|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | *Week1: Engage*  *3.09.18* | | *Week2: Develop*  *10.09.18* | | *Week: 3: Develop*  *13.09.18* | | *Week4: Develop*  *17.09.18* | | *Week 5 : Develop*  *24.09.18* | | *Week6: Innovate*  *1.10.18* | | *Week 7 Express*  *8.10.18* | | *Week 8*  *15.10.18* | |
| ***Personal, Social & Emotional Development – New Beginnings*** |  | |  | |  | | **ELG 07 Managing feelings and behaviour**  **Lovely leaves! Take the children outside to collect autumn leaves of different shapes, colours and sizes. Sandwich the leaves between pieces of kitchen paper and place under a heavy book to dry and flatten them. When dry, provide the children with a range of glittery gel pens and silver and gold marker pens. Allow them to decorate the leaves, challenging them to follow the veined lines. When dry, laminate and hang in front of a window to catch the light.**    **Practitioner note**  **Metallic and sparkly pens are very appealing and children will want to use them all at once! Provide a small selection of pens and explain that you are looking for children to take turns, share and be patient.**    **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 3**  **Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.**  **PSED MFB 10**  **Work as part of a group.**  **PSED MFB 21**  **Be confident speaking to a class group.**  **PSED MFB 29** | | **ELG** ELG 08 Making  Ma relationships Woodland Tuff Tub. Create a woodland Tuff Tub indoors or out, using wooden logs and disks, conkers, foliage and leaves. Add inhabitants such as rabbits, hedgehogs and other small world woodland animals for the children’s imaginative play. Invite children to come and play with you, encouraging them to talk about the animals that live in the environment and what they might do. Highlight the importance of playing together and sharing the resources fairly.    Practitioner note  **British wildlife soft toy sets are a lovely option and are available to buy online.**    **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 3**  **Can play in a group, extending and elaborating play ideas.**  **PSED MR 5**  **Initiates conversations, attends to and takes account of what others say.**  **PSED MR 9**  **Play co-operatively.**  **PSED MR 12**  **Understand someone else’s point of view can be different from theirs**  **PSED MR 19**  **Leave the woodland Tuff Tub out for independent play.**    **ELG 17; EAD BI 10; EAD BI 17; EAD BI 18**  **Making r** | |  | | **ELG 08**  **Making relationships**  **Who am I? What am I? Play the game ‘Who am I? What am I?’ Play with four children at a time, giving each a play mat. Explain how to play ensuring the children are listening carefully. Read the clues out loud, asking the children to place a conker, acorn or counter over the animal or object they think is being described. The person who covers all the pictures on their board first, wins!**    **Practitioner note**  **‘Instructions’, ‘Clue cards’ and ‘Play mats’ for the game Who am I? What am I? are available on The Hub.**    **Keeps play going by responding to what others are saying or doing.**  **PSED MR 7**  **Explains own knowledge and understanding, and asks appropriate questions of others.**  **PSED MR 10**  **Play co-operatively.**  **PSED MR 12**  **Play group games with rules.**  **PSED MR 18** | | **This week will consist of consolidation and assessments.** | |
| ***Communication Language & Literacy*** | **Listen up! In small groups, talk to the children about their memorable experience. Ask them to identify their favourite part and explain why they liked it. Encourage them to listen to others carefully and ask questions to see how well they listened. Ask questions such as ‘What did you find out about autumn? What happens to the trees in autumn? What type of nuts do squirrels hoard?’**  **Practitioner note**  **Display children’s comments alongside photographs from the day. Add blank laminated speech bubbles for parents to write questions and comments on. A video ‘Why do squirrels hide their nuts?’ is available on The Hub to support this activity.**  **• SMSC Sp 4; • SMSC So 1** **Listens to others one to one or in small groups, when conversations interest them.**  **CL LA 5**  **Maintains attention, concentrates and sits quietly during appropriate activity.**  **CL LA 10**  **Listen attentively in a range of situations.**  **CL LA 12**  **Listen in a larger group.