

**ROBINS Term 1 AUTUMN – 2<sup>nd</sup> half**

**PROJECT THEMES: – This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.**

<p>Week 1 - 2 1/11/21 – 8/11</p> <p>ENGAGE – SETTING THE SCENE &amp; LINKING TO CHILDREN’S OWN EXPERIENCES Children have opportunities to share their home/family experiences of Halloween. WATCH FESTIVALS DVD FOR DIWALI - Talk about special events in our lives and compare the activities and customs for Diwali with other events.</p> <p>(Links to Tentown – introduce Seal 6 – explore Family celebrations and how we share food - develop this in role play – explore cutting things in half/quarters Make cakes for parties. Share them out on 2 plates.)</p> <p>Maths Story time – little 1 (one and lots – estimate and count) Phonics - /g/o/</p>	<p>Week 3 15/11</p> <p>ENGAGE – MEMORABLE EXPERIENCE</p> <p>Arrange a woodland walk to Waddesdon Manor and look for signs that autumn is here.</p> <p>Maths Story time – little 2 (doubles/pairs) Phonics - /c/k/ck/</p>	<p>Week 4 22/11</p> <p>DEVELOP</p> <p>Fundamental British Values - Explore yoimoji characters and discuss the values – how they help us do the right thing Can we earn the reward cards for being kind, brave, curious, independent, honest and patient? Can we see these values in our stories?</p> <p>Maths story time – little 3 (odd one out) Phonics - /e/u/</p>	<p>Week 5 29/11</p> <p>DEVELOP</p> <p>(Sir seven – days of the week)</p> <p>Maths story time – little 4 (squares/dice) Phonics - /r/h/</p>	<p>Week 6 6/12</p> <p>INNOVATE</p> <p>(Eric 8 ‘Here comes winter’ Learn about order of seasons and link to months of the year. Make seasons wheels.)</p> <p>Maths story time – little 5 (tallying) Phonics - /b/f/</p>	<p>Week 7 13/12</p> <p>EXPRESS</p> <p>(Nina 9 Wrapping 3d shapes in xmas paper – measuring boxes Making wrapping paper with 2d shape patterns Make xmas bunting with repeating patterns)</p> <p>Tia 10 – party time Make party food and present it in different ways – shape sandwiches/cupcakes with different amounts of smarties etc</p> <p>Maths story time – Advent &amp; 12 days of christmas Phonics – ff//l/ /ll/le/ss/</p>
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<p>PUMPKIN SOUP – read the story. Discuss the way the animals organised their roles and how the argument broke out when they couldn't take turns. Explore activities in which we have different roles and take turns with the roles.</p> <p>Provide three different sized pumpkins or squashes. Ask 'Which pumpkin do you think will have the most seeds?' Invite the children to guess and explain their reasoning. Cut open each pumpkin and look inside. Scoop out some of the seeds for the children to explore and compare. Ask the children to work in pairs to scoop out the remaining seeds of the pumpkin. Work with the children in small groups to count them and find out which pumpkin has the most.</p> <p>Share Ms Nikki's Youtube re-telling of How Many Seeds in a Pumpkin? by Margaret McNamara. (opportunities to discuss</p>	<p>Encourage the children to use the Autumn spotting sheet to record what they can see. Put children in pairs and provide each pair with a bag to collect leaves and seeds to take back to school and explore. Provide digital recording equipment for the children to take photographs of any wildlife they see. Encourage the children to use their senses on the walk to describe what they can see, hear, smell and touch.</p> <p>Things the children could do -Stomp through crunchy leaves Make a footprint trail through dewy grass Bark rubbing Spot cobwebs Collect conkers Catch falling leaves Search for blackberries and other autumn fruits Use software, such as PictureThis, to identify leaves and woodland plants</p>	<p><i>LEAF MAN/EXPLORING LEAVES</i> <i>Read the story Leaf Man by Lois Ehlert. (Shana Ryback version on youtube)</i> <i>Discuss the journey that Leaf Man went on throughout the story and what he saw along the way. Before reading the text, walk the children through the book, looking at the pictures and encouraging them to predict what Leaf Man will see on his journey. Look at the pictures together and discuss how the author collected leaves from all over the United States, taking colour photocopies of them to use in her story.</i></p>	<p>WHO LIVES IN THE WOODS? Read Owl Babies (power of reading planning) Display the Woodland and non-woodland animal picture cards on a table top. Challenge the children to name any familiar animals. Ask 'Who lives in the woods?' Invite the children to share their thoughts before sorting the cards into two groups: woodland animals and non-woodland animals. Encourage the children to listen to everyone's ideas before coming to a collective decision.</p> <p>Prompts, questions and challenge What colours are the woodland animals? Why do you think they are those colours?