

Autumn and Woodland Animals

Autumn Term 1

Core Books to be used:

- 'Owl Babies' by Martin Waddell
- 'The Cave' by Rob Hodgson
- 'The Gruffalo' by Julia Donaldson
- 'After the Storm' by Nick Butterworth
- 'Little Goose's Autumn' by Elli Woollard
- Collection of 'Percy the Park Keeper' books by Nick Butterworth
- Non-Fiction books on autumn and woodland animals



Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p>Nursery children to know:</p> <ul style="list-style-type: none"> • How to follow rules, understanding why these are important • How to select and use a range of resources, with help when needed • The rules for the different areas both indoors and out and can remember these when playing • How to be increasingly independent in meeting their own care needs - washing and drying hands, going to the toilet, putting on and removing own coat • That in the Autumn it is sometimes cold or windy so they need to put on their own coat • What different emotions look like and can recognise them - happy, sad, cross • How to ask for permission for things they want <p>Reception children to know:</p> <ul style="list-style-type: none"> • Their own environment at school and how we can care and respect this. • They are valued as an individual and their thoughts and opinions will be respected • How to express their feelings and to consider the feelings of others. • The names of the emotions: happy, sad, cross, nervous, brave, excited and to recognise these feelings in themselves • That we can discuss the feelings of characters in a story and that they feel different emotions at different parts in the story - happy, sad, nervous, afraid, brave, excited • About their own environments - their street, town, the woods, the park, school and the things that we would see and do here. • A sense of belonging and to know the rules that keep us safe in the different environments. • That in play you need to develop the confidence to talk to others • How to ask for help when needed 	<p>Nursery Vocabulary Rules, remember, safety, indoors, outdoors, permission, ask</p> <p>Washing hands, drying, clean, hygiene</p> <p>Belongings, taking off, hanging up. Peg, keeping warm / dry</p> <p>Emotions - happy, sad, cross</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Rules, remember, safety, indoors, outdoors, rules, belonging, community, family, friends, class</p> <p>Feelings, happy, sad, angry worried, nervous, afraid, brave, excited</p> <p>Care, respect, look after, environment, help, tidy, family, together, fair, unfair, belonging, protect</p> <p>School, town, park, woods, street name, shop, village, doctors, school</p> <p>Caring, responsible, hardworking</p>

Communication and Language	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to discuss familiar books and stories • How to use talk to organise play with others • Know a few songs and can recite some Nursery Rhymes • How to understand a question or instruction that has 2 parts • How to understand simple instructions • How to communicate needs with words and actions • They can put three words together to make a simple sentence <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of the animals that live in the woods i.e. fox, badger, squirrel and describe their features. • How to use role-play to recreate events and experiences with their friends, using props and key vocabulary. • The seasonal changes that are taking place and the things that we can do in the autumn • How to listen carefully and why listening is important • The importance of being polite, respectful and using good manners in conversations with others • How to use social phrases i.e. <i>Good morning, how are you? Did you have a nice lunch?</i> Please, thank-you. • How to engage in back and forth conversations with others and how to keep this going for many turns • How to ask questions to find out more • How to engage in story times and discuss familiar stories • How to listen to and talk about stories to build familiarity and understanding • They give their own opinions about stories read and that people have different opinions 	<p>Nursery Vocabulary Sentences, talk, discuss, conversation, listen, share, ideas, play, look, words</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Woodland animal names - fox, badger, squirrel, bird etc.</p> <p>Seasons, autumn, changes</p> <p>Listen, look, pay attention, polite, good manners, respectful, wait, patience, turns</p> <p>Question, how, what, why, where, when, information</p> <p>Vocabulary, meaning, remember, character, event, feelings, beginning, end</p> <p>Opinion, like, dislike, respect</p>
-----------------------------------	--	---