**  **CL LA 22**  **Display images of a British woodland with blank writing cards for children to respond. ‘British woodland images’ and ‘Blank cards for comments’ are available on The Hub.**    **ELG 10; L W 2; L W 11; L W 17; L W 18** | | **Bear snores on! Read the book Bear Snores On by Karma Wilson. After enjoying the story, ask the children if they heard any rhyming words (you might need to read the story a couple of times before they remember them). Can they think of any more words that have the same rhyme? Make a list of all the children’s ideas and check back in the book to see if they were right.**    **Practitioner note**  **Record the children saying the rhyming words on audio devices, such as Talking Tins, for others to press and listen. Audio versions of the story are available on YouTube. ‘Rhyming words’ from the story are available on The Hub.**    **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1**  **ELG 01**  **Listens to stories with increasing attention and recall.**  **CL LA 6**  **Two-channelled attention – can listen and do for short span.**  **CL LA 11**  **Listen to stories.**  **CL LA 13**  **Listen attentively with sustained concentration to follow a story without pictures or props.**  **CL LA 21**  **Hedgehog’s tale. Ask the children to write down, in pairs, any questions they have about hedgehogs. Watch the video ‘The hedgehog’s tale’ available on The Hub, encouraging the children to listen carefully. Were any of their questions answered? Ask Who lives in the woods? Display the ‘Animal picture cards’ from The Hub on a table top. Challenge the children to name any familiar animals. Ask ‘Which animals live in the woodland?’ Invite the children to share their thoughts, listening to each others’ ideas before sorting into two groups: woodland animals or not woodland animals. Encourage children to listen to everyone’s ideas before coming to a collective decision.**    **Practitioner note**  **‘Labels’ for sorting the animals are available on The Hub. Provide additional labels for children who want to change or extend the sorting activity.**    **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1other ‘how’ and ‘why’ questions, to find out what the children heard and understood.**    **Practitioner note**  **CBBC has a simple, four-minute video called How the changing seasons affect hedgehogs. ‘Hedgehog Street’ is a campaign aimed at protecting the UK’s hedgehogs and their website has lots of useful information.**  **ELG 02 Understanding**  **Beginning to understand ‘why’ and ‘how’ questions.**  **CL U 8**  **Listens and responds to ideas expressed by others in conversation or discussion.**  **CL U 12**  **Answer ‘how’ questions about their experiences and in response to stories.**  **CL U 14**  **Answer ‘why’ questions about their experiences and in response to events.**  **CL U 15** | | **Snuggle up! Listen to the recording of Squirrel’s Busy Day by Lucy Barnard. Explain to the children that they are going to listen carefully to the story and imagine pictures in their heads! Allow the children to lay down comfortably, maybe providing snuggly blankets and pillows. After listening, let the children tell you about the story, then ask them questions such as ‘Why do you think squirrel was so busy? Why did squirrel need to collect the nuts? How did badger help squirrel?’**    **Practitioner note**  **Share the story again, this time sharing the illustrations with the children. Were the pictures in their heads different to the illustrations in the book? ‘Squirrel’s busy day audio’ is available on The Hub.**    **• SMSC Sp 2; • SMSC Sp 3**  **ELG 02 Understanding**  **Able to follow a story without pictures or props.**  **CL U 11**  **Answer ‘why’ questions about their experiences and in response to events.**  **CL U 15**  **After listening to stories children can express views about events or characters in the story and answer questions about why things happened.**  **CL U 16**  **Display ‘Pictures of squirrels’ for children to respond to by writing, drawing and mark making. ‘Pictures of squirrels’ and ‘Squirrel-shaped writing cards’ are available on The Hub.**    **ELG 10; L W 2; L W 11; L W 15; L W 18**  **Who lives in the woods? Display the ‘Animal picture cards’ from The Hub on a table top. Challenge the children to name any familiar animals. Ask ‘Which animals live in the woodland?’ Invite the children to share their thoughts, listening to each others’ ideas before sorting into two groups: woodland animals or not woodland animals. Encourage children to listen to everyone’s ideas before coming to a collective decision.