</p>	<p><i>Explain to the children that they will be making their own Leaf Man book as part of a group. Talk about the types of animal that Leaf Man might see on his journey through a woodland in autumn. Provide pictures of woodland animals and a range of leaves or photocopies of leaves for the children to make a woodland animal. Encourage them to look closely at the leaves and choose shapes carefully to represent the different parts of their animal. As the children create their pictures, discuss the things that Leaf Man might see as he journeys through the woods. Use their ideas to inspire a new story. Allow time for them to admire their pictures and look at those of others. Take a photograph or photocopy of each</i></p>	<p>E. L. Goal Invite another class to listen to the Leaf Man stories or share them in an assembly alongside other examples of children's work from the project. (Or video for Tapestry) Communication and language Speaking 5 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Skill Reception Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. ..... The Christmas story – share the Christian version of the nativity and explore Christmas stories and traditions around the world</p>
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<p>height of children as well as different sizes of pumpkin)</p> <p>Prompts, questions and challenge</p> <p>Which pumpkin do you think will have the most seeds?</p> <p>What do the seeds look like?</p> <p>Are the seeds in each pumpkin the same?</p> <p>Which pumpkin has the biggest seeds?</p> <p>What is the best way to count the seeds?</p> <p>E. L. Goal Mathematics Numerical patterns 1 Verbally count beyond 20, recognising the pattern of the counting system. Knowledge Reception Numbers have an order and a pattern that they follow.</p> <p>Skill Reception Recite numbers, in order, to 20 and beyond.</p> <p>.....</p> <p>ENHANCED PROVISION</p> <p>What's in the basket?</p> <p>Provide a range of natural objects for the children to sort into baskets and count.</p> <p>Add sticky notes or labels</p>	<p>Prompts, questions and challenge</p> <p>What do the leaves sound like when you walk through them?</p> <p>What colours can you see?</p> <p>Why are the leaves falling from the trees?</p> <p>How do the leaves and other collected items feel?</p> <p>E. L. Goal Understanding the world The natural world 5 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Knowledge Reception Living things change over time. This includes growth and decay.</p> <p>Specific knowledge Reception</p> <p>Some plants and trees change with the seasons. For example, new green leaves grow in the spring and some leaves change colour in autumn and fall from the trees.</p>	<p><i>Prompts, questions and challenge</i></p> <p><i>Who do you think Leaf Man meets at the end of the story?</i></p> <p><i>Which pictures do you like best from the story?</i></p> <p><i>What leaves would you use to make a leaf man?</i></p> <p><i>E. L. Goal Literacy reading</i></p> <p><i>10 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Skill Reception</i></p> <p><i>Describe the characters, events and settings in stories that have been read to them using recently</i></p>	<p>Which animals do you like best?</p> <p>What do you think the animals eat?</p> <p>E. L. Goal Understanding the world The natural world 6 Explore the natural world around them, making observations and drawing pictures of animals and plants. Knowledge Reception Different animal groups have some common body parts, such as birds have wings and fish have fins.</p> <p>Specific knowledge Reception Many different animals live in a woodland, such as rabbits, badgers and foxes.</p> <p>Skill Reception Identify common features for different groups of</p>	<p><i>child's picture and use them to create a new Leaf Man story in their group to share with the class.</i></p> <p><i>Prompts, questions and challenge</i></p> <p><i>What will Leaf Man see on a journey through the woodland?</i></p> <p><i>Which woodland animal did you make?</i></p> <p><i>E. L. Goal Understanding the world The natural world 6 Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>Skill Reception With support, observe, record and talk about materials and living things.</i></p> <p><i>Read and watch 'Where the wild things are' by Maurice Sendak</i></p> <p><i>Show the children the Wild animals video.</i></p> <p><i>Explain that these</i></p>	<p>Royal workshop – make mats and hats to prepare for xmas lunch and panto</p> <p>Make decorations for tree</p> <p>WATCH A PANTOMIME (DVD OR ONLINE IF NOT POSSIBLE TO VISIT THEATRE)</p> <p>Various Christmas crafts and activities</p>
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<p>on which the children can write numerals to show how many they have counted.</p> <p>Observations Can the children count accurately? E. L. Goal Mathematics Number 8 Have a deep understanding of number to 10, including the composition of each number. Knowledge Reception Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total.</p> <p>Skill Reception Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. ..... BUILD A BONFIRE Collect a range of dried leaves and sticks and use them to make a bonfire.</p>	<p>Skill Reception Explore the natural world around them and give simple descriptions, following observation, of changes. ..... ENHANCED PROVISION: Display the leaves and seeds that the children collected on their woodland walk in a Tuff Tub alongside any photographs they have taken. Ask the children to explore its contents, adding sticky notes or labels with words to describe the items.