

Theme: Exploring Autumn Term Autumn Week 1 Engage F1	Memorable experience	Exploring autumn 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><u>Foundation 1 3-4 years</u></p> <p><u>E. L. Goal Communication and language</u></p> <p>Knows how to offer explanations for why things might happen, making use of recently introduced vocabulary</p> <p>Knows how to observe and talk about living things in the local environment.</p>	<p><b><u>Woodland walk.</u></b></p> <p>Go on a walk around the school grounds and talk about the autumnal changes they can see in the environment. Take photos and use them as a prompt for discussion. Collect leaves and seeds to create an autumn display table or browsing box.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Containers for collecting autumn treasures</li> <li>• Camera or tablet</li> </ul> <p><b>Things the children could do</b></p> <ul style="list-style-type: none"> <li>• Stomp through crunchy leaves</li> <li>• Make a footprint trail through dewy grass</li> <li>• Bark rubbing</li> <li>• Spot cobwebs</li> <li>• Collect conkers</li> <li>• Catch falling leaves</li> <li>• Search for blackberries and other autumn fruits</li> <li>• Use software, such as Picture This, to identify leaves and woodland plants</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• What colours are the leaves?</li> <li>• Are the leaves on the trees different from the leaves on the ground?</li> <li>• What has happened to the leaves?</li> <li>• How the brown does leaves feel?</li> <li>• What can you hear when you walk through the leaves?</li> <li>• What do the leaves smell like?</li> <li>• What do the leaves sound like when you walk through them?</li> <li>• What colours can you see?</li> <li>• Why are the leaves falling from the trees?</li> <li>• How do the leaves and other collected items feel?</li> </ul>

Theme: Exploring Autumn	Memorable experience	This project teaches children about the natural
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	Term Autumn Week 1 Engage F2		<b>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.</b>
	<b>Foundation 2 4-5 Years</b>  Natural world Know and Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Know Living things change over time. This includes growth and decay.  Know 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.  Know how to explore the natural world around them and give simple descriptions, following observation, of changes.	Take a walk around school and our forest school area to look for signs that autumn is coming. Encourage the children to use the <b>Autumn spotting sheet</b> 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.  <b>Things the children could do</b> <ul style="list-style-type: none"> <li>• Stomp through crunchy leaves</li> <li>• Make a footprint trail through dewy grass</li> <li>• Bark rubbing</li> <li>• Spot cobwebs</li> <li>• Collect conkers</li> <li>• Catch falling leaves</li> <li>• Search for blackberries and other autumn fruits</li> <li>• Use software, such as <b>Picture This</b>, to identify leaves and woodland plants</li> </ul>	<i>Prompts, questions and challenge</i> <ul style="list-style-type: none"> <li>• What do the leaves sound like when you walk through them?</li> <li>• What colours can you see?</li> <li>• Why are the leaves falling from the trees?</li> <li>• How do the leaves and other collected items feel?</li> </ul>
	<b>Foundation 2 4-5 Years</b>  Know and explore the natural world around them, making observations and drawing pictures of animals and plants.  Know parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.	Autumn Tuff Spot  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.  <i>Practical resources</i>	<i>Observations</i> <ul style="list-style-type: none"> <li>• Do the children use any new vocabulary that they have learned on their walk to describe the objects they have collected?</li> <li>• Are the children interested in mark making or writing words to describe how the objects look or feel?</li> </ul>

	Know and name and describe basic features of plants and trees.	<ul style="list-style-type: none"> <li>• Woodland leaves and seeds</li> <li>• Photographs from the woodland walk</li> <li>• Sticky notes or labels</li> <li>• Tuff Tub</li> </ul>	
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	<b><u>Develop</u></b>		
	Development matters Reference.	Exploring leaves and sticks -1	Week Beginning:

<p>1</p>	<p><b>Foundation 1 3-4 years</b></p> <p>E. L. Goal Communication and language</p> <p>Knows how to express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. (Use of tenses and plurals may be irregular.)</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Know and describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p>	<p><b>Leaf Man</b></p> <p>Read the story <a href="#">Leaf Man</a> by Lois Ehlert. Compare Leaf Man's journey with their walk around the school grounds.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leaf Man</a> by Lois Elhert</li> </ul> <p>Read the story <a href="#">Leaf Man</a>. 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.</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• What did Leaf Man see on his journey?</li> <li>• What did you see on your journey?</li> <li>• What animals and birds does Leaf Man see?</li> <li>• Did you see or hear any animals or birds on your journey?</li> </ul> <p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Who do you think Leaf Man meets at the end of the story?</li> <li>• Which pictures do you like best from the story?</li> <li>• What leaves would you use to make a leaf man</li> </ul>
<p>2</p>	<p>E. L. Goal Communication and language</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to Listen to longer stories and demonstrate that they can remember much of what happens.</p>	<p><b>Woodland reading den</b></p> <p>Make a woodland-themed reading den for the children to share stories.</p> <p>Teacher-led or small group task, share a selection of autumn stories, including <a href="#">Leaf Man</a> by Lois Ehlert, <a href="#">Stick Man</a> by Julia Donaldson and <a href="#">The Gruffalo</a> by Julia Donaldson.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Camouflage netting</li> <li>• Autumn-coloured fabric</li> <li>• Branches</li> <li>• Leaves</li> <li>• Log slices for sitting on</li> <li>• Autumn-themed stories</li> <li>• Toy woodland creatures</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Add autumn-themed books for the children to share and discuss.</li> <li>• Provide toy woodland creatures to read with.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Which stories do the children enjoy the most?</li> <li>• Do they join in with repeated refrains?</li> </ul>

