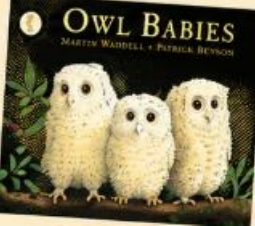


|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Literacy and communication</u></b></p> <ul style="list-style-type: none"> <li>- Foster a love of early reading through engaging, sensory and interactive experiences linked to the key text Owl Babies.</li> <li>- Develop communication, language and vocabulary through storytelling, songs, rhymes and practical activities.</li> <li>- Encourage children to communicate their thoughts, feelings, needs and ideas using spoken language, Makaton, gestures, symbols and AAC.</li> <li>- Develop listening, attention and understanding through highly visual, practical and sensory experiences.</li> <li>- Support early phonics skills, including listening to environmental sounds, identifying initial sounds and recognising familiar letters.</li> <li>- Develop early literacy skills through mark-making, name recognition, storytelling and emergent writing.</li> <li>- Encourage confidence in expressing opinions, making choices and participating in shared communication experiences.</li> </ul>                                                                                                                                                                                                                                                                           | <p><b><u>Opportunities to develop skills</u></b></p> <ul style="list-style-type: none"> <li>- Circle time: Developing communication through daily discussions about feelings, the day, weather and smell of the day, supported by visuals and Makaton.</li> <li>- Bucket Time: Developing shared attention, listening, anticipation and engagement through motivating and highly visual activities.</li> <li>- Colourful Semantics: Using colour-coded visuals to support sentence building, vocabulary development and understanding of sentence structure.</li> <li>- Phonics: Developing listening skills, sound discrimination, initial sound recognition and early reading through differentiated phonics activities.</li> <li>- Makaton sessions: Learning and using signs linked to the story, including owl, mummy, baby, night, tree and home.</li> <li>- Shared reading: Exploring books with familiar adults, developing attention, comprehension, vocabulary and an enjoyment of reading.</li> <li>- Communication boards and AAC: Supporting children to request, comment, make choices and express their ideas throughout the school day.</li> </ul>  | <p><b><u>Problem solving</u></b></p> <ul style="list-style-type: none"> <li>- Develop early numeracy skills through practical, hands- on experiences.</li> <li>- Develop cognitive skills, including matching, sorting, sequencing and problem solving.</li> <li>- Strengthen attention, concentration, memory and reasoning.</li> <li>- Encourage independence, curiosity and perseverance when completing challenges.</li> <li>- Develop mathematical vocabulary, including size, quantity, position and comparison.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>Opportunities to develop skills</u></b></p> <ul style="list-style-type: none"> <li>- Cookery: counting ingredients, measuring, following visual instructions and exploring quantities.</li> <li>- Snack time- counting plates and cups, sharing food, making choices and developing one to one correspondence.</li> <li>- Maths: practical counting, sorting, matching, number recognition and shape activities.</li> <li>- Computers/ ICT: Interactive matching, sequencing, counting and problem solving games.</li> <li>- Daily routines: Following visual timetables, sequencing events and developing an understanding of time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>Possible activities:</u></b></p> <ul style="list-style-type: none"> <li>- Sensory storytelling: Retelling Owl Babies using feathers, sticks, leaves, owl puppets and woodland sounds to bring the story to life.</li> <li>- Owl puppet making: Creating owl puppets using paper bags, sticks or craft materials, then using them to retell familiar parts of the story.</li> <li>- Story mapping: Sequencing key events from Owl Babies using photographs, symbols, objects and visual story maps.</li> <li>- Animal sound bingo: Listening to and identifying different animal sounds, including owls, to develop auditory discrimination and attention.</li> <li>- Owl vocabulary hunt: Finding objects or pictures linked to the story, such as feathers, nests, trees and owls, and practising key vocabulary.</li> <li>- Initial sound matching: Matching pictures and objects to their initial sounds, using vocabulary such as owl, nest, moon and tree.