

01COMMUNICATION & LANGUAGE / LITERACY

ACTIVITIES
 Story book focus: The Gruffalo and The Gruffalo's Child;
 - Story retelling
 - Story sequencing
 - The Gruffalo's cousin
 - Using a description of the Gruffalo to draw/paint/make him

Children will receive a letter from the Gruffalo saying he's lonely because everyone is afraid of him!
 Children could:
 - cook for the gruffalo in our mud kitchen
 - write a dinner invitation
 - build a home for the gruffalo write
 - letters back and forth to the gruffalo

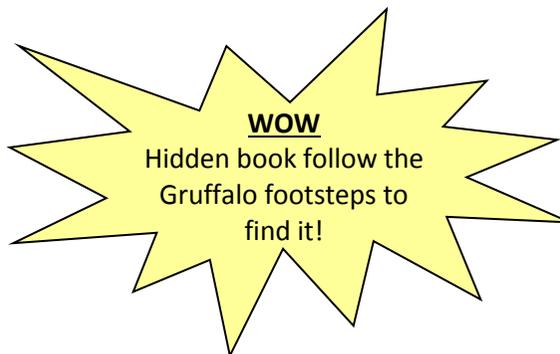
Letters and sounds Phase 1: Drum outdoors as focus activities – link to gruffalo footsteps. Small group focus sessions; see separate planning. Lots of singing songs and action rhymes everyday (p.20)

Our storytelling wall – introduce the children to storytelling in the reading corner. Children to tell the story of the gruffalo using props.
 Introduce Story Telling Spoons.
 Introduce the class self register – recognising our names.
Songs: Dingle Dangle Scarecrow, Mr Scarecrow, Conkers, I'm collecting conkers
Books:
 - Our autumn book – recap autumn walk from the previous week
 - Hodge the Hedgehog – reinforce sharing as a class (PSE link)
 - The Lost Acorns – link to hibernation.

Read Autumn book on computer <http://www.sebastianswan.org.uk/autumn/bkaut.html> Children then make their own Autumn book.
 Story telling and story language – The Enormous Turnip book focus; create a class story map, learning story language and actions. Story role play. Story ordering.
 Harvest assembly – teachers act out The Enormous Turnip

OBJECTIVES 22-36M
 Listens with interest to the noises adults make when they read stories.
 Shows interest in play with sounds, songs and rhymes.
 Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
OBJECTIVES 30-50M
 Listens to stories with increasing attention and recall.
 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 Describes main story settings, events and principal characters.
 Shows interest in illustrations and print in books and print in the environment.

NURSERY AUTUMN 1 (2 WEEKS) STARTING WB:7TH OCT 2018



UNDERSTANDING THE WORLD

ACTIVITIES
 Gruffalo hunt – children search for different animal tracks; can we follow them? Which animal from the Gruffalo will they lead to?
 Autumn Walk – children take a walk around the school looking for signs of autumn. All chn to have their own bag to collect items (Link to maths collecting unit)
 ICT activity – gruffalo website; animal sounds, give the gruffalo his prickles, snake patterns. Colour in autumn leaf on computer – 'Spray' tool on paint program – display.
 Set up the visual timetable in class – photo activities with children.
 Introduce our class calendar – discuss month, season, weather – update daily.
 Hibernation – introduce the children to the habits of animals that hibernation. Put Sally squirrel and our hedgehogs into hibernation.
 Autumn forest/Gruffalo forest role play
 Introduce Harvest – what is happening on the farms at this time of year. Book: The Enormous Turnip

- Vegetable feely bag – which vegetable is it?
- Crop gathering – dig up and collect our own harvest.
- Soup making – using the vegetables; prepare, chop and make soup.

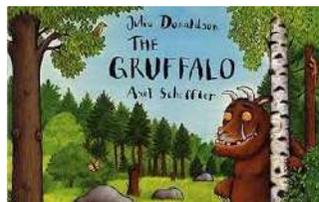
Introducing Floorbooks – what can we do with a stick? Questions about the autumn?
 Baking Activities: Gruffalo Crumble

OBJECTIVES 22-36M
 Seeks to acquire basic skills in turning on and operating some ICT equipment.
 Enjoys playing with small-world models such as a farm, a garage, or a train track.
 Notices detailed features of objects in their environment.
 Has a sense of own immediate family and relations.
 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
 Beginning to have their own friends.
 Learns that they have similarities and differences that connect them to, and distinguish them from, others.
OBJECTIVES 30-50M
 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 Talks about why things happen and how things work.
 Developing an understanding of growth, decay and changes over time.
 Shows care and concern for living things and the environment.

