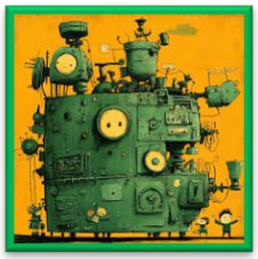
Bassingham Primary School- Foundation 2 - Medium Term Plan- Autumn 2
Marvellous Machines

		A project focusing on the technology that forms part of the children's daily lives. Pupils will explore various machines, discover how they help us, and look at how technology has developed over time. They will investigate items that require electricity and conduct hands-on exploration of magnetic and non-magnetic materials.
Termly enrichments and community connections	To enhance our core learning and explicitly address our demographic curriculum drivers, the "Marvellous Machines" project integrates targeted community experiences, expert visitors, and cultural celebrations across the half term: • Community & Curricular Trips: Hands-on structural and mechanical learning is developed through an interactive visit to a Local Car Garage, exploring machinery in motion. This is balanced with traditional community connections during our visit to the Remembrance day memorial, alongside an enriching cultural excursion to the Newark Pantomime to experience the magic of theatre production. • People Who Help Us & Engineering (Visitors): Children build communication skills, vocational awareness, and historical perspective through a showcase of Vintage Cars. STEM and safety understanding are deepened through a visit from the Local Fire Station team and their emergency vehicles, while global connections and service careers are explored through interactive talks with our RAF Parents. • Cultural & Wider World Celebrations: Our pupils' social responsibility and emotional literacy are nurtured through active participation in World Kindness Day and Children in Need. We strengthen our inclusive school ethos, celebrate individuality, and promote positive relationships by embedding Odd Socks Day and Anti-Bullying Week into our wider curriculum. • Other Special Days & Seasonal Focus: Creative design and safety awareness are blended as children explore the sights and sounds of Halloween and Bonfire Night (linking beautifully to our emergency vehicle and fire safety themes). Historical understanding, reflection, and community gratitude are gently introduced through our whole-school observation of Remembrance Day.	
Religious Festivals	1. **Diwali (Hinduism)** – This vibrant festival expands cultural capital by introducing children to Hindu heritage, traditions, and the symbolism of light over darkness. It serves as an accessible window into the wider world, while explicitly reinforcing our school value of respect through the celebration and appreciation of faiths different from our own. 2. **Christmas (Christianity)** – This core unit capitalises on our school and village traditions, linking directly with our community visit to Bassingham Church to explore the Christmas story and the concept of giving. It offers an excellent entry point for pupils to understand the shared values of love, family, and community celebration that anchor our local culture during the winter season.	
School Value	**Teamwork-** Through the lens of everyday technology, children will discover how machines help us complete tasks on our own, inspiring them to operate classroom equipment and select tools with increasing autonomy. By designing their own mechanical inventions and testing how things work, pupils will develop vital independent problem-solving skills as they learn to navigate challenges with minimal adult support.	

Super 6 Books Plus Author of the Month David McKee	Super Six 1. How to catch a star by Oliver Jeffers 2. Snail in Space by Rachel Bright & Nadia Shireen 3. We catch the bus by Katie Abey 4. Jabari Tries by Gala Cornwell (Resilience) 5. Harry and the Robots by Ian Whybrow 6. A selection of Christmas stories – Nativity story **David McKee** *Elmer* *Not Now, Bernard* *Two Monsters* *Elmer and the Lost Teddy* *King Rollo and the New Shoes*		Our selected high-quality texts provide a strong foundation for the "Marvellous Machines" project by encouraging talk, curiosity, and early vocabulary acquisition. Each text serves as an accessible anchor for young readers to make personal connections to technological innovations, transport, and structural engineering. Embedding these stories into the daily routine ensures children are exposed to a rich variety of language and narrative structures, while simultaneously reinforcing core values like teamwork and resilience. Non Fiction books to support 'Let's Explore' *William Bee's Wonderful World of Things That Go!* *Big Book of Big Machines* *DK Super Readers: What Makes Things Go?* *Little Experts: Marvellous Vehicles* *Life Savers: Spend a day with 12 real-life emergency service heroes*	
Prime Area: Communication and Language	Listening, Attention, and Understanding	Key Learning focus	Adult led Strategies	Continuous provision and enabling environments
	SEND considerations- High-quality first teaching is adapted to support individual special educational needs and developmental starting points. Children requiring additional scaffolded support with increasing attention demands are provided with personalised visual timetables, clear Now and Next boards, and highly structured communication cues during daily story times. Adult language is explicitly modified to be short, direct, and multi-sensory, utilising physical objects of reference and targeted play-partner modelling to support children as they build their focused listening stamina up to the 5-minute target at an appropriate pace.	• Consolidate established "super sitting" and carpet postures to meet the increasing focus demands of the second half term. • Maintain active carpet listening and physical focus during adult-led group inputs for a targeted duration of up to 5 minutes. • Respond quickly and accurately to a simple, one-part instruction delivered outside of their normal daily schedule or routine. • Demonstrate active listening during daily Read Write Inc. (RWI) speed sound lessons, tracking the speaker and focusing intentionally on phoneme pronunciation. • Move their bodies intentionally to show an adult or a peer that they are listening closely to what is being said. • Sustain attention on a complex, self-chosen task for at least 5 minutes while	• Use precise visual cues, clear hand signals, and echoing responses during daily carpet sessions to reinforce the 5-minute focused listening target. • Embed structured, short-burst sensory hooks and interactive mechanical or technological props to scaffold attention spans during daily text-sharing sessions. • Model and explicitly praise active listening behaviours, specifically calling out when children turn their bodies and track a peer speaker during "Partner Talk".	• Design inviting, quiet communication spaces and reading zones equipped with interactive buttons, sound clips, and technology-themed texts to entice small groups to sit and share books together. • Structure transition times, tidy-up routines, and outdoor games with consistent, unexpected verbal instructions that require children to stop, listen, and respond independently. • Provide collaborative mechanical construction resources and complex small-world vehicles that naturally invite children to sustain focus on shared, multi-stage play tasks.