</li> <li>- Owl name recognition: Recognising and matching owl character names, progressing to tracing, copying or independently writing familiar words.</li> <li>- Owl mark-making: Creating marks in sensory materials such as sand, flour, paint or shaving foam to represent feathers, trees and owl footprints.</li> </ul> | <p><b><u>Possible assessment links</u></b></p> <p>Cherry Garden- Communication, Language and Literacy</p> <ul style="list-style-type: none"> <li>• Attention and understanding</li> <li>• Language and communication</li> <li>• Reading and writing</li> <li>• Developing listening, shared attention and engagement</li> <li>• Communicating needs, ideas and preferences using different communication methods</li> <li>• Developing early reading, phonics and mark-making skills</li> </ul> <p>Cherry Garden – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Relationships and others</li> <li>• Feelings, behaviours and morals</li> <li>• Developing confidence when communicating with adults and peers</li> <li>• Recognising and expressing emotions through stories and play</li> </ul> <p>Cherry Garden – Symbol Exchange</p> <ul style="list-style-type: none"> <li>• Using symbols to make choices and requests</li> <li>• Communicating needs and preferences</li> <li>• Using communication boards to comment on characters and events</li> <li>• Developing understanding of symbols and their meanings</li> </ul>                                                                           | <p><b><u>Possible activities:</u></b></p> <ul style="list-style-type: none"> <li>- Counting owls: Counting Sarah, Percy and Bill, matching quantities to numerals and exploring one more/ one less.</li> <li>- Owl size ordering: ordering owls, nests and animal footprints from smallest to largest.</li> <li>- Owl number hunt: finding numbered owls hidden around the classroom or outdoor area and matching them to quantities.</li> <li>- Positional language: placing owls on, under, behind, next to and inside trees and nests.</li> <li>- Sorting natural materials: sorting leaves, sticks, feathers and pine cones by size, colour or type.</li> </ul> <p><b><u>Continuous provision/ enhancements</u></b></p> <ul style="list-style-type: none"> <li>- Owl themed counting trays with numerals, counters and natural materials.</li> <li>- Woodland small world area with different sized owls, trees and nests</li> <li>- Loose parts area with sticks, pine cones, leaves and wooden blocks for sorting, counting and constructing.</li> <li>- Owl themed shape puzzles and matching games.</li> <li>- Number and shape hunts within the indoor and outdoor environment.</li> <li>-</li> </ul> | <p><b><u>Possible assessment links</u></b></p> <p>Cherry Garden - Mathematical Development</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, space and measure</li> </ul> <p>Cherry Garden -Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Self-care and independence</li> <li>• Developing confidence and perseverance when completing challenges</li> </ul> <p>Cherry Garden - Physical Development</p> <ul style="list-style-type: none"> <li>• Gross motor skills through outdoor number hunts and movement activities</li> <li>• Fine motor skills through manipulating, sorting and constructing</li> </ul> <p>Cherry Garden -Communication, Language and Literacy</p> <ul style="list-style-type: none"> <li>• Attention and understanding</li> <li>• Following instructions and developing mathematical vocabulary</li> </ul> <p>Mathematical Development Bridging Map</p> <ul style="list-style-type: none"> <li>• Counting and number recognition</li> <li>• Comparing quantities, sizes and shapes</li> <li>• Sorting, matching and sequencing</li> <li>• Exploring patterns and positional language</li> </ul> <p>Routes for Learning</p> <ul style="list-style-type: none"> <li>• Developing awareness of cause and effect</li> <li>• Anticipating familiar routines</li> <li>• Making choices and solving simple practical problems</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Continuous provision/ enhancements:</u></b></p> <ul style="list-style-type: none"> <li>- Woodland small-world area: Logs, trees, leaves, bark, owl figures and nests to encourage storytelling, imaginative play and language development.</li> <li>- Owl vocabulary display: Key words and corresponding photographs, symbols and Makaton signs linked to the story.</li> <li>- Name and word recognition station: Character name cards, matching activities, magnetic letters and simple word-building resources.