

Yearly Overview-Key stage 1 SF	Look Up by Nathan Bryon and Illustrated by Dapo Adeola	Moth-An evolution story Isabel Thomas	Anna Hibiscus Atinuke	Between Tick and Tock Louise Greig	Poems to Perform Julia Donaldson	Pattan's Pumpkin Chitra Soundar
Literary Form	Fiction	Information	Literature	Literature	Poetry	Literature
Link to Main NC Area of Learning	Science Space	Science Animal Habitats/Life cycles	Geography	Art & Design	PSHE	History/Geography
PSED & Human Themes	Black History Women's History Family	Growing & changing Environment	Empathy, Kindness, family, feelings	Empathy Feelings/friendship		Family Food and Nutrition
Phonics and Reading: Experience, Knowledge, Skills and Strategies	<p>To explore, interpret and respond to a picture book.</p> <p>To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience.</p> <p>To explore the story through a variety of teaching approaches including. artwork, drama and roleplay</p> <p>To identify with and develop connections with key characters in order to deepen reader response and experience the pleasure that can be derived from engaging with a quality text.</p> <p>To write in role in order to explore and develop empathy for characters.</p> <p>To write with confidence for real purposes and audiences.</p>	<p>Children enjoy an increasing range of poetry, stories, and non-fiction texts.</p> <p>Children know that information can be retrieved from a variety of sources.</p> <p>Children develop understanding through reading and responding to non-fiction texts.</p> <p>Children sustain listening, responding to what they have heard with relevant comments and questions.</p> <p>Children ask relevant questions to extend their understanding and knowledge.</p> <p>Children use spoken language to communicate for a range of purposes to a range of audiences.</p> <p>Children identify some effective features of non-fiction texts.</p> <p>Children use language structures and vocabulary influenced by books in talk and in their own writing.</p> <p>Children write for meaning and purpose in a variety of non-narrative forms.</p>	<p>To discuss themes and issues that arise in this moving story, enabling children to make connections with their own lives.</p> <p>To explore and develop ideas through talk and to listen to each other's responses.</p> <p>To develop creative responses to the text through drama, play and drawing.</p> <p>To compose poetry in response to reading, artwork and visualising.</p> <p>To write in role in order to explore characters and events.</p> <p>☑To develop storytelling techniques in the style of Atinuke.</p> <p>To write for a range of purposes and audience.</p> <p>To reflect on reading through keeping a reading journal.</p>	<p>Children build a breadth and depth of vocabulary through creative responses to and drawing on the models in a quality text; discussing and clarifying the meanings of words, linking new meanings to known vocabulary and discussing their favourite words and phrases.</p> <p>Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas through a range of creative approaches.</p> <p>Children make links between oral performance and writing to understand how they gain audience interest with the choices they make in language, grammar and punctuation.</p> <p>Children shape the content of their writing with purpose and audience in mind.</p> <p>Children can articulate and write sentences, checking for</p>	<p>To make choices in selecting poems for anthologies.</p> <p>To explore, interpret and respond to poetry.</p> <p>To explore rhythm, rhyme, and pattern in a range of poems.</p> <p>To respond to and play with language in poetry.</p> <p>To use poetry as a stimulus for art.</p> <p>To perform in response to poetry.</p> <p>To compose and perform own poetry.</p>	<p>To talk confidently about a picture book and respond to it in a range of ways.</p> <p>To explore important themes of community, perseverance, and determination.</p> <p>To explore the story through a variety of teaching approaches including artwork, drama, and role play.</p> <p>To engage in oral storytelling and bookmaking.</p> <p>To write in role from more than one perspective.</p>

