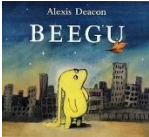


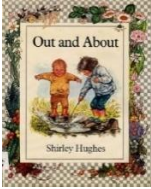





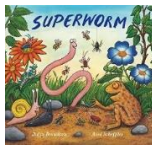



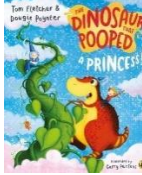


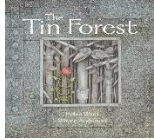

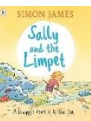
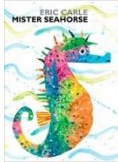




# Novel study curriculum coverage A & B Two year rolling programme.



## Cycle A 2023-2024

|                           | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---------------------------|---|--|---|--|---|---|
| <b>Novel study</b>        | <p>I wonder where it comes from...</p> <p>Beegu and space/ food link to harvest</p> <p>Novel Study focus:</p>  <p>The Tiger Who Came to Tea<br/>Judith Kerr</p> <p>Special occasions: Harvest</p> <p>Science book focus:</p>  | <p>I wonder why that happened...</p> <p>Novel Study focus:</p>  <p>Woodland walk – Heligan/ Eden Project</p> <p>Special occasions: Christmas songs</p> <p>Science book focus:</p>  | <p>I wonder how big it will get...</p> <p>Novel Study focus:</p>  <p>Language rich books</p>  <p>Science week (March 10<sup>th</sup> – 19<sup>th</sup>)</p> <p>Science book focus:</p>  | <p>I wonder how you get there...</p> <p>Superheroes/ Machines</p> <p>Mae Jemison - first black woman to go to Space (history)</p> <p>Novel Study focus:</p>   <p>Language rich books</p>   <p>Special occasions: Mother's Day<br/>Easter</p> <p>Science book focus:</p>  | <p>I wonder what makes it move...</p> <p>Novel Study focus:</p>  <p>Language rich books</p>   <p>Special Occasions: Father's day</p> <p>Science book focus:</p>  | <p>I wonder who lives there...</p> <p>Beach/ Seaside (geography)</p> <p>Novel Study focus:</p>  <p>Language rich books</p>   <p>Special occasions: Feast Week<br/>Sports day<br/>Home visits</p> <p>Science book focus:</p>  |
| <b>The World: Science</b> | <p><b>Everyday Materials Y1</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>  | <p><b>Seasonal Changes Y1</b></p> <p>Autumn/ Winter</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>  | <p><b>Plants Y1</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>  | <p><b>Seasonal Changes Y1</b></p> <p>Spring/ Summer</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>  | <p><b>Animals inc Humans Y1</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>   | <p><b>Animals inc Humans Y1</b></p> <p><b>Seashore science lessons (PSTT)</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p>   |