3	<p><b>Foundation 2 4-5 Years</b></p> <p>Know how to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Know how to use natural materials and loose parts to make 2-D and 3-D art.</p>	<p><b>Create leaf man</b></p> <p>Provide a selection of leaves or colour photocopies of leaves for the children to make Leaf men.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Selection of leaves or colour photocopies of leaves</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Do children talk about the natural materials they have found?</li> <li>• Add ideas the children could use to create leaf man</li> <li>• Do children talk about the features their leaf man will need.</li> </ul>
4	<p><b>Foundation 1 3-4 years</b></p> <p>E. L. Goal Physical development E. L. Goal Expressive arts and design</p> <p>Know how to make simple prints using fingers, hands, feet and found objects.</p>	<p><b>Leaf rubbing</b></p> <p>Provide a selection of leaves to take prints and rubbings from and draw around. Add scissors and glue for collage making.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Leaves</li> <li>• Crayons and other drawing materials</li> <li>• Scissors and glue</li> </ul>	
5	<p><b>Foundation 1 3-4 years</b></p> <p>E. L. Goal Physical development E. L. Goal Expressive arts and design</p> <p>Know how to explore ways of changing the shape or texture of malleable materials.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Autumn play dough</b></p> <p>Provide autumnal-scented playdough in a variety of autumn shades. Scents could include cinnamon, apple, apple pie and berry. Add a selection of tools and cutters.</p> <p>Explore squeezing and rolling the dough with the children and challenge them to roll balls and sausage shapes. Add leaves with which the children can make prints.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Autumnal scented and coloured play dough</li> <li>• Dough tools and cutters</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Can you squeeze the dough?</li> <li>• How can you make a sausage shape with the dough?</li> <li>• If you roll the dough in your hands what happens?</li> </ul> <p>Observations</p> <p>Can the children knead, roll, squeeze and shape the dough?</p>

	<p>Know how to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know how to take part in imaginative, creative and sensory play activities.</p> <p>Know materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Know and manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>	<ul style="list-style-type: none"> <li>• Play dough</li> </ul> <p>Provide children with the <a href="#">Autumn-scented play dough recipes</a>. 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><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Dough tools</li> <li>• Ingredients for making play dough</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Do you like the smell of the dough?</li> <li>• How does the dough feel?</li> <li>• How does the dough change as you mix it?</li> <li>• Which dough do you like the best?</li> </ul>
6	<p><b>Foundation 1 3-4 years</b></p> <p>E. L. Goal Communication and language</p> <p>Know how to begin to offer simple explanations for why things happen.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Specific knowledge The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know living things change over time. This includes growth and decay.</p> <p>Know how to explore the natural world around them and give simple descriptions, following observation, of changes.</p>	<p><b>Exploring Leaves</b></p> <p>Display a variety of autumn leaves for the children to explore. Encourage the children to talk about the colours of the leaves, how they feel and the seasonal changes they have observed.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Autumn leaves</li> </ul> <p>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. Provide hand lenses for the children to look closely at the leaves. Use the <a href="#">Exploring leaves picture cards</a> and support the children to match the leaves and seeds to the correct trees.</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• What colours are the leaves?</li> <li>• How do the leaves feel?</li> <li>• Why do you think the leaves are different colours?</li> <li>• Where else have you seen different coloured leaves?</li> <li>• Which is your favourite leaf?</li> </ul> <p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Which leaves do you like best?</li> <li>• Why do you think the leaves are different colours?</li> <li>• How does the brown leaf feel different from the green leaf?</li> <li>• Look at the skeleton leaf. What is left?</li> <li>• Why do you think leaves have veins?</li> <li>• Why do you think leaves fall from</li> </ul>

			the trees in autumn?
7	<p>E. L. Goal Physical development E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b> Knows how to make simple prints using fingers, hands, feet and found objects.</p> <p><b>Foundation 2 4-5 Years</b> Specific knowledge Know how to use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know and Make simple prints using a variety of tools, including print blocks and rollers.</p>	<p><b>Leaf painting</b> Provide autumn-coloured paint and leaves for printing fun. Add cotton buds for small leaf stamping. Talk about the colours and leaves.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Leaves</li> <li>• Cotton buds</li> </ul> <p>Add a selection of leaves to the creative area. 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.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Variety of leaves</li> <li>• Painting materials</li> <li>• Crayons</li> <li>• Glue</li> <li>• Scissors</li> </ul>	<p><b>Observations</b> Do the children choose to print with leaves? Do they print with objects or their fingers?</p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children use the modelled techniques?</li> <li>• Do they experiment with mixed media?</li> </ul>
8	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 1 3-4 years</b> Knows Living things change over time. This includes growth and decay.</p>	<p><b>Leaf skeletons</b> Display skeleton leaves on a light box. Add drawing materials for the children to mark make.</p> <p><b>Practical resources</b></p>	<p><b>Prompts, questions and challenge</b></p> <p>Encourage the children to talk about what they can see.</p>

	<p><b>Foundation 2 4-5 Years</b></p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know living things change over time. This includes growth and decay.</p> <p>Know how to explore the natural world around them and give simple descriptions, following observation, of changes.</p>	<ul style="list-style-type: none"> <li>• Light box</li> <li>• Leaf skeletons</li> <li>• Paper</li> <li>• Drawing materials</li> </ul>	<p>Do Children</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>
9	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows how to talk about some of the things that they have observed using simple scientific vocabulary.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know With support, how to observe, record and talk about materials and living things.</p>	<p><b>How does it grow?</b></p> <p>Display log slices that clearly display the growth rings. Add hand lenses for the children to look carefully.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Log slices</li> <li>• Hand lenses</li> <li>• Paper</li> <li>• Pencils</li> <li>• Nails</li> <li>• Elastic bands</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Provide paper for the children to draw the rings. Talk about what they can see.</li> <li>• Add nails into the log slices and provide elastic bands for pattern making.</li> </ul>
10	<p>E. L. Goal Mathematics</p> <p><b>Foundation 1 3-4 years</b></p>	<p><b>Sorting sticks</b></p> <p>Provide a selection of sticks in various lengths. Paint the</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Encourage the children to find</li> </ul>



	<p>Knows how to use language in their play, including long, short, longer, shorter, tall, taller.</p> <p>Knows items can be measured to show how long, tall or heavy they are.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and compare the weight of everyday objects.</p> <p>Know how to solve simple problems related to length, height, capacity, weight, time and money.</p> <p>Know items can be measured using nonstandard units to show how long or tall they are.</p> <p>Know how to Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.</p>	<p>ends in different colours for sorting and matching.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>Variety of sticks</li> <li>Coloured tape or paint to colour code the ends of the sticks</li> </ul>	<p>different resources to measure the sticks with and develop language related to length.</p> <ul style="list-style-type: none"> <li>Model how to match the ends of the sticks together to make patterns and shapes.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>Do the children sort the sticks?</li> <li>Are they interested in measuring them?</li> <li>Do they use language related to length?</li> <li>Do the children make shapes with the sticks?</li> </ul>
11	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know Different materials can be used for construction. They have different properties.</p>	<p><b>Structures</b></p> <p>Make simple structures using a range of materials. Provide a selection of wooden log slices and branches to add interest to the construction area inside or outside.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>Log slices</li> <li>Branches</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>Support children with their creations.</li> <li>Provide paper and pens for recording and mark making within their play.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>Do the children work together?</li> <li>Do they need support with their construction?</li> </ul>