MATHS

ACTIVITIES
 Counting games – close eyes and listening to the Gruffalo's steps (How many?) Show on fingers.
 Sorting and pairing woodland creatures
 Continued colour reinforcement (some children still unsure) – link to colours in the forest and autumn colours.
 Matching, sorting and ordering laminated Autumn leaves (as a whole class then leave out for independent play – observe) Look at autumn colours.
 Simple number songs – 5 autumn leaves, when I was one....
 Size sorting – enormous turnip sizes
 Matching and sorting different vegetables
 Comparing Amounts – Mouse will only eat small numbers and the Gruffalo big!
 Beebot – as mouse walking through the woodland, can he avoid fox? Snake and Owl?

OBJECTIVES 22-36M
 Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
 Recites some number names in sequence.
 Notices simple shapes and patterns in pictures.
 Beginning to categorise objects according to properties such as shape or size.
OBJECTIVES 30-50M
 Uses some number names and number language spontaneously.
 Uses some number names accurately in play.
 Realises not only objects, but anything can be counted, including steps, claps or jumps.
 Shows an interest in shape and space by playing with shapes or making arrangements with objects.
 Shows awareness of similarities of shapes in the environment.
 Shows interest in shapes in the environment.
 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.



Adult-led challenges

- How do I know that it won't be hot and sunny tomorrow?
- Can you tell me why there so many leaves on the ground?
- Why is the Autumn important?/What is harvest?
- Can you find out if all leaves are the same shape?
- Can you describe how you know its Autumn in the Gruffalo's Forest?
- Can you tell me which Harvest foods you like?
- Can you explain where the harvest food comes from?

Children's questions

PHYSICAL DEVELOPMENT

ACTIVITIES
 PE lessons – moving like the Gruffalo characters. Travelling in different ways.
 Continue peer relationship circle and ring games.
 Continuous outdoor play.
 Play dough/construction blocks – continuous provision
 Den making – children construct a new den for the gruffalo.
 Encourage the children to practise their scissor skills by cutting out leaf shapes
 Lacing leaves – threading
Continuous outdoor play
 Parachute games – link to windy days
 Gruffalo Crumbling Mixing.
 Dough Gym

OBJECTIVES 22-36M
 Clearly communicates their need for potty or toilet.
 Beginning to recognise danger and seeks support of significant adults for help.
 Beginning to be independent in self-care, but still often needs adult support.
 Maybe beginning to show preference for a dominant hand.
 Beginning to use three fingers (tripod grip) to hold writing tools
OBJECTIVES 30-50M
 Can tell adults when hungry or tired or when they want to rest or play.
 Understands that equipment and tools have to be used safely.
 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
 Can usually manage washing and drying hands.
 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 Draws lines and circles using gross motor movements.
 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
 Holds pencil between thumb and two fingers, no longer using whole-hand grasp

PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT

ACTIVITIES
 Circle games for developing group identity and sense of community – "Clap your hands"
 WOW WALL: encourage children to be proud of their work. Show children the new WOW stickers!
 Introduce our den work wall – chn to put their own work up in the reading corner. If a teacher spots it they might move it to the WOW wall!

OBJECTIVES 22-36M
 Interested in others' play and starting to join in.
 Seeks out others to share experiences.
 May form a special friendship with another child.
 Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
OBJECTIVES 30-50M
 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 Initiates play, offering cues to peers to join them.
 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
 Aware of own feelings, and knows that some actions and words can hurt others' feelings.

EXPRESSIVE ARTS & DESIGN

ACTIVITIES
 Imaginative play – gruffalo cave and forest.
 Create a collage of things collected on the Autumn walk.
 Collage the gruffalo; what are his different features?
 Footprint collage – chn use different animal footprints to print different patterns.
 Collage an Autumn leaf using red, orange, yellow and brown material.
 Leaf printing – discuss autumn and how leaves fall off the trees.
 Children to use rollers to paint the back of their leaves in autumn colours, then print pattern onto paper.
 Autumn handprints – children to paint their own hands for autumn display.
 Vegetable printing – what shapes/patterns do different vegetables make?
 Collaging an autumn picture using vegetable peelings and cuttings.
 Autumn trees – children finger paint different coloured leaves onto an autumn tree.
 Our hedgehogs – children use the clay to make hedgehogs; how can we make them spiky?
 Junk modelling – homes for our hedgehogs. How can we keep them warm all winter?

OBJECTIVES 22-36M
 Joins in singing favourite songs.
 Experiments with blocks, colours and marks.
 Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
 Beginning to make-believe by pretending.
OBJECTIVES 30-50M
 Enjoys joining in with dancing and ring games.
 Imitates movement in response to music.
 Explores colour and how colours can be changed.
 Beginning to be interested in and describe the texture of things
 Uses various construction materials.
 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 Engages in imaginative role-play based on own first-hand experiences.
 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.