






















| | | | | | | |
|--|---|---|---|--|---|--|
| Whole School Mental Health and Wellbeing (Whole School Approach) |  | |  | |  | |
| | EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/ | | | |  | |
| School Values | Kindness Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the school community Protected Characteristics Race  | Community Actively care for others What are our communities? How can we support our school community and each other Protected Characteristics Disability  | Respect Be proud of your very being. Take a break. Respecting each other’s views Respecting our community and school Respecting each other Sportsmanship Protected Characteristics Religion and Beliefs  Sex  | Relationships Talk about your feelings Ask for help Positive healthy relationships. Protected Characteristics Marriage and Civil Partnerships  Protected Characteristics Sexual Orientation  | Happiness Do something that you enjoy and are good at. Celebrating achievements Supporting each other's achievements Being positive and positive emotions and well being Protected Characteristics Age  Gender Reassignment  | Health Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices Protected Characteristics Pregnancy and Maternity  |
| Termly and Assembly Themes | | | | | | |

| Skills Builder / Social Interaction Step 7 |  |  |   |   |  |  |
|---|---|--|--|---|--|--|
| Skills Builder Step 0 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org) | <p>I listen to others without interrupting. The building blocks of this step are learning: The building blocks of this step are learning: What it means to listen What it means to interrupt and why to avoid it Some strategies to avoid interrupting.</p> <p>Reflection questions What is listening? How do we do it? Why do we listen? What is interrupting and why do we do it? What is wrong with interrupting someone? What are some things that we can do to stop interrupting</p> <p>Speaking Step 0 - Skills Builder Universal Framework</p> <p>Listening Workbook - FINAL Newham - INTERACTIVE (1).pdf</p> | <p>I can tell when I am feeling negative or positive. The building blocks of this step are learning: What emotions might feel positive, and what might feel negative Why understanding feelings is important</p> <p>Reflection questions What is an emotion? What do we mean by feeling positive? What do we mean by feeling negative? Why do we have emotions? How can we use our emotions to help us?</p> <p>Staying Positive Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Staying Positive - Skills Builder Hub</p> | <p>I work with others in a positive way. The building blocks of this step are learning: What working positively looks like When it is challenging to work positively Why we need to keep trying</p> <p>Reflection questions What does behaving positively look like to you? When do you find it easier or more challenging to work with others in a positive way? Can you give examples?</p> <p>Teamwork Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Teamwork - Skills Builder Hub</p> <p>I speak Clearly to someone I know. The building blocks of this step are learning: The building blocks of this step are learning: What speaking means How to speak clearly</p> <p>Reflection questions</p> | <p>I know how I am feeling about something. The building blocks of this step are learning: What different emotions might look and feel like Positive emotions and what might cause them Negative emotions and what might cause them</p> <p>Reflection questions What are different emotions? When do you feel different emotions? Can you give examples of what has caused different emotions for you?</p> <p>Leadership - Skills Builder Universal Framework</p> <p>Skill Workbook - Leadership - Skills Builder Hub</p> <p>I know when I am finding something difficult. The building blocks of this step are learning: How to know when something is too difficult What to do if something is too difficult</p> | <p>I complete tasks by following instructions. The building blocks of this step are learning: What are instructions. How can we be sure to follow them.</p> <p>Reflection questions What is meant by instructions? Can you give any examples? How do we best prepare to follow instructions? What might we do wrong when following instructions?</p> <p>Problem Solving Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Problem Solving - Skills Builder Hub</p> | <p>I imagine different situations. The building blocks of this step are learning: What is imagination How do we use imagination</p> <p>Reflection questions What does imagination mean? Why do you think imagination is useful? When do you use your imagination? Can you give examples?</p> <p>Creativity Step 0 - Skills Builder Universal Framework</p> <p>Skill Workbook - Creativity - Skills Builder Hub</p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>What is speaking? Why do we speak to each other? What does it mean to speak clearly? How do we know if we are speaking clearly? Speaking Step 0 - Skills Builder Universal Framework Skill Workbook - Speaking - Skills Builder Hub</p> | <p>Reflection questions How do you know if something is too difficult for you? Why might something be too difficult? Why is it important to think about the safety of what you are trying to do? What do we mean by danger? Why is it important to think about danger? Aiming High Step 0 - Skills Builder Universal Framework Skill Workbook - Aiming High - Skills Builder Hub</p> | | |
|--|--|--|---|--|--|--|

Planning To be submitted First Friday Back from The School Holiday
There are 2 templates choose which template you prefer.

