

Prime Area focus

PSED focus

Key skills

- Begin to identify range of emotions: happy, sad, angry
- Develop independence with support of key worker using phrase 'I can do it by myself'

Activities:

**B-** to continue build relationships with special people through small group activities and story times

-Use puppets to support understanding of different emotions alongside stories

**T-** children to identify how they might be feeling e.g. tired, happy, sad  
To support children in expressing their needs and wants.

-Use the persona dolls to explore emotions experienced in the room at carpet times and in small groups

-Use persona dolls to develop understanding of turn taking and sharing e.g. one doll to snatch from the other and the other becomes upset  
-Box Full of Feelings situation cards  
-Box Full of Feelings music and mask activity

Key vocab

Emotions: happy, sad, angry, surprised,

Key questions

-How might X doll be feeling? What might they need now?

Communication and  
Language focus

Key skills

- To maintain focus on an activity for a short period of time.
- To be able to respond to simple instructions.
- Identify familiar objects and properties e.g. F's coat, blue car, red apple.

Activities:

**B-** Join in action songs with simple repeated actions.

-Adults to name features of objects during play e.g. spikey pine cone

-Children to repeat back single words

**T-** -Listening games involving musical instruments e.g. eyes closed, was it this one or this one?

-children to use words to describe when modelled e.g. red apple, juicy orange, big pumpkin

Key vocab

-Autumn, autumnal, dark, light, darker, lighter, sunlight,  
-cloud, sun, rain, storm, wind  
-cloudy, sunny, raining, stormy, windy  
-rain jacket, jumper, waterproof, boots, umbrella

Key questions

- What is the weather like today?
- What do we need to wear outside?
- How can we stay dry?

Physical  
Development focus

Key skills

To use resources they can grasp, squeeze, tug and throw.  
To be able to use space effectively and negotiate space.

Activities:

**B** -Explore different strength doughs to develop finger and hand strength.

-Use hands to explore inside of pumpkin  
-Create obstacle courses in garden space for exploration over, under, along  
-Babies walking to Woodland Garden to explore different surfaces

**T** - Explore texture of clay, shaping and molding

-Using tweezers and fingers to pick out pumpkin seeds

-Creating different sized dens in garden to fit inside.

-Walking to garden spaces to explore new surfaces

Key vocab

-up, over, along, across, under, balance  
-push, pull, stretch, pinch, cut.  
-Fast, slow,  
-Kick, throw, move

Key questions

- Is that hard to pull apart?
- Can you cut it?
- Can you pick up a seed?

## Literacy

### Key texts:

Owl Babies  
Wow! Said the Owl  
Red Leaf, Yellow Leaf  
Rosie's Walk  
The Leaf Thief  
We're Going on a Bear Hunt

### Key knowledge:

- Repeat words and phrases from favourite books
- Make marks to stand for name in Toddlers

### Activities:

- B – Sing autumn themed songs with puppets and props
- Children to learn actions alongside adults
- Leaf printing activity to explore marks we can make with natural objects
- Rolls of paper on the floor with crayons
- T-Learn new autumn themed songs, rhymes and actions
- Enact theme stories with puppets and props in small world and role play
- Leaf printing and leaf rubbing to explore markings and patterns
- Use crayons and rolls of paper on the floor
- Chalk mark making in the garden – explore impact of rain

### Key vocab:

First, next, then, finally, suddenly, in the end  
Identify rhyming words in songs and stories  
Press, rub, draw, mark  
Print, paint, press.

### Key questions

I wonder what happens next?  
Did you enjoy that story?  
Who was your favourite character?  
What happened to my marks? Where did they go?

## Maths

### Key texts:

One Fox  
Rosie's Walk

### Key songs:

Five Little Leaves  
Five Shiny Conkers  
Five Little Acorns  
I've Got a Basket of Apples

### Key knowledge

Compare amounts of objects – more or less  
Counting objects 1-5 in play – how many do we have now?

### Activities:

- B- Sing pattern songs and finger rhymes
- Order natural objects by size - biggest to smallest
- Explore filling and emptying objects in the sand
- Explore collections of conkers, pine cones and leaves
- T- Singing and learning number songs to 5 – listed above
- Compare and contrast the shapes of natural objects
- Count out a number of natural objects within 5
- Explore number in everyday contexts, I need one more cup or take 2 pieces of fruit.
- Den building - experiment body-sized spaces and provide commentary

### Key vocab:

More, less, fewer, how many  
Compare, contrast, amount  
Long, short, small, smaller, smallest, big, bigger, biggest  
Inside, outside, along, under. Over, under, between and squeezing.

### Key questions

Which is the biggest/smallest?  
How many of those do you have?  
Can you fit inside the den?

Understanding the World –  
The Natural World

Key knowledge and skills:

-To identify signs of autumn: leaves, pine cones, fruit.

Activities:

B- collect autumnal objects from outdoor space and Woodland Garden

-Experience rain under umbrellas and splashing in puddles (with wellies)

T- to go on an autumn walk in small groups around outdoors and other outdoor spaces collecting autumnal objects e.g. Woodland Garden, explore Caroline's garden

-Naming animals that might live here

-Identify weather each day and read related stories

-Explore insides of a pumpkin – sorting seeds

Key vocab:

Weather: rain, storm, cloudy, sun, ice, windy

Natural objects: conker, leaf, acorn, seeds

Understanding the World-  
People and Communities

Key knowledge

B- Celebrate and value cultural and family experiences.

T- Talk to children about their friends, their families, and why they are important.

Activities:

-Share special times of year within our community – Bonfire Night, Diwali, Christmas – using Tapestry

-Share Tapestry records of places we visit at the weekends/half term break

-Stories and non fiction books from IELS

-Plan for Toddler to Nursery transition breakfast in December

Key vocab:

Celebration, special event, party, family Bonfire night, Diwali, Christmas, New Year

Expressive Art and Design – Art/DT

Key knowledge

B – explore marks we can make

T–start to make marks intentionally

Outcome:

- Leaf printing

Key vocab:

-pick, press, smooth, peel, print, pattern

-Colour names: orange, red, yellow, brown

DT cooking outcome: Fruit smoothies

Key vocab:

choose, select, cut, chop, blend, pour, refreshing, juicy.

-Adults to name and give properties of fruit e.g. red apple, juicy orange, sweet berries

Key questions:

Which fruit will you choose? Which do you like best, why?

Computing

Key knowledge and skills:

Experiment with resources with buttons, lights and mechanisms

B- Experiment with torches in dark/light spaces

T- Use iPads/iPods to take photos of weather and autumn changes – create room book

Key vocab:

Button, press, switch, on/off, photo, album

Key questions:

Can you see? What can you see?

Expressive Art and Design – Music

Key knowledge and skills:

B - Listen to crunching leaves under a blanket, can you identify?

-Listen to and move bodies to music and nursery rhymes

T-Explore autumnal music – Vivaldi's Four Seasons – Autumn

Songs:

All the leaves are falling down

Dingle Dangle Scarecrow

I've Got a Basket of Apples

Expressive Art and Design –  
Role play

Key knowledge and skills:

-Sharing special times with our community

Activities:

-Dressing the home corner for different times of year

-Introducing clothes for different types of weather within the home corner

Key vocab

Celebration, special, feast, community, family Jacket, waterproof, boots, hat, umbrella

Key questions:

-What might we need to wear today?