

Moreland Primary School Early Years Medium Term Planning

Autumn/Winter Theme: Into the Woods

**Focus Aspects of the Curriculum & Early Learning Goals** (new EYFS framework September 2021)

**Possible Activities and Experiences** (Building on themes, following possible lines of enquiry and responding flexibly to children’s interest and needs)

**Knowledge, Understanding, Attitudes and Skills to be Developed** (differentiate as appropriate to children’s experience, needs and age) **& Links to Birth To 5 Matters**

**PSED**  
**ELG: Self-Regulation**  
 Children will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**  
 Children will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**  
 Children will:

- Work and play cooperatively and take turns with others.

**Settling Activities (see also settling plan):**

- Establish classroom rules and routines, so children have a secure ‘base’ to refer to.
- Stories, circle times and P4C to support children explore feelings and emotions.
- Welcome songs, routines and positive reinforcement to support children to feel safe and secure.
- Time to play, explore, role-play and interact to support children with building relationships and confidence.
- Adult-child interactions (1:1 and small groups) to support positive trusting relationships between children and adults.
- Encourage healthy eating and promote this through a good lunch routine and snack times.
- Encourage children to dress and change themselves by putting on coats, wellies, role-play costumes etc.

**Emotional Literacy Framework:**  
 Self Awareness - identify and label a range of emotions  
 Self Management - demonstrate a commitment to their own personal growth? (e.g. use positive, ‘can do’ language)

**Children will:**

- Feel safe and secure in their new environment, with a sense of being and who they are both individually and in a group.
- Feel happy to come to school and be able to follow the daily routines.
- Feel confident to share and talk about their feelings.
- Build up new friendships and interests.
- Build up independence with self-care such as toileting, dressing and eating.

**Birth To 5 Matters (Ranges 5-6):**

- Seeks out companionship with adults and other children, sharing experiences and play ideas (MR 5).
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking (MR 6).
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations (MR 6).
- Enjoys a sense of belonging through being involved in daily tasks (SoS 5).
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity (SoS 6).
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (UE 5).
- Talks about their own and others’ feelings and behaviour and its consequences (UE 6).
- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (HSC 5).
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (HSC 5).
- Usually dry and clean during the day (HSC 6).
- Eats a healthy range of foodstuffs and understands need for variety in food (HSC 6).

<ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>		<p><b>Key Vocabulary:</b> feeling, happy, jolly, embarrassed, angry, mad, cross, scared, sad, upset, kind</p>
<p><b>CL</b> <b>ELG: Listening, Attention and Understanding</b> Children will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b> Children will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Listening, attention building, understanding and speaking activities:</b></p> <ul style="list-style-type: none"> <li>• Listen to and sing songs and rhymes with some emphasis on the initial sounds and alliteration in words (identify animal sounds etc.)</li> <li>• Explore different sounds around the environment, including body percussion, using natural resources and musical instruments.</li> <li>• Play listening games, circle time games to promote listening and sound discrimination.</li> <li>• Circle times to promote listening and taking turns with sharing ideas.</li> <li>• Stories, puppets and role-play to promote joining in and collaborative language.</li> <li>• Visuals and displays (interactive) to support children's understanding of their learning, rules and routines etc.</li> <li>• Promote language through play (adult-child interactions) to develop children's conversation and language turn taking skills.</li> <li>• Play games and set up activities to teach prepositional language.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Show interest in different sounds around their environment, they will enjoy exploring musical instruments, songs and dance.</li> <li>• Join in with stories, songs and rhymes.</li> <li>• Develop their listening and attention skills while attending carpet sessions, group activities and through their independent play.</li> <li>• Understand and follow daily routines.</li> <li>• Understand and use prepositional language in their play.</li> <li>• Use language based around familiar stories and everyday events.</li> <li>• Use language to communicate their wants and needs.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them (LA 5).</li> <li>• Listens to familiar stories with increasing attention and recall (LA 5).</li> <li>• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (LA 6).</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (U 5).</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion (U 6).</li> <li>• Able to use language in recalling past experiences (S 5).</li> <li>• Builds up vocabulary that reflects the breadth of their experiences (S 5).</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S 6).</li> </ul> <p><b>Key Vocabulary:</b> <b>Tier 2 Words:</b> Any, new, work, part, take, get, place, made, live where, after, back, little, only, round, man, year, came, show, every, good, me, our, give, under, name, very, through, just, much, great, think, say, help, low, line, before, turn cause Tier 3 Words linked to core books: see below</p>
<p><b>PD</b> <b>ELG: Gross Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles</li> </ul>	<p><b>Gross and fine motor activities:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to explore a range of malleable materials (play dough, clay etc.) and tools (scissors, play dough tools, pens/crayons, tweezers etc.)</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of tools to make marks and manipulate materials.</li> </ul>