[Staff planning 2023-2024](#)

| Terms | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|---|---|
| | Myths & Ledgens | Crime | Music | Travel | Animal & Habits | Earths Past |
| <p>Communication, Interaction and Language</p> <p>Sensory story</p> <p>Story massage</p> <p>Attention Autism</p> |   |   |   |   |   |  |


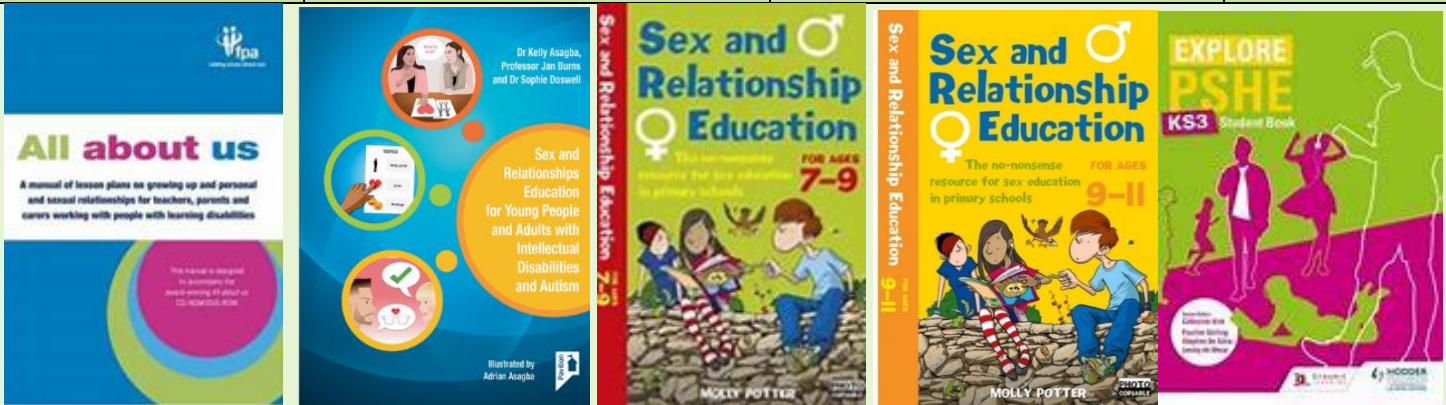






| | | | | | | |
|--|--|--|--|--|--|--|
| |     |     |     |    |     |     |
| <p>Writing /Mark Making</p> <p>Scheme of learning????</p> <p>RWInc</p> <p>Cherry Garden</p> <p>Letters and sounds</p> | <p>Fiction narrative - Story telling/sequencing using visuals.</p> <p>Write a short mythical story</p> <p>Non – fiction - Describe mythical creature</p> | <p>Non-fiction -</p> <p>Recording information – describe clues, criminal, crime using visuals and role play.</p> | <p>Poetry – write a poem about music.</p> <p>Rhyming words/silly soup L&S</p> <p>Fiction narrative - Silly sentences</p> <p>Matching sounds L&S</p> <p>Use widgit word maps</p> | <p>Non-fiction – remembering and recalling details of events to write a diary insert of journeys.</p> <p>Tony the trains busy day /alliteration L&S</p> | <p>Poetry – write a short descriptive poem about an animal and his habitat.</p> <p>Mrs Brownings box L&S</p> | <p>Non-fiction – Make a leaflet about dinosaur world.</p> <p>Fiction narrative –</p> |