</p> <p>Observations Do the children use any new vocabulary that they have learned on their walk to describe the objects they have collected? Are the children interested in mark making or writing words to describe how the objects look or feel? E. L. Goal Understanding the world The natural world 6 Explore the natural world around</p>	<p><i>introduced vocabulary.</i> ..... <i>ENHANCED PROVISION: Provide a selection of leaves or colour photocopies of leaves for the children to make Leaf men.</i></p> <p><i>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge Reception Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</i></p>	<p>animals, including wild and domestic animals. ..... ENHANCED PROVISION: Create a woodland Tuff Tub for the children to explore. Use wooden discs, logs, conkers, foliage, leaves and natural-coloured fabric. Add woodland inhabitants, such as rabbits, hedgehogs and spiders. Corks can be used to represent mushrooms or toadstools.</p> <p>Observations Do the children use any of the new vocabulary related to woodland animals or autumn in their play? E. L. Goal Communication and language Listening, attention and understanding 10 Hold conversation when engaged in</p>	<p><i>animals are wild and different from pets. Show the children the Wild animals picture cards. Encourage them to talk about the animals using adjectives to describe their size, shape, fur, feathers, claws and beaks. Ask the children to choose their favourite animal about which to sketch or write.</i></p> <p><i>Talk about any features the animals have that help them survive during the winter, such as thick fur to keep them warm. Squirrels have claws to help them dig to bury their nuts, and birds fluff up their feathers to trap warm air. Some animals, such as hedgehogs, hibernate for the winter.</i></p> <p><i>Prompts, questions and challenge What does wild mean?</i></p>	
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<p>Invite a small group of children to sit around the bonfire. Discuss what they can see and how the bonfire smells. Provide each child with a long wooden skewer and marshmallows for toasting. You could even have a flask of hot chocolate to share. When the children have had their snack, show them how the sticks have charred at the end. Demonstrate how a charred stick can be used for mark making. Provide each child with a charred stick and paper. Encourage them to draw a picture of the campfire and label it.</p> <p>Prompts, questions and challenge</p> <p>What can you see in the bonfire?</p> <p>What sounds can you hear?</p> <p>What does the bonfire smell like?</p> <p>Why do we need to be careful around fires?</p> <p>E. L. Goal Literacy writing</p> <p>Writing 10 Write simple phrases and sentences that can be read by others.</p>	<p>them, making observations and drawing pictures of animals and plants. Knowledge Reception Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.</p> <p>Skill Reception Name and describe basic features of plants and trees.</p> <p>ALL SEWN UP</p> <p>Provide a selection of leaves, hole punches, threads, ribbons and thick needles. Model how to punch holes in the leaves and then thread or sew ribbon through the holes. Invite the children to make leaf decorations or autumn garlands. Supply slices of dried fruit and berries for the children to add to their decorations.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques,</p>	<p><i>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</i></p> <p>.....</p> <p><i>Leaf skeletons - Provide leaves at various stages, including green leaves, ones that are changing colour, brown crispy leaves, decaying leaves and if possible leaf skeletons. Display the leaves on a light box so that the children can see the veins and patterns. Explain that the lines in the leaves are veins. Explore the different shapes and colours of the leaves. Encourage the children to describe the leaves and ask questions to find out more information.</i></p>	<p>back-and-forth exchanges with their teacher and peers.</p> <p>E. L. Goal Communication and language Speaking 12 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Skill Reception Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <p>.....</p> <p>HIBERNATING HEDGEHOGS</p> <p>Introduce the children to the Animal command labels. Demonstrate the movements for each card. For example, 'Jump, rabbits' means that</p>	<p><i>What other wild animals do you know about?</i></p> <p><i>What do wild animals need to help them survive?</i></p> <p><i>What do you think wild animals do when it gets cold?</i></p> <p><i>What does hibernate mean?</i></p> <p>E. L. Goal Understanding the world The natural world 6 Explore the natural world around them, making observations and drawing pictures of animals and plants. Knowledge Reception Different animal groups have some common body parts, such as birds have wings and fish have fins.</p> <p>Specific knowledge Reception</p> <p><i>Wild animals make their own homes including dens and burrows. They also have to hunt or gather</i></p>	
