

hello  
**AUTUMN**  
Term 2

**Week 1 & 2**  
Autumn

**Week 3, 4 & 5**  
Space

**Week 7**  
Assessments /  
Consolidation

**Week 6 & 8**  
Forest &  
Woodland



## PSED

- Exploring a bug hotel for favourite Autumnal animal.
- Use sycamore seeds to make helicopters with friends.
- Learning about animals that hibernate during the Autumn/Winter to keep safe and warm.
- Sharing favourite Autumn activities during circle time.
- Observing and following rules for an Autumn walk. Encouraging children to collect naturally fallen items and not to pick from trees etc.
- Learning the importance of taking care of the environment in Islam.
- Discussing the emotions the scarecrow is showing, and relate to selves.
- Exploring reflective items: badges, clothing, reflectors to keep safe when outdoors.

## CL

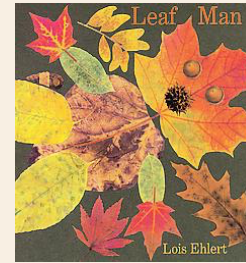
- Autumn themed rhymes: I'm a Dingly Dangly Scarecrow..
- Explore and expand on descriptive vocabulary
- Sharing how we can prepare for Autumn.
- Exploring a feely bag filled with Autumn treasures. Following clues to guess.
- Using talk to describe different Autumn day pictures.
- Exploring the curiosity cube with Autumn treasures, by asking questions.

## PD

- Jumping in leaf piles
- Sticks & conkers to play noughts & crosses.
- Making and explore a natural outdoor obstacle course.
- Using leaves to decorate a hedgehog.
- Throwing and catching leaves in the air with a parachute.
- Weaving pipe cleaners through pine cones.
- Exploring senses with cinnamon in the play dough
- Using boxes, leaves, hay etc to make homes for animals which are going to hibernate.
- Sweeping up leaves outdoors using gross motor skills.

## LITERACY

- Making HFW with letters on autumn leaves.
- Wipeable markers to mark make on pumpkins.
- Making lists of seasonal fruits/vegetable.
- Autumn related word hunt.
- Drawing and labelling a picture on an Autumn day.
- Exploring a range of fiction/non-fiction Autumn themed books.
- Practicing phonics using sticks, water and mud.
- Writing shopping lists for the Autumn shop.



## EAD

- Tuning into different sounds and rhythms in Autumn
- Using a range of resources to create spikes on the hedgehog
- Exploring a colour mixing conker paint tray
- Using our bodies to copy Autumn movements.
- Manipulating with a range of materials to build a scarecrow.
- Exploring instruments to make Autumn sounds such as: crunchy Autumn leaves.
- Using box modelling resources to create hedgehog houses.
- Exploring colour and how it changes to decorate and Autumn tree.
- Observing floating and sinking using Autumn finds.
- Construct a conker run using a selection of materials such as: boxes, drainpipes, tubes, egg boxes etc.
- Painting using natural objects such as sticks/leaves.

## UW

- Using autumnal resources to explore small world imaginatively.
- Using senses to examine Autumn finds.
- Learning about hibernation and using leaves/twigs to create a nest for animals to hibernate in.
- Looking at types of clothing worn in Autumn vs other seasons.
- Observe Autumn leaves on the walk to school.
- Learning the life cycle of a tree.
- Comparing pictures of the local environment in different seasons.
- Planting some vegetables for Autumn such as: radishes, winter lettuce, rocket, broad beans.
- Using senses to describe Autumn fruits/vegetables such as: apples, pears, squash, pumpkin, potatoes.

## MATHS

- Matching conkers to the numeral on tree.
- Matching autumn objects to number frames by subitising.
- Exploring buying and selling in the Autumn shop.
- Combining groups of Autumn finds to find totals.
- Estimating the number of Autumn finds in a hidden box.
- Looking at clocks, and how the clocks turn back during Autumn. Making clocks using loose parts and ordering numbers 1-12.
- Exploring capacity by using Autumn finds and a range of container sizes.

# Autumn



# SPACE

## CL

- Using appropriate vocabulary to describe Aliens for others to identify.
- Following a recipe to make star shaped biscuits.
- Imagining travelling to space. What would we need to take on the journey?
- Using appropriate vocabulary to think/describe what you can see out a window at night.
- Learning names of planets and keywords so they can be identified.

## PD

- Creating planet pictures using pipettes and spray bottles.
- Following astronaut movements: rocket lift-off, rocket racing, walk on the moon, star gazing.
- Forming phonemes in moon dust.
- Refining fine motor skills, by making fruit rockets.
- Refining fine motor skills when making a stars/planet spiral mobile.