| | | | | | | |
|---|--|--|---|---|--|---|
| | <p>Alien names L&S</p> <p>Use widgit word mats</p> | <p>Narrative fiction – write a short story of a fictitious crime.</p> <p>Environmental sounds L&S</p> <p>Use widgit word mats</p> | | <p>Bus/train tickets</p> <p>Use widgit word maps</p> | <p>Non-fiction – sentence building using animals and their habitats.</p> <p>Use widgit word mats</p> | <p>Retell a story which they have heard and adapt the beginning, middle or end.</p> <p>Digging for treasure L&S</p> <p>Use widgit word mats</p> |
| <p>Maths</p> <p>Scheme of learning</p> <p>Cherry Garden</p> <p>Number</p> <p>Shape</p> | <p>Follow Power Maths/White Rose Scheme of Work</p> <p>Maths Whole School Long Term Overview.docx (sharepoint.com)</p> | | | | | |
| <p>Science</p> <p>Science scheme of learning</p> <p>Cherry Garden</p> <p>UW</p> | <p>Particle Model</p> <p>Explain unfamiliar observations about gas pressure in terms of particles. (Chem/PNM1)</p> <p>Explain the properties of solids, liquids and gases based upon the arrangement and movement of their particles. (Chem/PNM1)</p> <p>Explain changes in states in terms of changes to the energy of particles. (Phys/M/PM1)</p> <p>Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion. (Phys/M/PM1)</p> | <p>Acids and Alkalis</p> <p>Identify the best indicator to distinguish between solutions of different pH, using data provided. (Chem/CR5)</p> <p>Use data and observations to determine the pH of a solution and explain what this shows. (Chem/CR4)</p> <p>Explain neutralisation reactions are used in a range of situations. (Chem/CR6)</p> <p>Describe a method for how to make a neutral solution from an acid and alkali. (Chem/CR7)</p> <p>Sound</p> <p>Explain observations where sound is reflected, transmitted or absorbed by different media. (Phys/W/SW2)</p> | <p>Variation</p> <p>Explain whether characteristics are inherited, environmental or both. (Bio/GE/ICDG1)</p> <p>Plot bar charts or line graphs to show discontinuous variation data. (Bio/GE/ICDG4)</p> <p>Explain how variation helps a particular species in a changing environment. (Bio/GE/ICDG3)</p> <p>Explain how characteristics of a species are adapted to particular environmental conditions. (Bio/GE/ICDG5)</p> <p>Interdependence</p> <p>Describe how a species' population changes as its predator or prey</p> | <p>Voltage & Resistance</p> <p>Draw a circuit diagram to show how voltage can be measured in a simple circuit. (Phys/EE/CE1)</p> <p>Use the idea of energy to explain how voltage and resistance affect the way components work. (Phys/EE/CE2)</p> <p>Given a table of voltage against current to determine the resistance. (Phys/EE/CE2)</p> <p>Use an analogy like water in pipes to explain why part of a circuit has higher resistance. (Phys/EE/CE2)</p> <p>Current</p> <p>Describe how current changes in series and parallel circuits when</p> | <p>Movement</p> <p>Explain how a physical property of the skeleton relates to its function. (Bio/SFLO/SMS1)</p> <p>Explain why some organs contain muscle tissue. (Bio/SFLO/SMS2)</p> <p>Explain how antagonistic muscles produce movement around a joint. (Bio/SFLO/SMS3)</p> <p>Use a diagram to predict the result of a muscle contraction or relaxation. (Bio/SFLO/SMS2)</p> <p>Human reproduction</p> <p>Explain whether substances are passed from the mother to</p> | <p>Speed</p> <p>Illustrate a journey with changing speed on a distance-time graph and label changes in motion. (Phys/MF/DM2)</p> <p>Describe how the speed of an object varies when measured by observers who are not moving; or moving relative to the object. (Phys/MF/DM1,3)</p> <p>Metals and non-metals WITH MIKE</p> <p>Describe an oxidation, displacement or metal-acid reaction with a word equation. (Chem/CR2,3)</p> <p>Use particle diagrams to represent oxidation, displacement and</p> |