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<p>E. L. Goal Expressive arts and design Being imaginative and expressive 5 Invent, adapt and recount narratives and stories with peers and their teacher. Skill Reception Use writing to communicate thoughts, ideas, experiences and events. Provide charcoal and paper for the children to explore mark making and drawing.</p> <p>Observations Do the children show an interest in mark making with the charcoal?</p> <p>E. L. Goal Physical development Fine motor skills 5 Begin to show accuracy and care when drawing.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge Reception Different types of line include thick, thin, straight, zigzag, curvy and dotted.</p>	<p>experimenting with colour, design, texture, form and function. Knowledge Reception Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>ENHANCED PROVISION: Add brown paint and the leaf confetti created from hole punching leaves to the creative area for the children to create trees with falling leaves.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. .....</p>	<p><i>Provide hand lenses for the children to look closely at the leaves. Use the Exploring leaves picture cards and support the children to match the leaves and seeds to the correct trees.</i></p> <p><i>Prompts, questions and challenge</i> <i>Which leaves do you like best?</i> <i>Why do you think the leaves are different colours?</i> <i>How does the brown leaf feel different from the green leaf?</i> <i>Look at the skeleton leaf. What is left?</i> <i>Why do you think leaves have veins?</i> <i>Why do you think leaves fall from the trees in autumn?</i> E. L. Goal</p>	<p>the children should jump with both feet around the space, 'Scurry, mice' means that they should dash around on their tiptoes and 'Hibernate, hedgehogs' means that they should curl up tightly into a small ball and stay still.</p> <p>(Other commands include, 'Soar, owl', 'Slither, snail', 'Spin, leaves' and 'Wriggle, worm'.)</p> <p>E. L. Goal Personal, social and emotional development Self-regulation 6 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>E. L. Goal Physical development Gross motor skills 3</p>	<p><i>their food. All animals have special features or ways of behaving that help them to survive. Some animals hibernate during the winter. Hibernation is a long period of sleep.</i></p> <p><i>Skill Reception Identify common features for different groups of animals, including wild and domestic animals.</i></p> <p>Leave the Wild animals picture cards alongside modelling clay or dough, feathers, matchsticks, googly eyes, seeds and other loose parts for the children to create clay creatures.</p> <p>Observations Do the children show an interest in exploring the materials? Can the children use the materials to create animals? E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials,</p>	
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<p>Skill Reception Select appropriate tools and media to draw with.</p>	<p>WHAT'S THAT SMELL? Provide children with the Autumn-scented play dough recipes. Read the recipes to the children and follow the instructions to make the dough using a range of autumnal scents and colours. Offer a range of dough tools for play and experimentation.</p> <p>Prompts, questions and challenge Do you like the smell of the dough? How does the dough feel? How does the dough change as you mix it? Which dough do you like the best?</p> <p>E. L. Goal Physical development Fine motor skills 16 Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p><i>Understanding the world The natural world 5 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Knowledge Reception Living things change over time. This includes growth and decay.</i></p> <p><i>Skill Reception Explore the natural world around them and give simple descriptions, following observation, of changes</i></p> <p>.....</p> <p><i>ENHANCED PROVISION: Add a selection of leaves to the creative area.</i></p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Skill Reception Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p> <p>.....</p> <p>ENHANCED PROVISION: Offer camouflage netting, log stumps and large cardboard boxes in the outside area for children to explore and make into obstacle courses and dens.</p> <p>E. L. Goal Personal, social and emotional development Self-regulation 6 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>	<p>tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</p>	
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	<p>colour, design, texture, form and function.  E. L. Goal Expressive arts and design 7 Take part in imaginative, creative and sensory play activities.  Knowledge Reception  Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Skill Reception  Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</p> <p>E. L. Goal Physical development Fine motor skills 16 Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><i>Resource the area with trays of paint and crayons in autumnal shades. Model how to take rubbings and prints of the leaves and encourage them to explore these techniques. Add scissors and glue for the children to cut out their leaves and make mixed media collages.</i></p> <p><i>Observations</i>  Do the children use the modelled techniques?  Do they experiment with mixed media?  E. L. Goal Physical development Fine motor skills 16 Use a range of small tools, including scissors, paint brushes and cutlery.  E. L. Goal Expressive arts</p>	<p>involving several ideas or actions.  E. L. Goal Physical development Gross motor skills 3 Negotiate space and obstacles safely, with consideration for themselves and others.  Skill Reception Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p>		