## LITERACY

- Labelling items in the classroom, for an alien visit.
- Following a recipe to make moon dust.
- Creating a class alien book. Using descriptive vocabulary so aliens can be identified.
- Adding special duas to a star, and hanging it on the dua tree.
- Exploring keywords related to space.
- Explore writing on foil to create shiny, space writing.
- Finding HFWs on stars. Encouraging to match.
- Blending phonemes on stars, to help alien's to read words.

## UW

- Exploring 'moon rocks' in the curiosity box, using magnifying glasses and tweezers.
- Exploring light and dark using torches.
- Learning about famous astronauts and the contributions they have made.
- Encouraging a fascination with the moon. Observing changes and looking out the window every mornign and evening.
- Exploring different landscapes and environments, such as the planets made of dust, rock or ice.
- Designing space maps for astraunauts using black paper and chalk.
- Looking at the globe and talking about the Earth. Invite the children to talk about what they can see. Look at the places the children have visited and where they live.
- Exploring an 'Alien talk station'. Using recorders, to talk to aliens/astraunauts and convey messages.

## PSED

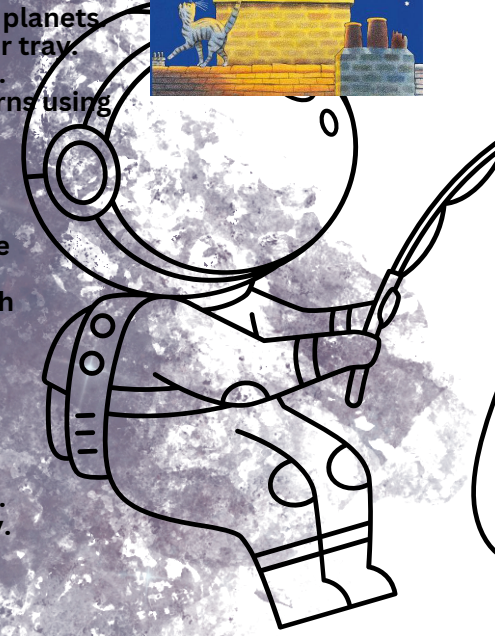
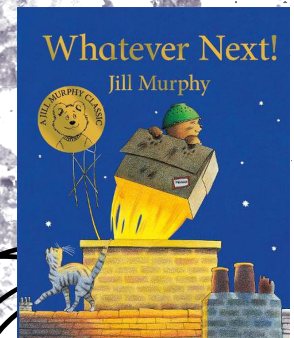
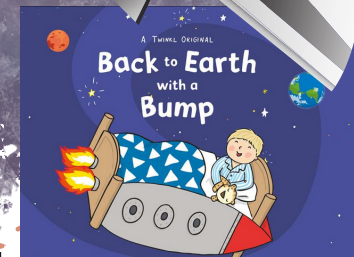
- Discussing feelings of an alien visiting from outer space. How can we help to make him feel happy and safe?
- Parachute games and space jumping.
- Sharing feelings of going on a space mission. How does it feel to be away from home?
- Sharing feelings and what we can do if we miss someone.
- Discussing the phrase 'you're a star'. Encouraging children to think of what makes them special and reflect that on a star.
- Exploring a space themed photo booth.

## MATHS

- Matching numbers to how many windows one each spaceship.
- Singing space rhymes, counting back and forth to 10.
- Manipulating 2D shape cutouts to create aliens.
- Ordering planets with numbers 1-10.
- Subitising number of stars without counting.
- Making simple weight comparisons with moon rocks.
- Manipulating and rotating shapes to create pictures of rockets, spaceships, aliens and planets
- Using magnets to catch stars in the water tray. Encouraging comparative language.
- Creating more challenging repeating patterns using star stickers on black paper.

## EAD

- Drawing planets/stars/rockets using wax crayons, and painting over with watery black paint. Observing change of texture.
- Exploring sounds and how they can be changed to match keywords related to SPACE.
- Using box modelling materials, tinfoil and shapes to create spaceships and rockets.
- Exploring space-themed small world tray, and using characters to act out storylines.
- Exploring the space station role play area.
- Using shaving foam paint to create textures for planets.
- Making space helmet masks to incorporate into roleplay.



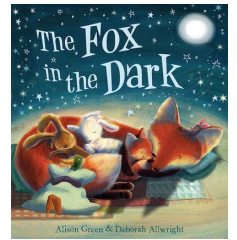




# FOREST

PSED

# -&- Woodland



- Sharing our favourite forest/woodland items.
- Discussing how to take care of our local area and environment. How can we make a safe environment for animals? Making posters.
- Sharing feelings in a circle time with a woodland cuddly animal.
- Making a class friendship forest. Adding examples of good friends onto leaves and decorating the tree.
- Sharing some interesting unique facts about woodland animals. Such as spiky prickles on a hedgehog. Relate to ourselves and what makes us all unique.
- Roleplayign stories using woodland animal face masks.
- Using construction materials to collaboratively create a large tree.
- Working as a team to find the hidden woodland animal sin the setting.
- Making homes for animals in the mud kitchen area.
- Iviting children to work together to create a small world area, using box modelling resources.