		<p>Children present information in a range of ways, such as poetry, illustration and oral presentation</p>		<p>meaning and sense throughout the compositional process.</p> <p>Children can draw on real-world examples of written forms to support them to make their own, writing choices select, using appropriate registers for effective communication.</p> <p>Children develop positive attitudes towards and stamina for writing through meaningful purposes and contexts.</p> <p>Children engage in an authentic writing process which includes ideation, planning, rehearsing, drafting, revising and publishing in collaboration with others. They use grammatical terminology in the context of reader response and writing conferences.</p> <p>Children draw on and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words, to their independent writing.</p> <p>Children value legible handwriting in presenting and publishing their written work to their readers.</p>		
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> <li>• Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>• Combining words to make sentences, joining words and joining clauses using 'and'.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>• Capital letters for names and the personal pronoun 'I'.</li> <li>• <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>					

<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> <li>• Personal stories</li> <li>• Persuasive flyers</li> <li>• Scripts for a press conference</li> <li>• Note taking.</li> <li>• Making lists</li> <li>• Writing in role</li> <li>• Poetry</li> <li>• Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Tell Me’ responses.</li> <li>• Speech and thought bubbles.</li> <li>• Captions and sentences</li> <li>• Free Verse Poem</li> <li>• Mind map notes</li> <li>• Dictogloss notes</li> <li>• Non-chronological report</li> <li>• Explanation text</li> <li>• Instructions</li> <li>• Persuasive text of choice: letter, poster, digital production, film script</li> <li>• Book and Learning Review</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Me responses.</li> <li>• My family</li> <li>• Piece of advice for Anna</li> <li>• Writing in role as Anna (texts and postcards)</li> <li>• Explanations about what their family means to them.</li> <li>• Collaborative poem about the journey</li> <li>• Thought and speech bubbles.</li> <li>• Captions</li> <li>• Narrative storybook for Anna’s baby brothers</li> <li>• Information booklet / e-book about</li> <li>• Nigeria or Canada</li> <li>• chart for recording ideas</li> <li>• invitations for visits and thank you cards</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences to articulate and summarise</li> <li>• Descriptive words and phrases</li> <li>• Poetry</li> <li>• Interview questions for characters</li> <li>• Writing in role</li> <li>• Personal narrative</li> <li>• Notes of advice</li> <li>• Guidance booklet</li> <li>• Character description</li> <li>• Dialogue</li> <li>• Simple playscript</li> <li>• Book blurb</li> <li>• Punctuating dialogue</li> <li>• Information text#</li> <li>• Comparative descriptions</li> <li>• Notes of gratitude</li> <li>• Planning for and recording acts of kindness</li> <li>• Persuasive text – a campaign for kindness</li> <li>• Extended Story</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive vocabulary and phrase collections</li> <li>• Poems inspired by the collection: Innovated verses of ‘Rhythm of Life’ Fresh lines for ‘The Sound Collector’ ‘original poem inspired by poetry and music: ‘The Lark Ascending’</li> <li>• Performance and recital</li> <li>• Class anthologies</li> </ul>	<ul style="list-style-type: none"> <li>• Information Writing</li> <li>• Captions, Labels and Posters</li> <li>• Free Verse</li> <li>• Poetry Letter Writing</li> <li>• Thought Bubbles</li> <li>• News Report</li> <li>• Song Writing – Lullabies</li> <li>• Writing in Role: Diary</li> <li>• Story Telling</li> <li>• Narrative: Myths</li> </ul>
<p>Maths – White Rose Scheme of Learning</p>	<p>Place Value (5 weeks) (within 10)</p>	<p>Addition &amp; Subtraction (5 weeks) (within 10)</p> <p>Shape (1 week)</p> <p>Geometry</p>	<p>Place Value 3 weeks (within 20)</p> <p>Addition &amp; Subtraction 2 weeks (within 20)</p>	<p>Place Value (2 weeks- within 50)</p> <p>Length &amp; Height (2 weeks)</p> <p>Mass &amp; Volume (2 weeks)</p>	<p>Multiplication &amp; division (3 weeks)</p> <p>Fractions (2 weeks)</p> <p>Geometry position &amp; direction (1 week)</p>	<p>Place Value (2 weeks)</p> <p>Measurement Money (1 week)</p> <p>Time ( 2 weeks)</p>
<p>The World Around Us</p>	<p><b>History:</b> This text can be linked to exploring the lives of significant individuals who have contributed to national and international achievements. The National Curriculum recognises the achievement of Neil Armstrong in the History subject content examples; this could be extended to include the significant impact of Mae Jemison – the first black woman to travel into space.</p>	<p><b>Geography:</b> Conduct associated geographic and environmental studies of their local area and those further afield; in the UK and across the world, for example map work connected with the natural habitats of moths, the impact of pollution on the local and global environment.</p> <p><b>PSHE:</b> Children can explore ways of looking after animals in their local area, making moth</p>	<p><b>Computing</b></p> <p>Children can be encouraged to use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas. They could create short simple e-text of book using PowerPoint that combines words with images and sounds. Children can use the internet to research countries and regions in Africa and North America.</p>	<p><b>Geography:</b></p> <p>This text is the perfect opportunity to investigate and explore children’s own locality. Create opportunities for them to go out and explore the local area, mapping where green spaces are, and issues that are problems to the local environment such as littering, fly tipping, heavy traffic. Investigate things that can be done to improve the local area and ways of engaging in active citizenship, e.g. finding out</p>	<p><b>History-</b> How have people's lives changed in living memory? See Unit:</p> <p><a href="#">Unit: How have people's lives changed in living memory?   Teacher Hub   Oak National Academy (thenational.academy).</a></p>	<p><b>Computing</b></p> <p>Children can be encouraged to use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas; creating short simple e-text of book using PowerPoint that combines words with images and sounds; internet research. Children could use technology to enhance their geographical understanding</p>