| | | | | | | |
|-------------------|--|--|--|--|--|--|
| | <p>Earth Structure</p> <p>Explain why a rock has a particular property based upon how it was formed. (Chem/EA1, 2, 3)</p> <p>Identify the causes of weathering and erosion and described how they occur. (Chem/EA3)</p> <p>Construct a labelled diagram to identify the processes of the rock cycle. (Chem/EA3)</p> | <p>Explain observations of how sound travels using the idea of a longitudinal wave. (Phys/W/SW3)</p> <p>Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture. (Phys/W/SW1)</p> <p>Use drawings of waves to describe how sound waves change with volume or pitch. (Phys/W/SW4)</p> | <p>population changes. (Bio/II/RE1,3)</p> <p>Explain effects of environmental changes and toxic materials on a species' population. (Bio/II/RE3)</p> <p>Combine food chains to form a food web. (Bio/II/RE1)</p> <p>Explain issues with human food supplies in terms of insect pollinators. (Bio/II/RE2)</p> | <p>components are changed. (Phys/EE/CE1)</p> <p>Turn circuit diagrams into real series and parallel circuits, and vice versa. (Phys/EE/CE1)</p> <p>Describe what happens when charged objects are placed near to each other touching. (Phys/EE/SE2)</p> <p>Use a sketch to describe how an object charged positively or negatively become charged up. (Phys/EE/SE1)</p> <p>Energy costs</p> <p>Compare the amounts of energy transferred by different foods and activities. (Phys/E/CFUCDC1)</p> <p>Compare the energy usage and cost of running different home devices. (Phys/E/CFUCDC2,3,4)</p> <p>Explain the advantages and disadvantages of different energy resources. (Phys/E/CFUCDC5)</p> <p>Represent the energy transfers from a renewable or non-renewable resource to an electrical device in the home. (Phys/E/ECT3)</p> | <p>the foetus or not. (Bio/SFLO/R1)</p> <p>Use a diagram to show stages in development of a foetus from the production of sex cells to birth. (Bio/SFLO/R1)</p> <p>Describe causes of low fertility in male and female reproductive systems. (Bio/SFLO/R1)</p> <p>Identify key events on a diagram of the menstrual cycle. (Bio/SFLO/R1)</p> <p>Cells</p> <p>Explain why multi-cellular organisms need organ systems to keep their cells alive. (Bio/SFLO/CO6)</p> <p>Suggest what kind of tissue or organism a cell is part of, based upon its feature s. (Bio/SFLO/CO3)</p> <p>Explain how to use a microscope to identify and compare different types of cells. (Bio/SFLO/CO1)</p> <p>Explain how uni-cellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cell. (Bio/SFLO/CO2, 5)</p> | <p>metal-acid reactions. (Chem/CR1)</p> <p>Identify an unknown element from its physical and chemical properties. (Chem/PT1)</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions. (Chem/M1)</p> |
| PE | | | | | Mobility - Rolling | Mobility - Jumping |
| Outdoor Education | | | | | | |

