



EY Autumn Term Overview 2022

Themes	<p style="text-align: center;">Autumn Harvest stories Celebrations Light and Dark</p>
Special days / Focus weeks	<p>Harvest , Diwali, Bonfire Night, Halloween, Remembrance , Children in Need , Nursery Rhyme Week , Christmas , Black History Month (Diversity stories)</p>
British Values / Right Respecting	<ul style="list-style-type: none"> • Mutual respect. (Wolfy’s Wishes, class charter) • Tolerance of those of different faiths and beliefs.(Stories about Diversity), Diwali. <p>RRSA: Article 24 Health, water, food, environment.</p>
Some Key Texts Rhymes & songs	<p>Starting Nursery books, Large Family Stories , Elmer, Handa's Surprise, The enormous turnip, Goldilocks, The little red hen, Oliver's Vegetables , We're going on a leaf hunt, Hello Autumn!, The First Christmas, Santa Needs A Wee, Kipper's Birthday, Room on the Broom, , Stickman , Dipal’s Diwali story, Can’t you sleep little bear? The Owl who was afraid of the dark, Owl babies</p> <p>Nursery Rhymes / Songs: When Goldilocks went to the house of the bears, Autumn Leaves , This is the way..., Head Shoulders Knees and Toes, Wind the Bobbin up , If You're Happy and You Know it, One Finger One Thumb, The little red hen song., The enormous turnip song.</p>

Hooks / Memorable experiences	Autumn walks Trip to allotment Stay and Play Forest schools- <i>make a fire and toast marshmallows.</i> Post Office Visit Christmas Production & Party Theatre visit
'100 Things'	Make a new friend, Learn a rhyme , Cook Outside Crunch in Autumn Leaves, Help a Charity, Watch a live show , , Go on an Autumn Walk, Perform in a show with an audience , Watch fireworks , Make a den , Read a story by torchlight

To ensure that our EY children have the cultural capital to move successfully to KS1 we make links to the National Curriculum expectations for Key Stage 1 throughout our EY curriculum.

Autumn	<u>Nursery</u>	<u>Reception</u>	<u>Vocabulary</u>
Links to History curriculum	<p><u>Chronology</u> relive past experiences through role play activities and retell events in order.</p> <p><u>Everyday life</u> Talks about the lives of people they are familiar with</p> <p><u>Significance</u> -begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations</p>	<p><u>Chronology</u> put familiar events in chronological order, using pictures and discussion.</p> <p><u>Everyday Life</u> talk about past and present events in their own lives and those who are important to them.</p> <p><u>Significance</u> -listen to stories and discuss significant events from the past.</p>	Family mummy, daddy, grandma, nanna, grandad, aunty, uncle, cousins Celebration, bonfire night, christmas, party, at the weekend, yesterday, today, tomorrow. When I was 3 etc,
Links to DT curriculum	<p><u>Make</u> Uses hands to manipulate a range of malleable materials Uses one handed tools and equipment.</p> <p><u>Design</u> Uses talk in pretending that objects stand for something else in play e.g. 'That box is a castle '</p> <p><u>Food</u> Knows where fruit and vegetables come from</p>	<p><u>Make</u> Uses an increasing range of tools to effect change to materials</p> <p><u>Design</u> Creates representations of both imaginary and real life ideas e.g. junk modelling fire engine</p> <p><u>Food</u> Beginning to know where different food comes from Describe the texture/ flavour of different foods.</p>	<p>Scissors, cut, snip, stick, join, glue, sellotape, make, (See Workshop area for more specific vocab)</p> <p>Fruit, vegetables, chop, cook, microwave, oven, pick, grow,</p>
Links to Art curriculum	<p><u>Materials</u> Draw on different surfaces and coloured paper.</p> <p><u>Knowledge</u> Recognise and name the primary colours being used</p> <p><u>Evaluating</u> Begins to distinguish between the different marks they make</p>	<p>:Materials: Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration</p> <p>Art Processes and Techniques: Use a range of media and materials to create pictures and collages.</p> <p>Evaluate: Responds imaginatively to artwork and objects e.g. That sculpture is squishy.</p>	Paper, card, colour names, mix, thick , thin, wavy , straight, round, circle, zig zag, X , collage, Hard, soft, squishy, runny, thick (See Art area for other vocab)
Links to Science Curriculum	<p>Seasonal Changes Can talk about some of the things they have observed / collected on an Autumn walk.</p>	<p>Seasonal Changes Shows awareness of the 4 seasons and can talk about Autumn giving examples from own experiences.</p>	Leaves , brown, red, orange, crunchy trees, Autumn, branches, berries,

	<p>Plants Knows that fruit and vegetables are plants that are grown.</p> <p>Light Explores dark/light using torches</p> <p>Animals Knows that some animals are nocturnal.</p>	<p>Plants Gives examples of plants that give us food.</p> <p>Light Can sort pictures / activities into day/night (light/dark).</p> <p>Animals Begin to classify nocturnal/ diurnal animals.</p>	<p>cold(er), dark(er), hedgehog, conker, horsechestnut, acorn, pine cone, Fruit, vegetables (names of different common fruit/veg), harvest, pick, grow, farmer, farm, water. Light , dark, day, night, torch, candle, sun, moon, shadow. Owl, hedgehog, fox, bat, nocturnal</p>
Links to Geography Curriculum	<p>Place/ Enquiry Can talk about some human / physical features of the local area observed on a walk.</p>	<p>Place / Sources / Enquiry/ Fieldwork Create a simple map of the village adding some physical/human features.</p> <p>Take photographs with support during fieldwork.</p>	<p>Village, school, houses, road, path, trees, Green, duck pond, Post Office, allotments, hairdressers, pub, shops, church, community centre, fields, farm, photograph, place , building</p>