</li> <li>- Initial sound matching activities: Animal pictures, objects and sound cards for developing phonological awareness.</li> <li>- Owl-themed mark-making area: Feather pencils, owl stencils, tracing cards, chalkboards and sensory writing trays.</li> <li>- Puppet theatre: Owl puppets, woodland backgrounds and visual story sequences to encourage independent retelling.</li> <li>-</li> </ul> | <p>Cherry Garden – Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Creative performance</li> <li>• Creative expression</li> <li>• Using puppets, role play and imaginative storytelling to communicate ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Our world</u></b></p> <ul style="list-style-type: none"> <li>- Develop curiosity and understanding of the natural world through exploration and first-hand experiences.</li> <li>- Encourage creativity, imagination and self-expression through art, music and sensory play.</li> <li>- Explore woodland animals, their habitats and the changing environment.</li> <li>- Develop awareness of seasonal changes, weather and the differences between day and night.</li> <li>- Build confidence in exploring the local community and developing a sense of belonging.</li> <li>- Encourage children to investigate, observe, make choices and communicate their discoveries.</li> </ul>                                                                                                                                                                                                                                         | <p><b><u>Opportunities to develop skills</u></b></p> <ul style="list-style-type: none"> <li>- Music: Exploring instruments, rhythm, movement and sounds inspired by woodland animals.</li> <li>- Forest school/outdoor learning: Investigating natural materials, habitats, trees and seasonal changes.</li> <li>- Trips into the local community: Visiting Holywell Dene, parks and woodland areas to observe wildlife and explore the environment.</li> <li>- Sensology: Exploring the story through smell, touch, taste, sound and sight.</li> <li>- Singing assemblies: Developing confidence, participation and self-expression through songs and actions.</li> <li>- Makaton sessions: Learning signs linked to Owl Babies, woodland animals, feelings and nature.</li> <li>- Art: Exploring different materials, textures and creative techniques.</li> <li>- Computers/ICT: Exploring interactive stories, animal sounds, photographs and simple creative programmes.</li> <li>-</li> </ul>  | <p><b><u>Social, emotional and mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>- Develop emotional awareness by recognising, identifying and expressing feelings.</li> <li>- Support emotional regulation through sensory experiences, familiar routines and calming strategies.</li> <li>- Build positive, trusting relationships with familiar adults and peers.</li> <li>- Develop social awareness, including sharing, turn-taking, kindness and empathy.</li> <li>- Encourage children to communicate their needs, feelings and preferences using speech, Makaton, gestures or visuals.</li> <li>- Develop confidence, independence and a sense of safety and belonging within The Lighthouse.</li> <li>- Explore feelings associated with separation, reassurance and reunion through the key text Owl Babies.</li> </ul> | <p><b><u>Opportunities to develop skills</u></b></p> <ul style="list-style-type: none"> <li>- Circle time: Daily opportunities to identify and communicate feelings using emotion visuals, Makaton and communication boards.</li> <li>- Choosing time: Developing independence, confidence, friendships, sharing and turn-taking through child-initiated play.</li> <li>- Supported play sessions: Encouraging positive peer interactions, cooperative play and relationship building with adult modelling.</li> <li>- Sensory massage: Supporting relaxation, body awareness, trust and positive interactions with peers.</li> <li>- Motivator sessions: Building confidence, engagement and positive relationships through individual interests and preferred activities.</li> <li>- Sensory circuits: Supporting emotional regulation, body awareness and readiness to learn through alerting, organising and calming activities.</li> <li>- Daily routines and transitions: Developing feelings of safety, predictability and independence using visual timetables and Now/Next boards.</li> <li>- Outdoor learning: Encouraging cooperation, confidence and emotional wellbeing through shared experiences in nature.