Physical Development	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • The rules we have for the different areas and these keep us safe • How to use different resources appropriately i.e. applying different types of pressure when manipulating dough /participating in a range of actions during dough disco sessions • That we can move our body in different ways - running, jumping, hopping, stamping, curled, stretched • That can change our direction of moving by turning their body or moving their feet • That they can use their hands to hold a crayon and can use this to scribble freely • That they use their hands to turn one page at a time in a book when looking at it <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use the resources in the classroom to achieve a planned affect • Use dough to mould and create a planned design • The rules that keep us safe and how to use the equipment both indoors and outdoors safely. • The need to take turns and share with others. • Different movements and how to refine and extend these - rolling, walking, jumping, running, hopping, skipping, climbing i.e. walking forwards, backwards and sideways, running fast and a gentle jog, speeding up and slowing down gradually, small jumps, bigger jumps, landing safely with bended knees • The different factors that support overall health and well-being: regular physical activity, tooth brushing and sensible amounts of 'screen time', healthy eating • The different food groups and to be healthy you need 5 portions of fruit and vegetables a day. • How to develop and refine a range of ball skills - throwing, catching and kicking i.e. aiming into a hoop, throwing a further distance 	<p>Nursery Vocabulary Environment, safety, rules, equipment</p> <p>Dough, mould, pressure, follow, prod, press, finger, thumb</p> <p>Move - running, jumping, hopping, stamping, curled, stretched</p> <p>Book, page, turn</p> <p>Crayon, hold, grip</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Rules, community, together, values, safety</p> <p>Manipulation vocabulary - push, pull, squeeze, roll, squash, stretch, ball, prod</p> <p>Movement vocabulary i.e. run, walk, skip, gallop, climb, tip toe, etc.</p> <p>Rolling, walking, jumping, running, hopping, skipping, climbing i.e. walking forwards, backwards and sideways, running fast and a gentle jog, speeding up and slowing down gradually, small jumps, bigger jumps, landing safely with bended knees, direction</p> <p>Wellbeing, safety, healthy choices, tooth brushing, healthy foods / eating</p> <p>Aiming, throwing, skill, catching, kicking</p>
-----------------------------	--	--

Mathematical Development	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to explore different spaces and can talk about objects that fit into different spaces e.g. a block in a hole, a person in a tunnel • How to recognise 2D shapes and use these to create their own arrangements • Language of size and capacity and use this to make comparisons between objects • There are patterns all around us <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of some 2D and 3D shapes and how to use these to make pictures and models. • The properties of shapes. • How to count objects carefully and know the last number in the count signifies how many there are. • To know how to use own fingers to show an amount. • How to represent numbers using a variety of resources - dice, 5 frame / 10 frame, numicon, counters, cubes etc. • The names of the different resources being used - numicon, dice, dominoes, 10 frame, 5 frame, fingers • How to subitise • How to link the number symbol (numeral) with its cardinal value • How to explore the composition of numbers to 5 and the pairs of numbers that make amounts to 5 • How to continue and then create ABAB patterns 	<p>Nursery Vocabulary</p> <p>Space, gap, hole, fit, squeeze, big, small</p> <p>2D shapes - triangle, square, rectangle, circle</p> <p>Size, smaller, than, bigger than, full, empty, more, less</p> <p>Patterns, look, notice, environment</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Names of 2D and 3D shapes and everyday language to describe them i.e. pointy, round, flat, 3 sides, straight etc.</p> <p>Count, how many, make, number pairs, bonds, together, amount</p> <p>Number names 1 to 5 and then 10, count, how many, altogether, set, check, subitise</p> <p>Resources, show, represent, numicon, dice, dominoes, 10 frame, 5 frame</p> <p>Pattern, repeat, continue, create</p>
---------------------------------	---	--

<p>Understanding The World</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to explore how things work - wind- up toys, cogs and pegs etc. • There are 4 seasons and that now it is Autumn. • Some changes that occur in Autumn • How we can care and look after our environment and animals in it. • The names of some animals that can be found in the woodlands - squirrel, owl, badger • That they can use their senses to explore different Autumn objects and describe them - smooth, bumpy, prickly • They can feel the texture of objects by feeling them with their hands • Some animals go for a long sleep and this is called hibernation • What to do if a stranger approaches them e.g. walk away, don't talk to them, find an adult they know <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use the keyboard and mouse to navigate through a simple program. • The seasonal changes that are taking place and know some of the things that are occurring now it is autumn - the temperature cools down, leaves change colour and fall to the ground, that animals like squirrels begin to store food, that many animals hibernate during autumn and winter • How to use a magnifying glass to look closely at leaves, conker shells, tree bark, acorns and use words to describe these - bumpy, prickly, veins, spiky • How we can look after and keep ourselves safe in other familiar environments - the park, our street, and our homes. • Some of the animals that live in our homes - our pets and how we care for these • The names of some animals that live in the woods i.e. squirrels, foxes, badgers, owls, names of different birds - woodpecker, robin, blackbird etc. • The similarities and differences between our familiar environments - home, school, the park and the woods • Know and talk about the different factors that support overall health and well-being: regular physical activity and tooth brushing • That objects have different textures and we can use words to describe and compare them 	<p>Nursery Vocabulary Work, toys, operate, wind-up, cogs, buttons, press</p> <p>4 seasons, autumn, changes, animals</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Seasons, autumn, changes, temperature, cooler, touch, smell, see, hear, smell, conkers, spiky, leaves, crunchy, brown, red, crisp, fall, ground, bark, rough, prickly, texture, hands, describe, compare, magnifying glass, enlarge, observe, detail</p> <p>Pets, woodland animals, hedgehogs, squirrels, badger, bird, protect, keep safe, hibernate, collect, store</p> <p>Environment, park, school, field, woods, street</p> <p>Well-being, healthy, exercising, tooth brushing</p> <p>Environments, park, woods, street, safety, rules, care, respect</p> <p>Healthy, well, taking care, tooth brush. Toothpaste, clean, decay, exercise, fit</p> <p>Stranger, danger, permission, ask, help</p>
---------------------------------------	--	--