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|   | Compare and group together a variety of everyday materials based on their simple physical properties.   |  |   |  |   | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets.   |
| <b>EYFS</b>                                 | Name and identify familiar materials and some properties. Human body – Oral Health and cleaning out teeth.  | Observe weather types and notice changes to plants and trees in their immediate surroundings.  | Observe growing plants and name parts of plants.  | Observe weather types and notice changes to plants and trees in their immediate surroundings.  | Identify and name, label body parts. Match body parts to our senses.  | Name a variety of common animals and compare how they look.   |
| <b>The World: History/ Geography</b>        | <p><b>The Great Fire of London</b></p> <p>Children will jump back to 1666 and explore how a small fire in Pudding Lane led to the Great fire of London. The children will look at the factors that caused the fire to spread, who helped and what did the King do? Children will also use their historical enquiry to see if they could do anything to stop the spread now!</p> <p>Person of interest: Samuel Pepys</p> | <p><b>Hot and cold places</b></p> <p>Children will learn all about the features of hot and cold places. They will look at the different oceans and continents of the world focusing on compass and map skills. They will compare different locations around the world and learn about how a country's temperature will be hotter or colder depending on its location to the equator.</p> | <p><b>Magnificent Monarchs</b></p> <p>Children will learn about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits, and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p> <p>Person of interest – Queen Elizabeth II</p> | <p><b>Zambia – Contrasting Locality</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify countries, continents and oceans</p> | <p><b>Dinosaur planet</b></p> <p>Children will be taught that dinosaurs were around many years ago. Children to understand that fossils help palaeontologists and scientists to find out more about the dinosaurs and when and how they existed. Children to be taught about the work of Mary Anning and how she found brilliant fossils many years ago. (1828)</p> <p>Person of interest – Mary Anning</p> | <p><b>United Kingdom</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |
| <b>EYFS</b>                                 |   | Talk about and compare clothes for hot and cold weather. Visit a rainforest and express what we see, hear, feel.   | Peepo – Homes from the past Compare and observe similarities and differences between home now and long ago.   | Talk about natural and manmade features in our surroundings and contrasting places.  | Compare and describe dinosaurs and how they moved, what they ate and how they survived.   | Talk about natural and manmade features in our surroundings.  |
| <b>The World: People and Communities RE</b> | <b>What do Christians believe God is like?</b>  | <b>Why does Christmas matter to Christians?</b><br><br>Children will learn about the Christmas story and the traditions practiced by Christians at Christmas time.   | <b>Who do Christians say made the world? (Creation story)</b><br><br>Children will explore what people believe and what difference this makes to how they live  | <b>Why does Easter matter to Christians?</b><br><br>Children will explore the story of Easter and consider what this means to Christians.  | <b>Who is a Muslim and how do they live? [Double unit]</b>  | <b>How should we care for others and for the world, and why does it matter?</b>   |
| <b>EYFS</b>                                 | <b>Why is the word 'God' so important to Christians?</b>  | <b>Why is Christmas special for Christians?</b>  | <b>Which stories are special and why? (Creation Story)</b>  | <b>Why is Easter special for Christians</b>  | <b>Which places are special and why?</b>  | <b>Being special: where do we belong?</b>   |



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| Expressive Arts: Music | Hey you!   | Rhythm in the way you walk and Banana.  | In the Groove   | Round and Round  | Your Imagination  | Reflect, Rewind, Replay   |
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|                        | Children will learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.  | All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.  | The children will listen to 6 different musical styles (Blues, Baroque, Latin, Irish, Folk, Funk). They will dance to all these styles or move to the pulse.  | This unit builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  | In this unit children will find the pulse while listening to music. They will use their imaginations as they listen and move to music.  | This unit consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  |
| EYFS                   | Learn nursery rhymes and sing as part of the class.  | Learn nursery rhymes and Christmas songs to perform as a part of a class.   | Clap the pulse to songs we hear. Listen to chosen songs in the listening station. Sing songs as part of a small group.  | Find the pulse to songs we hear. Listen to chosen songs in the listening station. Sing songs as part of a small group.   | Sing familiar songs and add movement and instruments to songs. Perform in small groups of individually.   | Sing familiar songs and add movement and instruments to songs. Perform in small groups of individually.   |
| PD: PE                 | <b>Introduction to PE: Unit 2 EYFS</b><br>Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using, and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, and skipping. Children will also play simple games and begin to understand and use rules.<br><b>Go Active</b> | <b>Fundamentals: Unit 2 EYFS</b><br>Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling, and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.<br><b>Go Active</b> | <b>Dance Year 1</b><br>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.<br><b>Go Active</b> | <b>Gymnastics: Year 1</b><br>Pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.<br><b>Go Active</b> | <b>Reception Block Ball Skills: Unit 2</b><br>Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet, and kicking a ball. | <b>Athletics: Year 1</b><br>Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. |