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>- Building owl nests: Using sticks, leaves, twigs and other natural materials to create nests, exploring how and where owls live.</li> <li>- Woodland animal hunt: Visiting Holywell Dene to look for birds, nests, trees and signs of wildlife.</li> <li>- Owl crafts: Creating owls using leaves, feathers, paper plates, pine cones and other materials.</li> <li>- Nature collages: Collecting natural materials and using them to create woodland pictures.</li> <li>- Fork painting owls: Exploring printing techniques and different ways of making marks.</li> <li>- Sensology – Owl Babies: Smelling cinnamon and cocoa, feeling feathers, pine cones and crunchy leaves, listening to owl calls and tasting suitable woodland-inspired foods.</li> </ul> <p><b>Continuous provision/ enhancements</b></p> <ul style="list-style-type: none"> <li>- Woodland small-world area with trees, logs, leaves, nests and animal figures.</li> <li>- Nature investigation station with magnifying glasses, pine cones, feathers, leaves and bark.</li> <li>- Owl-themed sensory trays using natural materials and different textures.</li> <li>- Creative area with feathers, collage materials, natural objects, paint and clay.</li> <li>- Dark den with torches, stars and woodland animal silhouettes.</li> <li>- Woodland animal puppets and story props to encourage imaginative play.</li> <li>- Non-fiction books and photographs of owls, birds, forests and animal habitats.</li> </ul> | <p><b>Possible assessment links</b></p> <p>Cherry Garden - Understanding of the World</p> <ul style="list-style-type: none"> <li>• People and communities</li> <li>• The world</li> <li>• Scientific enquiry</li> <li>• ICT</li> </ul> <p>Cherry Garden - Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Creative performance</li> <li>• Media and materials</li> <li>• Design technology</li> <li>• Creative expression</li> </ul> <p>Cherry Garden - Physical Development</p> <ul style="list-style-type: none"> <li>• Fine motor development through painting, modelling, cutting and manipulating materials</li> <li>• Gross motor development through outdoor exploration and woodland walks</li> </ul> <p>Cherry Garden - Communication, Language and Literacy</p> <ul style="list-style-type: none"> <li>• Attention and understanding</li> <li>• Developing vocabulary linked to animals, habitats and nature</li> <li>• Communicating observations, preferences and discoveries</li> </ul> <p>Cherry Garden - Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Recognising and exploring emotions</li> <li>• Developing relationships through shared creative experiences</li> <li>• Building confidence in unfamiliar environments</li> </ul> <p>Cherry Garden -Transition</p> <ul style="list-style-type: none"> <li>• Participating in familiar and unfamiliar experiences</li> <li>• Following visual instructions and routines during outdoor learning and community visits</li> </ul> <p>Mathematical Development</p> <ul style="list-style-type: none"> <li>• Exploring size, shape, pattern and position using natural materials</li> <li>• Sorting, matching and comparing woodland objects</li> </ul> <p>Routes for Learning</p> <ul style="list-style-type: none"> <li>• Developing curiosity and awareness of the environment</li> <li>• Exploring cause and effect through sensory experiences</li> <li>• Making choices and showing preferences</li> <li>• Anticipating familiar experiences and participating in shared activities</li> </ul> | <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>- Exploring feelings: Using owl puppets and emotion cards to identify how Sarah, Percy and Bill might feel when their mummy leaves and returns.</li> <li>- Worry owls: Creating individual worry owls that children can use to communicate when they feel sad, worried or overwhelmed.</li> <li>- What makes us feel safe? Exploring familiar people, places, objects and activities that help us feel happy, safe and calm.</li> <li>- Our families: Sharing photographs, stories and experiences about the important people in our lives, recognising that families can look different.</li> <li>- Owl family matching: Matching baby owls to their mummy and exploring relationships, love and belonging.</li> <li>- Home is where we feel safe: Exploring different homes and animal habitats, discussing what makes a home feel safe and comfortable.</li> </ul> <p><b>Continuous provision/ enhancements</b></p> <ul style="list-style-type: none"> <li>- Feelings check-in station: Emotion cards, mirrors, Makaton visuals and communication boards to encourage children to express how they feel.