<p>safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>(For health and self-care see PSED – Managing Self)</b></p>	<ul style="list-style-type: none"> <li>• Play games and activities to encourage large and small body movements (retelling a story, animal movements etc.)</li> <li>• Build dens</li> <li>• Play circle and group games.</li> <li>• Introduce equipment such as bikes, balance boards, climbing equipment, hoppers, push and pulley systems etc.</li> <li>• Encourage children to dress and change themselves by putting on coats, wellies, role-play costumes etc.</li> <li>• Set up threading, finger gym activities.</li> <li>• Use roof terrace to provide large secure space to promote spatial awareness and to support with children using the stairs.</li> </ul> <p><b>Complete PE Units (taught by PE coaches/ Dance teacher)</b></p> <p><b>Walking</b></p> <ul style="list-style-type: none"> <li>• Explore walking using different body parts in different directions, at different levels and at different speeds including marching..</li> <li>• Experience sustained walking following a route and instructions.</li> </ul> <p><b>Hands</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of using our hands to move with a ball, keeping control</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Explore different movements using different parts of the body.</li> <li>• Create their own movement ideas relating to specific themes.</li> <li>• Pupils will start to add movements together to form a sequence</li> <li>• Explore larger scale travelling movements, responding to music</li> <li>• Explore character movements with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools and equipment to competently effect changes to material</li> <li>• Use scissors safely and increasingly effectively.</li> <li>• Develop confidence with climbing and balancing.</li> <li>• Move in a range of ways, using different parts of the body.</li> <li>• Safely negotiate space when running and playing chasing games.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (MH 5).</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (MH 5).</li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (MH 6).</li> <li>• Uses simple tools to effect changes to materials (MH 6).</li> </ul> <p><b>(For health and self-care see PSED – Managing Self)</b></p> <p><b>Key Vocabulary:</b> Locomotion (Walking): walking, marching, tag, defender, change of direction, speed, space</p> <p>Hands: Bouncing, rolling, pushing, space, control, defender (N) Throwing, catching, rolling, stopping, control, accuracy, aiming, distance, power (R)</p> <p>Dance: Beat, moving, control, rhythm, timing, sequence, tempo</p>
<p><b>Literacy</b> <b>ELG: Comprehension</b> Children will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during</li> </ul>	<p><b>Literacy activities:</b></p> <ul style="list-style-type: none"> <li>• Have real food/everyday items in role-play and home corner with recognisable text/brands.</li> <li>• Wrap presents with labels (for Christmas, birthdays, celebrations).</li> <li>• Write shopping lists, birthday cards, Christmas cards, list to Santa, etc.</li> <li>• Read, retell and act out familiar stories, particularly with repeated refrains and patterns.</li> <li>• Create story maps and story scribing.</li> <li>• Create and use props from stories to talk about them and retell them.</li> <li>• Play early phonics games – initial sounds (listening games, silly soup, I-spy) and oral blending (crocodile crocodile can I cross the river, robot words, word chomp etc.)</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Join in with stories, songs and rhymes.</li> <li>• Engage in role play based on stories they have read.</li> <li>• Be able to retell familiar stories and talk about the characters in stories.</li> <li>• Recognize texts and words from their own everyday experiences (shop signs, food packaging, road signs etc.)</li> <li>• Be able to hear initial sounds in words.</li> <li>• Begin to orally blend simple CVC words.</li> <li>• Recognize letters to match initial sounds.</li> <li>• Recognize their own name and identify some of those of their peers.</li> </ul>

discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**

Children will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**

Children will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

**(For Comprehension see Understanding in Birth to 5 Matters)**

- Lots of mark making opportunities across all areas – relate to real experiences and live play.

