

## Personal, Social & Emotional Development

- Reinforce rules & routines to continue the development of our class community
- Engage effectively in the learning environment, use resources with some purpose to begin achieving a chosen goal, some children may require support to do this
- Continue to develop confident relationships with adults and children within Apple Class
- Begin to solve simple conflicts within Apple Class
- Express feelings in response to spontaneous situations and when talking in groups about feelings in relation to stories and scenarios (refer to PSED skill development)
- Begin to show empathy to others

## Ideas for interactions, activities and continuous provision

Children to come to the carpet at key points in the session and sit for short periods of time

Children to respond to prompts to tidy up

Children to share with others – support may be needed for some children

Children to begin to resolve conflicts with words rather than responding with physical actions and request adult support when necessary

Children to show in their actions and words that they have purpose and plan in their play as they interact with the indoor and outdoor environment. Some children may need support with this

Freely or with support, recognise their own emotions or emotions of others in class and in stories

## Communication & Language

- Listen to topic related stories and core books and recall some details
- Develop vocabulary related to Julia Donaldson books, bonfire celebrations and Christmas (see key vocabulary below)
- Begin to answer 'why' questions relating to stories read and as part of interactive play
- Learn topic related songs and follow a steady beat
- Begin to tell own stories
- Listening to others during circle time/snack time
- Continue to express own point of view relating to stories read
- Begin to speak with animation when talking about things that interest them
- Initiate and/or continue conversations to instigate and continue play
- Use talk to develop play scenarios

## Ideas for interactions, activities and continuous provision

Develop vocabulary of Bonfire night and Christmas

Listen to and talk about our favourite stories- The Gruffalo, Stick Man and the Christmas story

Understanding how and why questions- with links to our favourite stories- The Gruffalo, Stick Man, Christmas story (e.g. how do you think the mouse feels? or why do the wise men bring Mary gifts?)

Listening to others during circle time/register time (discussions and reflections about special events and celebrations.) Begin to say how they feel and begin to use more words about things that interest them.

Key questions relating to topic stories characters to extend vocab- **"who would the mouse be frightened of"- The Gruffalo**

Discuss using kind words to celebrate Anti-Bullying week (Sharing a Shell)

## Physical Development

- Manage own personal hygiene (encouraging washing their hands, sneezing into arm, going to the toilet, toilet training)
- Begin to take own coat off/put own coat on and dress for outdoors
- Show some control when riding bikes and scooters
- Show some control when throwing and catching balls
- Negotiate simple climbing equipment with some control
- Practise making large movements with arms when engaging in painting outdoors and joining in with music and movement sessions
- Plan and carry out physical movements in the outdoor environment
- Begin to develop a good, comfortable pencil grip
- Begin to show preference for a dominant hand

## Ideas for interactions, activities and continuous provision

Support to use toilets, hand washing and to become independent in these routines

Outdoor play opportunities to ride bikes/scooters and follow a track, create games

Opportunities to use the outdoor climbing frame and to build confidence with this

Opportunities to use sand toys, water toys, mud kitchen to practise and develop fine motor skills while making autumn potions, building, cooking

Opportunities to mark make with brushes, pencils, crayons to build upon a comfortable pencil grip (firework pictures, poppies, Christmas collages)

Opportunities to use scissors (Nativity scene, poppies)

## Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

## **Apple Class Autumn, Celebrations and Stories We Love Autumn 2021**

**Outdoor learning opportunities  
Sustained shared thinking/enquiry questions**

## Key Vocabulary

Autumn, Conker, beach nut, seeds, pine cone, acorn, Smooth, soft, hard, rough, Guy Fawkes, Bonfire Night, Christmas, Nativity, celebration, Jesus, Mary, Joseph, Kings, Shepherds, Angels

## Literacy

- Enjoy core and topic related books (see list)
- Engage in conversations about stories and extend vocabulary (see list) **Can stickmen feel sad? Where does the Gruffalo live?**
- Know that the print in the book has meaning and allows the story teller to 'tell'
- Name the different parts of a book (title, blurb, illustrations, author)
- Join in collective clapping of syllables in words
- Spot rhymes (those able can suggest rhymes)
- Begin to discriminate words that do and don't have the same initial sound.
- Those who are able, begin to write letters relating to own name