**    **Practitioner note**  **‘Labels’ for sorting the animals are available on The Hub. Provide additional labels for children who want to change or extend the sorting activity.**    **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1**  **ELG 03 Speaking**  **Beginning to use more complex sentences to link thoughts.**  **CL S 8**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **CL S 20**  **Develop their own explanations by connecting ideas or events.**  **CL S 28**  **Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**  **CL S 31** | |  | |  | |  | | **ELG 03**  **Speaking**  **Uses intonation, rhythm and phrasing to make the meaning clear to others.**  **CL S 13**  **Links statements and sticks to a main theme or intention.**  **CL S 19**  **Show an awareness of listeners’ needs.**  **CL S 23**  **Show some awareness of the listener by making changes to language and non-verbal features.** **Come and listen! Invite parents and carers to a simple sharing time where children can show all they have learned about woodland animals. Help each child to compose a sentence about their favourite animal or part of the project and practise it till they feel confident to say it out loud.**    **Practitioner note**  **A selection of ‘Woodland animal masks’ are available on The Hub.**  **Print and display a range of photographs taken during the project. Display the question ‘What was your favourite part of the project?’ Provide laminated speech bubbles for the children to write about their favourite photo.**    **ELG 10; L W 2 ; L W 12; L W 15; L W 18** | |  | |
| ***Physical Development*** | |  | |  | | **Harvest soup! Let the children smell, feel and describe a range of autumn soup ingredients. Show them how to chop the vegetables into small pieces and peel the skins off garlic cloves and onions. Introduce tools such as a chopping board, colanders, garlic crushers, blenders and ladles. Enable children to explore tastes and textures of vegetables before using them to make a delicious harvest soup.**    **Practitioner note**  **Vegetables such as carrots, onions, garlic and butternut squash make good soup. Add pulses, lentils and herbs for added taste and texture. Using a slow cooker is a safe and easy way to cook soup. Make it in the morning, and it’ll be ready to taste before home time! Remember to check for food allergies and remind children about food hygiene rules.**    **• SMSC Sp 2; • SMSC So 3**  **Uses one-handed tools and equipment.**  **PD MH 18**  **Handles tools, objects, construction and malleable materials safely and with increasing control.**  **PD MH 28**  **Handle pencils effectively for writing.**  **PD MH 37**  **ELG 04 Moving and Handling**  **Offer soup-making utensils in the sand and water for practising skills such as mixing, stirring, chopping and pouring.**    **ELG 04; PD MH 18; PD MH 28; PD MH 34** | | **ELG 05**  **Health and self-care**  . **Squishy blackberries!** Take the children on a hedgerow hunt for blackberries, reminding them to be careful not to prickle their hands. Alternatively, provide a bowl of pre-picked blackberries, encouraging the children to squeeze the berries and watch the juices come out. Ask ‘How do they smell?’ and ‘How do they feel?’ Encourage the children’s sensory descriptions.    **Practitioner note**  Provide warm soapy water for children to wash their hands after collecting and squishing! They will enjoy having purple fingers! **Remember to check for food allergies before starting this activity and remind the children about food hygiene rules throughout the session.**    **• SMSC Sp 2; • SMSC So 3**  **Can usually manage washing and drying hands.**  **PD HS 11**  **Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.**  **PD HS 15**  **Manage their own basic hygiene.**  **PD HS 23**  **Provide trays of other squishy, sensory autumnal materials, such as sloppy mud and smashed pumpkins! Provide soap and towels for washing and drying hands.**    **ELG 05; PD HS 11; PD HS 15; PD HS 23**  **Offer ‘Tracing leaves’ for pencil control practise. ‘Tracing leaves’ are available on The Hub.**    **ELG 04; PD MH 19; PD MH 20; PD MH 38; PD MH 40** | | **Hide acorns in the outdoor setting for children to find. Hide them on top, behind and inside different places to encourage the children to use their bodies in different ways.**    **ELG 04; PD MH 11; PD MH 22; PD MH 36** | |  | |  | |  | |
