

Prior learning—
Pets, farm animals (link to Harvest)



Animals

Autumn animals/wildlife (Hedgehogs, squirrels, foxes, birds, robins, badgers)

What do the animals do during autumn? How do they get ready for winter? Which animals hibernate? How can we help animals—bird feeders, bird houses, shelters, hedgehog houses.

Christmas animals (animals in the North Pole/Arctic)

Reindeer, polar bear, Arctic fox, walrus, seals, arctic hare, snowy owl, whales, Narwhal, puffin.

Future learning—Winter animals, Spring/farm animals throughout Early Years. Animals studied throughout KS1/KS2. Y1 naming, describing and comparing common animals.

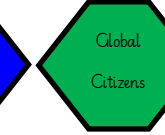
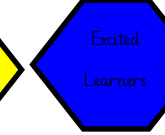
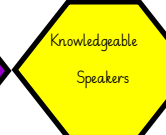
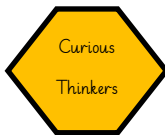
Prior learning—



Growing

Pumpkins

Future learning—Growing and planting in summer term. Y1 garden plants, wild plants, trees, flowering plants. Humans and plants studied throughout KS1/KS2



Autumn 2

All About Autumn



Key books

Rosie's walk
We're going on a bear hunt
Owl babies
The scarecrow's wedding
Room on the broom
Funny bones
Where the poppies now grow—
Remembrance Day
The Nativity
Stickman
The snowman
The Christmas Jolly postman
The polar express

Fairy tales/traditional tales

The little red hen
The Gingerbread man
Hansel and Gretel

General Vocabulary

Autumn, leaves, pumpkins, scarecrows, conkers, pine cones
Seasonal changes—colours (red, orange, yellow, brown), crunchy, swirling, twirling, smooth, rough
Animals—hibernation, hibernating, hedgehogs, squirrels, foxes, badgers

Prior learning—changes in ourselves—growing from a baby to a child

Changes

Autumn (Fri 22nd Sep)

What changes can you see? What similarities and differences are there?



Future learning—changes in winter/spring/summer
Y1—seasonal changes
Evolution studied throughout KS1/KS2

Prior learning—people who help us in school/friends/family/builders

People who help us

Farmers (grow and harvest our food so we can eat)
Shop keepers (so we can buy food and toys)
Firefighters (fires at Bonfire night)
Elves (help Santa make toys for Christmas!)
Postal workers (post letters to Santa and Christmas cards)

Future learning—Y1 Florence Nightingale. Y2 The Great Fire of London.

Prior learning—
Ladybirds

Mini-beasts

Autumn mini beast hunt—slugs, snails, earwigs, woodlice, spiders

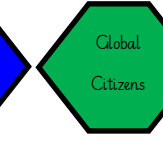
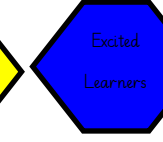
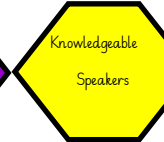
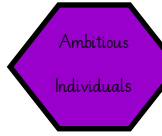
Future learning—caterpillars/butterflies, bees, wasps, ladybirds in spring/summer, Y2 living things, habitats (including micro-habitats) and food chains.

Prior learning—
Birthdays, Diwali

Celebrations/ special days

Birthdays
Halloween
Bonfire Night
Remembrance Day
Children in need
Hannukah
Advent/Christmas
New Year

Future learning—
Birthdays celebrated throughout the year



Autumn 2

All About Autumn



Tuesday 5th November (Bonfire Night/Diwali/Remembrance)

Monday 11th November (Children in need)

Author spotlight—Julia Donaldson (The Gruffalo)

Monday 18th November—The Nativity story/
The Gingerbread Man

Monday 25th November—Christmas (postal workers/
post letters to Santa)

Monday 2nd December—Christmas—Christmas cards/
Christmas decorations

Monday 9th December—Christmas—Transport—The
Polar express

Monday 16th December—Christmas—Calendars

Prior learning—

Transport and travel

Farmers—tractors

Postal workers—postal van, bike, walking

Christmas—How will we travel to our school trip to see Santa? (coach, walking) How does Santa travel? (sleigh, walking)