You could also continue to explore other significant individuals in the history of space travel, including Katherine Johnson, Dorothy Vaughn and Mary Jackson, without whom Armstrong's achievements would not have been possible.

You could expand this out into a study of other prominent female explorers such as Isabella Bird, Jeanne Baret, Amelia Earhart, Bessie Coleman and Valentina Tereshkova.

#### Geography:

As the book is set in the local environment of the main character, Rocket, this is a perfect opportunity to link with a Local Area study. Children can compare the family's local environment with their own, looking at the similarities and differences in the human and physical features. Look at the illustrations to decide what kind of environment she lives in. e.g. urban, rural or coastal and how you might describe the place, e.g. village, town or city.

Children could plan a map for Rocket's local environment using clues from the illustrations to plan what her town or city might look like, with areas for houses, shops, the park and the interconnecting streets and roads, then map the route Rocket takes from her home

feeders and houses, collecting animal tracks etc. Lots of ideas relating to this can be found in The Wild City Book by Jo Schofield and Fiona Danks (Frances Lincoln)

#### Personal, Social and Emotional

Children will explore the notion of family and how each can be different and mean something different to each of us. Throughout the story, there are opportunities for the children to explore Anna's family dynamics, consider alternative viewpoints and engage in discussion and debate.

Children can explore personal experiences of being alone and discover what it means to others. They can consider differences between being alone and feeling lonely. The first chapter provides much scope for discussion around personal preferences and the benefits of being surrounded by loved ones as well as those associated with solitude.

In the chapter 'Aunty Comfort', children have opportunity to explore and debate the merits of both traditional and modern lifestyles and consider the balance that Anna's family members try to achieve.

#### Geography

Children will be able to investigate the climate, the physical features as well as the human features of Nigeria, such as the city compound in which Anna family lives, the lagoon, the beach etc. They will be able to compare it to Canada and to the school's location in the UK and/or their own family's country of origin.

about the job of the local council and how they support the community, writing persuasive letters to the local council about key local issues, supporting with local council schemes such as gardening projects or litter picks, developing persuasive posters to display in the local area to engage the community in caring for their local area.

The text also gives plenty of scope for investigating and reinforcing the language and vocabulary of the physical and human geography in the book, e.g.: city, bus stop, train track, clock tower, library, town square, market, café, community, paving, derelict, green space, park, fountain, tree, flowerbeds, habitat, environment.