*Children in nursery take part in Phase 1 Phonics activities*

*Children follow the Little Wandle Phonics Scheme in Reception*

- Write their own name.
- Make marks in their play which have relevant meaning.
- Be motivated to write/mark-make based on their own interests and experiences (letters, cards, lists).
- Begin to form recognizable letters.

**(For Comprehension see Understanding in Birth to 5 Matters)**

**Birth To 5 Matters (Ranges 5-6):**

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups (R 5).
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (R 5).
- Talks about events and principal characters in stories and suggests how the story might end (R 5).
- Begins to develop phonological and phonemic awareness (R 5/6).
- Includes mark making and early writing in their play (W 5).
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (W 5).
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (W 5).
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading (R 6).
- Describes main story settings, events and principal characters in increasing detail (R 6).
- Re-enacts and reinvents stories they have heard in their play (R 6)
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. (R 6).
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology (W 6).
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name (W 6).

**Key Vocabulary:**

Nouns: grass, mud, river, forest, snow storm, cave, beach, park, fireplace, home, cottage, nest, bear, owl, leopard, family, witch, sister, brother, mother, father, porridge, gingerbread

Verbs: lost, scared, frightened, shocked, lonely, happy, walk, fly, run, float

Adjectives: wet, hot, cold, dark, comfortable, uncomfortable, hard, soft

		<p><u>Positional Language</u>: on, in, under, over, through</p> <p><u>Story Language</u>: Once upon a time, early one morning, and, then, next, until/till, but, so, finally</p>
<p><b>Maths</b> <b>ELG: Number</b> Children will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b> Children will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><u><b>Statutory Educational Programme: Mathematics</b></u> <i>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and</i></p>	<p><b>Maths focus</b> <b>Reception</b> Match, Sort and Compare Talk about Measures and Patterns It's Me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides</p> <p><b>Nursery</b> Colours and sorting Shape and Space - Developing Spatial Awareness, spatial vocabulary Measures – recognising attributes, comparing amounts Patterns – AB patterns, spotting errors in an AB pattern, identifying the unit of repeat, continuing a pattern that ends mid unit Cardinality and Counting - saying number words in sequence, tagging each object with a number word, knowing the last number counted is the total Comparison – identifying groups with the same number</p> <p><b>Additional activities in provision:</b></p> <ul style="list-style-type: none"> <li>• Daily routines, days of the week, weather and calendar.</li> <li>• Daily number songs and rhymes.</li> <li>• Patterns in natural/around the environment, go on a pattern walk – collect objects and make simple repeating patterns using sticks, leaves, conkers etc.</li> <li>• Bear hunt – collecting and counting bears.</li> <li>• Counting natural objects (sticks, stones, leaves etc.) when on a bear hunt, woodland walk, during forest school.</li> <li>• Collect natural objects (sticks, leaves etc.) to compare sizes, shapes and colours (sorting activities).</li> <li>• Block play/shape pictures – building a bear cave, nest, woodland cottage using an assortment of shapes, sizes and weights.</li> <li>• Play games and set up activities to teach prepositional language – obstacle woodland walk, Goldilocks etc.</li> <li>• Activities ordering by size (Owl Babies, Goldilocks).</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Be able to order and sequence daily routines, days of the week, months of the year.</li> <li>• Understand and use prepositional language in their play.</li> <li>• Use language of size (small/er/est, big/ger/est).</li> <li>• Join in with counting to 10 and back, using rhymes and songs.</li> <li>• Recognize and create simple patterns in play.</li> <li>• Use blocks, shapes, objects to build and balance for a purpose.</li> <li>• Select shapes for a purpose in their play.</li> <li>• Count in their play when building, cooking, jumping, sharing.</li> <li>• Count out objects from a larger group, up to 5, then 10.</li> <li>• Use language of quantity and comparison (more, less, big, small, total, altogether).</li> <li>• Begin to show awareness of composition of numbers/quantities (sharing, simple subitising).</li> <li>• Find 1 more and 1 less from a given number.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Responds to and uses language of position and direction (M 5 – <i>spatial awareness</i>).</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks (M 5 - <i>shape</i>).</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (M 5 - <i>pattern</i>).</li> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (M 5 - <i>measures</i>).</li> <li>• Recalls a sequence of events in everyday life and stories (M 5 - <i>measures</i>).</li> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers (M 6 – <i>comparison</i>).</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (M 6 - <i>counting</i>).</li> <li>• Counts out up to 10 objects from a larger group (M 6 - <i>cardinality</i>).</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (M 6 – <i>composition</i>).</li> </ul> <p><b>Key Vocabulary:</b> See maths planning for units</p>

*measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistake*

- Make a Christmas advent calendar – counting days, count down, recognizing numbers.
- Wrapping presents – exploring different shapes and sizes.
- Simple sharing of small quantities – cooking, mud kitchen, snack time, role play/home corner.
- Give children opportunities to solve problems and think critically oth independently and collaboratively.

**UW**

**ELG: Past and Present**

Children will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

Activities to support children’s understanding of the world around them:

**Past and Present:**

- Read and watch different versions of familiar stories and traditional tales and explore different illustrations. Talk about the differences and discuss how characters behave differently or events are changed.
- Find out about how to tell how old a tree is. Think about the age of trees and how some trees have been here longer than people, the buildings etc.
- When carrying out activities linked to gardening, cooking, decay and seasonal change support children to notice and comment on changes, sequence changes and use language linked to this e.g. before, now, next, then, after etc.

**People, Culture and Communities:**

- Hide a teddy in the school grounds and provide a detailed map showing his location. describe where Teddy was, using positional language

Children will:

**Past and Present:**

- Identify that changes occur over time e.g. changes in nature, look at seasonal change and explore how trees change as they get older, look at how we can tell how old a tree is from its rings
- Explore different versions of favourite stories and illustrations from traditional tales and identify differences between versions

**Key Vocabulary:** (see History progression map for overview of subject vocabulary)

Ancient, age, deacy, change, same, different, illustration, beginning, middle, end, first, last, once upon a time

**People, Culture and Communities**

- Talk about their own live and experiences and show interest in others’ experiences.
- Use maps to find locations and familiar places.

- Children will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**

- Children will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Make some maps to accompany traditional tales by choosing locations and then adding labels and markers to show important parts of the story. Find real locations for traditional tales e.g. Little Red Riding Hood and using this to help with story writing and re-telling.
- Create 2d and 3d story maps and models e.g. We're Going on a Bear Hunt
- Plan a Teddy Bears Picnic. Where would be the best location. Look at a map of the school grounds and go for a walk to find a suitable location.
- Digi Map: Activity - How to Get to Grandma Safely <https://digimapforschools.edina.ac.uk/learning-resources/resource/how-get-grandmas-safely.html>

*See below for additional RE following the SACRE locally agreed objectives*

**The Natural World (and Science):**

- Visit to Highgate Woods, looking for signs of Autumn, seasonal changes, look at patterns, colours and textures in the environment.
- Forest school sessions to build up interest, care and concern for the natural living world – bug hunt, leaf hunt, bird feeders, Autumn planting, patterns in nature, changes in nature.
- Observational drawings of plants, natural objects, bugs etc.
- Leaf printing and printing with other natural objects, bark rubbings etc.
- Explore the different weathers – rain collectors (measuring), wind mills and kites, exploring shadows.
- Use non-fiction books and technology to find out about the natural world (nocturnal animals, bugs/minibeasts, trees, birds, woodland animals, city animals).
- Cook with seasonal foods and explore where they come from and promote healthy eating and lifestyles.
- Using iPads/cameras to take photos and record changes in nature (Leaf app or Picture This app to identify trees and plants) and record bug finds etc.

- Create maps of familiar environments and locations in stories.
- Use simple digital maps.

