**Physical Development**

**Moving and handling**

**Fine Motor Control**

Autumn sensory tray, snipping autumn leaves, scrunching tissue paper to make autumn trees, wrapping pipe cleaners and elastic bands around pine cones, picking up pom-pom with tweezers and posting, weaving milk bottle bowls.

**Gross motor control**

Parachute games outside, tossing dry leaves. Large apparatus- travelling under, over and through equipment. Using beanbags and balls to throw, catch and aim. Children handle a range of wheeled equipment including the balance bike.

**Health and Self Care**

Children understand how we use water in the home to drink, cook, wash ourselves, food, dishes and clothes, flush our toilets. Children begin to understand that water is precious and we need to conserve it as much as possible. Talk about switching off taps when we have washed our hands.

**Communication and Language**

**POSSIBLE NEW LANGUAGE -** Hibernation, migration, recycling, waterproof, float, sink, texture, freeze, melt, full, half full, empty, reflective

**Listening and Attention**

Read a range of story books Listening to the story and each other. Predicting what might happen next and asking and answering questions. Role Play- Ice cream shop, Christmas PO, recycling centre- taking turns in conversation Stories- Percy the Park keeper, non-fiction autumn books, The prickly hedgehog, Peppa Pig recycling fun, The 3 pigs, 3 Billy Goats Gruff, Purplemash recycling etc.

**Understanding**

Ask ‘how’ and ‘why’ questions in response to ’Show and tell’ and stories or events.

**Speaking**

Encourage children to express themselves effectively during ‘Show and tell’, through their response to stories, when answering a register question and in role play.

Can children switch from past and present tense when talking about things they have done and things they would like to do? Can children develop a narrative in role play, small world space, Autumn tray and through using pictures to retell stories? Play feely bag games, describing objects hidden within. Talk about your favourite teddy. Story telling using ice scating rink.

**Personal, Social and Emotional Development**

**Self-confidence and self-awareness**

Encourage children to join in a wide range of activities, trying new things. Develop confidence to talk and share their opinions in small and large groups, whole class.

**Managing feelings and behavior**

Encourage children to work in groups, solving problems and negotiating when problems arise.

**Making Relationships**

Using role play and small world activities to play co-operatively and taking turns with others.

**Understanding the World**

**People and communities**

Discovering traditions and routines around Bonfire night, Remembrance Day and St Andrew’s day. Using water in the home, saving water. Learn about St Andrews Day and the customs, stories and traditions surrounding it.

**The world**

Nature walks and looking at autumn changes. Collect leaves and look at them carefully, see the veins and the different shapes. Making observations of materials and sorting, hard/soft, recycling-glass, metal, paper, compost etc. Explore different materials, which one’s float and sink. Talk about/explore the changes in foods- bread to toast, whisking egg and cream. Walk to Holmfirth and look at the river. Exploring ‘what melts in the sun’

**Technology**

Camera, Bee-Bot, laptops, photo copier and computers. Explore the recycling centre on Purple Mash.

**Literacy**

**Reading**

Introduce letter sounds Recognise and write own names Sing well known rhymes & songs

Phase 1, 2 and 3 Letter’s and Sounds

Retell texts with magnetic story props/small world toys/puppets – 3 pigs, 3 Billy Grufffs

Making stories with the doll’s house and railway. Phonics fishing game. Icy alphabet hunt.

**Writing**

Making our names using leaves and sticks

Practise letter formation. Writing letters with sticks in sand. Pinching clay to make hedgehogs.

Making leaf characters and story telling around their character. Writing in shaving foam.

Cvc word makers with pegs and lollypop sticks. Bottle top letter matching and word making.

Magnetic letter words

**Expressive Arts and Design**

**Experimenting and Using Materials**

Autumn colour mixing, clay leaves and hedgehogs, leaf prints, bark rubbings, natural resources art,

Using soft materials (wool, fabric, cotton wool) to weave, sew, print. Pictures of our favorite teddy.

Designing and constructing bridges. Mixing shades of blue. Making rainmakers. Plastic bottle Christmas tree decorations. Tin can planters.

**Being Imaginative**

Selecting and mixing autumn colours

Create conker runs using tubes and boxes.

Twig snowflakes and trees. Junk model musical instruments. Colour mixing using ice paints.

Christmas production- ‘The Snowman’- joining in with making and playing instruments, performing and singing.

**Mathematics**

**Numbers**

Count, recognise and sequence numbers to 10 using topic related images. Autumn finger print number trees. Count autumn materials to match numbers. Matching numbers to numicon shapes and counting acorns and conkers. 1 more and 1 less using conkers and acorns. Counting pom-poms. Pom-pom addition and subtraction. Ice cream and pipe cleaner counting. Shake the dice and get the correct number of marshmallows with the tweezers. Number formation using water, brushes and chalk.

**Shape, Space and Measures**

Use money in the role play PO and ice cream shop. Measuring the length of sticks, the weight of conkers and using related language. Using water to measure capacity. Making 2D and 3D shapes with sticks.

**Playing and Exploring- engagement**

Joining in role play activities including ice cream parlor and Christmas PO.

Building bridges for the 3 Billy Goat’s Gruff, learning by trial and error.

Using our senses to explore the seasons- what can we see, hear, smell and touch.

**Active learning-motivation**

To begin to maintain attention, spending longer at an activity, taking care and pride in what we achieve.

Through the use of more specific praise help children focus on specific aspects of their learning.

Encourage children to work in groups and to develop co-operative skills.

**Creating and Thinking Critically- thinking**

To develop curiosity through exploring new materials eg. Shaving foam, clay, junk modelling materials and ice. To explore these materials before using them in a planned task.

Making predictions about what will happen when exploring things that are magnetic/ non-magnetic, float/sink, melt/don’t melt.