| ***Literacy*** | **Display pictures of hibernating animals with the question ‘What are these animals doing?’ Provide a range of bordered paper and writing materials to encourage children to respond.**  **Observe**  **Can the children explain what they can see in the pictures?**  **Do they attempt to write labels and captions?**  **ELG 10; L W 2; L W 11; L W 16; L W 18** | |  | |  | | **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Write simple sentences which can be read.**  **L W 15**  **Use key features of narrative in their own writing.**  **L W 19**  **Why do squirrels hide their nuts? Read the story *The Busy Little Squirrel* by Nancy Tafuri to the children. Encourage them to join in with the repeated refrain ‘But squirrel couldn’t. He was so busy!’ At the end of the story, help the children to reflect on why squirrel was so busy. Ask ‘Why do squirrels hide their nuts?’ After the children have offered their thoughts and ideas, explain that in autumn squirrels collect and store nuts so they have enough food to last them through winter. Ask children to write a story about a squirrel that hides his nuts. Can they think of a funny place to hide them?**    **Practitioner note**  **Some children will enjoy adding humour to their stories and suggest unusual places a squirrel might hide its nuts. Younger children may like to retell the story in their own words or draw a picture and add a caption. A ‘Squirrel word mat’ is available on The Hub.**    **• SMSC Sp 2; • SMSC Sp 3** | | **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Writes own name and other things.**  **L W 11**  **Spell some words that are phonetically plausible.**  **L W 17**  **Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **L W 18**  **Super senses! Ask the children to use their senses to explore and describe a range of autumnal fruits and vegetables. Present them whole, halved, sliced and peeled for a variety of colours and textures. Invite the children to look, touch, smell and taste and describe their properties using appropriate vocabulary. Ask the children to choose a favourite fruit or vegetable and draw it adding labels to describe its colours, textures and taste.**    **Practitioner note**  **Why not hide the fruits and vegetables in a feely bag before revealing what they are? Instead of wasting leftovers, why not make some autumn smoothies?**    **• SMSC Sp 2; • SMSC So 1** | |  | |  | |  | |
| ***Guided reading*** | Present a basket of high-quality non-fiction books about woodland animals. Place question cards in the basket for the children to attempt to read and answer independently.  Observe  What do the children already know about the animals?  Do the children attempt to read the question cards?  Do they use the non-fiction books or other sources to find out more?  ELG 09; L R 17; L R 27; L R 32; L R 34 | | **Set out a ‘browsing box’ with books about hedgehogs for children to enjoy independently.**    **ELG 09; L R 15; L R 26; L R 27; L R 32; L R 34** | |  | | **ELG 09**  **Reading**  **Display a range of cookery books, recipe cards and instructions for children to read independently.**  **ELG 09; L R 15; L R 24; L R 28; L R 33** **Knows information can be relayed in the form of print.**  **L R 17**  **Begins to read words and simple sentences.**  **L R 24**  **Understand simple sentences.**  **L R 29**  **Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.**  **L R 34**  **Yummy play dough! Provide children with the ‘Simple, yummy play dough recipes’ available on The Hub. Work together to read and follow the instructions to make the dough using a range of autumnal scents and colours. Highlight instructional features and words including put, pour, mix, roll and stir.**    **Practitioner note**  **The recipes include, apple pie, nutmeg, allspice and blackberry.**    **• SMSC Sp 3; • SMSC So 3** | |  | |  | |  | |  | |
| ***Mathematical Development*** | | **Baseline Assessment**  **Display photographs from the children’s memorable experience on a washing line. Ask the question ‘Can you put these photographs in the right order?’**  **Observe**  **Do the children use time related vocabulary to describe the images?**  **Do they use positional language when ordering? For example, next to or behind.**  **Can the children sort the day’s images into the correct order?**  **ELG 12; M SSM 19; M SSM 21; M SSM 28; M SSM 36** | | **Baseline Assessment**  . | | **Baseline Assessment**  **ELG 11**  **Numbers**  **Sometimes matches numeral and quantity correctly.**  **M N 12**  **Counts objects to 10, and beginning to count beyond 10.**  **M N 24**  **Count reliably with numbers 1–20.