**Key Vocabulary:** : (see Geography progression map for overview of geographical subject vocabulary)

**(Also see RE below)**

**The Natural World (and Science):**

- Talk about the changes that take place in Autumn.
- Explore and observe their natural environment, asking questions and seek to find out information about the living world.
- Explore and talk about a variety of textures and natural materials.
- Find out and identify different minibeasts using information books and technology.
- Identify and talk about woodland animals and habitats.
- Identify some seasonal foods and vegetables and talk about the health benefits of certain foods.

**Key Vocabulary:**

**Plants:**

Wood, forest  
 Trees - Oak, Fir, Beech, Willow, Horse Chestnut, Rowan, Holly, Pine  
 Flowers – bluebell, daffodil, crocus, snowdrop  
 Natural objects - leaf/leaves, bark, trunk, twig, stick, seeds, nuts, acorn, conker, pine cone, berries, stones, soil, mud, mushroom, toadstool, tree, flower, bush

**Senses :**

Senses – touch, feel, smell, see, look, taste, hear, listen

**Materials:**

Feel – smooth, rough, prickly, bumpy, coarse, slimy, squidgy, soft, fluffy, hard, cold, wet, dry

**Animals:**

Animal, bird  
 Woodland animals – fox, badger, owl, squirrel, badger, rabbit, hedgehog, bat, fox, woodpecker, deer, squirrel

**Seasonal Changes:**

Seasons – Spring, Summer, Autumn, Winter  
 Autumn – change, fall, decay, colours (yellow, orange, red, brown, gold), hibernate, cold, rain  
 Winter – decay, cold, rain, freeze, ice, bleak, dark

		<p>Weather – sun/ny, hot, warm, rain, wet, cold, freeze, ice, melt, snow, cloud, storm, hail, lightening, thunder, rainbow, fog, drizzle</p> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines (PC 5/6).</li> <li>• Remembers and talks about significant events in their own experience (PC 5).</li> <li>• Talks about past and present events in their own life and in the lives of family members (PC 6).</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (W 5).</li> <li>• Developing an understanding of growth, decay and changes over time (W 5).</li> <li>• Shows care and concern for living things and the environment (W 5).</li> <li>• Looks closely at similarities, differences, patterns and change in nature (W 6).</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another (W 6).</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes (W 6).</li> </ul> <p><b>Technology</b>  <i>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes.</i></p>
<p><b>EAD</b>  <b>ELG: Creating with Materials</b>  Children will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p>	<p><b>Creative activities:</b></p> <ul style="list-style-type: none"> <li>• Environmental Art – look at work of Andy Goldsworthy and create sculptures and patterns using natural materials</li> <li>• Natural art – mobiles, leaf animals, pine cone animals, mandalas, collage etc</li> <li>• Exploring mud (consistency), painting, stamping etc.</li> <li>• Texture rubbings.</li> <li>• Using a variety of materials to create animals, portraits, woodland scene (feathers, collage, twigs, sticks, bark, clay, pine cones etc.)</li> <li>• Woodland/bear cave role play set up.</li> <li>• Goldilocks/Red Riding Hood role play set up for retelling and acting out stories.</li> <li>• Make and create props to support role play.</li> <li>• Build a Santa’s Grotto.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Engage in role play based on familiar stories and their own experiences.</li> <li>• Use resources to create props to support role play.</li> <li>• Use a variety of materials to create art and simple representations.</li> <li>• Explore colour, textures and consistencies to create marks.</li> <li>• Enjoy dancing and moving in a variety of ways.</li> <li>• Enjoy singing songs and joining in with ring games.</li> <li>• Explore different sounds through body percussion, in the environment and with musical instruments.</li> <li>• Begin to identify musical instruments and the sounds they make.</li> <li>• Create, build and make their own representations using a range of media and materials.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p>