#### History

You could also investigate the history of your local area; how and why it has changed over time and potential changes that could benefit the local area as well as the wider world in the future.

The study could evolve into how to create community spaces that promote meaningful communication between people, stronger relationships between people and the natural world, as well as supporting a range of needs for both human inhabitants and those in the natural world.

How has popular music changed over the last 60 years? (Part 1)  
How have toys changed?  
How has food changed in the last 60 years?  
Where does our food come from?  
How has improved transport made the world more connected?  
How have the ways in which we communicate changed over time?

and sense of place in the world, such as Google Earth / Maps, the app Grid Finder, etc.

#### Personal, Social and Emotional

Children can explore themes such as determination and perseverance, as well as issues related to conservationism and caring for our local environment. Through their study of Pattan, children can also explore the importance of sharing our resources with others.

#### Geography

Children can use this book to stimulate a wider study of India as a whole or the Western Ghats mountains. Children could compare their own town/city or school with a school in Mannarkkad. You might investigate opportunities to partner with a school in the region and set up pen pals.

An exploration of the area in which the story takes place compared with children's own

locality, will support their use of atlases and maps and their naming of continents, countries. and oceans.

to the supermarket and park on the journeys she makes in the text. You may think of other features the town or city might include, such as a primary school for Rocket or a secondary school, college or University for Jamal, depending on how old the children think he is. They can then use this knowledge to plan out a similar map for their own local area, and look at the common routes they travel, e.g. from their homes to the school, shops, a park or other natural space.

**PSHE**

The book will provide an excellent stimulus for group discussions in PSHE sessions that will allow the children to explore and extend discussions around issues brought out in the sequence. Children might focus on the impact of technology on our everyday lives; the positive and negative aspects as outlined in the story. There is a wonderful opportunity to explore the importance of community as you look at Rocket's ability to bring the community together for the meteor shower. You could look at creating your own event as a school to bring the school or wider community together to celebrate an important event. Exploring Mae Jemison and her prominence in history compared to Neil Armstrong could lead into a wider

Children can use geographical language and vocabulary to describe the weather and climate, as well as the human and physical features.

	<p>exploration around contemporary gender roles and in challenging gender stereotypes and the representation of Black and Minority Ethnic historical figures. Explore with the children why Mae Jemison might be an important role model and inspiration for Rocket and talk to the children about who inspires them. This may be an important historical figure, a current famous figure or an everyday hero in the family, school or local community.</p>					
<p><b>My Creativity</b></p>	<p>Create small world play opportunities in the classroom to encourage oral story making and retelling. These may relate to astronauts and space exploration, or other topics of most interest to the children.</p> <p>Enable opportunities for children to talk about their own interests and fascinations and to talk to others about topics of personal importance. Provide resources that enable children to explore these fascinations more widely. Within the writing area, provide additional prompts and writing materials to encourage independent and imaginative responses to topics of interest. They may want to make posters, leaflets or write about their own fascinations to share with others. You may want to develop the classroom</p>	<p><b>Art and Design:</b> Children will use artwork to support their observations of wildlife as well as in expressing themselves and responding to the text and illustrations in the book. They will also use photography to support their field work.</p> <p><b>Technology:</b> In creating their own non-fiction texts, children will be engaging in a range of writing and have opportunity to engage in digital media platforms as well as publishing through paper engineering and bookmaking.</p>	<p><b>Art and Design</b></p> <p>Children will be able use their study of the colours, patterns and motifs of traditional fabrics from Nigeria, and other African countries, to design and print their own fabric in readiness for Aunty Comfort’s visit and the ensuing family feast.</p> <p>Make a collection of fabrics from Nigeria and other African countries. Discuss together the colours, patterns and motifs used and themes that may run through the different designs.</p> <p>Using the fabrics as inspiration, and in preparation for a forthcoming class community feast, children create their own simple design for a repeated pattern, designing the motifs for printing and the colourway. Model how children can paint</p>	<p><b>Art and Design-</b></p> <p>Linked with Geography above using different art forms to identify areas in the books. (natural forms)</p> <p>Clay/Painting/using different textures.</p>	<p><b>Art:</b></p> <p>Children use drawing and painting to develop and share their ideas, experiences and imagination n response to poetry;</p> <p>Children can develop techniques in using colour, pattern, texture, line, shape, form and space using watercolour, ink, and charcoal.</p>	<p>Re-enactment through play: story props, story boxes, small world play at appropriate points during this teaching sequence it will be important to provide lots of ways for children to revisit the story and retell it independently for themselves and their friends.</p> <p>Story boxes</p> <p>Children can make a story box or story boxes, at home or in school, to use to replay this. story. Include small figures of Pattan, Kanni, the pumpkin and the animals for the children to hold and enact their story through (if 3D figures and toys are difficult to attain, use laminated cut-outs based on illustrations from the text).</p>