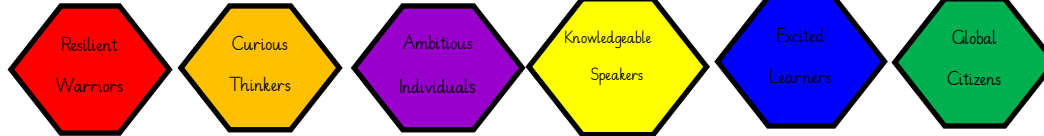
Future learning—
EYFS—Summer trips. Y1 Local area and seaside
Locational/place knowledge studied throughout KS1/KS2

Prior learning—

Other

Road safety visit and assembly—being visible outside with the dark nights drawing in

Future learning—



Autumn 2

All About Autumn



Prior learning—Autumn 1
Matching, sorting, comparing size/amounts/height/length, patterns, numbers 1,2,3

Prior learning—speed sounds lessons
group A and B—single letter sounds, word time, Fred talk games

Nursery (master the curriculum)

Exploring number 1,2
Exploring pattern

Reception (mastering number)

Counting skills, the 'fiveness of 5', concept of 'whole' and 'part', composition of 3,4 and 5, match numerals and quantities to 10, verbal counting beyond 20.



Reception (WRM)

Circles and triangles, shapes with 4 sides.



Future learning—
Spring term—1 more, focus on 5, 6, 7 as '5 and a bit', composition.

Literacy/phonics RWI –Nursery

Children taught single letter sounds throughout the year in small phonics sessions. Fred talk games and oral blending

Literacy/phonics RWI –Reception

Speed sound lessons
Teach letter formation
Word time reading
Fred talk games

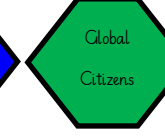
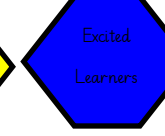
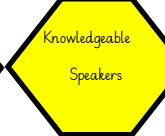
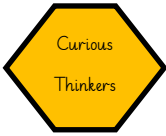
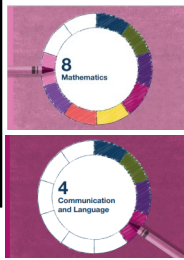
Children assessed end of Autumn 1 and grouped by progress during Autumn 2 (split into 4 groups throughout Reception)

Expectation for children to read all single letter sounds speedily and blending these sounds into words by end of Autumn 2.



Future learning—
Blending/segmenting CVC words, special friends, ditty books

Prior learning—exploring pattern, sorting and matching throughout the environment, using shapes to create pictures, exploring height, length, size.



Autumn 2



Prior learning—



We are mathematicians through...

Daily counting the number of children in class after registration and daily going through our calendar—days of the week, week date, months)

Having a question of the day for children to discuss most popular choice—more than, less than, counting

Counting autumn objects/leaves, Halloween objects, presents, elves, toys and making patterns

Sorting and matching autumn objects/toys/presents/fireworks/Halloween objects

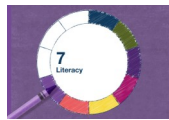
Using mathematical language (size, length, height) when describing autumn animals, Halloween objects, Christmas animals, presents

Sharing food between animals, toys/chocolates/sweets between children

Writing numbers (number of toys, pumpkins, presents, chocolates)

Future learning—
Exploring numbers to 10

Prior learning—single letter sounds taught, retelling picture books and stories



We are readers through...

Retelling stories and traditional tales

Recognising print in the environment

Learning new vocabulary through the stories we read and listen to

Understanding print —meanings/ purposes

Exploring text and books

Future learning—
Blending CVC words, reading simple sentences

Prior learning—single letter sounds taught, labelling, name writing



We are writers through...

Dough disco/squiggle while you wiggle

Describing autumn and learning new vocabulary

Labelling autumn objects/animals

Writing lists (potion lists, Christmas list)

Writing letters (post office role play)

Labelling sounds that fireworks make (onomatopoeias)

Writing our name

Sequencing stories and traditional tales

Future learning—
Writing CVC words, writing simple sentences

We are scientists through...

Exploring seasonal changes

Exploring the natural environment

Using and exploring collections of autumn materials (leaves, conkers, pine cones, sticks, acorns)

Growing/picking pumpkins—life cycle of plants

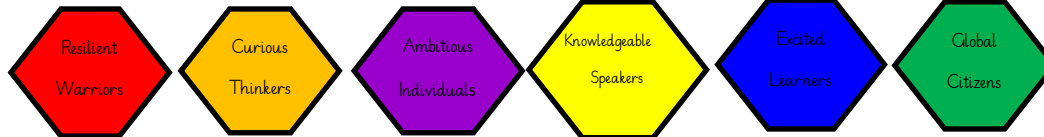
Collecting acorns, conkers and leaves that have fallen off the trees and learning about the lifecycles.