## Ideas for interactions, activities and continuous provision

Retelling stories- The Gruffalo, Stick Man and The Christmas stories- using language of "first", "next", "after that" - (Gruffalo/Stick Man)

Gruffalo / Christmas sound hunt – focusing on hearing initial sounds in words

Tuff tray play relating to related stories (the Christmas story, the Christmas elf, Stickman)

Writing own name or initial sounds in sand, glitter tray and mark making areas

Opportunities to recognise own name and initial sound of own name in Christmas and Gruffalo tuff tray

## Mathematics

- Recite numbers to 5 and beyond and begin to show finger numbers to 5
- Subitise with quantities up to 3
- 1:1 correspond when counting sets up to 5 (beyond for those able)
- Begin to understand that the last number counted is the total
- Solve simple problems relating to numbers up to 5 linked to fireworks/Christmas
- Compare quantities using more than, fewer than
- Recognise and talk about shapes
- Order and compare length/height
- Compare size and length

## Ideas for interactions, activities and continuous provision

Opportunities to collect, count and count out sets of autumn leaves, fir cones, conkers, acorns, sticks, other autumn finds

Opportunities to support use of mathematical language within all areas of the learning environment to solve problems. Do you have **more than** me? Do you have **less than** your friend? How many do we have **altogether**?

Opportunities to count when doing the register (how many children are here today? how many children are now going home? how many children are staying?)

'We're going on a shape hunt' (match, compare and explore shapes) link to Christmas and presents

Children to compare height, size and length of different Christmas presents and characters from stories that we love.

## Understanding the World

- Talk about the people in own family relating to celebrations
- **Why do we wear a poppy?**
- Talk about how our families celebrate Christmas
- Show an interest in the occupation of chef/cook and shop workers
- Explore how a range of toys
- **Continue to explore signs of autumn in the school grounds and extend to home**
- **Plant bulbs to flower in the spring**
- Relate the journey of Santa Claus to counties of the world

## Ideas for interactions, activities and continuous provision

Talk about the meaning of Bonfire night and firework safety (Parliament Week)

Make Christmas cards for the special people in our lives

**Observe changes in the garden to further challenge and deepen knowledge of autumn changes into winter**

Make poppies for Remembrance Day using a variety of materials

Investigate a range of toys, talk about/encourage chn to explain how they work – can children explain to Santa's elf?

Visit by Hazel our cook to talk to us about what we'll have for our Christmas dinner

Christmas house role play for chn to explore 'making Christmas dinner' and Christmas eve/Christmas day celebrations

Use pictures to show Christmas in hot and cold areas of the world

## Expressive Arts and Designs

- Small world and role play relating to core books explored during topic
- Begin to develop narratives within own pretend games
- Sing Autumn, bonfire, Christmas related songs
- Begin to 'sing back' a note or series of notes at the correct pitch
- Sing own songs and perform known songs on own (for those who are confident)
- Choose and use instruments to accompany songs and to create desired effects
- Choose and use a range of materials to make story characters relating to stories read
- Use a range of collage/craft materials to make own autumn/Christmas treasures
- Use lines and shapes to make pictures relating to the Christmas story (kings, shepherds, Mary, Joseph, angels)
- Respond to what they have heard by expressing thoughts visually (firework music)

## Ideas for interactions, activities and continuous provision

Make props by drawing, cutting, and sticking (mark making) to support retelling the story 'Gruffalo' and "The Christmas Story"

Use "Boom Wacker's" to create sounds to move like fireworks

Create own firework pictures and responses to firework music

Create Christmas collages using Christmas themed colours and paper

Make a calendar

Create own scene from Nativity recognising key characters.

## Related Stories and Songs

Stickman  
The Gruffalo  
Sharing a Shell (Anti-Bullying week)  
The Christmas Story  
Sparks in The Sky (Twinkl)  
Little Acorns (Twinkl)  
The Christmas Elf

Starry Night  
Jingle Bells  
We wish you a Merry Christmas  
Rudolph the red nose Reindeer