environment to a linked space theme. Make available a range of related story and information books and appropriate resources and purposeful opportunities for writing, for example: star maps; an astronaut's logbook; letters from home.

or draw in special sketchbooks when developing their ideas.

Create a simple mono-print block using layered card that enables the motifs to be printed on fabric.

Alternatively, children can dye or paint their fabric.

Children could create enough fabric to design simple scarves or tunics for family members to wear; cut from the same cloth.

#### Design and Technology

Provide opportunity for the children to use a range of tools and materials to make printing blocks for their fabric.

Invite a parent in for a cookery session to show the children how to pound yam, cassava and millet and create curry of all kinds. The children could create a simple menu fit for an African family celebration, collaborating to cook up a feast for their guests.

#### Small world play

Make a 3D map of the story in a builder's tray using sand, grass, leaves, branches and a material such as mod-roc to make the green mountains, the river and the valley. Place models of the characters, their house and their vegetable plot in it for children to use to encourage oral retelling.

#### Art and Design

Initially influenced by Frané Lessac's exciting and colourful landscape illustrations from the text, children can compare these with photographs of the Western Ghats Mountain ranges which inspired her images, before producing their own landscape paintings.

Children can explore different painting media, such as the gouache paint used by Lessac for all of her illustrations for the text.

Children can compare Lessac's style to the landscapes created by the Fauvist artists during the early 20th Century. Artists who worked in the Fauve style include Matisse and Derain.

						<p>Children can illustrate their own stories, using a range of materials and techniques that capture the changing landscape in the story.</p> <p>Children can explore traditional textile patterns and designs, such as Rangoli.</p> <p><a href="#">Design and Technology</a></p> <p>Children can taste, describe and evaluate different recipes involving pumpkin as well as creating their own meals.</p> <p>Children can design, make and evaluate their own model boat or floating craft to rescue Pattan, his family and his animals from a flood.</p> <p>Children can make storyboxes to represent some of the scenes and environments in this story.</p>
<b>My Music</b>	Exploring making sound and different instruments.	Christmas songs for Christmas Concert.	<p>Children will have opportunity to study music from Nigeria and explore African instruments.</p> <p>Jazzis particularly popular in Canada so you could explore this genre with the children</p>	<p>The children might create city soundscapes using voice sounds, instruments and body percussion to encapsulate the busy city scenes described.</p> <p>The children could be introduced to the work of Pat Metheny and his piece, The Last Train Home, perhaps visiting BBC Bitesize in exploring pulse and rhythm further.</p>	<p>Children use their voices expressively and creatively by speaking chants and rhymes in reading poetry and in performing.</p> <p>Children have opportunity to listen with concentration and understanding high-quality recorded music of the Royal Philharmonic playing Vaughan William’s ‘The Lark Ascending’.</p> <p>When rehearsing poetry recitals and performances, children could be encouraged</p>	<p>Children can explore traditional music and songs from Southern India. If possible, they may have the opportunity to perform and compose using traditional Indian instruments.</p> <p>Listen to some lullabies in the Tamil language, which is one of the languages spoken in Southern India that the Irular tribe would most likely be familiar with.</p>