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| <b>EYFS</b>                    | <p>Change for PE with some help.</p> <p><b>Gross Motor</b></p> <p>To learn to move safely in a space and stop.</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns.</p> <p>To work cooperatively with a partner.</p> <p><b>Fine Motor</b></p> <p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a comfortable grip when using mark making tools.</p> <p>To use tweezers to transfer objects.</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To hold a fork and spoon correctly</p> <p>To use tap and pin resources</p> | <p>Change for PE with some help. <b>Gross Motor</b></p> <p>To explore different ways to travel using equipment.</p> <p>To balance, run and stop, change direction, jump and hop.</p> <p><b>Fine Motor</b></p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a comfortable grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p> <p>To use a hammer</p> | <p>Change independently for PE.</p> <p><b>Gross Motor</b></p> <p>To use counting to help to stay in time with the music when copying and creating actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination.</p> <p>To move with control and coordination, expressing ideas through movement.</p> <p>To move with control and coordination, copying, linking and repeating actions.</p> <p>To remember and repeat actions, exploring pathways and shapes.</p> <p><b>Fine Motor</b></p> <p>To use cutlery appropriately.</p> <p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To use a hammer safely with control</p> | <p>Change independently for PE.</p> <p><b>Gross Motor</b></p> <p>To create short sequences using shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore traveling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p> <p><b>Fine Motor</b></p> <p>To use a comfortable grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer safely and with control.</p> | <p>Change independently for PE.</p> <p><b>Gross Motor</b></p> <p>To control a ball in different ways.</p> <p>To balance on a variety of equipment and climb.</p> <p>To develop accuracy when throwing to a target.</p> <p><b>Fine Motor</b></p> <p>To hold scissors correctly and cut out small shapes.</p> <p>To copy letters using a lead in and lead out.</p> <p>To paint using thinner paintbrushes.</p>  | <p>Change independently for PE</p> <p><b>Gross motor</b></p> <p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team.</p> <p><b>Fine Motor</b></p> <p>To form letters correctly using a comfortable grip.</p> <p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p> |
| <b>Computing</b>               | <p><b>Purple Mash Unit 1.1 Online Safety and Exploring Purple Mash</b></p> <p>The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects. This block will also focus on developing the foundations of computing skills in early years that will give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum.</p>   | <p><b>EYFS Early Computing Skills Keyboard Skills</b></p> <p>Pupils will learn to type, use capital letters, and function keys such as 'enter'. Children should be encouraged to type their own name.</p> <p><b>Purple Mash Unit 1.3 Pictograms</b></p> <p>In this unit, pupils will be introduced to pictograms and looking at how they can be used to represent data.</p>   | <p><b>Purple Mash Unit 1.4 Lego Builders</b></p> <p>This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding. The next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that computers are programmed.</p>  | <p><b>Maze Explorers 1.5</b></p> <p>Children should understand the functionality of the basic direction keys and be able to use these keys to complete challenges successfully. They should understand how to create and debug a set of instructions (algorithm). Children should use the additional direction keys as part of their algorithm and be taught how to change and extend the algorithm list. They will create a longer algorithm for an activity.</p>   | <p><b>Purple Mash Unit 1.6 Animated Story Books</b></p> <p>The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book. Having developed the necessary skills to use 2Create a Story, the children could then use and apply these skills using information technology to support writing activities.</p> | <p><b>Purple Mash Unit 1.9 Technology Outside School</b></p> <p>This unit encourages the children to consider how technology is used outside of the school environment. To help do this, the children go on a walk around their local community.</p> <p>Children understand what is meant by 'technology' and have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school.</p>   |
| <b>Expressive Arts: Art/DT</b> | <p><b>Craft and Design: Woven wonders</b></p> <p>Science – Everyday materials</p> <p>Learning fibre art skills such as plaiting, threading, knotting</p>   | <p><b>Textiles – Puppets</b></p> <p>Story book link.</p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet</p>  | <p><b>Drawing: Make your mark</b></p> <p>Science – Plants (pumpkin observational drawings)</p> <p>Exploring mark making and line; working and</p>   | <p><b>Cooking and nutrition (smoothies)</b></p> <p>Fruit and vegetables – Gardening</p>  | <p><b>Painting and mixed media</b></p> <p>Colour splash – Dinosaur link – dinosaur tracks</p> <p>Exploring colour mixing through paint play, using a</p>  | <p><b>Mechanisms: Wheels and axles</b></p> <p>Learn about the key parts of a wheeled vehicle, to develop an understanding of how</p>  |