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	<p>E. L. Goal Expressive arts and design 7 Take part in imaginative, creative and sensory play activities.</p> <p>Knowledge Reception Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Skill Reception Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</p>	<p><i>and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Skill Reception Make simple prints using a variety of tools, including print blocks and rollers.</i></p>			
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## Continuous provision – enhancements for Exploring Autumn

<p>Provide a selection of wooden log slices and branches to add interest to the construction area inside or outside.</p> <p>Prompts, questions and challenge</p> <p>Support children with their creations.</p> <p>Provide paper and pens for recording and mark making within their play.</p> <p>Observations</p> <p>Do the children work together?</p> <p>Do they need support with their construction? E. L. Goal Expressive arts and design 10 Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Knowledge Reception</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>Skill Reception Construct simple structures and</p>	<p>Add primary-coloured paint and conkers in a tray for conker rolling.</p> <p>Prompts, questions and challenge</p> <p>Talk about the colours they mix as the conkers roll through the paint.</p> <p>Show the children how to take prints of the colours by placing paper of the top and rubbing it.</p> <p>Observations</p> <p>Do the children notice and talk about the colours they have mixed? E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception</p> <p>The primary colours are red, yellow and blue.</p> <p>Skill Reception Use primary and other coloured paint and a</p>	<p>Put natural materials, such as seeds, conkers, lentils and slices of wooden logs in a tray lined with black paper.</p> <p>Prompts, questions and challenge</p> <p>Add mirrors and challenge the children to make a picture or a pattern.</p> <p>Observations</p> <p>Do the children create pictures or patterns with the resources? E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Display a range of shakers and rainmakers for the children to explore.</p> <p>Add cardboard tubes, cups, seeds, conkers and acorns to the workshop area for children to make their own shakers.</p> <p>As an optional teacher-led or small group task, use the shakers to make simple rhythms. Use autumn words to chant, such as autumn leaves, hedgehog and blackberry.</p> <p>Practical resources</p> <p>Cardboard tubes</p> <p>Plastic cups</p> <p>Seeds</p> <p>Conkers</p> <p>Acorns</p> <p>Leaves</p> <p>Glue</p> <p>Prompts, questions and challenge</p>	<p>Provide a basket of pine cones and coloured elastic bands for wrapping, twisting and layering.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception</p> <p>Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>E. L. Goal Physical development Fine motor skills 4 Hold a pencil effectively in</p>	<p>Construct a large weaving frame using garden netting on a fence. Provide a variety of autumn-themed fabric strips and natural resources for weaving and threading.</p> <p>E. L. Goal Expressive arts and design Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception</p> <p>Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</p>
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<p>models using a range of materials. ..... Provide a selection of autumnal fruit and vegetables for the children to explore and discuss.</p> <p>As an optional teacher-led or small group task, discuss together the names of the fruits and vegetables and talk about their likes and dislikes.</p> <p>Prompts, questions and challenge Talk about the fruit and vegetables they enjoy eating. Cut some of the fruit and vegetables open and talk about what the insides look like. Discuss how the fruit and vegetables smell, feel and taste. Collect the seeds and compare them. E. L. Goal Understanding the world The natural world 6 Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>range of methods of application. ..... Display log slices that clearly display the growth rings. Add hand lenses for the children to look carefully.</p> <p>Prompts, questions and challenge Provide paper for the children to draw the rings. Talk about what they can see. Add nails into the log slices and provide elastic bands for pattern making. E. L. Goal Understanding the world The natural world 6 Explore the natural world around them, making observations and drawing pictures of animals and plants. Skill Reception With support, observe, record and talk about materials and living things. ..... Provide a selection of sticks in various lengths. Paint the ends in</p>	<p>Knowledge Reception Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art. ..... Display skeleton leaves on a light box. Add drawing materials for the children to mark make.