		playing alongside or collaborating with a peer.		
	Speaking	Key Learning focus	Adult led Strategies	Continuous provision and enabling environments
	SEN considerations- High-quality first teaching ensures that spoken language targets are fully inclusive and adapted to support individual developmental starting points. Children requiring additional support with early speech, language, or confidence are provided with scaffolded communication opportunities, including the use of visual choice boards, concrete technological components, and targeted communication games. Spoken language expectations are tailored to individual needs, with adults utilising direct communication techniques, allowing extended processing time, and using structured play-partner modelling to ensure all children can successfully articulate their thoughts and use new technical vocabulary in their play.	• Introduce, model, and actively use newly taught technical vocabulary related to everyday technology, electricity, and magnetic materials within independent play. • Formulate and speak a clear sentence consisting of more than six words to communicate an observation, thought, or mechanical description. • Consistently use basic personal pronouns and correct present-tense comments during immediate discussions and descriptions of play. • Formulate and ask simple "Why?" and "How?" questions to investigate how machines work and explore everyday technology. • Actively engage in daily RWI "Partner Talk" routines, practicing clear pronunciation and taking balanced turns to speak and listen. • Use the polite markers "please" and "thank you" independently during snack times, lunchtimes, and within continuous provision play. • Participate in the collective oral retelling and prediction of stories, poems, and machine-themed rhymes, using their developing phonics knowledge to confidently join in with familiar refrains and anticipate rhyming words.	• Model high-quality Standard English during all classroom interactions, explicitly highlighting target mechanical vocabulary, accurate present-tense verbs, and correct pronoun usage. • Implement structured verbal scaffolding during daily RWI speed sound lessons and story sessions, using strategic sentence stems to prompt sentences of more than six words. • Embed predictable, repetitive structural templates and technical vocabulary during shared non-fiction book times, pausing intentionally to allow children to ask or answer "Why?" questions.	• Resource the dramatic play, small world, and writing areas with evocative props linked directly to the "Marvellous Machines" texts and emergency service vehicles to entice children to use new technical vocabulary. • Design interactive speaking stations, walkie-talkie zones, and pretend control panels that explicitly encourage children to practice forming longer multi-word sentences and asking questions with their peers. • Establish a language-rich, low-pressure communication environment across all provision areas where adults observe child-led play, tactfully repeating and expanding upon child utterances to introduce tier-2 technical language.
	Abstract Vocabulary **Level 3/4**	**Quality** - different, new, very / *almost old* **Colour** - colour, orange, pink, purple/ *dark/er, light/er, plain, striped* **Texture** – furry, rough, smooth, warm *(No level 4)*		

		Sound – (no level 3) *high, low* **Shape** – cross, triangle / *corner, rectangle, curved, shape, diamond, slant, slope, oval, straight* **Size** – large, bigger, light, fattest, short, heaviest, tall, longest, thin, smallest/*deep, fatter, lightest, narrow, heaviest, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest* **Movement** – (no level 3) jerky, smooth **Quantity** – about, half, other, both, most, every, nearly, few, only/each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole **Space** – back, backwards, low, beside, middle, between, in, side, far, together, front, towards/ *high, above, row, across, sideways, against, upright, apart, below, facing* **Time** – always, before, later, yesterday/ *early, sometimes, late, tomorrow, never, twice, once* **Number** – number, second, third, last / *(no level 4)* **Personal Qualities** – cross, frightened, kind, thirsty/ *clever, excited, pleased, unkind*	
	Poems, Rhymes & Songs Super Six Rhymes	Wheels on the bus London bridge is falling down Hickory Dickory Dock Polly put the kettle on Twinkle Twinkle little star Hey diddle diddle Christmas songs- Christmas pudding etc	Building upon the first half term, our chosen songs bring mechanical and technological concepts to life through active rhythm and movement. Action-rich tracks like Wheels on the Bus and London Bridge is Falling Down introduce physical forces and mechanisms while building gross motor coordination and collaborative group movement. Early concepts of time, sequencing, and domestic machinery are playfully explored through Hickory Dickory Dock and Polly Put the Kettle On, strengthening working memory as children mimic everyday routines. Finally, Twinkle Twinkle Little Star, Hey Diddle Diddle, and festive songs like Christmas Pudding offer fantastic opportunities to explore spatial patterns, tracking, and changing dynamics while uniting the class for our winter community celebrations.
Prime Area: Personal, Social, and Emotional Development	JIGSAW Focus Being Me in My World	**Celebrating difference** **Taught Knowledge** • Know what a bully is and understand that bullying is distinct from accidental unkind behaviour. • Know who to tell at school or home if they feel sad, unsafe, or are worried about bullying. • Know that families can be different from their own and value these differences as unique. • Know that words can be used to comfort others or cause harm. **Social and emotional skills** • Identify and express feelings associated with being excluded, unkindly treated, or different. • Skills to include others independently in games and play scenarios. • Be able to appreciate unique qualities in themselves and their peers while practicing mutual respect.	**Jigsaw Vocabulary-** Similar, Different, Unique, Bully, Bullying, Kind, Unkind, Friend, Family, Belonging, Safe, Include, Exclude, Tell, Secrets, Feelings, Proud, Respect.

	Self-Regulation	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with their self-regulation, we use clear, proactive strategies to build emotional safety. We embed individual "Now and Next" boards and visual schedules to give predictability during changes to the school day. When delivering directions, adults use concise, direct language on a 1-to-1 basis to avoid cognitive overload. For children who become overwhelmed when the main classroom or technology areas become too busy or loud, we utilise the Garden Room. This dedicated space provides a low-stress environment with sensory resources to help children soothe, regulate, and safely return to their learning when ready.	• Consolidate independent settling routines, using the class visual timetable to navigate daily transitions with decreasing adult reassurance. • Explain emotional states to an adult when feeling upset, frustrated, or overwhelmed, utilising an expanding bank of emotional vocabulary to communicate feelings. • Deepen cognitive focus by maintaining active listening on the teacher during group inputs, even when deeply engaged in a continuous provision activity. • Build independent goal-setting behaviours by working toward a simple classroom task or self-chosen objective entirely on their own. • Follow a one-step instruction independently when delivered within a small group setting or during a class transition. • Demonstrate the school value of Independence by staying self-motivated during challenges and taking on early classroom responsibilities, such as resetting continuous provision zones.	• Deliver the Jigsaw 'Celebrating Difference' unit, explicitly teaching children how to acknowledge their own unique strengths and navigate feelings of being included or left out. • Model and narrate targeted self-regulation vocabulary during teachable moments, helping children identify constructive ways to handle minor upsets or frustrations independently. • Scaffold independent learning behaviours by providing precise verbal checklists that guide children to complete small tasks without relying on constant adult redirection.	• Resource the reflection and calm-down areas with Jigsaw characters, emotion mirrors, and visual prompts to help children identify, track, and process their feelings. • Design a distraction-free carpet space with visual "good listening" anchors to scaffold sustained attention during group inputs and tech-themed text sessions. • Provide open-ended mechanical components and construction challenges that require focus, allowing children to test their own ideas and build resilience independently. .
	Managing Self	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with managing themselves, we use structured visual prompts to build personal independence. We provide	• Select, access, and engage with continuous provision resources independently, showing a clear purpose and plan for their chosen activity. • Follow established classroom rules and multi-step boundary routines with minimal adult prompting.	• Praise and explicitly draw attention to children who demonstrate high independence in their self-care and activity choices, modelling these	• Organise all continuous provision areas with low-level, clearly labelled shadow blocks and picture tags to enable children to tidy up and manage resources autonomously.