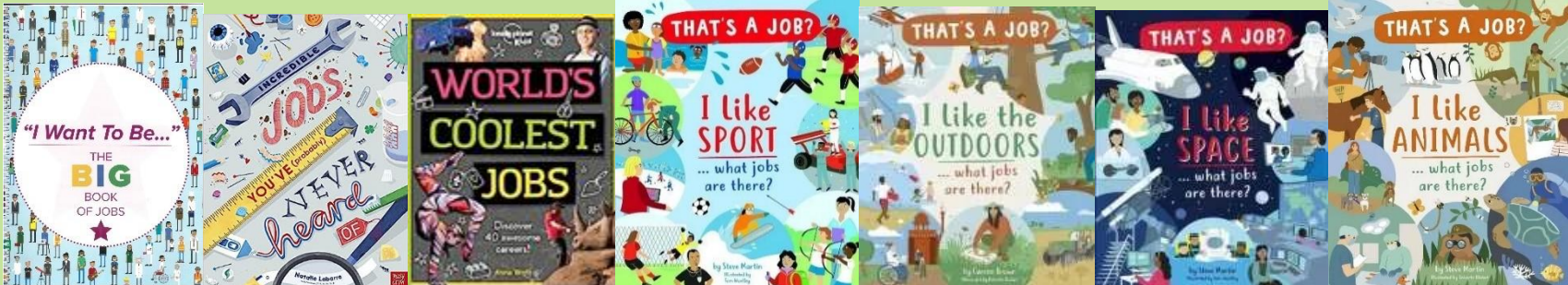

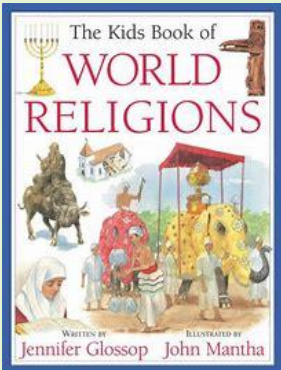
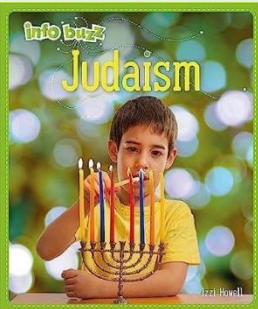
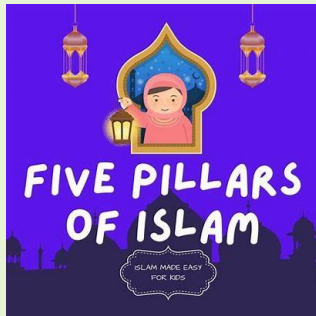
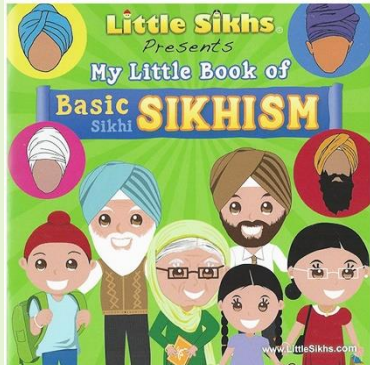
Year 9 Nurture Long Term Overview 2023 / 24



| PSHE | Self-Awareness | Self-Care, Support and Safety | Changing and Growing | Managing Feelings | Healthy Lifestyles | The World I Live In |
|--|---|---|---|--|---|---|
| PSHE Association Framework  | PSHE Association planning framework for SEND - KS3 & 4 Pg 23 SA1 - Personal strengths. SA2 - Skills for learning. | PSHE Association planning framework for SEND - KS3 & 4 Pg 25 - 26 SSS1 - Feeling unwell. SSS2 - Feeling frightened/worried. | PSHE Association planning framework for SEND - KS3 & 4 Pg 32 – 33 CG1 - Puberty. CG2 - Friendships. CG3 -Positive/unhealthy relationships. | PSHE Association planning framework for SEND - KS3 & 4 Pg 30 MF1 - Self-esteem and unkind comments. MF2 - Strong feelings. | PSHE Association planning framework for SEND - KS3 & 4 Pg 36 HL1 - Elements of a healthy lifestyle. HL2 - Mental wellbeing. | PSHE Association planning framework for SEND - KS3 & 4 Pg 39 WILI1 – Diversity, rights and responsibilities. |
| Additional Resources |  | | | | | |
| PD Whole School E-Safety Overview From Project EVOLVE Sign In to your Account ProjectEVOLVE Toolkit Resources Year Group |  Managing Online Information  Privacy and Security |  Online Bullying  Online Relationships Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/ |  Self-Image and Identity Safer Internet Day: https://saferinternet.org.uk/ |  Copyright and Ownership CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/ |  Health, Well-being and Lifestyle |  Online Reputation |
| Personal Development Online Safety From Project EVOLVE Sign In to your Account ProjectEVOLVE | | | | | | |