</li> <li>- Woodland small-world area: Owl families, nests and woodland animals to encourage imaginative play, relationships and emotional expression.</li> <li>- Kindness tree: Celebrating examples of kindness, friendship and helping others throughout the week.</li> <li>- Visual regulation resources: Now/Next boards, sand timers, emotion scales and individual regulation strategies.</li> <li>- Sensory regulation area: Access to calming and alerting resources according to individual sensory needs.</li> </ul> | <p><b>Possible assessment links</b></p> <p>Cherry Garden - Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Feelings, behaviours and morals</li> <li>• Relationships and others</li> <li>• Self-care and independence</li> </ul> <p>Cherry Garden - Communication, Language and Literacy</p> <ul style="list-style-type: none"> <li>• Attention and understanding</li> <li>• Language and communication</li> <li>• Expressing feelings, needs and preferences through different communication methods</li> </ul> <p>Cherry Garden - Symbol Exchange</p> <ul style="list-style-type: none"> <li>• Using symbols to communicate feelings, needs and choices</li> <li>• Requesting support, reassurance or preferred activities</li> </ul> <p>Cherry Garden- Physical Development</p> <ul style="list-style-type: none"> <li>• Developing body awareness and sensory regulation</li> <li>• Participating in sensory circuits and calming movement activities</li> </ul> <p>Cherry Garden - Understanding of the World</p> <ul style="list-style-type: none"> <li>• People and communities</li> <li>• Recognising familiar people, relationships and different family structures</li> </ul> <p>Cherry Garden - Transition</p> <ul style="list-style-type: none"> <li>• Developing confidence with familiar routines</li> <li>• Managing transitions using visual support</li> <li>• Increasing independence and emotional security during changes in activities</li> </ul> <p>Routes for Learning</p> <ul style="list-style-type: none"> <li>• Developing awareness of familiar adults and peers</li> <li>• Responding to social interactions</li> <li>• Expressing preferences and emotional responses</li> <li>• Anticipating familiar routines and experiences</li> </ul> |
| <p><b>Life skills</b></p> <ul style="list-style-type: none"> <li>- Develop practical life skills to promote independence and confidence in everyday routines.</li> <li>- Encourage responsibility through cooking, cleaning, tidying and caring for the classroom environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Opportunities to develop skills</b></p> <ul style="list-style-type: none"> <li>- Circle time: Developing independence through daily routines, identifying the day and weather, communicating needs and taking responsibility for classroom jobs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Physical movement</b></p> <ul style="list-style-type: none"> <li>- Develop gross motor skills, including balance, coordination, strength and body control.</li> <li>- Strengthen fine motor skills through practical activities that develop hand strength, dexterity and precision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Opportunities to develop skills</b></p> <ul style="list-style-type: none"> <li>- PE: Exploring apparatus, climbing, balancing, jumping, crawling and moving in different ways to develop strength, coordination and confidence.</li> <li>- Boogie Bounce: Developing balance, core strength, coordination and physical stamina through structured trampoline activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Develop personal care skills, including handwashing, toileting, dressing and personal hygiene.</li> <li>- Promote independence in eating and drinking, including using utensils, preparing snacks and making healthy choices.</li> <li>- Build confidence when accessing the local community and participating in new experiences.</li> <li>- Develop the ability to follow visual instructions, complete familiar routines and carry out tasks with increasing independence.</li> <li>- Encourage problem-solving, decision-making and perseverance through meaningful, practical activities.</li> <li>- </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Cookery lessons: Following visual recipes, measuring, mixing, preparing food, using utensils safely and practising food hygiene.</li> <li>- Snack time: Preparing and serving snacks, pouring drinks, using utensils, washing and drying dishes and tidying away independently.