

PSED

1. Introduce Harvest Festival – discuss our favourite foods. Talk about how we can help others and the importance of sharing/helping others
2. Collect food for Harvest festival encourage children to get their families involved in donating food for the festival.

Literacy

1. The Story of the Anxious Leaf
2. Read story of The Little Red Hen. Link to making Harvest Bread.
3. Discuss the characters in TLRH and encourage children to describe them. What would the children do when a friend needs help?
4. Read story Stone Soup and discuss characters actions with children.
5. Use ICT and books to find out about animals preparing to hibernate – link to 'Bug Hotel' and creating hedgehog house.

Understanding the World.

1. Discuss and look closely at details of bugs that have begun to make their new 'home' in our Bug Hotel.
2. Make hedgehog houses and encourage children to collect leaves to put in box talk about caring for hedgehogs and how we can help them.
3. Introduce hibernation by using squirrel puppet – children make a bed for her in classroom and say good bye until Spring

Communication & Language

1. Encourage children to listen to instructions and follow directions when on 'Autumn Walk', conker rolling, making bread etc.
2. Encourage children to take turns when speaking, listen to others and respond to what they hear.

Foundation 1 planning

Theme: Autumn /Harvest Festival

Characteristics of Effective Learning

Playing & Exploring - Finding out & exploring

2. Showing curiosity about objects, events and people
3. Engaging in open-ended activity.

P & E - Being involved and willing to have a go.

1. Showing high levels of energy and fascination
2. Paying attention to details.

Creating & Thinking critically - Having their own ideas

1. Thinking of ideas

C & TC - Making Predictions

1. Making predictions
2. Testing their ideas

C & TC - Choosing ways to do things

1. Checking how well their activities are going
2. Reviewing how well the approach worked

Physical Development

1. Make vegetable soup. Encourage children to clean and chop vegetables to make vegetable soup. Discuss the importance of eating vegetables and balanced diet.
2. Make clay model of hedgehogs etc
3. Children participate in an 'Autumn walk' – looking at all the changes taking place in nature.
4. Children planting daffodil bulbs – moving and handling containers,

Mathematics

1. Laminated leaves number line
2. Discuss size and shape of leaves found on leaf hunt.
3. Number rhymes - use children as 'leaves' etc and discuss how the group changes when one is taken away or added.
4. Conker tree game – roll dice and count spots to collect conkers from the tree to put in your basket.

Expressive Arts

1. Make collages using the dried leaves and natural materials found on autumn hunt.
2. Leaf rubbing pictures. Encourage ch to explore colour and shapes by showing how to do a leaf rubbing.
3. Sing songs related to autumn.
4. Conker rolling pictures.

PSED

1. Expresses own preferences and interests. (22-36)
2. Enjoys responsibility of carrying out small tasks (30-50)
3. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Literacy

1. Listens to and joins in with stories and poems, one-to-one and also in small groups.
2. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
3. Beginning to be aware of the way stories are structured.
4. Suggests how the story might end.
5. Listens to stories with increasing attention and recall.
6. Describes main story settings, events and principal characters

Understanding the World

1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
3. Developing an understanding of growth, decay and changes over time.
4. Shows care and concern for living things and the environment.

Communication & Language

1. Listens with interest to the noises adults make when they read stories.
2. Listens to others one to one or in small groups, when conversation interests them.
3. Listens to stories with increasing attention and recall.
4. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
5. Is able to follow directions (if not intently focused on own choice of activity).
6. Understands use of objects (e.g. "What do we use to cut things?")
7. Responds to simple instructions, e.g. to get or put away an object.

Review/Notes of spontaneous activities

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Physical Development

1. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
2. May be beginning to show preference for dominant hand.
3. Eats a healthy range of foodstuffs and understands need for variety in food.
- 4.

Mathematics

1. Uses some language of quantities, such as 'more' and 'a lot'.
2. Knows that a group of things changes in quantity when something is added or taken away.
3. Knows that numbers identify how many objects are in a set.
4. Shows an interest in numerals in the environment.
5. Recognise some numerals of personal significance.
6. Recognises numerals 1 to 5.
7. Counts up to three or four objects by saying one number name for each item.
8. Counts objects to 10, and beginning to count beyond 10.
9. Counts out up to six objects from a larger group.

Expressive Arts

1. Joins in singing favourite songs.
2. Sings a few familiar songs.]
3. Uses various construction materials.
4. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
5. Joins construction pieces together to build and balance.
6. Realises tools can be used for a purpose.
7. Manipulates materials to achieve a planned effect.
8. Constructs with a purpose in mind, using a variety of resources.
9. Uses simple tools and techniques competently and appropriately.