

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>I enjoy listening to story and I can remember much of what happens 2/3</p> <p>I can stop and listen when asked by an adult 1</p> <p>I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me. 2</p> <p>I know several unfamiliar words and can use them in context and I will use a 'new' word in my speech. 2</p>	<p>I am independent in my play and can play with others. 1</p> <p>I can choose equipment for my play and I can tell you why I am playing with equipment. 2</p> <p>I can think about my play. I can think and choose my own play challenges. 3</p> <p>I can use equipment correctly. 2</p>	<p>I can move in a variety of ways, I am a confident runner and I can climb safely, jump off safe apparatus and take risks. 1</p> <p>I can climb stairs independently.1</p> <p>I can make marks independently, and can hold my pencil correctly. 2</p> <p>I can independently do an action rhyme with actions.1</p> <p>I can choose the right equipment and resources to do a challenge safely and use scissors to snip. 2</p>	<p>I can explore books independently and talk about some of the pictures. 1/2/3</p> <p>I can recognise my name in line up of names. 1/2/3</p> <p>I know we are reading when we share a book. 1/2/3</p>	<p>I can count 1,2,3,4,5 and beyond. 1/2</p> <p>I can tell you 'how many' when I count a small set of objects. 1/2</p> <p>I can show you an amount, up to 5 on my fingers. 2/3</p> <p>I can count to 10. 2</p> <p>I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me and give you the correct amount. 2/3</p> <p>I know in a simple number song understanding counting forwards using puppets and picture cards. 1</p>	<p>I can use my senses and talk about them. 1</p> <p>I can explore materials and investigate different properties about them. 2</p> <p>I can tell you about my family including people who do not live with me. 1/2</p>	<p>I can role play and tell you who I am. 1</p> <p>I can recreate story in small world trays. 1</p> <p>I can build with purpose. 2</p> <p>I can think about what I am creating. 2</p>



Continuous Provision Ideas Autumn

Communication and Language

Ask the children to bring in autumn items (such as pine cones, conkers or fallen leaves) that they have found on their way to school. Create a table of objects, provide magnifying glasses and encourage the children to talk about the objects they bring in.

Take cameras on an autumn walk. Encourage the children to take pictures of anything that interests them so they can talk about it later on. Share the photos and ask the children to say what they have taken a photo of and why.

Physical Development

Make Hedgehog Bread with the children. Model to the children how to use their hands to knead and pinch the dough. Encourage them to shape their dough using kneading and pinching.

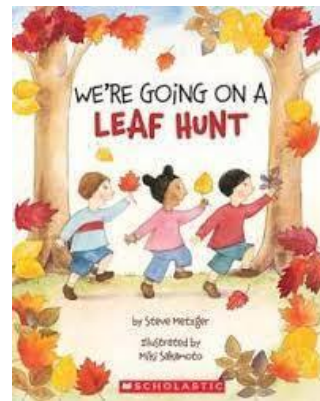
Create an autumn dance. The children could curl up like a hedgehog, stretch like a squirrel, blow like the wind, swirl like a sycamore seed or flutter to the ground like a leaf.

Provide conkers, pine cones and leaves in a large activity tray, as well as labelled baskets. Encourage the children to sort them into the correct pot using tweezers.

PSED

Leave toy autumn animals out, such as hedgehogs and squirrels. Encourage the children to care for their toy for a day. Ask them to explain how they are going to look after it.

Provide materials, such as a large stick, stuffing, paper bag and large clothes in the outdoor area. Encourage the children to work together to create a scarecrow to put up in the outdoor area.



EAD

Provide musical instruments and ask the children to create different autumn noises using different instruments.

Provide a range of natural objects, such as conkers, pine cones and twigs. Encourage the children to create models using the objects. Allow them to talk about the models they have created.

Set up an autumn-themed small world area with squirrels, hedgehogs, leaves, nests, etc. Encourage the children to act out a storyline using the small world resources.

Maths

Provide a selection of natural materials, such as conkers, pine cones and leaves. Encourage the children to create repeating patterns using the natural materials.

In a large activity tray, offer five-frames and autumn materials. Encourage children to subitise by placing items on the five-frame and say how many they have without counting.

Literacy

Provide a large selection of writing materials and paper in different photo frame sizes. Encourage children to draw pictures of their autumn walk.

Draw an outline of a tree on the ground in chalk and draw some pre-writing shapes inside, such as swirls, lines and crosses. Leave chalk and encourage the children to fill the outline with the different shapes.

Provide a selection of autumnal fruits and vegetables. Encourage the children to make a list of all the fruits and vegetables that they can see. They may try and write the whole word or just use initial sounds.

UTW

Enable the children to explore autumn using their senses. Provide a range of autumn objects and ask them to look, feel, smell and touch the items. Ask the children to describe their findings.

Provide them with a range of materials, such as leaves, twigs and grass. Encourage the children to build a nest for an animal to hibernate.

Talk to the children about Harvest Festival. Can the children think about why harvest is an important time of year?