					to experiment with, create, select, and combine sounds using the inter-related dimensions of music.	<p>There are lullabies at these links:</p> <p><a href="https://www.babycenter.in/p25009815/%E0%AE%86%E0%AE%B0%E0%AE%B0-%E0%AE%85%E0%AE%A9%E0%AF%8D%E0%AE%AA-tamil">https://www.babycenter.in/p25009815/%E0%AE%86%E0%AE%B0%E0%AE%B0-%E0%AE%85%E0%AE%A9%E0%AF%8D%E0%AE%AA-tamil</a></p> <p><a href="https://www.babycenter.in/p25009817/%E0%AE%86%E0%AE%B0%E0%AE%B0%E0%AE%B0%E0%AE%86%E0%AE%B0%E0%AE%B0%E0%AE%B0-tamil">https://www.babycenter.in/p25009817/%E0%AE%86%E0%AE%B0%E0%AE%B0%E0%AE%B0%E0%AE%86%E0%AE%B0%E0%AE%B0%E0%AE%B0-tamil</a></p> <p>If children wanted to learn a simple Indian lullaby, Hari Coo Coo has a reasonably simple tune and lyric and can be found transcribed in VoiceWorks 2 (Peter Hunt, Oxford University Press, 2003). You can also listen to the National Youth Choir of Scotland performing it on Sound Cloud at the following website: <a href="https://soundcloud.com/nycos/hari-coo-coo">https://soundcloud.com/nycos/hari-coo-coo</a></p>
Science	This text can be linked to a wider theme of Earth and space. The children could explore day length and the night sky, as well as the planets and the Solar System, the phases of the moon; why the moon appears to change shape, the constellations, and the life cycle of stars. They	Within the context of studying this text, children will have opportunity to engage in deepening their knowledge of the natural world and engage in the science curriculum.	<p>Children can identify and name the different kinds of animals of Nigeria, their habitat and simple food chains.</p> <p>Children could explore differences in climate between Nigeria, Canada and the UK as well as including countries known to them.</p>	The animal kingdom:  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are	<p>Children can explore, discuss, raise and answer questions about the changing state and physical properties of water.</p> <p>Children can identify and describe the characteristics of animals and their habitats.</p>	<p><b>Biology:</b> Children can investigate the requirements for growing healthy plants, including growing their own vegetables.</p> <p>Children can explore living and non-living things,</p>

	<p>can explore scientific equipment such as telescopes, satellites and rockets and how this help to expand our scientific knowledge of the universe. They could also explore the role of an astronaut and other people who work in science, technology and engineering and the scientific equipment, methods and calculations involved in space travel looking at pioneers such as Katherine Johnson, Dorothy Vaughn and Mary Jackson for inspiration.</p>			<p>carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><a href="https://teachers.thenational.academy/units/the-animal-kingdom-3cfa">https://teachers.thenational.academy/units/the-animal-kingdom-3cfa</a></p>	<p>You may use this teaching sequence freely in your school but it cannot be commercially</p> <p>children can learn animals' basic needs for survival, how to look after animals, particularly those in their immediate environment, and how to put them back safely.</p> <p>Children can compare natural 'treasures' throughout the changing season.</p>	<p>including the basic needs of animals and their offspring.</p> <p>Children can investigate, via illustrations, photographs and videos, the different habitats provided by the Western Ghats mountain range and the animals that live there.</p> <p><b>Chemistry:</b></p> <p>Children could explore floating and sinking, especially considering whether some vegetables float, and investigating ideal properties for a boat.</p>
<p><b>Physical Development</b></p>	<p>Forest School Multi skills- Throwing &amp; catching. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Dance &amp; Drama</p>	<p>Forest School Multi skills- Invasion Games Attacking and Defending Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Tactics and rules. Dance &amp; Drama</p>	<p>Forest School Orienteering Dance &amp; Drama</p>	<p>Forest School Climbing walls Dance &amp; Drama</p>	<p>Forest School Swimming Athletics</p>	<p>Forest School Swimming Athletics</p>