Literacy	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to share books with others, holding the book correctly and turning the pages • Some songs and nursery rhymes and can join in with these remembering some of the words and key phrases • That they can look at the pictures/illustrations to help them remember parts of the story • The main characters in the stories they have heard <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The features of different books and to use the correct terms i.e. author, illustrator, fiction, non-fiction, blurb, character etc. • How to use own words, sentences and pictures to re-tell key events in a story. • The way stories are built up and concluded and how to use the text to answer a range of questions. • How to use role-play, resources and imaginative play to re-tell / re-enact stories with others. • How to look after books and share stories with friends and adults. • How to give meaning to marks when drawing, writing and painting • Letter sounds and how to blend sounds together to make words. • How to use pictures and labels to record discussions and information • The differences between fiction and a non-fiction book - photographer, contents page, information, facts • How to use a non-fiction book to acquire information 	<p>Nursery Vocabulary Share, books, page, word</p> <p>Nursery rhymes, character, rhyming words</p> <p>Pictures, illustrations, characters</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Author, illustrator, fiction, non-fiction, blurb, character, beginning, middle, end, setting, event, re-tell, sequence, spine, library, non-fiction, fiction</p> <p>Character, event, sequence, order, re-tell, act, role-play</p> <p>Mark making, record, sentences, words, labels, captions</p> <p>Sounds, blend, word</p> <p>Fiction, non-fiction, photographer, contents page, information, facts</p>
-----------------	---	--

Expressive Arts and Design	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to develop ideas and then decide which materials to use to express these • How to create closed shapes with continuous lines and begin to use these shapes to represent objects • What characters from familiar stories look like and create simple representations of these using available resources e.g. The Gruffalo • The words (bumpy, hard, smooth, rough, soft, squishy, squashy) to describe the texture of objects. <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use shapes and lines to represent objects • How to create different lines - curved, straight, zig-zag • How to add improving detail to pictures - draw detailed pictures of woodland animals, pictures of autumn objects i.e. conker shell, piece of bark, autumn leaf • To use words to describe the textures of objects - smooth, bumpy, rough, prickly, spiky, slippery • How to use different materials to represent their ideas. • How to use a variety of percussion instruments and the names of these - bells, claves, triangle, tambourine, drum, rainmaker • Different songs by heart • How to develop storylines in pretend play • How to develop a storyline in their pretend play • How to sing in a group or on their own, increasingly matching the pitch and following the melody • How to match movements to a piece of music • That Antoni Vivaldi is a famous composer from Italy • That a composer is someone who writes music • That Vivaldi composed a piece of music called 'The Four Seasons' • How the music changes in the 'Four Seasons' to represent each of the seasons • The word texture means how something feels • How to compare the texture of different objects • What a collage is and can create their own • How to manipulate materials to achieve a planned effect. 	<p>Nursery Vocabulary Idea, choose material, line, shape, circle, object</p> <p>Story, character, describe, draw, paint, colours</p> <p>Objects, feel, describe, touch, bumpy, hard, smooth, rough, soft, squishy, squashy</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Shapes, lines, represent, curved, straight, zig-zag</p> <p>Observe, closely, detail. describe, match</p> <p>Texture, touch, senses, feel, discuss, describe, smooth, bumpy, rough, prickly, spiky, slippery, hard, soft, squishy</p> <p>Plan, make, join, idea, detail, features, colour, shape, glue, attach</p> <p>Listen, look, observe, pattern, repeat, pretend, imagine, create</p> <p>Resources, perform, dance, move</p> <p>Seasons, Four Seasons, Antonio Vivaldi, composer, music, listen, change, instruments, sounds, bells, claves, triangle, tambourine, drum, rainmaker</p> <p>Collage, material, layer, overlap, tear, manipulate, change</p>
-----------------------------------	---	--