**  **M N 36**  **Estimate a number of objects**  **and check quantities by counting up to 20.**  **M N 46**  **Conkers bonkers! Drill holes in different sized conkers and prepare threading laces with a number card attached at one end. Ask ‘What number is on your lace?’ or ‘How many conkers do you need to thread on your lace?’ Challenge the children to thread the correct number of conkers onto their lace, checking them by counting aloud. Extend by asking the children to add up the total number of conkers on multiple laces and say how many there are altogether. Alternatively, children could grab a handful of conkers and estimate how many there are before counting.**    **Practitioner note**  **Drill through the conkers using a hand drill. You can place the conker in a lump of clay or dough to stabilise while drilling. Be aware of children with allergies to conkers. ‘Threading numbers’ are available on The Hub.**  **Display a range of pre-threaded conkers for children to count and match to a number card. Provide numbered laces and loose conkers with increasingly challenging numbers for children to thread.** | | **Knows that numbers identify how many objects are in a set.**  **M N 10**  **Counts up to three or four objects by saying one number name for each item.**  **M N 22**  **Count reliably with numbers 1–20.**  **M N 36**  **Estimate a number of objects and check quantities by counting up to 20.**  **Feeding squirrels.** **Set out the ‘Hungry squirrel cards’ and a** **jar of nuts. Place the squirrel cards face down on the table. Ask the children to choose a card, turn it over and see how many nuts each squirrel wants. Encourage the children to take the correct number of nuts from the jar. Ask them to check they have the right amount by counting them.**  **Practitioner note**  Extend the activity by asking the **children questions that develop their** **mathematical thinking. For example ‘How many nuts do these two squirrels want altogether?’ and ‘Which squirrel has asked for one more nut than this one?’ ‘Hungry squirrel cards’ are available on The Hub.**  **Put out two or three jars with pictures of squirrels on along with a basket of nuts. Ask ‘Can you share the nuts between the squirrels?’**  **ELG 11;** | | **ELG 12**  **Shape, space and measures**  **Shows an interest in shape and space by playing with shapes or making arrangements with objects.**  **M SSM 6**  **Orders two or three items by length or height.**  **M SSM 16**  **Use everyday language to talk about size.**  **M SSM 23**  **Estimate, measure,** weigh and compare and order objects and **talk about properties, position and time.**  **Measuring maths. Take the children outside to collect sticks of different lengths. While collecting, encourage the children to compare the sticks using language such as longer, longest, shorter and shortest. Back in the setting, challenge the children to lay the sticks in order from shortest to longest.**    **Practitioner note**  **For an additional challenge, introduce using multilink cubes to measure the sticks. Ask questions such as ‘Which stick measured the most cubes?’ and ‘How many cubes long is the shortest stick?’**    **Provide a range of sticks of different lengths (and some of the same length) for children to order and make arrangements with.**    **ELG 12; M SSM 6; M SSM 16; M SSM 23; M SSM 36** | |  | |  | |  | |
| ***Forest School*** | **Nursery to lead.** | | **Nursery to lead.** | | **Nursery to lead.** | | **. Nursery to lead** | | **Nursery to lead** | | **Nursery to lead** | | **Nursery to lead** | | **Nursery to lead** | |
| ***Knowledge & Understanding of the World*** | ,  **Memorable experience**  **Arrange a visit to a local wood, so that the children can observe and experience the sights, sounds and smells of the autumnal environment. Encourage the children to collect items they find and look out for leaves that are turning brown. Encourage the children to listen to the wind blowing through the trees and crunch through piles of fallen leaves. Provide autumn spotting sheets for the children to use and freezer bags for their collected items.**  **Things the children could do**  **Describe what they can see, hear, feel and smell.**  **Take photographs of interesting things.**  **Collect conkers, acorns, leaves, twigs and berries.**  **Spot signs of animal activity such as rabbit droppings or half eaten conkers.**  **Spot ways that people have affected the environment, for example chopping down trees or leaving litter.