Year 9 Nurture Long Term Overview 2023 / 24



| | | | | | | | |
|--|---|--|---|--|---|--|-------------------|
| Year 3 / 4 | | | | | | | |
| PD Life Skills ASDAN Skills builder | Exploring a new environment/experience Distinguishing between Right and Wrong Challenge reference: 1032 Getting ready for a swimming session Challenge reference: 1113 Visiting a sensory room Challenge reference: 1139 | | Building relationships with others | Personal Hygiene/Keeping clean | Exploring our community | Keeping ourselves safe | Being independent |
| PD Careers | Belonging to the community People who help us visit Police. Identifying Jobs and skills for people who like sport Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx | | | Belonging to the community People who Help us Visit Doctor / Nurse Visit the fire Station Identifying Jobs and skills for people who like art Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx | | Belonging to the community People who Help us lifeguard / Lifeboat Identifying Jobs and skills for people who like unusual Jobs Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx | |
| Careers Resources |  | | | | | | |
| Humanities Cherry Garden UW RE  Geography History Chris N to order stuff | Religious Education.pptx What is religion? 1.2 Where in the World 1.4 Symbolising the religions 1.7 What religions share 3 Practices and celebrations 1.7 Why religion is important in the world.  | Religious Education.pptx Christianity 2.1 Christianity in the uk 2.3 Life of Jesus – Birth 2.5 Life of Jesus – Teacher 2.10 Celebration in Christianity – Christmas | Religious Education.pptx Judaism 4.1 Judaism in the world today 4.3 Key Beliefs 4.4 Key Principles of living 4.5 The holy books of Judaism 4.7 The synagogue  | Religious Education.pptx Islam 3.1 Islam in the uk today 3.2 Key Beliefs – Tawhid, Risalah and Akhirah 3.6 Different Groups of Muslims – Sunni, Shi’a and Sufi 3.7 The holy book of Islam 3.8 The Mosque around the world  | Religious Education.pptx Sikhism 7.1 Key Beliefs 7.2 The first Guru – Guru Nanak 7.3 The 10 th Guru – Guru Gobind Singh 7.6 Sikh Worship  | Religious Education.pptx Hinduism .1 Hindu beliefs about God 6.2 Key Beliefs = Karma and Rebirth 6.4 Feature of Hindu temples 6.5 Worship at the temple 6.8 Symbolism in Hinduism 6.10 Significate places for Hindus 6.12 Celebrations in Hinduism | |

| | | | | | | |
|--|---|--|---|---|--|--|
| |  |  |  |  |  |  |
| <p>Accessing the community</p> <p>ASDAN</p> <p>Cherry Garden UW</p> | <p>The zog/gruffalo trail</p> <p>Theatre trip</p> <p>Powderham Castle</p> <p>Pixies holt</p> <p>Jolly Rogers</p> <p>Golden hind</p> | <p>Visit the police station</p> <p>Bodmin Prison</p> <p>Cockington (stalls)</p> <p>Litter picking</p> <p>Detective trail</p> | <p>Embracing arts?</p> <p>Soundwaves?</p> <p>The Cube?</p> <p>The dome?</p> | <p>Airport</p> <p>Bus station</p> <p>Train Station</p> <p>Harbour</p> <p>Bike hire in Haldon</p> <p>Cliff railway</p> | <p>Greendale farm</p> <p>Aquarium</p> <p>Paignton zoo</p> <p>Pennywell farm</p> <p>Rare breeds farm</p> <p>Pet store</p> | <p>Dinosaur world</p> <p>Kents cavern</p> <p>Exeter Museum</p> <p>Torquay Museum</p> <p>Dawlish warren caves</p> |
| <p>Home Cooking</p> <p>ASDAN</p> | <p>Skill – Chopping, Knife safety</p> <p>Cherry crumble</p> | <p>Skill – adding ingredients</p> <p>Make cupcakes</p> | <p>Skill – Eggs</p> <p>Make a boiled egg salad</p> | <p>Skill – Grating</p> <p>Make cheese twists</p> | <p>Skill – Hob skills</p> <p>Boiling – pasta salad</p> | <p>Skill – Making simple snacks</p> <p>Make toast</p> |