	visual checklists and step-by-step photo schedules next to self-care stations for toileting, handwashing, and dressing routines. When practicing putting on or fastening winter coats and outdoor gear, adults break the task down into single, manageable steps and offer physical modeling. For children who experience choice paralysis or feel overwhelmed by the open-ended materials in the main classroom, the Garden Room is used as a calm workspace to practice targeted self-care and independent task completion.	• Manage personal clothing with increasing autonomy, taking coats on and off and beginning to attempt zips or fasteners independently. • Refine daily self-care habits by using the toilet and washing hands thoroughly, explaining exactly why hygiene is critical before eating snack or lunch. • Develop road safety awareness and an understanding of risks by practicing how to be a safe pedestrian during local walks and transitions. • Take personal responsibility for the classroom environment by sorting and returning resources to their correct, clearly labelled storage bins.	behaviours to the wider peer group. • Use structured circle times to explore the value of Independence, helping children identify tasks they can now complete entirely on their own at school and at home. • Coach children during outdoor transitions to manage their own gear, utilising practical strategies like the floor-flip method for coats.	• Post step-by-step visual dressing and hygiene guides next to the sinks and cloakroom areas to support independent self-care routines. • Resource the home corner and small-world areas with emergency vehicles, high-vis vests, and pedestrian signs to allow children to practice and act out safety rules through play.
	Building Relationships	**Key Learning Focus**	**Adult led Strategies**	**Continuous provision and enabling environments**
	SEND Considerations- To support children with Special Educational Needs (SEN) with building relationships, we use concrete visual structures to scaffold positive social interactions. We implement visual turn-taking cards, shared cue cards, and physical sand timers to make the abstract concept of waiting for a turn clear and predictable. When children face minor conflicts or struggle to join a game, adults provide short, scripted sentences to give them the precise vocabulary needed to negotiate play. For children who find the busy, multi-layered social demands of the main classroom	• Form closer, purposeful friendships and demonstrate a preference for cooperative play with selected peers. • Take turns and share popular resources with other children with increasing success, requiring fewer adult interventions to resolve disputes. • Actively listen to their peers' ideas and contributions during collaborative play themes and daily "Partner Talk" routines. • Notice when a classmate is upset, left out, or needs help, demonstrating early empathy by offering comfort or seeking adult assistance. • Negotiate simple play scripts independently, sharing out roles and	• Pair children intentionally during registration, snack times, and small-group engineering or construction tasks to bridge different friendship groups and build social confidence. • Model the language of fair negotiation during child-initiated play, demonstrating how to use sand timers or sign-up sheets to allocate popular resources. • Validate and celebrate inclusive behaviours,	• Design dual-access and parallel play stations, such as side-by-side vehicle tracks or shared mechanical construction crates, to naturally invite collaborative play. • Provide a limited quantity of highly motivating props (such as real steering wheels or mechanics' tools) to create natural, low-stakes opportunities for turn-taking and negotiation. • Display the whole-class photo wall at child eye level, encouraging pupils to use their peers' names independently when inviting them into play or referencing them in discussion.

	overwhelming, the Garden Room offers a quiet space to develop closer, successful peer connections through structured 1-to-1 or small-group games.	materials fairly when working in a team or small group.	explicitly calling out when a child notices a peer is excluded and invites them into their game	
Prime Area: Physical	**Gross Motor Skills**	**Key Learning Focus**	**Adult led Strategies**	**Continuous provision and enabling environments**
	SEND considerations- To support children with Special Educational Needs (SEN) with their gross motor skills, we use simple and practical steps to help them feel stable and confident. We use personal floor spots and visual boundary markers to help them understand their own personal space when lining up or moving in a group. When teaching new movements or yoga poses, we give instructions one step at a time and use physical modeling or hand signs to guide their bodies. For children who find the movement or noise of the main classroom overwhelming, or who need a flat, predictable surface to practice balance before moving onto grass or bark, we use the Garden Room.	• Refine travel techniques and spatial awareness by giving peers personal space in a line with only occasional verbal reminders. • Develop total-body strength by learning how to safely carry, lift, move, push, and pull large equipment and construction crates. • Refine basic foundational movements—including rolling, crawling, walking, jumping, running, hopping, skipping, and climbing—through structured Premier Education: Space Explorers modules. • Learn to safely navigate and negotiate the uneven terrain, slopes, and natural obstacles of the forest school site. • Maintain a stable, upright posture and trunk strength while sitting at tables for mark-making and using utensils. • Practice physical balance, core stability, and mindfulness routines through adult-led Cosmic Kids Yoga inputs.	• Teach and practice the routines for safe lining up, using clear spatial markers to coach children to queue without bumping into peers. • Lead weekly Premier Education: Space Explorers activities and Cosmic Kids Yoga lessons to explicitly teach full-body coordination, balance, and controlled landing techniques. • Supervise and give physical prompts during lunchtime to coach children on proper table posture and how to safely navigate with food trays. • Observe children as they walk across uneven outdoor terrains, offering verbal reassurance, structural physical supports, and safety prompts.	• Use floor tape, footprints, or poly spots to create clear visual markers that show children exactly where to stand when queueing or gathering. • Resource the outdoor area with tunnels, low climbing structures, and obstacle paths that encourage regular crawling, climbing, and rolling. • Provide large-scale construction items—such as heavy plastic crates, wooden planks, and tires—to encourage children to lift, carry, and build functional machines collaboratively. • Designate outdoor play zones that feature distinct natural terrains like bark pits, muddy trenches, and grass banks to challenge balance. • Use the class interactive whiteboard to give children independent or small-group access to digital Cosmic Kids Yoga sessions.

