

## Maths

I can estimate a number of objects and check by counting up to 20  
I can add and subtract two single-digit numbers and count on or back to find the answer  
I can explore the relationship between addition and subtraction  
I can compare quantities and objects to solve problems  
I can solve problems, including doubling, halving and sharing  
I can say which number is one more or one less than a given number  
I can use quantities and objects to add and subtract two single-digit numbers  
I can create representations for numbers 0-20  
I can count reliably to 50  
I can explore counting on and back from any number within 50  
I can place numbers from 0-50 in order

## Physical Development

I can create an obstacle course outside using natural and found materials and travel on and around the space safely.  
I can show strength, balance and co-ordination in movement.  
I can move in different ways- run, jump, skip, climb, hop and dance.  
I can participate in team games and obstacle relays.  
I can use a range of tools e.g. scissors, hole punch, stapler to make leaf crowns and sculptures.  
I can accurately draw woodland animals and make observational drawings of natural objects using a tripod grip.  
I can use a range of one-handed tools and natural objects to make a clay Gruffalo head.  
I can use tools to cut and prepare Gruffalo crumble.  
I can create a frame and weave natural materials.

## PSED

I can identify some of the jobs I do in my family and how I feel like I belong.  
I know how to make friends to stop myself from feeling lonely.  
I can think of ways to solve problems and stay friends.  
I am starting to understand the impact of unkind words.  
I can use Calm Me time to manage my feelings.  
I know how to be a good friend and add my thoughts to a friendship tree.  
I can say how I and others are feeling.  
I can show my understanding of feelings by changing my behaviour.  
I can wait for my requests and needs to be met.  
I can follow instructions and work in a team to build an animal den and a shelter in the forest.  
I can talk about respect and how we respect each other and the environment  
I understand how to care for our school's natural environments and can talk about how to create safe space for animals.

## Literacy

Daily RWI sessions  
I can write and read back simple sentences about the story.  
I can invent and retell my own quest story based on The Gruffalo.  
I can write instructions, a recipe, setting descriptions, character portraits, labels, and woodland animal fact files.  
I can explore alliteration using a word bank.  
I can find rhyming words in the story and write CVCC and CCVC rhyming strings.  
I can form most lower case letters correctly.  
I can start to use finger spaces between my words.  
I can hold my pencil in a good tripod grip.  
I can write CVC, CVCC and CCVC words with sounds and letters I know.  
I can write tricky words.  
My teacher can read my sentences.  
I can join in with rhymes and songs daily - including songs and rhymes from around the world.

## Expressive Arts and Design

I can use props and materials to recreate the story.  
I can use a range of tools e.g. scissors, hole punch, stapler to make leaf crowns and sculptures.  
I can accurately draw woodland animals and make observational drawings of natural objects using a tripod grip.  
I can use a range of one-handed tools and natural objects to make a clay Gruffalo head.  
I can use instruments to create sounds for woodland animals.  
I can use instruments to create a musical story.  
I can create a frame and weave natural materials.  
I can design a shelter for a woodland animal thinking about colour, texture and function.  
I can explain what I have made and talk about how I made it.  
I can talk about what I like about my work.  
I can create a dot painting inspired by aboriginal art.

## The Gruffalo



Summer 1  
2026

## Communication and Language

I can retell, imitate, and innovate the story of The Gruffalo.  
I can work with a partner to retell and act out the story.  
I can work in a small group to respond to the story with questions and comments.  
I can give opinions on the story and make comments about what I have heard.  
I can ask questions about the plot and characters in the story.  
I can engage in conversations with my friends and teachers.  
I can use my senses in Forest School and describe what I heard, saw, smelt and felt.  
I can describe and compare different species of trees and their leaves.  
I can describe woodland animals.  
I can give and follow clues and instructions in a woodland hide and seek listening game.  
I can create character portraits and setting descriptions.

## Key Vocabulary

Stroll, deep, dark, sped, fled, tusks, claws,  
jaws, knobbly, poisonous, astounding,  
frightful, terrible, respect, inquisitive



## Understanding of the World

I can use my senses in Forest School and describe what I heard, saw, smelt and felt.  
I can describe and compare different species of trees and their leaves.  
I can describe and sort woodland animals.  
I can talk about my favourite place to visit and why it is special to me.  
I can talk about the lives of people I am familiar with and create a family tree.  
I can talk about the past.  
I can give similarities and differences between the past and now through looking at household objects such as a washboard and washing dolly.  
I can find Australia on a globe and talk about similarities and differences.  
I can observe and describe the changes to the outside environment in Summer.