12	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know ways to care for their local environment</p> <p>Know litter has a harmful effect on the areas where we live, work and play.</p> <p>Know how to describe how they can look after their environment.</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows we should care for the environment. For example, rubbish needs to be put in the bin.</p>	<p><b>Sweeping</b></p> <p>Give children rakes, brushes and buckets for sweeping and collecting leaves.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Rakes</li> <li>• Brushes</li> <li>• Buckets</li> <li>• Black bin bags</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Challenge the children to make a pile of leaves.</li> <li>• Throw the leaves for the children to catch.</li> <li>• Encourage children to jump in the leaves and listen to the sounds the leaves make.</li> <li>• Add the leaves to black bin bags, seal the bags, poke holes in the top and water them. Leave them to make compost.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children show a sense of fascination in their natural environment?</li> </ul>
13	<p>E. L. Goal Communication and language</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced</p>	<p><b>Cosy camp fires</b></p> <p>Set up a cosy space for a small imaginary campfire and resource it with logs, torches and sleeping bags.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Imaginary campfire</li> <li>• Torches</li> <li>• Sleeping bags</li> <li>• Storybooks</li> </ul> <p>Collect a range of dried leaves and sticks and use them to make a bonfire. 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. When the children have had their snack, show them how the sticks have charred at the</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Encourage the children to tell each other stories around the campfire.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children engage with the resources?</li> <li>• Do the children take on a role in their play?</li> </ul> <p><b>Prompts, questions and challenge</b></p> <p>What can you see in the bonfire?</p> <p>What sounds can you hear?</p>

	<p>vocabulary.</p> <p>Know and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Know how to develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<p>end.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Dried leaves and sticks</li> <li>• Equipment to light a fire</li> <li>• Long wooden skewers</li> <li>• Marshmallows</li> <li>• Paper</li> </ul>	<p>What does the bonfire smell like?</p> <p>Why do we need to be careful around fires?</p>

	Development matters Reference.	<b>Who lives in the woods? - 2</b>	<b>Week Beginning:</b>
15	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 1 3-4 years</b></p> <p>Specific knowledge: Many different animals live in a woodland, such as rabbits, badgers and foxes.</p>	<p><b>Wood land animals</b></p> <p>Display the <a href="#">Woodland and non-woodland animal picture cards</a> and invite the children to talk about the animals they can see in the pictures.</p> <p>Support the children to name the animals and describe their features.</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Which animal do you like the best?</li> <li>• Do you have any pets?</li> <li>• Would a squirrel make a good pet?</li> <li>• What do you think the animals eat?</li> <li>• Where do you think the animals sleep?</li> </ul>
16	<p><b>Foundation 2 4-5 Years</b></p> <p>Know and explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know different animal groups have some common body parts, such as birds have wings and fish have fins.</p>	<p>Display the <a href="#">Woodland and non-woodland animal picture cards</a> 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><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• What colours are the woodland animals?</li> <li>• Why do you think they are those colours?</li> <li>• Which animals do you like best?</li> <li>• What do you think the animals eat?</li> </ul>

	<p>Many different animals live in a woodland, such as rabbits, badgers and foxes.</p> <p>Know and identify common features for different groups of animals, including wild and domestic animals</p>		
17	<p>E. L. Goal Communication and language E. L. Goal Literacy Skill Nursery Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to use talk to organise themselves and their play. Know how to take part in pretend play and begin to develop stories using props and small world equipment.</p>	<p><b>Small world woodland</b> Put fern fronds, twigs, hollowed-out logs and toadstools (made from painted corks) into a sand tray. Add woodland animals with which the children can play. Play alongside the children to support communication and develop vocabulary. Challenge the children to make homes and dens for the animals.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Fern fronds, twigs, logs and cork toadstools</li> <li>• Woodland animal toys</li> <li>• Sand tray</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children use the resources?</li> <li>• Do they share and take turns?</li> <li>• Do they invite children into their play?</li> <li>• Do the children know the names of the different woodland creatures?</li> </ul>
18	<p><b>Foundation 2 4-5 Years</b></p> <p>E. L. Goal Listening and Attention E. L. Goal Speaking</p> <p>Know how to old conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Know and offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Know and learn new vocabulary and social phrases and use them throughout the day in</p>	<p><b>Small world Woodland</b> 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><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Variety of different natural materials</li> <li>• Natural-coloured fabric</li> <li>• Corks</li> <li>• Woodland small world animals</li> </ul>	<p><i>Observations</i></p> <ul style="list-style-type: none"> <li>• Do the children use any of the new vocabulary related to woodland animals or autumn in their play?</li> </ul>

	small group discussions and during play activities.		
19	<p>E. L. Goal Physical development</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Know how to use large muscle movements to wave flags and streamers.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Know how move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>	<p><b>How does it move?</b></p> <p>Show the <a href="#">Woodland animal picture cards</a> and explore together how each of the animals might move.</p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• How do you think the animals will move?</li> <li>• Do any of the animals move on two legs?</li> <li>• How can you move like a worm?</li> </ul>
20	<p>E. L. Goal Physical development</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows how to Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.</p>	<p><b>Dens and runs</b></p> <p>Offer large apparatus, cardboard boxes and log stumps in the outdoor area from which the children can make dens or obstacle courses.</p> <p>Become woodland animals using these resources.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Large apparatus</li> <li>• Camouflage netting</li> <li>• Log stumps</li> <li>• Cardboard boxes</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• What do the children choose to do with the resources?</li> </ul>