Year 9 Nurture Long Term Overview 2023 / 24



| | | | | | | |
|--------------------------------|--|---|--|---|---|---|
| | Stir fry Exotic fruit salad Egg mayo sandwich Soup Salad | Make cookies Make bread Make scones Make brownies Make rocky roads | Make scrambled egg Make a quiche Make an omelette Make a poached eggs on toast | Carrot cake Lemon drizzle cake Pesto salad Apple slaw Chocolate mousse | Poaching – eggs Simmering – Custard Fry – pancake | Make a sandwich Make some cereal Make beans on toast Make a hot drink Make a cold drink |
| History Nurture | <p>How did life differ for the inhabitants of a medieval town?</p> <p>What was it like to live in a medieval town?</p> <p>What kind of jobs did people have?</p> <p>Day in the life of a peasant.</p> <p>Law and Order - How were people punished and what for?</p> <p>Create a job advert for a medieval job</p> <p>Create a map of a medieval town</p> <p>What was life like in medieval society? - Medieval society and life - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> | | | | <p>How did the Normans Conquer and control England?</p> <p>I understand who the Normans (and the Anglo Saxons) were</p> <p>I know why the Normans invaded the UK</p> <p>I know what the Bayeux Tapestry is and why it was made</p> <p>I know what a Norman kite shield is I have designed my own crest.</p> <p>The Battle of Hastings - Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> <p>Follow Programme from link:</p> <p>normans_lp_hoh_hastings.pdf</p> <p>History</p> | |
| Geography Nurture Class | | <p>What is the human and physical geography of the UK?</p> <p>UK geography</p> <p>What makes Britain great?</p> <p>London City</p> | <p>What is the human and physical geography of the UK?</p> <p>Physical and Human Features</p> <p>Weather and Climate</p> <p>Uk Challenges</p> | <p>How is Population Changing?</p> <p>World population</p> <p>Changing Populations</p> <p>Population Growth</p> <p>Migration</p> <p>Create a newspaper front cover on world population</p> | | |

| | | | | | | |
|---------------------|---|--|---|---|---|--|
| | | | Future Britian | | | |
| | | Create a news paper front cover on world population | | | | |
| | | Create a visitor’s brochure on the UK using the heading above | | | | |
| Expressive Arts Flo | | | | | | |
| Art | <p>Painting: Laura Wall-</p> <p>Visit to Gallery</p> <p>Trip out to look at local areas and observational sketching on location.</p> <p>School visit with workshop</p>  | <p>Sculpture: Miranda Mulder Monsters Mierpapier (myonline.store)</p> <p>Quirky Paper Mache Sculptures - Mierpapier (allthingspaper.net)</p> <p>Instrogram – Mierpapier</p> <p>To design & make a paper monster. Equipment: Newspaper Air Drying Clay Aluminium Wire Pebbles Masking Tape or brown paper tape White Tissue paper PVA Glue Acrylic paint Paint pens / posca pens Dragon eyes for Amazon Gloss Luster Mod podge</p> | <p>2d and 3d Clay Courtney Mattison</p>  <p>Mark Making in 2d and 3d design.</p> <p>To make a range of Clay or air-drying clay tyles with a range of 2d.</p>  <p>Developing on to 3d clay tiles. With basic shapes.</p>  | <p>Objects of Our Time Michael Craig Martin</p> <p>Objects of Our Time - Design Week</p>  <p>Take a photo of an object that represents our time now. Make sure it has a plan background Using the computer Remove all information and background from the image then fill with colours and play with the line and form.</p> <p>Create 3 different colour ways.</p> | <p>Painting Henri Matisse The Fauves Painting Paper cut outs – use the same technique to produce you own still life</p>  | |



The cutest little monster sculptures made from one piece of newspaper scrunched up with some armature wire for arms and legs and taped up. We've also added some pebbles to the feet to give them better balance.

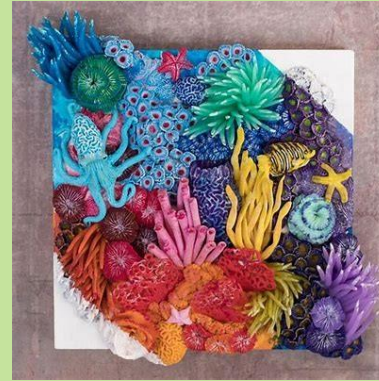
We are currently adding a layer or two of white tissue paper with a pva/ water mix.

Next step is adding all the cute features with Model Magic. When the air dry clay is hardened, we will paint with acrylics and add paint pen detail.

Painted with acrylic and then a layer of gloss lustre ModPodge



Visit the aquarium if possible or watch videos on coral reef and look at the shapes and colours to design tile.
Using coloured polymer clay make a coral reef.





| | | | | | | |
|----------------------|--|--|--|---|---|--|
| | | | | | | |
| Horticulture | Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs | Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths | Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds | Looking for signs of spring Looking and the difference light and dark makes to plants | Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom | Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown |
| Forest School | Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama | Christmas decorations Woodland reindeers wreaths | Bug Hotels Developing and looking after the forest school Bird feeders Clay insects | Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills | Looking at summer and the seasonal changes Den building Securing skills | |