## MATHS

- Subitising using leaves.
- Comparing using scales and Autumn finds: pinecones, acorns etc.
- Sorting colours/types of leaves.
- Making pictograms on the different colours/types of leaves.
- Comparing quantities of woodland animals unto 5 then 10. Using 5/10 frames.
- Practicing subitising using conkers in a box.
- Exploring 1 more/less using number stories.
- Matching objects to numbers on the leaf.
- Exploring woodland scenes, and using positional language to describe.
- Using 2D shapes to create representations of woodland animals.
- Rotating shapes on tangrams t create woodland/forest scenes.
- Matching pegs to numbers hedgehogs.
- Using leaves to explore number bonds on 10 frames.
- Exploring and comparing weights using scales, and conkers/acorns.
- Creating pictograms on how many leaves found outdoors.
- Ordering sticks according to size.

## LITERACY

- Writing a list of what you might see in a woodland/forest.
- Looking at forest/woodland pictures and writing an 'I can see...' sentence.
- Labelling woodland animals and their features.
- Using magnets and magnetic letters to find familiar phonemes hidden on the forest floor.
- Blending letters on leaves to form simple words. Making these words and hanging it on the tree of words.
- Reading HFW's on acorns and posting it into the squirrel' mouth.
- Creating a woodland reading den using fabric, cushions, tarpaulin etc.
- Collecting a tray full of nature finds, and using sticky notes to encourage labelling.
- Practicing letter formation in soil.
- Exploring a range of forest and woodland vocabulary and embedd them through conversations.

CL

- Exploring new vocabulary in relation to woodland/trees.
- Creating a forest using small world resources. Relating to memories.
- During forest school, observing the different items we can see, feel & hear.
- Exploring a selection of different leaves.
- Learning about names of trees and how we can describe the leaves.
- Inviting children to discuss about what they may have seen during forest school, by looking back at pictures.
- Matching animal footprints to their tracks in the forest.

UW

- Exploring senses during forest school. Taking photos and gathering items to explore back at school.
- What minibeasts live in a woodland/forest?
- Exploring types of trees in the local area, their names and the types of leaves they produce.
- Matching leaves to appropriate trees.
- Planting conkers and observing its growth.
- Creating habitats for woodland animals. Exploring new vocabulary.
- Using search engines to explore birds in the forest.
- Exploring in the mud kitchen, and digging for minibeasts.
- Drawing plants/animals spotted during forest school.
- Making bug hotels.
- Exploring types of leaves in the local area. Focus on shapes, textures and colours.
- Using magnifying glasses and torches to explore leaves and seeds in the curiosity cube.
- Exploring the computer and playing matching games.
- Representing woodland animals through facial expressions and recording using cameras and mirrors.
- Exploring a woodland animal photo booth.
- Creating a woodland pond in the water tray.
- Combining tubes, plates and small world creatures.
- Exploring forests in different parts of the world.

PD

- Exploring moving like different woodland animals. Such as: hibernating like a hedgehog.
- Creating pine cone hedgehogs using clay.
- Using playdough, scissors, and a range of arts and crafts to create representations of woodland animals. Such as: cutting spikes for the hedgehog's body, adding googly eyes etc. and scissors to make hedgehog bread rolls. Decorating using a combination of skills.
- Moving bodies confidently in a range of ways when playing 'bedtime bunnies' game. Children's move like rabbits and curl up to sleep when they can no longer hear sounds.
- Exploring parachutes and various woodland animal teddies. Can children make them bounce?
- Encouraging leaf cutting using real leaves and a variety of paper. Threading these through using string.
- Transferring a range of woodland related loose parts from one bowl to another - using scoops/tweezers.
- Creating leaf/bark rubbings using paper and wax crayons.
- Exploring a forest scene small world tray, Encouraging children to create houses/shelters by balancing.
- Creating weaving frames using wool and natural materials : leaves, feathers twigs etc.

EAD

- Looking at a variety of coloured leaves. Explore creating different shades of green/brown using paint.
- Using scissors to make snips on cardboard tubes to represent trees.
- Creating woodland animal masks using paper plates and a range if materials.
- Making leaf shaped keyrings using salt dough/ clay.
- Creating different sounds to represent stages if the life cycle of an oak tree.
- Minibeast natural art using loos parts.
- Making bird feeders using yoghurt pots.
- Exploring leaf and bark rubbings using crayons outdoors.
- Mking woodland crowns using a range of materials and combining skills.
- Bird watching outdoors/at home.
- Creating trasure boxes on woodland walks. Decorating these imaginatively.
- Using box modelling to create homes for woodland animals, through exploring texture.
- Using available resources to make woodland sounds to match movements in a forest/woodland.
- Making woodland stick puppets using arts & craft materials.