	<p><b>Foundation 2 4-5 Years</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Know how to move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p>	<p>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><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Large cardboard boxes</li> </ul>	
21	<p><b>Foundation 2 4-5 Years</b></p> <p>E. L. Goal Physical development</p> <p>Know different materials have different properties and can be used for different purposes.</p> <p>Know how to construct simple structures and models using a range of materials.</p>	<p><b>Build It</b></p> <p>Provide a selection of wooden log slices and branches to add interest to the construction area inside or outside.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Log slices</li> <li>• Branches</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Support children with their creations.</li> <li>• Provide paper and pens for recording and mark making within their play.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children work together?</li> <li>• Do they need support with their construction?</li> </ul>
22	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows and Name a variety of domestic and wild animals.</p> <p>Knows Animals are living things. Knows there are lots of different types of animals.</p> <p>Pets are animals.</p>	<p><b>Animal features</b></p> <p>Use the Wild animals picture cards and invite the children to discuss the animals and their features.</p>	<p>Prompts, questions and challenge</p> <p>Why do you think birds have beaks?</p> <p>Why do you think animals and birds have claws?</p>
23	<p>E. L. Goal Physical development</p> <p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Knowledge</p>	<p><b>Creating creatures</b></p> <p>Display the Wild animals picture cards Provide play dough, twigs, feathers and googly eyes for the children to make their own wild creatures if they choose.</p> <p><b>Practical resources</b></p>	

	<p><b>Foundation 1 3-4 years</b></p> <p>Knows how to explore ways of changing the shape or texture of malleable materials</p>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Twigs</li> <li>• Feathers</li> <li>• Googly eyes</li> </ul>	
24	<p>E. L. Goal Physical development E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to explore ways of changing the shape or texture of malleable materials. Know materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like clay.</p>	<p><b>Hedgehogs</b></p> <p>Provide brown play dough, small twigs and seeds. Display photographs of hedgehogs as inspiration.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Brown play dough</li> <li>• Small twigs</li> <li>• Seeds</li> <li>• Pictures of hedgehogs</li> <li>• Pegs</li> <li>• Clay</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>Add cut out hedgehogs and pegs for added counting fun.</p> <p><b>Observations</b></p> <p>Do the children choose to create hedgehogs with the resources?</p>
25	<p>E. L. Goal Physical Gross Motor skills</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Know and move confidently in a range of ways and safely negotiate space, obstacles and terrains</p>	<p><b>Hibernating Hedgehogs</b></p> <p>Introduce the children to the <a href="#">Animal command labels</a>. Demonstrate the movements for each card. For example, 'Jump, rabbits' means that 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><b>Note:</b> Other commands include, 'Soar, owl', 'Slither, snail', 'Spin, leaves' and 'Wriggle, worm'.</p>	
26	<p>E. L. Goal Communication and language E. L. Goal Literacy</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows Engage in conversations Knows use and understand recently introduced vocabulary</p>	<p><b>Animal Sanctuary</b></p> <p>Make a woodland animal sanctuary to nurse injured 'animals' back to health.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Toy woodland animals</li> <li>• Masks</li> <li>• White shirts or coats</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Provide pads and paper for mark making in their play.</li> <li>• Model acting in role to support children's play experiences</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children take on a role in</li> </ul>

		<ul style="list-style-type: none"> <li>• Bandages</li> <li>• Stethoscope</li> <li>• Animal carriers or boxes</li> <li>• Clipboards</li> <li>• Paper</li> </ul>	their play?
27	<p>E. L. Goal Communication and language</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Know how to ask or answer a simple scientific question.</p> <p>Know Question words include why, what, when and how.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Know question words include who, why, what, when, where and how.</p> <p>Know how to ask a relevant scientific question to find out more, explain how things work and why they might happen.</p>	<p><b>Spiders</b></p> <p>Display toy spiders and cotton wool webbing for the children to explore. Add books about spiders to share with the children.</p> <p>As an optional teacher-led or small group task, sing <i>Incy Wincey Spider</i> with the children. Provide large pieces of black paper, chalks and silver pens for shared drawing.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Toy spiders</li> <li>• Cotton wool webbing</li> <li>• Books about spiders</li> <li>• Black paper</li> <li>• Chalks and sparkly gel pens</li> <li>• Easy-grip tweezers</li> <li>• Tablets or camera</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Ask the children how they feel about spiders.</li> <li>• Find out who likes spiders.</li> <li>• Add black paper and chalks for web drawing.</li> <li>• Go looking for real spiders webs to take pictures of with the children.</li> <li>• Provide easy-grip tweezers to collect the spiders.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children show an interest in spiders?</li> <li>• Do they choose to record their experiences?</li> </ul> <p><b>Optional:</b> Extend children's knowledge around mini beasts.</p>
	Development matters Reference.	Harvest- 3	Week Beginning:
28	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b></p>	<b>Harvest time</b>	<p>Observations</p> <ul style="list-style-type: none"> <li>• Are the children familiar with the</li> </ul>



	Knows remember and sing well known rhymes and songs in a small group.	Learn a selection of autumn-themed songs together.  <i>Practical resources</i>  <ul style="list-style-type: none"> <li>Autumn-themed songs and lyrics</li> </ul>	songs? <ul style="list-style-type: none"> <li>Do they have favourites?</li> </ul>
29	E. L. Goal Understanding the world  <b>Foundation 1 3-4 years</b> Knows how to talk about some of the things that they have observed using simple scientific vocabulary.	<b>Autumn fruits</b>  Provide a selection of autumnal fruit and vegetables for the children to explore and discuss. 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.  <b>Practical resources</b>  Autumnal fruit and vegetables including apples, blackberries, pears, pumpkins and squash Hand lenses Easy-grip tweezers	Prompts, questions and challenge <ul style="list-style-type: none"> <li>Talk about the fruit and vegetables they enjoy eating.</li> <li>Cut some of the fruit and vegetables open and talk about what the insides look like.</li> <li>Discuss how the fruit and vegetables smell, feel and taste.</li> <li>Collect the seeds and compare them.</li> </ul>
30	<b>Foundation 2 4-5 Years</b>  Know how to explore the natural world around them, making observations and drawing pictures of animals and plants.  Know with support, observe, record and talk about materials and living things.	Provide a selection of autumnal fruit and vegetables for the children to explore and discuss.  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.  <i>Practical resources</i>  <ul style="list-style-type: none"> <li>Autumnal fruit and vegetables including apples, blackberries, pears, pumpkins and squash</li> <li>Hand lenses</li> <li>Easy-grip tweezers</li> </ul>	<b>Prompts, questions and challenge</b> <ul style="list-style-type: none"> <li>Talk about the fruit and vegetables they enjoy eating.</li> <li>Cut some of the fruit and vegetables open and talk about what the insides look like.</li> <li>Discuss how the fruit and vegetables smell, feel and taste.</li> <li>Collect the seeds and compare them.</li> </ul>
31	E. L. Goal Understanding the world  <b>Foundation 1 3-4 years</b>	<b>Apples</b> Display windfall apples in various states of decay. Provide hand lenses for the children to observe what happens. As an optional teacher-led or small group task, make apple	<b>Prompts, questions and challenge</b> <ul style="list-style-type: none"> <li>Why do you think the apples look different?</li> <li>Which ones are okay to eat?</li> </ul>