</p> <p>Prompts, questions and challenge Encourage the children to talk about what they can see. . L. Goal Understanding the world The natural world 5 Understand some important</p>	<p>Support the children to make and decorate the instruments. Add leaves to stick on the outside of the shakers. E. L. Goal Expressive arts and design Creating with materials 3 Share their creations, explaining the process they have used. Skill Reception Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>E. L. Goal Physical development Fine motor skills 16 Use a range of small tools, including scissors, paint brushes and cutlery. E. L. Goal Expressive arts and design</p>	<p>preparation for fluent writing – using the tripod grip in almost all cases. E. L. Goal Literacy writing Writing 4 Write recognisable letters, most of which are correctly formed. Skill Reception Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. ..... Add crushed blackberries (or purple paint) to cornflour gloop for the children to explore.</p> <p>Practical resources Cornflour gloop Crushed blackberries Name cards Prompts, questions and challenge Encourage the children to write their name, letter shapes or patterns in the gloop.</p>	<p>Prompts, questions and challenge Challenge the children to add leaves and pine cones to the weaving. Observations Do the children use their fine motor skills to weave the fabrics? ..... E. L. Goal Understanding the world 1 Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Knowledge Reception Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface.</p> <p>Skill Reception Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>
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<p>Skill Reception With support, observe, record and talk about materials and living things.</p> <p>Provide the children with different autumnal fruits and vegetables, conkers and weighing scales.</p> <p>Practical resources Weighing scales Conkers Selection of autumnal fruits and vegetables Prompts, questions and challenge Encourage the children to weigh the fruits and vegetables using the conkers or other non-standard units. Model language related to weight. Pose questions to encourage children to use language related to weight, such as 'I wonder which is heavier, the carrot or the apple? How could we find out?'</p> <p>Observations Do the children use language related to weight in their play? E. L. Goal Mathematics 4 Use</p>	<p>different colours for sorting and matching.</p> <p>Prompts, questions and challenge Encourage the children to find different resources to measure the sticks with and develop language related to length. Model how to match the ends of the sticks together to make patterns and shapes. Observations Do the children sort the sticks? Are they interested in measuring them? Do they use language related to length? Do the children make shapes with the sticks? E. L. Goal Mathematics 3 Compare the weight of everyday objects. E. L. Goal Mathematics 4 Solve simple problems related to length, height, capacity, weight, time and money. Knowledge Reception Items can be measured using non standard units</p>	<p>processes and changes in the natural world around them, including the seasons and changing states of matter. Knowledge Reception Living things change over time. This includes growth and decay.</p> <p>Skill Reception Explore the natural world around them and give simple descriptions, following observation, of changes.</p> <p>E. L. Goal Expressive arts and design 10 Explore and create using a wide range of materials and components, including upcycled</p>	<p>Creating with materials 27 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. E. L. Goal Expressive arts and design 7 Take part in imaginative, creative and sensory play activities. Knowledge Reception Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Skill Reception Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Provide brown play dough, small twigs and seeds. Display photographs of</p>	<p>Observations Do the children choose to mark make? ..... Set up a mud kitchen with natural materials for messy play, such as pebbles, leaves and sticks. Squelch and pound blackberries and other fragrant ingredients into the mud to add colour and scent.</p> <p>Prompts, questions and challenge Play alongside the children and develop communication and vocabulary. Talk about how the resources feel and smell. ..... Challenge the children to make an autumn potion. Add simple recipes for the children to follow. Provide clipboards and writing resources for children to record recipes. Observations</p>	<p>Add natural materials, including pine cones, leaves, twigs, bark, apples, conkers and acorns to the water tray.</p> <p>Prompts, questions and challenge Talk about floating and sinking and challenge the children to find which resources float and sink. Add resources to make little boats and see how many conkers and acorns they can carry before they sink. Observations Do the children understand the concept of sinking and floating? Can they use language related to floating and sinking?</p>