</li> <li>- Trips into the local community: Practising road safety, following instructions, staying with the group and developing confidence in unfamiliar environments.</li> <li>- Forest school/outdoor learning: Developing practical skills through collecting natural materials, building structures and caring for the environment.</li> <li>- Computers/ICT: Developing independence when using technology, following simple instructions and exploring interactive activities.</li> <li>- Daily transitions: Using visual timetables and Now/Next boards to move between activities and manage personal belongings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Support sensory processing, body awareness and emotional regulation through purposeful movement.</li> <li>- Encourage confidence, independence and perseverance when exploring physical challenges.</li> <li>- Develop spatial awareness and an understanding of how our bodies move within different environments.</li> <li>- Promote physical wellbeing through regular opportunities for movement, exercise and outdoor exploration.</li> <li>- Develop bilateral coordination, hand-eye coordination and motor planning through structured and child-initiated activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Forest school/outdoor learning: Climbing, balancing, carrying, building and exploring different surfaces and natural environments.</li> <li>- Fine motor sessions: Developing hand strength, finger control and dexterity through threading, cutting, tweezers, pegboards and manipulation activities.</li> <li>- Sensory circuits: Supporting sensory regulation, coordination and readiness to learn through alerting, organising and calming activities.</li> <li>- Dough Disco: Strengthening fingers, hands and wrists through repetitive movements using playdough.</li> <li>- Outdoor trips: Developing walking stamina, balance, spatial awareness and confidence when navigating different environments.</li> <li>- Sensory and movement breaks: Providing individualised opportunities for heavy work, movement and proprioceptive input to support regulation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>- Chocolate owl nests: Following a simple visual recipe to measure, mix and shape ingredients, while developing food hygiene and independence.</li> <li>- Owl biscuits: Decorating biscuits using icing and toppings, practising spreading, squeezing and using utensils.</li> <li>- Owl toast: Preparing owl-themed toast using fruit and spreads, encouraging healthy choices, food preparation and fine motor skills.</li> <li>- Building owl nests: Collecting sticks, leaves and twigs to construct nests, developing problem-solving, teamwork and practical skills.</li> <li>- Woodland walks: Visiting Holywell Dene to explore the local environment, practise road safety and develop confidence outside school.</li> </ul> <p><b>Continuous provision/ enhancements</b></p> <ul style="list-style-type: none"> <li>- Snack preparation station: Opportunities to spread, pour, scoop, serve and prepare simple snacks with appropriate support.</li> <li>- Washing-up station: Child-sized washing-up equipment, cloths and drying towels to encourage independence and responsibility.</li> <li>- Practical life skills area: Buttons, zips, Velcro, buckles, locks and dressing frames to develop self-care skills.</li> <li>- Cookery area: Visual recipes, mixing bowls, measuring equipment and child-safe utensils for practical food preparation.</li> </ul> | <p><b>Possible assessment links</b></p> <p>Cherry Garden – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Self-care and independence</li> <li>• Relationships and others</li> <li>• Developing confidence, responsibility and independence during everyday routines</li> </ul> <p>Cherry Garden - Physical Development</p> <ul style="list-style-type: none"> <li>• Fine motor skills through using utensils, fastening buttons, pouring, spreading and manipulating materials</li> <li>• Gross motor skills through outdoor exploration, walking and practical activities</li> <li>• Developing coordination and control during self-care tasks</li> </ul> <p>Cherry Garden -Understanding of the World</p> <ul style="list-style-type: none"> <li>• People and communities</li> <li>• The world</li> <li>• ICT</li> <li>• Exploring the local environment and developing an understanding of familiar community routines</li> </ul> <p>Cherry Garden - Communication, Language and Literacy</p> <ul style="list-style-type: none"> <li>• Attention and understanding</li> <li>• Language and communication</li> <li>• Following visual and verbal instructions during practical activities</li> <li>• Communicating needs, choices and preferences</li> </ul> <p>Cherry Garden -Symbol Exchange</p> <ul style="list-style-type: none"> <li>• Using symbols to request food, drinks, resources and support</li> <li>• Making choices during familiar routines</li> </ul> | <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>- Building a woodland den: Using large construction materials, sticks, logs and fabric to create a woodland den, developing lifting, carrying, coordination and teamwork.