	<p>Know Living things change and grow. Skill Say how a living thing has changed over time.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know Living things change over time. This includes growth and decay.</p> <p>Know and Explore the natural world around them and give simple descriptions, following observation, of changes.</p>	<p>crumble together.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Windfall apples</li> <li>• Hand lenses</li> </ul>	
32	<p>E. L. Goal Physical Development E. L. Goal Literacy</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows how to write some letters accurately.</p> <p>Shows a preference for a dominant hand and uses a comfortable grip with good control when holding tools</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Know and write recognisable letters, most of which are correctly formed.</p> <p>Know and develop the foundations of a handwriting style by using a tripod grip to</p>	<p><b>Blackberries</b></p> <p>Add crushed blackberries to cornflour gloop for the children to explore.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Cornflour gloop</li> <li>• Crushed blackberries</li> <li>• Name cards</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>Encourage the children to write their name, letter shapes or patterns in the gloop.</p> <p><b>Observations</b></p> <p>Do the children choose to mark make?</p>

	form lower-case and capital letters correctly.		
33	<p>E. L. Goal Mathematics</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.</p> <p>Knowledge</p> <p>Items can be weighed using nonstandard units.</p> <p>Know weights (masses) can be compared by using balance scales</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and use everyday language to talk about length and height, weight and capacity.</p> <p>Know items can be measured to show how long, tall or heavy they are.</p> <p>Know how to use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p>	<p><b>How heavy?</b></p> <p>Provide the children with different autumnal fruits and vegetables, conkers and weighing scales.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Weighing scales</li> <li>• Conkers</li> <li>• Selection of autumnal fruits and vegetables</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Encourage the children to weigh the fruits and vegetables using the conkers or other non-standard units.</li> <li>• Model language related to weight.</li> <li>• 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?'</li> </ul> <p><b>Observations</b></p> <p>Do the children use language related to weight in their play?</p>
34	<p>E. L. Goal Communication and language</p> <p>E. L. Goal Literacy</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment</p> <p><b>Foundation 2 4-5 Years</b></p>	<p><b>Autumn market stall</b></p> <p>Set up a fruit and vegetable stall full of autumnal produce. Use the <a href="#">Fruit and vegetable stall banner</a>, and the <a href="#">Fruit and vegetable stall picture cards</a>. Label the items with a name and price and provide shopping baskets, brown paper bags, a till and money.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Autumnal fruit and vegetables</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Support the children to buy from the shop and count out pennies.</li> <li>• Model taking on a role in your play and use language related to shopping.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children use language</li> </ul>

	<p>Know how to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Know and develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<ul style="list-style-type: none"> <li>• Till</li> <li>• Money</li> <li>• Shopping baskets</li> <li>• Brown paper bags</li> <li>• Weighing scales</li> </ul>	<p>related to money in their play?</p> <ul style="list-style-type: none"> <li>• Do the children take on a role in their play?</li> <li>• Do the children take turns and share the resources?</li> </ul>
35	<p>E. L. Goal Physical development</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows tools have different purposes.</p>	<p><b>Pumpkins.</b></p> <p>Place pumpkins, scoops and spoons in a Tuff Tub for messy scooping fun.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Pumpkins</li> <li>• Scoops</li> <li>• Spoons</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Develop language as the children are playing.</li> <li>• Ask the children ‘How does it feel? What does it smell like?’</li> <li>• Encourage the children to talk about pumpkins they might have designed at home.</li> <li>• Collect the seeds for counting and sorting.</li> </ul> <p><b>Observations</b></p> <p>Do the children enjoy the sensory fun?</p>
36	<p>E. L. Goal Physical development</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows tools have different purposes.</p>	<p><b>How many seeds in a pumpkin?</b></p> <p>Put pumpkin seeds in a tray with baskets and tweezers for sorting and counting. Add counting equipment and numerals.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Pumpkin seeds</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>How many seeds do you have?</p> <p>Who has more?</p> <p>Who has less?</p> <p>Who has the most?</p> <p>Who has the least?</p>

	<p><b>Foundation 2 4-5 Years</b></p> <p>Know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Know and participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Know and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Know and develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<ul style="list-style-type: none"> <li>• Baskets and tweezers</li> <li>• Counting equipment and numerals</li> <li>• Dice</li> </ul>	
37	<p>E. L. Goal Mathematics</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know language of quantities, such as more and a lot.</p> <p>Know more means there is a larger amount. A lot is a large number of objects.</p>	<p><b>More or fewer?</b></p> <p>Take turns to roll a dice and collect that number of pumpkin seeds. Ask the children to compare the amount of seeds they have with the other children in the group. Find out who has the most and who has the least. Return the seeds to the middle and start again.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Dice</li> <li>• Pumpkin seeds</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>How many seeds do you have?</p> <p>Who has more?</p> <p>Who has less?</p> <p>Who has the most?</p> <p>Who has the least?</p>

	Development matters Reference.	Natural materials: Seeds, conkers, pine cones - 4	Week beginning:
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<p>38</p>	<p>E.L.Goal Number</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know and have a deep understanding of number to 10, including the composition of each number.</p> <p>Know 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>Know and 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.</p>	<p><b>Counting Pumpkin seeds</b></p> <p>Provide a range of natural objects for the children to sort into baskets and count. Add sticky notes or labels on which the children can write numerals to show how many they have counted.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Baskets</li> <li>• Range of natural objects, such as conkers, acorns and pumpkin seeds</li> <li>• Sticky notes or labels</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Can the children count accurately?</li> </ul>
<p>39</p>	<p>E. L. Goal Communication and language</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knows how to use appropriate vocabulary by exploring and using a wide range of new words.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Know and offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><b>Autumnal mud kitchen</b></p> <p>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><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Mud kitchen or a Tuff Tub filled with top soil</li> <li>• Bowls</li> <li>• Spoons</li> <li>• Pestle and mortar</li> <li>• Pebbles</li> <li>• Leaves</li> <li>• Sticks</li> <li>• Conkers and acorns</li> <li>• Blackberries</li> <li>• Windfall apples</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Play alongside the children and develop communication and vocabulary.</li> <li>• Talk about how the resources feel and smell.</li> <li>• Challenge the children to make an autumn potion.</li> <li>• Add simple recipes for the children to follow.</li> <li>• Provide clipboards and writing resources for children to record recipes.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children talk about how the resources feel?</li> </ul>