<p>Children will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrapping presents, using a variety of materials.</li> <li>• Den building – build a bear cave, wolf’s den, animal habitat.</li> <li>• Junk modelling and block play to encourage building, constructing and balancing to create simple representations.</li> </ul> <p><b>Design and Technology Ongoing skills development:</b> Focus on: Choosing resources Cutting and joining skills Including – junk modelling, sewing, woodwork, construction and block play</p> <p><i>See below for focus artist and artworks</i> <i>Through continuous provision children have the opportunity to create and make imaginatively with a wide range of media and materials in 2d and 3d.</i> <i>See Art and DT progression maps.</i></p> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>• Exploring music and dance from different cultures.</li> <li>• Explore sounds of different musical instruments – create musical patterns and rhythms, using in story telling.</li> <li>• Use sounds, movements, actions to retell and act out stories (We’re Going on a Bear Hunt - stomp, tip toe, swoosh etc), making animal sounds/movements.</li> </ul> <p><i>Children also follow the Jolly Music programme Beginners Level in music lessons.</i></p>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed (CM 5).</li> <li>• Continues to explore colour and how colours can be changed (CM 5).</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (CM 5).</li> <li>• Experiments and creates movement in response to music, stories and ideas (BIE 5).</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences (BEI 5).</li> <li>• Uses available resources to create props or creates imaginary ones to support play (BEI 5).</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to (CM 6).</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding (CM 6).</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (BEI 6).</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (BEI 6).</li> <li>• Introduces a storyline or narrative into their play (BEI 6).</li> </ul> <p><b>Key Vocabulary:</b> See Progression Maps for Art, DT and Music vocabulary</p>
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<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring – engagement</b>  <b>ELG links: Managing Self</b>	<b>Active Learning – motivation</b>  <b>ELG links: Managing Self, Self Regulation</b>	<b>Thinking Creatively and Critically – thinking</b>  <b>ELG links: Managing Self</b>
	<p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Showing particular interests</li> </ul> <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none"> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> </ul>	<p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of involvement, energy, fascination</li> </ul> <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none"> <li>• Persisting with activities when challenges occur</li> </ul>	<p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas that are new and meaningful to the child</li> </ul> <p><u>Making links:</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> </ul>

	<p><u>Being willing to 'have a go':</u></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> </ul>	<p><u>Working with ideas:</u></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> </ul>
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**RE – Refer to Islington Scheme of Work**

**Where do we belong?**


- Concepts of home and school, settling in, building attachments, who cares about me, getting to know each other, what is special about me, welcoming into new communities and how this is celebrated

**Outcomes:**

- Talk about respect, love and care – how we show these and how we know we experience them
- Have a sense of belonging and identify ways in which they feel they belong
- Think about what makes us feel welcome and explore how people are welcomed into different groups and how this makes them feel special
- Explore how someone’s belief of religion makes them feel special

**Key Vocabulary:**  
Respect, love, care, belong, belonging, family, friends, welcome, place, special, community, belief, believe

**Suggested Books/ Stories:**



**Suggested weblinks:**  
<https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>  
<https://www.religiouseducationcouncil.org.uk/wp->


**Which stories are special and why?**

- Stories that are special, stories from different religions e.g. the Christmas story

**Outcomes:**

- Talk about some religious stories using new vocabulary
- Recognise some religious words, e.g. about God, holy books or places of worship
- Identify some of their own feelings in the stories they hear
- Identify a sacred text and stories from them e.g. Bible, Qur’an
- Know some similarities and differences between religious communities in Britain.

**Key Vocabulary:**  
Stories, special, religion, place of worship, God, Allah, gods, Bible, Quran, community, same, different, Christian, Hindu, Islam



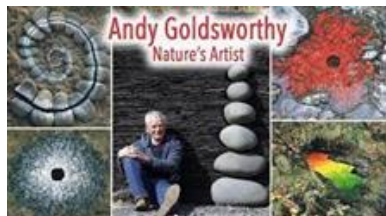
**Suggested weblinks:**  
<https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8>

**Focus Art and Artist**

**Environmental Art**



Artist: Andy Goldsworthy



**Key Vocabulary:**

Artist, sculpture, material, natural, man made, texture, arrange, stone, sand, flower, leaves, pebbles, colours

**Cooking, Nutrition and Growing**

**Cooking and Nutrition**

Seasonal foods (soups, stew, autumn fruit desserts)

Celebration foods – ( food from different cultures, making food for celebrations – Harvest festival, international evening, Diwali, Christmas fair)