	Fine Motor Skills	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with their fine motor skills, we use simple and practical steps to help them build hand strength and coordination. We provide adapted tools, such as chunky triangular pencils, specialized left-handed or loop scissors, and weighted cutlery, to make gripping and controlling objects easier. When teaching letter formation and circle drawing, we use large tactile resources like sand trays, shaving foam, or large outdoor chalkboards so children can experience the clockwise and anti-clockwise movements before writing on paper. For children who find the fine motor demands of the main classroom frustrating or overwhelming, we use the Garden Room. Children can practice finger strength activities, like threading, snipping paper edges, or completing large puzzles, at their own pace without distraction.	• Practice colouring inside the lines of a picture with increasing precision and control. • Create deliberate shapes and lines on paper by pivoting movements from the shoulder, elbow, and wrist. • Select their best-fitting scissors independently and use them to cut along straight lines and make snips along the edge of a page. • Refine pencil grip from a basic static grip toward a functional tripod grip when mark-making. • Use chunky and medium paintbrushes expressively to experiment with making different mechanical marks, effects, and outlines. • Draw circles and closed curves by purposefully using clockwise and anti-clockwise movements. • Complete medium-piece jigsaw puzzles to build visual tracking and spatial-rotational awareness. • Rehearse early mealtime independence by attempting to hold and use a knife and fork to cut food during lunchtimes.	• Demonstrate large physical movements in the air or on large surfaces, showing how to control shapes by pivoting from the wrist and elbow. • Give gentle verbal and physical reminders during writing and drawing tasks to help children maintain a proper sitting position. • Model correct scissor grip and guide children to choose the right pair for their hand preference, demonstrating how to guide paper along straight lines. • Show children how to use fluent clockwise and anti-clockwise movements when drawing loops, cogs, and machinery wheels on whiteboards. • Guide children during mealtimes, showing them how to apply pressure with a knife and fork, providing physical prompts if needed.	• Provide large sheets of paper on walls, easels, or floors to allow children to practice big, sweeping movements from the shoulder and elbow. • Arrange tables and chairs that support good posture, keeping visual reminders of a good sitting position at eye level. • Supply an assortment of scissors, including left-handed and loop scissors, alongside straight-ruled paper strips and card cardstocks for independent cutting practice. • Set up a creative machine-design station with medium paintbrushes, metallic paint textures, gears for stamping, and fine liners for technical mark-making. • Place child-friendly practice cutlery and play foods in the home corner to allow children to safely rehearse mealtime slicing skills during play. • Supply a range of high-interest jigsaw puzzles with medium-sized pieces in the continuous provision.
Specific ar	Comprehension	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments

	SEND Considerations- To support children with Special Educational Needs (SEN) with their comprehension skills, we use simple and practical steps to help them understand and engage with stories. We use physical puppets, real objects, and visual storyboards to make the main characters and plot points clear and concrete. When asking children to explain key events or suggest what might happen next, we provide two clear picture choices to help them express their ideas easily. For children who find the language or attention demands of whole-class story time overwhelming, we use the Garden Room. Where children can enjoy a story 1-to-1 or in a very small group, using tactile toys to explore the characters at their own pace.	• Explain key events from shared books, non-fiction texts, and rhymes using simple retrospective sentences. • Make sensible, independent suggestions and predictions for what might happen next in an unfamiliar story plot. • Discuss a narrative or informational text by actively using new technical vocabulary encountered during reading sessions. • Identify main characters and describe their motives or actions with gentle adult scaffolding. • Engage with a widening spine of fiction and non-fiction books through structured whole-class story times and 1-to-1 reading.	• Lead interactive whole-class story times using the *Marvellous Machines* core texts, pausing strategically to ask "What do you think happens next?" to prompt independent predictions. • Introduce and explicitly define technical target words before reading, encouraging children to repeat and use the new language when discussing illustrations. • Conduct regular 1-to-1 reading sessions to monitor narrative tracking, prompt character recognition, and listen to child-led explanations of events. • Use "Think-Pair-Share" routines after reading non-fiction vehicle texts, providing specific question stems (e.g., "First the machine... and then it...") to help children retrospectively explain key mechanical events. • Lead guided book walks where adults purposefully mask upcoming text pages, prompting children to look closely at visual cues in drawings to make independent plot predictions.	• Resource the reading area with book-matched puppets, soft toys, and vehicle props to entice children to act out stories and retell key events. • Set up an attractive reading display that features a balanced selection of fiction and non-fiction texts detailing vehicles, emergency heroes, and everyday technology. • Supply visual prediction prompt cards and "Why?" question prompts alongside books to spark independent story discussions during play.

	Word Reading (RWI)	Ditty Group: Children who can read all Set 1 sounds speedily move onto learning Special Friends (digraphs like *sh, th, ch, ng, nk, qu*). They practice reading 3-sound nonsense words, master their first non-decodable Red Words (*I, the, put, no, of, my, he*), and begin reading short, decodable phrases.		
		Key Learning Focus	**Adult led Strategies**	**Continuous provision and enabling environments**
	SEND Considerations- To support children with Special Educational Needs (SEN) with their word reading, we use simple and practical steps to help them access early text and sounds. We use large, high-contrast picture cards, tactile letters, and real objects alongside spoken words to support children who struggle with auditory processing, phonic recognition, or speech sound discrimination. When practicing print awareness or looking at phonics cards, we use clear physical bookmarks or tracking windows to help children focus on one line or image at a time without feeling overwhelmed. For children who find the listening demands or visual stimulation of the main classroom distracting when engaging with sounds, speed sounds, or books, we use the Garden Room. Where children can access targeted phonic listening games, explore tactile RWI materials, or work 1-to-1 with an adult at their own pace.	• **Set 1 sounds Group B:** Read most Set 1 single-letter sounds speedily and begin blending sounds into words orally or using Speed Sound cards. • **Set 1 sounds Group C:** Read all Set 1 single-letter sounds speedily and read Word Time 1.1 to 1.5 words using Fred Talk. • Demonstrate clear print awareness by tracking text left to right and top to bottom across a page. • Distinguish individual spoken words within a simple sentence, pointing out word boundaries. • Recognise and read familiar labels, symbols, and environmental print within the classroom and local village settings.	• Deliver daily, discrete Read Write Inc. (RWI) systematic synthetic phonics lessons tailored to Group B and Group C progress milestones. • Practice daily Fred Talk games during carpet times and routines, explicitly modelling how to blend oral sounds to reveal object or machine names. • Model explicit book-handling and tracking behaviours during shared reading sessions, tracing a finger beneath the print to highlight text direction. • Integrate a physical "Fred the Frog" puppet into transitions, where adults deliver segmented CVC instructions (e.g., "Put on your c-o-a-t") to dynamically practice oral blending throughout the day. • Conduct high-tempo, daily speed-card reviews during registration, targeting Group B and Group C progression	• Display visual Read Write Inc. (RWI) Set 1 speed sound charts and flashcards at child eye level in both phonics and continuous provision zones. • Create an interactive technology print display featuring familiar appliance symbols, buttons, and tech logos that children can recognize independently. • Supply text-matched story props and alphabet cards alongside core books to encourage children to mimic print navigation during independent play.