	Know and learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.		
40	<p>E. L. Goal Expressive arts and design Skill Knowledge</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Know how to use natural materials and loose parts to make 2-D and 3-D art</p>	<p><b>Seed patterns</b></p> <p>Explore natural materials and loose parts to make patterns and images.</p> <p>Put natural materials, such as seeds, conkers, lentils and slices of wooden logs in a tray lined with black paper.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Conkers</li> <li>• Acorns</li> <li>• Seeds</li> <li>• Lentils</li> <li>• Black paper</li> <li>• Tray</li> <li>• Mirrors</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>Add mirrors and challenge the children to make a picture or a pattern.</p> <p><b>Observations</b></p> <p>Do the children create pictures or patterns with the resources?</p>
41	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Skill Reception Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to share their creations, explaining the process they have used.</p> <p>Know how to develop their own ideas and</p>	<p><b>Seed Shakers</b></p> <p>Display a range of shakers and rainmakers for the children to explore. 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><b>Practical resources</b></p>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Support the children to make and decorate the instruments.</li> <li>• Add leaves to stick on the outside of the shakers.</li> </ul>

	explore a variety of resources.	<ul style="list-style-type: none"> <li>• Cardboard tubes</li> <li>• Plastic cups</li> <li>• Seeds</li> <li>• Conkers</li> <li>• Acorns</li> <li>• Leaves</li> <li>• Glue</li> </ul>	
42	<p>E. L. Goal Mathematics</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know more means there is a larger amount. A lot is a large number of objects. Use and understand language of quantities, such as more and a lot.</p>	<p><b>Conker/acorn counting</b></p> <p>Provide a selection of different-sized egg boxes, conkers and acorns. Encourage the children to fill the boxes with a mix of the conkers and acorns. Support the children to explore the different ways they can fill their egg box.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Egg boxes</li> <li>• Conkers and acorns</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Who has the most conkers or acorns?</li> <li>• How do you know?</li> <li>• If you added one, how many would you have?</li> <li>• If you took one away, how many are left?</li> </ul> <p><b>Observations</b></p> <p>Can the children say number names in order?</p> <p>Can they count groups of objects accurately?</p> <p>How do they choose to sort or group the objects?</p>
43	<p><b>Foundation 2 4-5 Years</b></p> <p>Know and have a deep understanding of number to 10, including the composition of each number.</p> <p>Know 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><b>Counting Conkers</b></p> <p>Fill a Tuff Tub with conkers that have had holes drilled through the middle and threading laces. Provide a large dice and invite the children to take turns to roll it and thread the number thrown of conkers onto their string. Decide together how many times the children will throw the dice each. Encourage them to take turns and wait patiently. When all of the children have had the agreed number of throws, compare the conker strings to see who has the most. Ask the children to count how many conkers they have on their</p>	<p><b><u>Prompts, questions and challenge</u></b></p> <ul style="list-style-type: none"> <li>• What number did you throw?</li> <li>• Do you know the number on the dice without counting the dots?</li> <li>• If you have four conkers on your string and you throw a five, how many will you have altogether?</li> <li>• Who do you think has the most conkers on their string?</li> </ul>



	<p>Know and 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</p>	<p>string.</p> <p><b>Note:</b> Final scores could be recorded on a sheet to compare the whole class scores at the end of the activity.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Tuff Tub</li> <li>• Conkers with holes drilled through</li> <li>• Threading laces</li> <li>• Large dice</li> </ul>	
44	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know how to explore colour and application of paint using a range of different tools. Know The primary colours are red, yellow and blue.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know the primary colours are red, yellow and blue.</p> <p>Know how to use primary and other coloured paint and a range of methods of application.</p>	<p><b>Conker rolling</b></p> <p>Add primary-coloured paint and conkers in a tray for conker rolling.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Conkers</li> <li>• Ready-mixed red, yellow and blue paint</li> <li>• Paper</li> <li>• Small trays</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <p>Talk about the colours they mix as the conkers roll through the paint.</p> <p><i>Show the children how to take prints of the colours by placing paper of the top and rubbing it.</i></p> <p><b>Observations</b></p> <p>Do the children notice and talk about the colours they have mixed?</p>
45	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know Leaves, twigs, flowers and pebbles are natural materials and they can be used to</p>	<p><b>Conker creatures</b></p> <p>Explore natural materials and loose parts to make patterns and images</p> <p>Provide materials, such as conkers, googly eyes, stick on feet, pipe cleaners and twigs with which the children can create</p>	<p><b>Prompts, questions and challenge</b></p> <p>Talk to the children about their creations and how they made them.</p> <p><b>Observations</b></p>

	<p>make patterns and pictures.</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Know and use natural materials and loose parts to make 2-D and 3-D art.</p>	<p>pictures.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Conkers</li> <li>• Googly eyes</li> <li>• Glue</li> <li>• Pipe cleaners</li> <li>• Stick on feet</li> </ul>	<p>Are the children interested in using the materials to create pictures?</p>
46	<p>E. L. Goal Expressive arts and design</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Skill Reception Use writing to support their play.</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knowledge</p> <p>Know different materials can be used for construction. They have different properties</p>	<p><b>Conker runs</b></p> <p>Skill Make simple structures using a range of materials.</p> <p>Provide cardboard tubes, plastic tubes or guttering and conkers. Encourage the children to work together to make a run for the conkers.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Cardboard tubes</li> <li>• Plastic guttering</li> <li>• Conkers</li> <li>• Wooden blocks</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Pose questions to encourage the children to think how they can make the conkers travel more quickly or slowly through the run.</li> <li>• Provide timers to record how long it takes the conkers to get to the end of the run.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children work as a team?</li> <li>• Do the children adapt their ideas and find new ways to make the run?</li> </ul>
47	<p>E. L. Goal Expressive arts and design</p> <p>Knowledge</p> <p><b>Foundation 1 3-4 years</b></p>	<p><b>Wrap it around</b></p> <p>Skill Explore natural materials and loose parts to make patterns and images.</p>	

