Forest School and using forest images. They will describe, compare different trees/animals, thinking about what is the same and what is different. After half term, a sound bag will arrive with a challenge to investigate forest sounds. The children will explore different sound sources, describe sounds and investigate changing sounds. Linked to the story We're Going on a Bear Hunt, the children will explore positional language and create routes through the different habitats. A letter will arrive from Eddy with a challenge to help find his teddy that is lost in the forest. The children will then go on a teddy bear hunt and create their own maps with simple directions/clues.

Expressive Arts and Design Art Forest art Natural sculptures Music Dynamics	During child initiated sessions, children will have opportunities to explore a variety of art materials and techniques including drawing tools, clay, collage, box modelling, paints, pastels and chalks. The children will explore drawing, collage, painting, printing and loose parts to create abstract images of the forest. They will focus on trees and be inspired by the artists Klimt and Kandinsky to create tree art. The children will then explore forest sculptures and will focus in particular on natural sculptures by the artist Andy Goldsworthy. Working collaboratively, they will create their own woodland sculptures. The children will actively listen to different sounds/music and learn a range of simple songs and rhymes. They will use body percussion to copy patterns of sound and use un-tuned percussion to create their own sound stories. The children will learn copy/respond rhymes and action songs, focusing on maintaining a steady beat and adding simple accompaniments. They will listen to and explore loud/quiet sounds, create their own patterns and notate these on simple grids. The children will then listen/respond to Mystical Forest music, focusing on the dynamics and how the music represents the woodland. They will then be challenged to compose their own forest music.
Physical Development Expressive Arts and Design PE Jungle Journey First PE	During Forest School, the children will have opportunities to use different tools and explore different ways of moving over, under and through obstacles. There are daily opportunities to use the outdoor area to develop gross motor skills and in Funky Fingers, use of a range of tools, equipment and materials to increase fine motor control. The children also have opportunities to explore sand, water, foam, gloop, pens, crayons and paints to develop the movement/patterns necessary for early letter formation. The children will create different travelling actions, develop spatial awareness, use balance and cross-lateral skills, create different body shapes and explore different levels. They will focus on travelling in different ways using small apparatus, exploring contrasts of speed, stopping quickly and changing direction. The children will then focus on sending equipment to a target.
Homework For more information about phonics, please see the Little Wandle progression chart	Every day the children will engage in phonic and reading activities. Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. The Reception children will have two books, a reading practice book and a sharing book. The reading practice book encourages the children to apply their phonic knowledge, developing fluency and confidence in reading. The sharing book promotes reading for pleasure and develops comprehension skills. They also have weekly phoneme cards and tricky words to practice at home, linked to the Little Wandle programme. It is important that all children regularly practice their reading and phonics, it really makes a difference.