			milestones to build rapid, automatic phoneme recognition.	
	Writing	**Key Learning Focus**	**Adult led Strategies**	**Continuous provision and enabling environments**
	SEND Considerations- To support children with Special Educational Needs (SEN) with their writing, we use simple and practical steps to help them express their ideas and build physical confidence. We provide chunky triangular foam grips, dual-handled scissors, and weighted mark-making tools to make manipulating pencils and crayons much easier. When teaching them to draw paths, shapes, or initial letters, we use physical modeling and large-scale movements before moving to paper. For children who find the fine motor demands or busy atmosphere of the main writing area overwhelming, we use the Garden Room. Where children can explore sensory mark-making, trace paths in sand trays, or build pre-writing hand strength at their own pace.	• Mark-make with a clear, self-directed purpose, independently attributing meaning to the labels, diagrams, and blueprints they create. • Write some or all of the letters of their own name on their creations and drawings with increasing independence. • Isolate and hear the three individual sounds in simple CVC words during independent mark-making opportunities. • Write initial sounds to label magnetic and non-magnetic materials, progressing to writing letters randomly or in the order they occur. • Form foundational letters by drawing upon known Read Write Inc. (RWI) handwriting mnemonics and rhymes.	• Observe and scribe children's verbal explanations of their mechanical designs, blueprints, and robot drawings, validating the meaning they attribute to their marks. • Play targeted oral segmenting and Fred Talk games during writing activities to help children isolate and record the initial or component sounds of materials. • Teach the Read Write Inc. (RWI) handwriting rhymes explicitly during daily phonics and letter formation sessions, modelling correct start and end points. • Demonstrate real-time technical drawing on a large easel, explicitly modelling how to think aloud, segment a word like "bot", and record the letters in the exact order they occur. • Establish a structured routine during	• Resource the writing and creative areas with large blank sheets, blueprint graph paper, templates, and clipboards to entice children to design independent machine labels and instructions. • Provide a rich variety of writing media—including chalks, metallic fine liners, highlighters, and whiteboards—alongside standard pencils and papers. • Place clear, illustrated name cards in the writing area to support children in copying and writing their names independently on their work. • Set up a tactile writing station filled with metallic sand, dark salt, or shaving foam for children to trace machinery shapes and practice letter formation with their fingers.

			continuous provision check-ins where adults provide explicit, positive validation for correct letter start and end points as children attempt to sign their own work.	

Specific Area: Mathematics White Rose Maths - Getting to Know You	**It's Me 1 2 3!** Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 **Circles and triangles** Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position **1,2,3,4,5** Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1–5 **Shapes with 4 sides** Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	**It's me 1, 2, 3** Anno's Counting Book by Mitsumasa Anno How to Count to One by Casper Salmon Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze by Julia Donaldson The Three Billy Goats Gruff **Circles and triangles** Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi Triangle by Mac Barnett and Jon Klassen Shapes, Shapes, Shapes by Tana Hoban We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins **1, 2, 3, 4, 5** Witches Four by Marc Brown Five Little Fiends by Sarah Dyer Pete the Cat and his Four Groovy Buttons by Eric Litwin Kipper's Birthday by Mick Inkpen The Very Hungry Caterpillar by Eric Carle Stella to Earth! by Simon Puttock and Philip Hopman Anno's Counting Book by Mitsumasa Anno **Shapes with 4 sides**	**Rhymes to support topic areas** **It's Me 1 2 3!** Three blind mice When I Was One, I Banged My Thumb Hickory Dickory Dock One elephant went out to play Three little speckled frogs Three Little Ducks **Circles and triangles** My Hat, It Has Three Corners **1,2,3,4,5** 1, 2, 3, 4, 5, Once I Caught a Fish Alive One Man Went to Mow Five Currant Buns Five Little Men in a Flying Saucer Five Little Speckled Frogs Five Little Teddy Bears **Shapes with 4 sides** This Is the Way We Brush Our Teeth

		Bear in a Square by Stella Blackstone Square by Mac Barnett and Jon Klassen Shapes, Shapes, Shapes by Tana Hoban Night Monkey, Day Monkey by Julia Donaldson The Fox in the Dark by Alison Green		
	Number	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with their mathematics, we use simple and practical steps to help them understand early numbers and sizes. We use real, familiar objects alongside clear visual picture cards to make abstract sorting, composition, and matching tasks completely concrete. When teaching patterns, quantities, or number composition, we deliver instructions one step at a time and use physical hand-over-hand modeling to guide their sorting choices. For children who find the visual choices or noise of the main mathematics area overwhelming, we use the Garden Room. This	• Find, subitise, and represent numbers 4 and 5 using a variety of practical resources, frames, and real-world objects. • Deepen mathematical tracking to explore the full composition of numbers 1–5, identifying the smaller numbers hidden inside a total quantity without counting them one by one. • Calculate and state 1 more and 1 less than a given quantity within the 1–5 number system. • Compare amounts of physical items using early comparative vocabulary, such as "more than," "fewer than," or "the same as." • Sequence blocks of time and personal daily routines using specific time-tracking language related to day and night.	• Lead interactive carpet sessions using five-frames and machine components (like cogs or bolts), showing flash cards to encourage fast number recognition up to 5. • Demonstrate how to split a total of 5 items into distinct parts (e.g., 3 bolts and 2 nuts) using giant sorting loops, explicitly verbalising the composition rules. • Guide circle time discussions using physical photo cards of the children's school day, explicitly modelling how to use time-linked vocabulary to order routines from morning to night. • Embed subtraction and addition patterns into daily transition routines using mathematical songs like *Five Little Men in a Flying Saucer*, prompting children to calculate the changing totals.	• Resource the mathematics area with five-frames, part-part-whole models, and diverse mechanical parts (acorns, pebbles, washers, and gears) to encourage self-directed number building. • Set up a dedicated time-tracking station stocked with visual schedules, play clocks, and day/night sorting mats where children can record daily conditions independently. • Integrate number challenges into other provision zones by adding numbered parking bays (1–5) to the small-world vehicle area, prompting children to match quantities. • Display clear, high-contrast visual number lines (1–5) at child eye level across all mark-making and investigation tables.