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<p>everyday language to talk about length and height, weight and capacity. Knowledge Reception Items can be measured to show how long, tall or heavy they are.</p> <p>Skill Reception Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Make a woodland-themed reading den for the children to share stories.</p> <p>As an optional teacher-led or small group task, share a selection of autumn stories, including Leaf Man by Lois Ehlert, Stick Man or The Gruffalo by Julia Donaldson.</p> <p>Practical resources Camouflage netting Autumn-coloured fabric Branches Leaves Log slices for sitting on Autumn-themed stories Toy woodland creatures Prompts, questions and challenge</p>	<p>to show how long or tall they are.</p> <p>Skill Reception Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. icks?</p> <p>E. L. Goal Communication and language Listening, attention and understanding 10 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. E. L. Goal Communication and language Speaking 6 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. E. L. Goal Literacy reading Comprehension 8 Use and understand recently introduced vocabulary during discussions about stories, non-fiction,</p>	<p>materials, construction kits, textiles and ingredients. Knowledge Reception Different materials have different properties and can be used for different purposes.</p> <p>Skill Reception Construct simple structures and models using a range of materials. Provide cardboard tubes, plastic tubes or guttering and conkers. Encourage the children to work together to make a run for the conkers.</p> <p>Prompts, questions and challenge</p>	<p>hedgehogs as inspiration.</p> <p>Prompts, questions and challenge Add cut out hedgehogs and pegs for added counting fun. Observations Do the children choose to create hedgehogs with the resources?</p> <p>E. L. Goal Communication and language Listening, attention and understanding 10 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. E. L. Goal Literacy reading Comprehension 8 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Do the children talk about how the resources feel? E. L. Goal Communication and language Listening, attention and understanding 10 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. E. L. Goal Communication and language Speaking 12 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Skill Reception Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <p>E. L. Goal Communication and language Listening, attention and understanding 10</p>	
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<p>Add autumn-themed books for the children to share and discuss. Provide toy woodland creatures to read with. Observations Which stories do the children enjoy the most? Do they join in with repeated refrains? E. L. Goal Communication and language Listening, attention and understanding 6 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Skill Reception Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>rhymes and poems and during role-play. Skill Reception Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. Set up a fruit and vegetable stall full of autumnal produce. Use the Fruit and vegetable stall banner, and the Fruit and vegetable stall picture cards. Label the items with a name and price and provide shopping baskets, brown paper bags, a till and money.  Prompts, questions and challenge Support the children to buy from the shop and count out pennies. Model taking on a role in your play and use language related to shopping. Observations Do the children use language related to money in their play? Do the children take on a role in their play?</p>	<p>Pose questions to encourage the children to think how they can make the conkers travel more quickly or slowly through the run. Provide timers to record how long it takes the conkers to get to the end of the run. Observations Do the children work as a team? Do the children adapt their ideas and find new ways to make the run?</p>	<p>E. L. Goal Literacy reading 3 Enjoys looking at books and sharing stories. Skill Reception Show an understanding of the meanings of new words by using them in discussion and role play situations. Make a woodland animal sanctuary to nurse injured 'animals' back to health.  Prompts, questions and challenge Provide pads and paper for mark making in their play. Model acting in role to support children's play experiences Observations Do the children take on a role in their play?</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. E. L. Goal Communication and language Speaking 6 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. E. L. Goal Literacy reading Comprehension 8 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Skill Reception Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.  Set up a cosy space for a small imaginary campfire and</p>	
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	Do the children take turns and share the resources?			resource it with logs, torches and sleeping bags.  Prompts, questions and challenge Encourage the children to tell each other stories around the campfire. Observations Do the children engage with the resources? Do the children take on a role in their play?	
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