

## Personal, Social & Emotional Development

- Welcome new starters & help them to settle
- Teach & reinforce rules & routines, practice turn taking, sharing toys fairly to begin building a class community
- Engage effectively in the learning environment, using resources effectively and with some purpose
- Begin to develop confident relationships with new 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
- Begin to show empathy to others

## Ideas for interactions, activities and continuous provision

Opportunities for all adults within the setting to engage with children in their free play to build relationships and support effective and engaging play

Praise and reward for those keeping to our rules and routines

Circle time discussions to talk about feelings

Opportunities for adults to support resolution when children have disagreements

## Communication & Language

- Listen to topic related stories and core books and recall some details
- Develop vocabulary related to Autumn, harvest and self (see key vocabulary below)
- Begin to answer 'why' questions relating to stories read and as part of interactive play
- Learn Autumn rhymes and songs and follow a steady beat
- Begin to tell own stories
- Listening to others during circle time/snack time
- Begin 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

Daily story sessions in whole class setting and in small groups as part of continuous provision with tiered questioning from closed to open 'why' questions

Daily singing opportunities

Autumn/harvest tuff tray provocations to provide opportunities for adults to reinforce key vocabulary and children to begin using it

Mirrors to open discussions about our faces and to make comparisons with others

Adult observation and intervention in small world play to encourage and develop key vocabulary

## Physical Development

- Manage own personal hygiene (encouraging washing their hands, sneezing into arm, going to the toilet)
- 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
- Develop skill to hop and skip and freeze
- 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 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 the crates, planks, guttering etc. to build gross motor skills

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

## 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** **All about me, Autumn & Harvest** **Autumn 1** **2021**

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

## Key Vocabulary

Facial features – extend to eyes lashes, eye brows, nostrils  
Home – brother, sister, mum, dad, older, younger, now, then  
Harvest – combine harvester, tele handler, tractor, trailer, wheat, barley, oats, straw, bale  
Autumn – conker, sycamore key, beech nut, seed,

Same, different, larger, smaller, taller,  
How? Why?

### Literacy

- Enjoy core and topic related books (see list)
- Engage in conversations about stories and extend vocabulary (see list) *Is Goldilocks really naughty? Does the tiny seed know where he is going? Where would you go if you were a tiny seed?*
- 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.

### Ideas for interactions, activities and continuous provision

Daily story sessions with opportunities for children to identify key elements of the story, talk about events, use and extend vocabulary

Daily Susie Soundabout sessions focusing on initial sound discrimination and rhyming

Tuff tray play relating to Leafman, The Lost Acorns, Squirrels Busy Day, Autumn leaves rhymes, farms in harvest

Harvest and Autumn picture stimulus (fiction and non fiction in mark making areas and

### Mathematics

- Recite numbers to 5 and beyond
- 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 autumn and harvest topic*
- Compare quantities using more than, fewer than
- Recognise and talk about shapes
- Make and talk about patterns (ABAB)
- 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, other autumn finds and harvest produce

Opportunities and support to use mathematical language within all areas of the learning environment to solve problems. How many more do we need? How many have you got left?

Opportunities to count when preparing and serving snack

Make autumn repeating patterns

Children to compare height and size with each other and with everyday items in nursery

### Understanding the World

- Talk about the people in own family and begin to understand this in relation to the passage of time (my brother is not as old as me)
- Talk about known things about own family (my mummy works at the swimming pool)
- Make simple comparisons between ourselves and others (hair colour, eye colour, size, our likes/dislikes)
- *Explore signs of autumn in the school grounds and extend to home*
- Know about the job of a farmer at harvest time
- *Care for our outdoor area by tidying up, tending to plants, planting bulbs for spring, conserving minibeasts that we find*

### Ideas for interactions, activities and continuous provision

Create family trees and talk about the people and relationships within our families. Link with Goldilocks and the Three Bears story

Create self portrait using a mirror to observe features and make comparisons with features of friends who are working alongside us (I have blue eyes but yours are brown)

Autumn scavenger hunts and discussions about what we observe – encourage children to use multiple senses as they explore

Watch combine harvester video clip and talk about the job of the farmer. Explore this role in small world/tuff tray play and give children opportunities to make their own farm vehicles

### Expressive Arts and Designs

- Investigate the colours of autumn and enjoy experimenting with colour mixing to make shades
- Observational drawings and paintings of autumnal finds
- Autumn picture- Van Gogh's Mulberry Tree (fine motor)
- *Create transient art work with loose parts and autumn materials and encourage language of texture*
- Use own ideas, choose materials and joining techniques to make harvest machinery
- Sing Harvest & Autumn songs
- Choose and use instruments to accompany songs and to create desired effects
- Engage in pretend play indoors and outdoors and use loose part resources to represent items in games
- Begin to develop narratives within own pretend games

### Ideas for interactions, activities and continuous provision

Painting own autumn leaves and enjoy colour mixing

Make observational drawings of dying sunflower head, berry branches, leaves

Use Van Gogh's Mulberry Tree as a stimulus for children's own art

Create autumnal collages and transient art with found items

Make own tractor, combine harvester, tele handler

Make and use autumn shakers to play as an accompaniment to our singing

Percy Park Keeper role play opportunities outside

### Related Stories and Songs

Goldilocks and the Three Bears  
Funny Faces  
Leafman  
The Lost Acorns  
Squirrels Busy Day  
Titch  
The Tiny Seed

Heads, shoulders, knees and toes  
Big Red Combine Harvester  
Mr Scarecrow  
Conkers  
Oats and Beans and Barley Grow