	is our school's special regulation zone, where children can use tactile pattern blocks, count real mechanical objects, or practice filling containers at their own pace.			
		• Identify, name, and describe the properties of 4-sided shapes, including squares and rectangles, found within the classroom. • Actively spot, track, and point out 4-sided structures and geometric shapes embedded within everyday technology and the school environment. • Combine and manipulate 2D shapes to create new images, arrangements, or complex pattern rules. • Explore, copy, continue, and create simple AB linear patterns using varied colours, shapes, or mechanical objects.	• Lead guided geometric walks around the classroom and school buildings, modelling how to use a cardboard viewing frame to isolate and spot 4-sided shapes on machines and doors. • Use body percussion, mechanical sounds (e.g., click, whirr, click, whirr), and coloured blocks during transitions to help children copy, continue, and predict simple AB sound and visual patterns. • Demonstrate on a large magnetic board how to rotate, fit together, and break apart 4-sided shapes to construct complex arrangements like houses or robots.	• Supply baskets of geometric tiles, pattern blocks, and tangrams in the construction and math zones to encourage self-directed shape building and manipulation. • Provide clear outline templates of vehicles and machines in the creative area, enticing children to select and rotate 2D shapes to fit inside the borders. • Resource the sand, water, and outdoor areas with 4-sided shape cutters, square moulds, and multi-patterned blocks to reinforce geometric features through tactile play.
Specific Area- Understanding the	Past and present	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with understanding the past and present, we use simple	• Explore and discuss how everyday transport—such as cars and bicycles—has	• Lead interactive carpet sessions using a timeline, explicitly modelling how to compare a vintage washboard or dial-	• Resource the role-play and small-world areas with vintage appliances, non-functional vintage technology, and a

	and practical steps to help them make sense of time and place. We use personalized visual matching cards that link their own experiences to simple words, ensuring abstract concepts of history remain concrete. When talking about historical changes, we use real objects, such as a vintage dial telephone or a high-contrast mechanical artifact, to make the learning tactile. For children who find the social discussions or visual materials of the main classroom overwhelming when talking about the past, we use the Garden Room. Here, children can look at object photos, explore community props, or read historical storybooks 1-to-1 with an adult at their own pace.	changed significantly over time. • Investigate and compare household machinery—such as vacuum cleaners and washing machines—comparing vintage designs with modern appliances. • Develop an early chronological vocabulary by sorting historical images of technology into "past" and "present" sets. • Explore more community roles through high-quality non-fiction, focusing on firefighters, engineering crews, and the armed forces. • Build historical perspective by actively interacting with vintage mechanical objects during real-world visitor sessions.	up phone with modern counterparts using past/present language. • Read high-quality, illustrated historical texts about early inventions, pausing to ask targeted questions that help children compare historical book settings with their modern lives. • Guide discussions during the *Vintage Cars showcase*, prompt children to notice changing mechanical features, materials, and styles compared to modern cars.	selection of historic model vehicles. • Display high-contrast photo timelines of transport development at child eye level within the construction and block zones. • Feature historical technology books prominently in the reading corner to spark spontaneous peer talk about how things used to look.
	People Cultures and communities	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) with understanding people, culture, and communities, we use simple and practical steps to help them feel connected. We use physical matching games and concrete photo cards to help them link their own homes and families to the wider school environment in	• Identify, locate, and track buildings and roads on a simple, physical map of the Bassingham locality. • Explore how people celebrate religious festivals in their own families, looking closely at the shared symbolism of light over darkness.	• Conduct short interactive sessions to explain why we use road maps, helping children track a simple journey from the school to the *Local Car Garage*. • Lead inclusive circle times exploring artifacts from Diwali and Christmas, explicitly highlighting how both cultures use light, family gatherings, and giving to celebrate.	• Equip the small-world area with physical layout mats, wooden roads, traffic signs, and local landmarks that match the village of Bassingham. • Create a dedicated festival basket within the continuous provision filled with clay Diya lamps, traditional cards, tinsel, and texts representing Diwali and Christmas.