Food linked to stories – gingerbread, bread

**Growing**

Harvesting and planting

**Use of ICT and early computing skills**

**Computing Focus:**

**Digital Literacy**

*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*

**Online Safety:**

- Know who to talk to if they ever feel worried whilst using technology (N)
- To create rules for using technology responsibly (R)
- To be aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads. (R)

**Digital Wellbeing:**

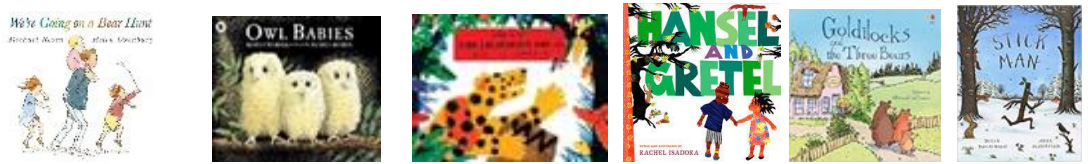
- I know when to take a break from technology (before bed, when teacher talking, Digital Free Meal Times) (N)
- To recognise the 'Digital 5 a Day' and give some examples of activities I know who to talk to if I ever feel worried whilst using technology (R)

	<p><i>Technology around us: Recognise common uses of information technology beyond school.</i></p> <p>Technology around us:</p> <ul style="list-style-type: none"> <li>To sort different pieces of technology that they may find at school and what they may find at home (N)</li> <li>To recognise ‘plugged’ and ‘unplugged’ (online and offline) activities (N)</li> <li>To recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc (R)</li> </ul> <p>Best Uses of Technology :</p> <ul style="list-style-type: none"> <li>To manage a device by correctly closing websites or apps and safely turning on and off. To input commands using the spacebar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). (R)</li> </ul> <p><b>Opportunities to use technology:</b></p> <ul style="list-style-type: none"> <li>Use the simple word processing programmes to make books, Christmas lists, advent calenders</li> <li>Use the digital camera to take photos of cooking activities and then use pictures to order and sequence and to make recipes.</li> <li>Use the internet to find information about woodland habitats and festivals.</li> <li>Use 2simple 2create a story to make stories.</li> <li>Use digital scales, microwave, blender, digital thermometer etc when cooking (supervised!).</li> <li>Use CD player to listen to music from different cultures.</li> <li>Record songs and dances children have created.</li> <li>Use iPads/cameras to take photos and record the changing environment (Autumn/Winter).</li> <li>Use ‘Picture This’ and ‘Leaf’ apps to identify trees and plants.</li> </ul> <p><b>Resources</b></p> <p>Online Safety:  Common Sense Media  Childnet - Smartie the Penguin/Digiduck  ThinkUknow - Jessie &amp; Friends</p> <p>Digital Wellbeing: Digital 5 a Day Digital Charter</p>
<p><b>Useful Websites</b></p>	<p>Busy Things, National Trust – 50 things, Espresso, Woodland Trust, Forestry Commission</p> <p><a href="https://www.forestryengland.uk/learning">https://www.forestryengland.uk/learning</a></p> <p><a href="https://www.nationaltrust.org.uk/50-things-to-do">https://www.nationaltrust.org.uk/50-things-to-do</a></p> <p><a href="https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/">https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/</a></p>
<p><b>Global Citizenship</b></p>	<p><b>Equality and Rights</b></p> <p><u>Power and Governance (4 weeks)</u></p> <ul style="list-style-type: none"> <li>What rules do we have in the classroom?</li> <li>How can we be Ready, Respectful and Safe?</li> <li>What can we do when someone doesn’t follow the rules?</li> </ul> <p><u>Social Justice and Equity (6 weeks)</u></p> <ul style="list-style-type: none"> <li>Is it fair?</li> </ul>

**Statutory ELG: None**

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.