	<p>Know Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures.</p>	<p>Provide a basket of pine cones and coloured elastic bands for wrapping, twisting and layering.</p> <p>Practical resources</p> <ul style="list-style-type: none"> <li>• Pine cones</li> <li>• Elastic bands</li> </ul>	
48	<p>E. L. Goal Expressive arts and design Knowledge</p> <p><b>Foundation 1 3-4 years</b></p> <p>Know Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Know logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Know and use natural materials and loose parts to make 2-D and 3-D art.</p>	<p><b>Weaving</b></p> <p>Skill Explore natural materials and loose parts to make patterns and images.</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><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Garden netting</li> <li>• Autumn-themed fabric strips and natural materials</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Challenge the children to add leaves and pine cones to the weaving.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Do the children use their fine motor skills to weave the fabrics?</li> </ul>
49	<p>E. L. Goal Understanding the world</p> <p><b>Foundation 1 3-4 years</b></p> <p>Knowledge Some objects float and others sink.</p> <p>Skill Talk about and play with objects that float and sink and describe different forces that they can feel.</p> <p><b>Foundation 2 4-5 Years</b></p>	<p><b>Float and sink</b></p> <p>Add natural materials, including pine cones, leaves, twigs, bark, apples, conkers and acorns to the water tray.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Pine cones</li> <li>• Apples</li> <li>• Conkers</li> <li>• Leaves</li> </ul>	<p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Talk about floating and sinking and challenge the children to find which resources float and sink.</li> <li>• Add resources to make little boats and see how many conkers and acorns they can carry before they sink.</li> </ul> <p><b>Observations</b></p>

	<p>Know and develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Know 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>Know and describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>	<ul style="list-style-type: none"> <li>• Twigs</li> <li>• Acorns</li> <li>• Bark</li> <li>• Plastic and foil trays</li> </ul>	<ul style="list-style-type: none"> <li>• Do the children understand the concept of sinking and floating?</li> <li>• Can they use language related to floating and sinking?</li> </ul>
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Term: W/B: Exploring Autumn <b>Innovate Making Leaf Man Books</b>		
Development matters Reference.	Activities	
E. L. Goal Understanding the world Talk about some of the things that they have observed using simple	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,	<i>Prompts, questions and challenge</i> <ul style="list-style-type: none"> <li>• What will Leaf Man see on a journey through the woodland?</li> <li>• Which woodland animal did you make?</li> </ul>

scientific vocabulary	<p>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 child's picture and use them to create a new Leaf Man story in their group to share with the class.</p> <p><i>Practical resources</i></p> <ul style="list-style-type: none"> <li>• Pictures of woodland animals</li> <li>• A selection of leaves or photocopies of leaves</li> <li>• Cutting and sticking materials</li> <li>• Camera</li> </ul>	
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W/B: Exploring Autumn Express Sharing Our work		
Development matters Reference.	Activities	
<p>E. L. Goal Communication and language</p> <p><b>Foundation 2 4-5 Years</b></p> <p>Skill: Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p><b>Foundation 1 3-4 years</b></p> <p>Skill Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular</p>	<p>FS1: Invite other children to listen to the Leaf Man stories. What would you like to tell people about your Leaf man story?</p> <p>FS2: Share Leaf man stories in an assembly alongside other examples of children's work from the project. What activity did you enjoy the most? Why? What interesting facts have you learned?</p>	

<b>Foundation stage One</b> <b>Short term planning</b> <b>Exploring Autumn</b>							
Week Beginning	Communication and language	Personal, Social and Emotional Development	Physical Development	Literacy  See additional planning.	Mathematics	Understanding the world	Expressive arts.
<b>Memorable experience</b>  <b>15/9/25</b>	Questions- What has happened to the leaves...	What do you like about Autumn? Link to	Can you catch a falling leaf?	The seasons Autumn	<b>48</b> Weaving and patterns.	Wood land walk. Observations.	Bark rubbings.

		Vocabulary.					
Develop							
Leaves and sticks 15/9/25	1 What did Leaf man see on his journey?	11 Working together Structures	4 Leaf rubbing and collages	Leaf man	10 Sorting sticks	6 Exploring leaves	2 Creating a woodland reading den
22/9/25	9 How does it grow?	13 Talk about own experiences Cosy camp fire	5 Autumn play dough	The Gruffalo Julia Donaldson		8 Leaf skeletons	7 Leaf painting
Harvest 29/19/25	34 Autumn market stalls  Making soup.	35 Pumpkins	12 Sweeping	Pumpkin soup Helen Cooper	33 How heavy	29 Autumn fruits	? All sewn up
6/10/225	28 Songs about Autumn Harvest time	36 How many seeds in a pumpkin	32 Black berry gloop	After the storm Nick Butterworth	37 More or fewer	31 Apples	Making masks linked to the story
Who lives in the woods? 13/10/25	17 SWP	My favourite animal is... because...	19 How does it move	Scardey Squirrel Melanie Watt		15 Woodland animals	23 Creating creatures
20/10- 31/10 School holidays							
3/11/25	26 Link to Role play animal sanctuary.  What can you see? What is it for? Who might use it? Who might it be used on? How does it work? Where might it be used? Why do we need it?	27 Spiders  How do you feel about spiders?	Challenge: Can you fill and empty a syringe.  20 Dens and runs	Bear snores on Karma Wilson/ Jane Chapman		26 Occupations, vet, animal rescue.  22 Animal features	24 Hedgehogs

Natural materials, seeds conkers and pine cones  <b>10/11/25</b>	Acorn: What is it? Where is it from? What do you know about it? What can you see?  Challenge: Can you draw it – links to observation?	<b>44</b> Conker rolling  What's your favourite colour?	<b>45</b> Conker creatures	<b>The acorn</b> <b>Edward Gibbs</b>	<b>42</b> Conker/ acorn counting	Seed Oak tree Grow – life cycle of a tree.  Link to how does it grow <b>9</b>	<b>40</b> Seed patterns
<b>17/11/25</b>	<b>39</b> Autumnal Mud kitchen	<b>47</b> Wrap it around <b>Perseverance</b>	<b>46</b> Conker runs	<b>Stick man</b> <b>Julis Donaldson</b>		<b>49</b> Float and sink	<b>41</b> Seed shakers
<b>Innovate Express</b>  <b>24/11/25</b>	What does Leaf man see on his journey?	What do you 'like' about your friends picture' <b>Compliments</b>	Leaf threading	<b>Leaf Man</b> <b>Lois Elhert</b> <b>Collaborative story telling.</b> <b>Performance.</b>	Make a map of leaf man's journey	Name the woodland animals that leaf man sees.	Create your own leaf character.