	Bassingham. When teaching them about maps, religious holidays, or community helpers, we use real items like local high-vis vests, real globes, or actual holiday objects to make the concepts real and tangible. For children who find the visual and social demands of the main classroom overwhelming during project discussions, we use the Garden Room. This is our school's special regulation zone. Where children can explore community helper costumes, look at personal family photos, or build simple layout maps 1-to-1 with an adult.	• Study the specific similarities and differences between the festivals of Diwali and Christmas. • Develop confidence and a wider vocational vocabulary by taking on the roles of emergency services and engineers in play-based scripts. • Explore global connections and military service careers through interactive talks with our local RAF family community.	• Scaffold dramatic play during the *Fire Station team visit*, demonstrating how emergency service heroes communicate and navigate safely.	• Resource the dramatic role-play zone with high-visibility vests, hosepipes, tools, and mock control panels to reinforce emergency helper roles.
	The Natural World- To support children with Special Educational Needs (SEN) with understanding the natural world, we use simple and practical steps to help them engage with nature safely. We use real objects and tactile natural materials, such as real bark, soil, and leaves, alongside clear visual picture cards to make abstract seasonal changes completely concrete. When identifying local wildlife or trees, we use matching games on a 1-to-1 basis and break instructions down one step at a time. For children who find the sensory experience or unpredictable nature of the outdoor environment overwhelming, we use the Garden Room. Where children can explore natural loose parts, look at nature books, or plant seeds	• Identify and describe the visible signs of Winter in the local forest or school environment, tracking seasonal changes. • Test and categorize everyday materials to discover if they are magnetic or non-magnetic. • Investigate items that require electricity to work, distinguishing between battery-powered and mains-powered technology. • Test physical forces and properties by exploring floating and sinking using varied materials and boat shapes. • Measure, compare, and record the distance vehicles travel down ramps of	• Lead hands-on science workshops where children predict if an object is magnetic, testing it with a magnet wand and sorting it instantly. • Conduct a daily weather check during registration, explicitly linking winter drops in temperature to physical changes like frost or ice patches. • Guide small groups at the ramp station, modelling how to use a tape measure to track how far a vehicle travels when changing surface textures. • Demonstrate how sound travels by placing rice on a drum membrane, letting children physically watch and feel the vibrations cause movement.	• Set up an interactive STEM investigation table stocked with magnet wands, iron filings, battery testers, and sorting trays for magnetic/non-magnetic items. • Provide a weather tracking board with winter icons where children can independently log daily temperatures and conditions. • Resource the water and outdoor mud-kitchen zones with a variety of clear tubs, funnels, scales, and diverse boat-building materials for independent floating and sinking tests. • Equip the construction zone with adjustable wooden guttering, cardboard ramps, vehicles, and measuring strips to encourage self-directed force testing. .

	in a calm setting at their own pace.	different heights or surfaces. • Understand that sound causes a vibration, testing this through physical instruments and materials.		
	Topic Vocabulary	Machine, engine, technology, electricity, battery, wire, magnet, magnetic, non-magnetic, past, present, timeline, winter, frost, force, ramp, friction, vibration, map, road, Diwali, Christmas, celebration, light.		
Specific Area- Expressive Arts and Design	**Creating with Materials**	**Key Learning Focus**	**Adult led Strategies**	**Continuous provision and enabling environments**
	SEND Considerations- To support children with Special Educational Needs (SEN) with creating with materials, we use simple and practical steps to help them explore art and design. We provide adapted creative tools, such as chunky triangular markers, easy-squeeze glue bottles, and large knob stamps, to make holding and sticking much easier. When teaching them to assemble structures or paint mechanical parts, we use physical hand-over-hand guidance and distinct visual steps to build their confidence. For children who find the sticky textures, bright colour's, or noisy choices of the main creative area overwhelming, we use the Garden Room. Here, children can explore finger painting, try out simple glue joins, or play with textured fabrics at their own pace without sensory overload..	**Mark Making/Drawing** • Understand how to grip a pencil comfortably to sketch detailed mechanical blueprints, circuits, and technical robot designs. • Give clear meaning to the marks, lines, labels, and diagrams they have created during independent play. • Use anti-clockwise movements specifically to draw wheels, cogs, and machinery buttons for future letter formation. • Practice drawing distinct diagonal lines to represent vehicle ramps, structural beams, and emergency service ladders. • Develop the skill to create a basic design schematic, using geometric lines and shapes to represent real-world technology. **Colour** • Recognise and name the three primary colours,	• Demonstrate real-time joining techniques at the art table, explicitly showing how to use a masking tape dispenser independently or create a slot join to attach a wheel to an axle. • Lead guided creative sessions to design clay Diya lamps for Diwali and decorations for Christmas, modelling how to roll, shape, and decorate malleable materials with purpose. • Coach children to look at their drawn blueprints and select matching three-dimensional boxes or materials from the provision to translate their ideas into 3D models. • Lead small-group workshops demonstrating how to use a split pin to create a rotating cog or how to anchor a cardboard vehicle axle using punched holes, explicitly coaching children to try these techniques independently. • Guide children in experimental colour-mixing sessions, showing them how to blend primary colours with silver, white, or black tempera paint to create unique metallic shades and	• Resource the junk modelling and collage zone with clean boxes, tubes, split pins, wire ties, plastic gears, and natural materials to encourage independent assembly. • Equip a dedicated printing station with shallow metallic paint trays, sponge rollers, and old mechanical components (cogs, textured wheels) for self-directed pattern exploration. • Provide a fully stocked tool station featuring accessible masking tape dispensers, child-safe glue pots, and distinct tapes at child height to encourage independent selection. • Display simple visual instruction cards at eye level showing different types of joins, such as creating a tab, taping an edge, or threading a split pin.

		alongside introducing a variety of metallic tones (silver, gold) and deep greys. **Painting** • Select the appropriate colours to paint their constructed 3D machine models using a variety of brush sizes. **Printing** • Explore varied printing tools and techniques, including using actual cogs, screws, and wheels to stamp mechanical patterns. **Materials** • Explore different materials freely, such as clean cardboard boxes, tubes, split pins, and wire ties, to develop ideas about how to construct functional machines with moving parts. **Joining Skills** • Join different materials together using a variety of structural fixing techniques—such as overlapping tape, slotting card, and using paper fasteners—to create functional moving parts on their inventions.	industrial grey gradients for their models. • Take small groups to the modelling clay station and model how to roll out slabs, explicitly prompting them to firmly press real screws, hardware washers, and metal meshes into the clay to create distinct mechanical textures and relief prints.	
	Being Imaginative and Expressive	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- **To support children with Special Educational Needs (SEN) with being imaginative and expressive, we use simple and practical steps to help them join in with music and play. We use clear visual signals, such as a red stop**	• Find a steady matching pulse and practice using their voices expressively to chant, shout, or whisper within storytelling and musical inputs.	• Deliver weekly music sessions using the *Charanga "My Stories" framework*, utilising seasonal and technological song tracks to explicitly coach children on matching a steady pulse. • Lead short carpet games where children use different vocal dynamics	• Resource the dramatic play area with high-visibility jackets, firefighter helmets, mechanic tools, and mock vehicle dashboards to spark collective storytelling.

