

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	Nursery children to know: • 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 Reception children to know: • 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	Nursery Vocabulary Rules, remember, safety, indoors, outdoors, permission, ask Washing hands, drying, clean, hygiene Belongings, taking off, hanging up. Peg, keeping warm / dry Emotions - happy, sad, cross Reception Vocabulary (Nursery vocabulary to be revised and built upon) Rules, remember, safety, indoors, outdoors, rules, belonging, community, family, friends, class Feelings, happy, sad, angry, worried, nervous, afraid, brave, excited Care, respect, look after, environment, help, tidy, family, together, fair, unfair, belonging, protect School, town, park, woods, street name, shop, village, doctors, school Caring, responsible, hardworking

Communication and Language	Nursery Children to know: • 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 Reception Children to know: • 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 • How to listen carefully to rhymes and songs, paying attention to how they sound • To know that rhyming words have the same sound at the end • How to participate in call and response activities in order to learn poetry and rhymes by heart	Nursery Vocabulary Sentences, talk, discuss, conversation, listen, share, ideas, play, look, words Reception Vocabulary (Nursery vocabulary to be revised and built upon) Woodland animal names - fox, badger, squirrel, bird etc. Seasons, autumn, changes Listen, look, pay attention, polite, good manners, respectful, wait, patience, turns Question, how, what, why, where, when, information Vocabulary, meaning, remember, character, event, feelings, beginning, end Opinion, like, dislike, respect Poetry, rhyme, rhyming words, sounds the same, echo, listen, repeat, call, response, learn, say, recite, perform
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Physical Development	Nursery Children to know: • 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 Reception Children to know: • 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	Nursery Vocabulary Environment, safety, rules, equipment Dough, mould, pressure, follow, prod, press, finger, thumb Move - running, jumping, hopping, stamping, curled, stretched Book, page, turn Crayon, hold, grip Reception Vocabulary (Nursery vocabulary to be revised and built upon) Rules, community, together, values, safety Manipulation vocabulary - push, pull, squeeze, roll, squash, stretch, ball, prod Movement vocabulary i.e. run, walk, skip, gallop, climb, tip toe, etc. 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 Wellbeing, safety, healthy choices, tooth brushing, healthy foods / eating Aiming, throwing, skill, catching, kicking
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Mathematical Development	Nursery Children to know: • 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 Reception Children to know: • 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	Nursery Vocabulary Space, gap, hole, fit, squeeze, big, small 2D shapes - triangle, square, rectangle, circle Size, smaller, than, bigger than, full, empty, more, less Patterns, look, notice, environment Reception Vocabulary (Nursery vocabulary to be revised and built upon) Names of 2D and 3D shapes and everyday language to describe them i.e. pointy, round, flat, 3 sides, straight etc. Count, how many, make, number pairs, bonds, together, amount Number names 1 to 5 and then 10, count, how many, altogether, set, check, subitise Resources, show, represent, numicon, dice, dominoes, 10 frame, 5 frame Pattern, repeat, continue, create
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Understanding The World	Nursery Children to know: • 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 Reception Children to know: • 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	Nursery Vocabulary Work, toys, operate, wind-up, cogs, buttons, press 4 seasons, autumn, changes, animals Reception Vocabulary (Nursery vocabulary to be revised and built upon) 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 Pets, woodland animals, hedgehogs, squirrels, badger, bird, protect, keep safe, hibernate, collect, store Environment, park, school, field, woods, street Well-being, healthy, exercising, tooth brushing Habitats, park, woods, street, safety, rules, care, respect Healthy, well, taking care, tooth brush. Toothpaste, clean, decay, exercise, fit Stranger, danger, permission, ask, help
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Literacy	Nursery Children to know: • 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 Reception Children to know: • 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	Nursery Vocabulary Share, books, page, word Nursery rhymes, character, rhyming words Pictures, illustrations, characters Reception Vocabulary (Nursery vocabulary to be revised and built upon) Author, illustrator, fiction, non-fiction, blurb, character, beginning, middle, end, setting, event, re-tell, sequence, spine, library, non-fiction, fiction Character, event, sequence, order, re-tell, act, role-play Mark making, record, sentences, words, labels, captions Sounds, blend, word Fiction, non-fiction, photographer, contents page, information, facts
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Expressive Arts and Design	Nursery Children to know: • 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. Reception Children to know: • 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.	Nursery Vocabulary Idea, choose material, line, shape, circle, object Story, character, describe, draw, paint, colours Objects, feel, describe, touch, bumpy, hard, smooth, rough, soft, squishy, squashy Reception Vocabulary (Nursery vocabulary to be revised and built upon) Shapes, lines, represent, curved, straight, zig-zag Observe, closely, detail. describe, match Texture, touch, senses, feel, discuss, describe, smooth, bumpy, rough, prickly, spiky, slippery, hard, soft, squishy Plan, make, join, idea, detail, features, colour, shape, glue, attach Listen, look, observe, pattern, repeat, pretend, imagine, create Resources, perform, dance, move Seasons, Four Seasons, Antonio Vivaldi, composer, music, listen, change, instruments, sounds, bells, claves, triangle, tambourine, drum, rainmaker Collage, material, layer, overlap, tear, manipulate, change
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