	<ul style="list-style-type: none"> <li>• Why should we share?</li> <li>• How can we help someone who is struggling?</li> <li>• Is it fair if some people get everything and some people get nothing?</li> </ul> <p><u>Human Rights (5 weeks)</u></p> <ul style="list-style-type: none"> <li>• What would happen if we didn't have.....?</li> <li>• What do we need to be cared for?</li> </ul>	
<b>P4C</b>	<p>Introduce yes/no cards</p> <p><u>Starting school</u> Owl Babies, I am too Absolutely Small for School, Harry and his Bucketful of Dinosaurs Goes to School</p> <p>How do we feel when we start school? Is it ok to feel sad? Why do we feel worried?</p> <p><b>Sara Stanley – Monster at School</b> <a href="https://www.teachearlyyears.com/images/uploads/article/p4c-activities-to-get-children-thinking.pdf">https://www.teachearlyyears.com/images/uploads/article/p4c-activities-to-get-children-thinking.pdf</a></p>	<p>Core books: Little Red Riding Hood, Goldilocks</p> <p>Which story would you rather be in and why? Is it OK to trick someone? Is it OK to lie? Is it OK to steal?</p> <p><u>Different cultures (BHM)</u> Are we all the same? What makes us different? Can we be the same and be different as well?</p> <p><b>Elmer – Same and Different</b> <a href="https://www.philosophy-foundation.org/enquiries/view/elmer-book-needed">https://www.philosophy-foundation.org/enquiries/view/elmer-book-needed</a></p>
<b>Trips and Visits</b>	<ul style="list-style-type: none"> <li>• Forest School</li> <li>• Trip to Highgate Woods</li> <li>• The Garden Classroom “Step into a Story”</li> <li>• Teddy Bears Picnic</li> <li>• “The Lost Teddy” performance workshop</li> <li>• Bollywood Vibes dance workshop (Diwali)</li> </ul>	
<b>Topic links to sustainable development and Global Curriculum</b>	<ul style="list-style-type: none"> <li>• Finding out about caring for woodland habitats.</li> <li>• Introduce ideas of recycling paper and sustainable woods.</li> <li>• Introducing ideas of eating local and seasonal produce.</li> <li>• Finding out about different cultures and developing respect for other cultures/religions</li> </ul>	
<b>Core Books</b>		

<b>Other Useful Books</b>	<p><b>Non-Fiction:</b> Bugs, Minibeasts, Nocturnal Animals, Animals Around the World, Birds, Woodland Animals, Seasons, Festival of Lights, The Story of Hannukah, What Do You Celebrate?</p> <p><b>Story books:</b> Where's my Teddy, Goldilocks and the Three Bears, Little Red Riding Hood, The Gruffalo, The Gruffalo's Child, Stick Man, Where the Wild Things Are, Dear Santa, The Night Before Christmas, We're Going on a Lion Hunt, Hansel and Gretel, Wolf's Week, Hannukah Bear, Rama and Sita, Little Red and the Very Hungry Lion, The Ghanian Goldilocks</p>
<b>Rhymes and Rhyming Stories</b>	<p><b>See Core Rhyme list</b></p> <p>Wind the Bobbin Up, Old Macdonald, Round and Round the Garden, Sleeping Bunnies , Humpty Dumpty, Twinkle Twinkle Little Star, Animal Fair, See the Little Sandy Girl/ Boy, Baa Baa Black Sheep</p> <p>5 Little Men in a Flying Saucer, 5 Little Monkeys</p> <p><b>Barefoot Books Singalong:</b></p> <p>Outdoor opposites, Jungle Boogie</p>
<b>Environment and Additional Resources</b>	<p><b>Displays:</b> Autumn, Bear Cave, Woodland animals/ stories, Environmental art, Three Bears House, Size and comparison</p> <p><b>Resources:</b> autumn pictures, leaves and seeds, autumnal food, small world woodland creatures, Andy Goldsworthy books and photos, pictures/videos of celebrations and festivals in different cultures, music from different cultures, instruments from different cultures, clothes from different cultures.</p>
<b>Involving Families</b>	<ul style="list-style-type: none"> <li>• Welcome teddy bears picnic</li> <li>• Home visits</li> <li>• New starter Social Story/How to help at home</li> <li>• How to help prepare your child for school</li> <li>• New curriculum parent talk/workshop</li> <li>• Early reading/phonics parent talk</li> <li>• Early language workshop</li> <li>• Borrow a book library</li> <li>• Kitchen Club</li> <li>• Introduce Mystery readers</li> <li>• Highgate woods trip</li> </ul>