Learning about animals and how they prepare for winter throughout autumn—collecting food ready for hibernation

Making gingerbread men and observing changes in materials

Exploring changes in materials through making potions—chemical reactions between vinegar, bicarbonate of soda, washing up liquid, food colouring.

Future learning—
Spring/summer changes/ animals



Autumn 2

All About Autumn



Prior learning—use of iPads and IWB to use applications. Use of cameras when taking photos of themselves, Microwaves for cooking

We are computer engineers through...

Using applications on the IWB to write/draw about Halloween, remembrance day, autumn, Christmas.

Using iPads and cameras to take photos of seasonal changes.

Using the oven when making gingerbread men.

eBooks and online stories

Role play toys—defunct mobile phones/keyboards

Programming bee bots

Future learning—
Computing is studied throughout KSI/KS2



Prior learning—Learning about our own life history

We are historians through...

Talking about photos and memories

Talking about experiences that are familiar and how these may have differed in the past

Talking about when we were young and things that happened before we were born.

Comparing and contrasting characters from stories, including figures from the past (Remembrance day, The Nativity story, Bonfire night)

Future learning—
Chinese New Year traditions, Easter story, Summer holidays and where they have been before



Prior learning—Learning about our local area, buildings, towns, roads

We are geographers through...

Talking about our local area, where we live, where Santa lives, addresses.

Talking about places in the world—The North Pole, arctic.

Talking about similarities and differences between families and countries.

Exploring and observing the natural world

Future learning—
Observing the natural world in winter/spring/summer. Travel and transport throughout summer term



Prior learning—using media and materials to create self portraits, exploring colour

We are artists through...

Creating art through using natural objects—leaf printing, collage

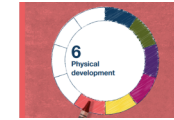
Remembrance day paintings—Mary Manthei

Exploring colours and materials

Creating Christmas decorations—salt dough, clay, paper, card, sequins, glitter

Making props to support role play

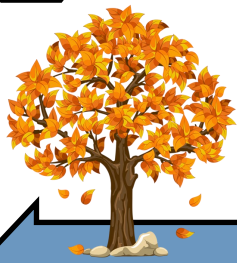
Future learning—
Observational drawings, collage snow scenes



- Resilient Warriors
- Curious Thinkers
- Ambitious Individuals
- Knowledgeable Speakers
- Excited Learners
- Global Citizens

Autumn 2

All About Autumn



Prior learning—Exposed to children who speak other languages throughout the Early Years setting



Languages

Children will talk about the differences they have experienced or seen in photos. They will develop positive attitudes about the differences between people through class discussions. Children will explore different countries and cultures through role play/small world/construction. Reception children will respond to the register in different languages.

Future learning—Learning a foreign language in KS2.

Prior learning—Diwali

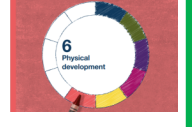


R.E.

Local environment and understanding that some places are special to members of their community—churches/mosques.
Recognise that different people have different beliefs and celebrate special times in different ways.

Future learning—Chinese New Year, Easter, Eid

Prior learning—designing and building houses, small worlds, dens.

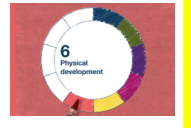


We are designers through...

- Designing Christmas decorations
- Designing small worlds with construction kits
- Creating bonfire and firework pictures using collage, paper, paint, chalk, pastels.
- Junk modelling—nativity scene
- Joining materials—tape/glue/paperclips, split pin animals.
- Making props to support role play
- Building habitats for autumn animals
- Making bird houses/hedgehog houses
- Building a bug hotel

Future learning—Building igloos, snow castles,

Prior learning—

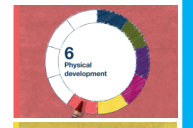


We are musicians through...

- Singing nursery rhymes. Singing and listening to songs. Using different instruments. Listening to music from other cultures.
- Listening to and signing songs linked to our topics—Happy Birthday, autumn songs, Christmas songs, nativity songs

Future learning—Spring songs/Easter songs

Prior learning—



We are athletes through...

- Understanding our bodies and how our bodies move. Developing physical skills and movement vocabulary—gallop, slither, follow, lead, copy, crawling, climbing, jumping, running, walking)
- Using wheeled resources—2 wheeled bicycles, pedal bikes, prams, carts, wheelbarrows)

Future learning—Using apparatus/team games