</li> <li>- Owl parachute games: Using a parachute with feathers or soft owl toys to develop upper-body strength, coordination, teamwork and shared attention.</li> <li>- Owl nest threading: Threading wool, ribbon or natural materials through cardboard nests to strengthen fine motor control.</li> <li>- Owl cutting skills: Cutting along straight, curved and zigzag lines to create owl feathers and woodland pictures.</li> <li>- Owl playdough: Rolling, squeezing, pinching and flattening playdough to create owls, eggs and nests.</li> <li>- Nature walk: Visiting Holywell Dene to explore different terrains, climb gentle slopes and develop walking stamina.</li> </ul> <p><b>Continuous provision/ enhancements</b></p> <ul style="list-style-type: none"> <li>- Woodland obstacle course: Balance beams, stepping stones, tunnels and climbing equipment to encourage gross motor development.</li> <li>- Owl-themed fine motor station: Tweezers, feathers, pom-poms, pegs and sorting trays to strengthen finger control and hand-eye coordination.</li> <li>- Playdough area: Owl-themed mats, rolling pins, cutters and natural materials to encourage squeezing, rolling and manipulating.</li> </ul> | <p><b>Possible assessment links</b></p> <p>Cherry Garden - Physical Development</p> <ul style="list-style-type: none"> <li>• Gross motor development</li> <li>• Fine motor development</li> <li>• Developing balance, coordination, strength and control</li> <li>• Increasing independence when using equipment and completing physical tasks</li> </ul> <p>Cherry Garden - Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Self-care and independence</li> <li>• Developing confidence when attempting new physical challenges</li> <li>• Building perseverance and resilience</li> <li>• Participating in shared physical activities and turn-taking</li> </ul> <p>Cherry Garden - Understanding of the World</p> <ul style="list-style-type: none"> <li>• The world</li> <li>• Exploring natural environments and different terrains</li> <li>• Developing awareness of the local environment through outdoor learning</li> </ul> <p>Cherry Garden - Transition</p> <ul style="list-style-type: none"> <li>• Moving between activities and environments with increasing independence</li> <li>• Following familiar physical routines</li> <li>• Managing equipment and personal belongings</li> <li>• Developing confidence when accessing new spaces and physical experiences</li> </ul> <p>Routes for Learning</p> <ul style="list-style-type: none"> <li>• Developing awareness of body movements and sensory experiences</li> <li>• Exploring cause and effect through movement</li> <li>• Anticipating familiar physical activities</li> <li>• Demonstrating preferences for movement and sensory experiences</li> </ul> |

|                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Woodland small-world area: Owl families, nests and natural materials to encourage caring behaviours and imaginative play.</li><li>- Visual routines: Handwashing, toileting, dressing and snack preparation sequences displayed in relevant areas.</li></ul> | <ul style="list-style-type: none"><li>• Communicating needs with increasing independence</li></ul> Cherry Garden - Transition <ul style="list-style-type: none"><li>• Following familiar routines with increasing independence</li><li>• Moving between activities using visual support</li><li>• Managing personal belongings and preparing for changes in routine</li><li>• Developing confidence in unfamiliar environments</li></ul> | <ul style="list-style-type: none"><li>- Mark-making station: Owl templates, chunky crayons, paintbrushes and different writing surfaces to develop pencil control and early writing movements.</li><li>- Sensory movement area: Access to individualised movement resources, heavy-work activities and calming equipment.</li></ul> | <ul style="list-style-type: none"><li>• Developing purposeful movement and physical responses</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|