	card, to help them understand when to start and stop singing or playing an instrument. When introducing songs or role-play scenarios, we use physical modeling and repeat simple rhythmic patterns on a 1-to-1 basis. For children who find the loud noises, group singing, or busy role-play areas of the main classroom overwhelming, we use the Garden Room. Where children can explore Charanga music tracks at a lower volume, practice body percussion, or try out community helper costumes in a calm, distraction-free environment.	• Explore, identify, and replicate changes in dynamics (loud/quiet) and tempo (fast/slow) using the Charanga "My Stories" framework. • Copy back simple rhythmic machine patterns and explore body percussion sounds (clapping, stamping, clicking) to mimic everyday technology. • Create, sustain, and expand complex storylines together during dramatic play, acting out scenarios that explore how emergency services help the community. • Participate collectively in festive winter songs and rhymes, adding synchronized physical gestures or vocal inflections for an audience. .	(loud whirring sounds or quiet clicks) to match the movement speed of an adult-led visual machine. • Enter child-initiated role-play scenarios tactfully, demonstrating how to use pretend emergency walkie-talkies or garage tools to advance the storyline. • Lead interactive vocal warm-ups before story time where adults act as the "conductor," using physical hand heights to direct the class to collectively orchestrate a layer of loud whirrs, quiet clicks, and rapid ticking sounds. • Guide high-energy movement sessions using the *Charanga* audio tracks, where adults introduce visual control cards (like a red stop light) to coach children on freezing their bodies instantly in a robotic posture to master active physical impulse control. • Side-enter child-initiated dramatic play while wearing a high-vis jacket, explicitly introducing open-ended narrative dilemmas (e.g., "The local car garage has a broken lift, how can the rescue team help?") to prompt collaborative problem-solving and dialogue.	• Set up a dedicated music and sound station equipped with Charanga audio inputs, wooden tapping sticks, shakers, and visual icons for fast, slow, loud, and quiet. • Provide an interactive small-world construction layout filled with emergency service stations, roads, and vehicles to allow children to co-create intricate rescue narratives. • Arrange a mini performance stage area with a low platform, visual microphones, and festive props to encourage independent winter song rehearsal.
	Outdoor Learning	Key Learning Focus	Adult led Strategies	Continuous provision and enabling environments
	SEND Considerations- To support children with Special Educational Needs (SEN) during their second term at Forest School, we adapt our activities to build fine motor precision, physical confidence, and emotional regulation. For children who find winding string tricky due to fine motor challenges, we	• Navigate the forest area safely using physical mechanics, learning site boundaries, and establishing collective rules through the theme of unique gears. • Understand and practice linear cooperation and	• Gather children at the central log circle to model tight, controlled winding motions with hands, discussing how mechanical gears turn together to make things work. • Lead a boundary walk to compare trees holding the safety ribbons, discussing how different shapes and	• Create a cloud spotting zone equipped with a box of blankets and cushions for children to lie down and spot different shapes in the sky. • Set up a Star Track Scavenger Hunt by hiding coloured, laminated stars along the

	provide thick pipe cleaners or chunky ribbons to wrap around large, smooth logs instead. For pupils who feel overwhelmed standing closely in a physical line, we place them at the end of the conveyor belt as the "Chief Quality Controller" to sort the items into baskets independently. To ensure the obstacle path is accessible to children who struggle with balance or uneven terrain, we keep the track wide, flat, and clear of tree roots, providing a steady adult hand or a walking stick to maintain confidence. For children with limited physical strength, we provide lightweight bucket loads (such as foam blocks or feathers) so they can experience immediate success with the lifting crane mechanism. To reduce frustration during expressive arts tasks, we provide large, pre-rolled clay bases so children can focus entirely on decorating and pushing natural pieces in without the fatigue of shaping the body. Finally, for the collaborative whole-class builds, we provide pre-cut lengths of bright tinsel or lightweight tarlatan fabric, allowing children who find heavy lifting difficult to play an active, highly visible role in decorating the final structure safely.	spatial navigation by working as part of a group to operate a "human conveyor belt". • Develop spatial awareness and respect for others by building and navigating obstacle paths using paper-plate steering wheels. • Build emotional resilience, grip strength, and mechanical leverage by exploring pulley systems and handling real-world construction tools. • Select, sort, and tinker with natural components freely to build unique clay robots and loose-part machine patterns. • Synthesize spatial planning and social skills by collaborating as a whole class to design and connect a giant winter transit machinery system.	sizes are like unique cogs required to hold the perimeter. • Read *Snail in Space* and set up a tyre/crate line, modelling how to pass heavy logs, light pinecones, and rough bark down a human conveyor belt. • Challenge the group to move resources across the space using the conveyor belt, prompting them to work together kindly so no one is left out. • Construct a stationary bus chassis using milk crates, planks, and a tyre, modelling how to build it collaboratively so there is room for everyone. • Set up a winding forest obstacle path using logs and ropes, guiding children to navigate it with paper-plate wheels to build spatial awareness. • Demonstrate a bucket and rope pulley mechanism over a branch, showing how machines balance weight so anyone can lift a heavy load. • Model how to use a lump of clay or mud as a robot body, pushing in sticks for arms, pinecones for gears, and leaves for screens. • Lead a winter machinery workshop challenge, modelling how to use ropes, branches, crates, and tyres to link individual structures into one giant connected system.	perimeter lines for children to find and sort onto checklist trays. • Equip a Mud Kitchen Fuel Station with ladles, funnels, and mechanical whisks where children mix dirt and water to create different thicknesses of "engine oil". • Provide Gail's Snail Shell Sorting station with smooth pebbles hidden around the area and egg boxes for children to sort them by size or weight. • Establish a Ticket Office on a mud table with clipboards, hole punches, and old bus tickets, encouraging children to punch holes in leaves to make forest tickets. • Provide a Tyre Mechanics workstation filled with real, clean car tyres, large plastic nuts, bolts, and toy spanners for independent repair play. • Set up a Den Building Construction Site supplied with tarpaulins, large bungees, and branches for children to independently clip and tie shelters. • Secure a Screwing and Unscrewing Station by mounting a pre-drilled block of wood to a tree, providing real, child-sized screwdrivers and large screws. • Equip a Wrapping Station with brown paper, string, safety scissors, shiny foil, and tinsel for

				children to wrap log "packages" and festive "gifts". • Supply Natural Tinkering Trays filled with acorns, chestnuts, feathers, and bark, allowing children to create free-form loose-part machine patterns. • Provide chalk and light stones to create Star Paths, giving children clear lines and tracks to follow with toy cars or pretend trains along the ground.