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|                          | and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.  | using a preferred joining technique, before decorating.   | experimenting with different materials through observational and collaborative pieces<br><b>Bridget Riley, Zaria Foreman, Kandinsky</b>  | Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.   | range of tools to paint on different surfaces and creating paintings inspired by <b>Clarice Cliff and Jasper Johns</b> .   | wheels, axles and axle holders work. Design and make a moving vehicle.   |
| <b>PSED: PSHE Jigsaw</b> | <p><b>Being me</b><br/><b>Who am I and how do I fit?</b><br/>Children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> | <p><b>Celebrating differences</b><br/><b>Respect for similarity and difference. Anti-bullying and being unique.</b><br/>Children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> | <p><b>Dreams and Goals</b><br/><b>Aspirations, how to achieve goals and understanding the emotions that go with this.</b><br/>The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> | <p><b>Healthy me</b><br/><b>Being and keeping safe and healthy.</b><br/>The children will learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p> | <p><b>Relationships</b><br/><b>Building positive, healthy relationships.</b><br/>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p> | <p><b>Changing me</b><br/><b>Coping positively with change.</b><br/>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> |



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| <b>EYFS</b>            | <p><b>Being me</b><br/><b>Who am I and how do I fit?</b></p> <p>Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p> | <p><b>Celebrating differences</b><br/><b>Respect for similarity and difference. Anti-bullying and being unique.</b></p> <p>Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> | <p><b>Dreams and Goals</b><br/><b>Aspirations, how to achieve goals and understanding the emotions that go with this.</b></p> <p>Children will understand that if they persevere, they can tackle challenges. They can tell you about a time they didn't give up until they achieved a goal. Children will learn to set a goal and work towards it and use kind words to encourage people. Children will understand the link between what I learn now and the job I might like to do when I'm older. They can say how they feel when they achieve a goal and know what it means to feel proud.</p> | <p><b>Healthy me</b><br/><b>Being and keeping safe and healthy.</b></p> <p>Children understand that they need to exercise to keep my body healthy. They understand how moving and resting are good for their body and know which foods are healthy and not so healthy and can make healthy eating choices. Children will know how to help themselves go to sleep and understand why sleep is good for them. They can wash their hands thoroughly and understand why this is important especially before eating and after going to the toilet. Children know what a stranger is and what to do if one approaches them.</p> | <p><b>Relationships</b><br/><b>Building positive, healthy relationships.</b></p> <p>Children can identify some of the jobs they do in their family and how they feel like they belong. They know how to make friends to stop themselves from feeling lonely and can think of ways to solve problems and stay friends. They are starting to understand the impact of unkind words and can use Calm Me time to manage feelings and know how to be a good friend.</p> | <p><b>Changing me</b><br/><b>Coping positively with change.</b></p> <p>Children can name parts of the body and can tell you some things they can do and foods they can eat to be healthy. They understand that we all grow from babies to adults. Children can express how they feel about moving to Year 1 and can talk about their worries and/or the things they are looking forward to about being in Year 1. They can share memories of the best bits of this year in Reception.</p> |
| <b>Outdoor Schools</b> |  | <p><b>Weekly Outdoor Schools</b><br/>Stick art, exploring the woodland area</p>  | <p><b>Weekly Outdoor Schools</b><br/>Gardening, plant spotting and identification</p>  | <p><b>Weekly Outdoor Schools</b><br/>Den building, fire lighting, cooking</p>   | <p><b>Weekly Outdoor Schools</b><br/>Obstacle courses</p>  | <p><b>Weekly Beach Schools</b><br/>PSTT lesson focus</p>  |