

Into the Woods



Autumn 2

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p><i>Checkpoint</i> <i>Can they shift from one task to another if attention is fully obtained? (Age 3)</i> <i>Is the child using sentences of 4-6 words? (Age 4)</i> <i>Can they answer simple "why" questions? (Age 4)</i> <i>Is the child using "because", "or" "and" to join sentences? (Age 4)</i> <i>Is the child using future and past tense? (Age 4)</i></p>	<p><i>Checkpoint</i> <i>Can they take turns and share with others, with adult support? (Age 3)</i> <i>Can they settle at activities for a while? (Age 3)</i> <i>Do they play alongside others or on their own (Age 4)</i> <i>Do they take part in pretend play? (Age 4)</i> <i>Do they take part in pretend play with different roles? (Age 4)</i> <i>Can they negotiate solutions to conflicts in play? (Age 4)</i></p>	<p><i>Checkpoint</i> <i>Discuss healthy eating with children</i> <i>Talk with parents about oral hygiene (Brushing Buddies)</i> <i>Are children dry during the day? (Age 4)</i> <i>support with toilet training</i></p>

Communication and Language		Personal, Social and Emotional Development	Physical Development
<p>Talk about what they see using a wide range of vocabulary.</p> <p>Use longer sentences of 4 to 6 words</p> <p>Can start a conversation with an adult or friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play.</p>		<p>Develop their sense of responsibility and membership of a community.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb apparatus using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent meeting their own care needs.</p>
Literacy	Mathematics	Understanding of the World	Expressive arts and design
<p>Birth to Three</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Say some of the words in songs and rhymes.</p> <p>Have favourite books and seeks them out.</p> <p>Notice some print, such as the first letter of their name or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p>	<p>Birth to Three</p> <p>Count in everyday contexts, sometimes skipping numbers.</p> <p>Take part in finger rhymes with numbers.</p> <p>Three and Four Year Olds</p> <p>Understand prepositions through words alone.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar properties.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice (Seasonal)</p>	<p>Explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and decide which materials to use the express them (DT)</p> <p>Explore colour</p> <p>Remember and sing entire songs.</p>

PSED

- Talk to the children about caring for our local area and the environment. Discuss the impact that litter can have on wildlife.
- Act out stories using props and costumes - Red Riding Hood, Goldilocks and the Three Bears.
- Talk about rules and how they keep us safe. What rules could we write for Goldilocks?
- Talk about how baby bear would have felt when Goldilocks ate his porridge, broke his chair and slept in his bed. When have you felt like this?
- How would Daddy bear act when he's cross? What would his face look like? How can Daddy bear calm down? Breathing techniques sitting in a quiet space.

Physical Development

- Encourage children to create movements for different woodland animals.
- Have some story themed costumes for children to put on independently.
- Make clay hedgehogs. Encourage children to knead and shape clay, add pebbles for eyes and use scissors to snip spikes.
- Hide acorns in a tray of soil for children to uncover. Children to find them using spoons, tweezers and place them in a small bowl.
- Make porridge, can they make the stirring movement and chop healthy toppings.

Communication & Language

- Hide a woodland creature in the outside area and encourage the children to describe where it is hiding using positional language, move the creature to another area for others to describe.
- Provide natural materials, such as fir cones, leaves, acorns, conkers and twigs for children to explore and describe.
- Create a small world woodland/forest using natural materials.
- Play "What's in the box?" using autumn themed animals and objects.

Understanding of the World

- Go on a Woodland walk - Forest School
- Learn about different animal habitats.
- Take a trip to Colliers Wood (Homework)
- Make pine cone bird feeders and talk about the importance of caring for wildlife.
- Place a small pile of leaves in a tray and programme the Hedgehog (BeeBot) to find the leaves.
- Make porridge and talk about how it changes when it's cooked. Is it hot or cold? How has the texture changed?
- Talk about the bears beds being hard and soft. Can you sort which objects are hard and which are soft?

Mathematics

- Use natural objects to encourage children to subitise up to 3.
- Create ABAB patterns with natural materials.
- Add "spikes" to the hedgehog and count how many there are.
- Find patterns in the environment.
- Use the bears and play positional language games.
- Subitising - Bowls, spoons etc.
- Capacity - Measure ingredients for porridge.

Literacy

- Encourage children to draw writing patterns and begin forming letters from their name in soil.
- Read a variety of topic themed stories.
- Draw pictures about their favourite woodland stories, make marks with their drawing and tell an adult what it says.
- Children to create "Keep out" posters to go in the role play area. Use marks and their print and letter knowledge.

Expressive Arts

- Andy Goldsworthy - Make art out of natural materials.
- Ask children to make a self-portrait. They could explore looking in a mirror to help them.
- Provide rectangles of paper, lolly sticks, materials and sticky tape. Ask the children to make stick puppets of themselves and their friends.
- Create paintings that reflect the emotions happy, sad and angry. Provide colours that are associated to these emotions.
- Re-create the story of Goldilocks and the Three Bears using the role play area.

Vocabulary

Autumn

Forest

Tree

Wood

Bark

Leaf

Leaves

Flower

Branch

Twig

Deciduous

Evergreen

Acorn

Pine cone

conker

Logs

Nettles

Dock

Berries

Birds

Birdfeeder

Fox

Hedgehog

Squirrel

Rabbit

Burrow

Habitat

Brown

Red

Orange

Daddy Bear

Mummy Bear

Baby Bear

Goldilocks

Big

Middle sized

Small

Bowl

Porridge

Chair

Bed

House

Eat

Sit

Sleep

Children's Ideas:

- Colour mixing
- Leaf collage
- Making dens
- Picking apples
-



P4C Prompts

(Starting points - may change with children's responses)

Was Goldilocks right to go into the house?

Was Goldilocks being safe by going into the three bears home? What rules could we write for Goldilocks?

If you could ask the wind to blow anything away what would it be?

How does walking through the woods make you feel?

Nativity- What present would you take?