Focus Text Engage in extended conversations about stories, learning new vocabulary.	<i>Leaf Man</i>  Lois Elhert	The Gruffalo  Julia Donaldson	Pumpkin soup Helen Cooper	The acorn Edward Gibbs	Scarvey squirrel Melanie Watt	After the storm Nick Butterworth	Bear snores on Karama Wilson/ Jane Chapman	Stick man. Julia Donalson
Reading Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	1 Reading Leaf man title page, identifying text.  2 Link to writing leaf man to go with their digital images.	Join in repeated refrains describing the Gruffalo when retelling the story  Sequencing	Making a soup recipe  Print has different purposes	Colour words linked to the text  Print has meaning	Reading scarey squirrels daily routine?  What's in Scarvey squirrels emergency kit t?	Animal names from the story-initial sounds  Direction of words	But the bear snores on – repetitive text.  Names of parts of a book	Distinguish key words from text-based on initial sounds. Family, stick, man, dog, home, Santa, tree, nest...
Writing	Writing the story using	Naming characters	Writing Pumpkin in our pumpkin	Re writing the story along	What's scarvey squirrel scared	Warning Poster for Percy – a	Label the bear.	Maps for stick man to get

Write some letters accurately  Write some or all of their name.	positional language as Leaf man passes the animals.	from the story creating a map of the forest with then on.	shapes. pppppppppppppp	came a <b>'grey rabbit'</b> Yum yum you look tasty. Inserting their own animal	of?	fallen tree.  Tree house plans for Percy	Hibernation.	home.  Writing with sticks,
Assessment focus -	Develop their phonological awareness, so that they can: • count or clap syllables in a word	Use some of their print and letter knowledge in their early writing, owl fox snake.	Develop their phonological awareness, recognise words with the same initial sound, such as: S slurps, soup, slice, stirs, squirrel, and salt.	Use some of their print and letter knowledge in their early writing, writing about the animal they want to add to the story e.g. r for rabbit	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Use some of their print and letter knowledge in their early writing, writing about parts of the bear: p for paw next to the paw ...	Develop their phonological awareness, so that they can: spot and suggest rhymes recognise words with the same initial sound, such as stick/snow



## Foundation stage Two

### Short term planning

#### Exploring Autumn

Week Beginning	Communication and language	Personal, Social and Emotional Development	Physical Development	Literacy See additional planning.	Mathematics	Understanding the world	Expressive arts.
<b>Memorable experience</b> <b>15/9/25</b>	Questions- What has happened to the leaves...	What do you like about Autumn? Link to Vocabulary.	Can you catch a falling leaf?	The seasons Autumn	<b>48</b> Weaving and patterns.	Wood land walk. Observations.	Bark rubbings.
Develop							
Leaves and sticks <b>15/9/25</b>	<b>1</b> Talk about the leaf man and sequence what happened in the story	<b>11 Working together</b> Structures	<b>4</b> Leaf rubbing and collages	<b>Leaf man</b>	<b>10</b> Sorting sticks	<b>6</b> Exploring leaves	Create a leaf man using leaves etc
<b>22/9/25</b>	<b>9</b> How does it grow?	<b>13 Talk about own experiences</b> Cosy camp fire	<b>5</b> Autumn play dough  Cutting up scrambled spaghetti	<b>The Gruffalo</b> <b>Julia Donaldson</b>	Create a Gruffalo cafe	<b>8</b> Leaf skeletons	<b>7</b> Leaf painting
Harvest <b>29/9/25</b>	<b>34</b> Autumn market stalls  Making soup.	<b>35</b> Pumpkins	<b>12</b> Sweeping	<b>Pumpkin soup</b> <b>Helen Cooper</b>	<b>33</b> How heavy	<b>29</b> Autumn fruits	Make pumpkin pictures using collage
<b>6/10/225</b>	<b>28</b> Songs about Autumn Harvest time	<b>36</b> How many seeds in a pumpkin	<b>32</b> Black berry gloop	<b>After the storm</b> <b>Nick Butterworth</b>	<b>37</b> More or fewer	<b>31</b> Apples	Making masks linked to the story Create percy's

							hut (role play)
Who lives in the woods? 13/10/25	17 SWP	My favourite animal is... because...	19 How does it move	Scardey Squirrel Melanie Watt	Match the acorns to the numbers	15 Woodland animals	23 Creating creatures Using pine cones make a squirrel 
20/10- 31/10 School holidays							
3/11/25	26 Link to Role play animal sanctuary.  What can you see? What is it for? Who might use it? Who might it be used on? How does it work? Where might it be used? Why do we need it?	27 Spiders  How do you feel about spiders?	Challenge: Can you fill and empty a syringe.  20 Dens and runs	Bear snores on Karma Wilson/ Jane Chapman	Create a simple bar graph where children can sort hibernating animals and then place them in categories	26 Occupations, vet, animal rescue.  22 Animal features  Sorting animals that hibernate/ don't hibernate	24 Hedgehogs
Natural materials, seeds conkers and pine cones  10/11/25	Acorn: What is it? Where is it from? What do you know about it? What can you see?  Challenge: Can you draw it – links to	44 Conker rolling  What's your favourite colour?	45 Conker creatures	The acorn Edward Gibbs	42 Conker/ acorn counting	Seed Oak tree Grow – life cycle of a tree.  Link to how does it grow 9	40 Seed patterns

	observation?						
17/11/25	39 Autumnal Mud kitchen	47 Wrap it around Perseverance	46 Conker runs	Stick man Julis Donaldson		49 Float and sink	41 Seed shakers
Innovate Express  24/11/25	What does Leaf man see on his journey?	What do you 'like' about your friends picture' Compliments	Leaf threading	Leaf Man Lois Elhert Collaborative story telling. Performance.	Make a map of leaf man's journey	Name the woodland animals that leaf man sees.	Create your own leaf character.