**  **Match fallen leaves to the right tree.**    **ELG skills and Typical behaviours**  **ELG 14; UW TW 3; UW TW 4; UW TW 8; UW TW 13; UW TW 19**  **• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1; • SMSC So 2; • SMSC So 3**  **You will need:**  **digital cameras**  **bags for collecting**  **‘Autumn spotting sheet’ available on The Hub**    **Questions to ask the children**  **What animals live here?**  **How do animals use the environment to survive?**  **What is an acorn?**  **What is a conker?**  **Where do squirrels hide their nuts?**  **What things have you found today?** | | Display acornsand oak leaves on a table top with hand lenses for closer investigation. Offer ‘Acorn-shaped booklets’ available on The Hub, for the children to record their observations and ideas.ObserveDo the children look carefully at the acorns and leaves?Do they know which tree they come from?Can the children notice any similarities or differences between the size, shape or textures of the acorns and leaves?ELG 14; UW TW 4; UW TW 8; UW TW 12 **Display a migration route map on the interactive whiteboard or computer. The RSPB have a good version that shows the migration routes of a variety of animals.**  **Observe**  **Do the children take an interest in the route map?**  **Can they explain what is happening?**  **Can the children use the map’s icons correctly?**  **ELG 15; UW T 6; UW T 8; UW T 11; UW T 13** | | Comments and asks questions about aspects of their familiar world.  UW TW 3  Looks closely at similarities, differences, patterns and change.  UW TW 8  Make observations about animals.  UW TW 16  Be familiar with basic scientific concepts.  UW TW 22  **Wild ones! Show the children the video ‘Wild animals’ available on The Hub. Explain that these animals are wild and are different from pets. Encourage the children to talk about the animals, using adjectives to describe their size, shape, fur, feathers, claws and beaks. Ask the children to choose their favourite woodland creature to sketch, paint or write about.**    **Practitioner note**  **Talk about any features the animals have that help them survive during winter, such as thick fur to keep them warm. Squirrels have claws to help them dig and bury their nuts, and birds fluff up their feathers to trap warm air.**    **• SMSC Sp 2**  **Display wild and domestic animal picture cards for the children to sort into labelled baskets.**    **ELG 14; UW TW 3; UW TW 8; UW TW 16; UW TW 22** | | . | | **Display samples of halved fruits and vegetables with hand lenses and digital microscopes for close inspection. To investigate decay over time, put food in zip-lock bags.**    **ELG 14; UW TW 6; UW TW 8; UW TW 18; UW TW 22** | | **ELG 14**  The world  Can talk about some of the things they have observed.  UW TW 4  Looks closely at similarities, differences, patterns and change.  UW TW 8  Make observations about animals.  UW TW 16  Dinner time! What do wild animals eat? Provide the children with a range of wild animal feed including bird seed mixes, fat balls, suet cakes, dried mealworms, sunflower seeds and squirrel food. Allow the children time to investigate the foods, smelling and feeling them, but not tasting! Allow the children time to think which animal eats which food before sorting them into labelled containers.    Practitioner note  Buy wild animal food online or from pet stores. Providers are listed on the ‘Useful stuff’ document available on The Hub.  Put bird seed mix in a Tuff Tub for children to investigate and sort. Offer tubs for sorting the seeds in to.    **ELG 14; UW TW 4 ; UW TW 8; UW TW 10; UW TW 21**  Developing an understanding of growth, decay and changes over time.  UW TW 6  Looks closely at similarities, differences, patterns and change.  UW TW 8  Talk about changes.  UW TW 18  Be familiar with basic scientific concepts.  UW TW 22  **Yuk!** What happens to food when it is left for a long time? Leave different foods such as conkers, acorns, seeds, bread, fruit and vegetables in the outdoor setting inside sealed, perforated, see-through containers such as plastic punnets. After observing the foods for a couple of weeks ask ‘Have any of the foods changed? What has happened? Which foods would store better through the winter?’ You could show time-lapse footage of decaying food – there are some amazing (and yukky!) videos online. Show a range of tinned, frozen and dried foods and ask ‘Why do we store our food in this way?’    **Practitioner note**  Most shop-bought bread contains preservatives and can take weeks to produce mould. However, homemade bread will start to grow mould within a few days! **Children must not touch any of the mouldy foods as some moulds are toxic**.   Put out clipboards and writing materials for children to keep an observation diary of the decaying food. You could also provide a digital camera to take photographs.    ELG 14; UW TW 6; UW TW 8; UW TW 18; UW TW 22 | | This Innovate stage invites children to make their own squirrel muffins using a range of tools and ingredients.  During this Innovate stage children will:  investigate pre-made muffins to find out what they’re made from  decide what ingredients they would like to put in their own muffin.  Developing an understanding of growth, decay and changes over time.  UW TW 6  Looks closely at similarities, differences, patterns and change.  UW TW 8  Talk about changes.  UW TW 18  Be familiar with basic scientific concepts.  UW TW 22  What happens after autumn? Provide wintery images of frozen berries on bushes, frosty windows, bare trees, icy lakes and children wrapped up warmly. Ask the children ‘What season comes after autumn?’ and ‘How is it the same or different to autumn?’ Encourage the children to talk about the changes that occur from autumn to winter, relating them to their memories and experiences.    Practitioner note  Children could record their ideas on an ideas wall. Revisit their thoughts at the start of a winter-themed project. A ‘Here comes winter’ presentation is available on The Hub.    • SMSC Sp 4  Introduce the winter theme by displaying ‘Winter pictures with labels’ available on **The Hub.** Add berries, leaves and pine cones frozen in ice cubes for interest.    **ELG 09; L R 13; L R 24; L R 28; L R 33**  use skills of mixing, chopping, rolling and pouring  decide where to put their squirrel muffin  observe animal activity over time    Squirrel’s winter muffins  Display a tin of ready-made ‘squirrel muffins’ on a table top for the children to observe and handle. Pass a muffin around a sharing circle and ask ‘What do you think this is?’ Slice a muffin in half and allow the children to look at its cross section and identify what the muffin is made from. Children could take the muffin apart to explore the ingredients further.  After giving the children time to make their guesses at what the muffin might contain, reveal a recipe for the muffins and read the list of ingredients. How many of the ingredients did the children recognise?    You will need:  lard, sunflower seeds, stale bread, bird seed, dried fruit, dried corn (loose and on the cob), banana chips, monkey nuts and peanut butter (check for allergies)  cup cake cases, muffin tins and biscuit cutters in simple shapes  utensils including teaspoons, tweezers, measuring spoons and blunt knives  a ‘Non-cook squirrel muffin recipe’ (available on The Hub)  string for tying muffins onto branches and hooks, if needed    You can download the Innovate board straight from The Hub. | |  | |
| ***Creative Development*** |  | | **Provide blankets, pillows, duvets and pairs of pyjamas for children to make comfortable beds for hibernation play.**    **ELG 17;**  **.** | | . **ELG 16**  **Exploring and using media and materials**  **Understands that different media can be combined to create new effects.**  **Manipulates materials to achieve a planned effect.**  **EAD EUMM 23**  **Use a variety of materials and techniques.**  **EAD EUMM 34**  **Develop their own ideas through selecting and using materials and working on processes that interest them.**  **Land artists! Create land art using woodland materials. Encourage the children to describe the colours and textures of the materials and create patterns, sculptures or mobiles. They could even use mark making tools to decorate their items if they wish.**    **Practitioner note**  **Land artists Richard Shilling and Julia Brooklyn have created a website, *Land Art for Kids.* It contains a ‘How to’ section that will provide plenty of inspiration for the budding artists in your class!**    **Leave a wide range of natural materials in the outdoor space for children to continue creating. Display images and simple patterns to inspire their work.**    **ELG 16;** | | **ELG 16**  **Exploring and using media and materials**  **Realises tools can be used for a purpose.**  **EAD EUMM 17**  **Uses simple tools and techniques competently and appropriately.**  **EAD EUMM 25**  **Safely use tools.**  **EAD EUMM 33**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **All sewn up! Provide baskets of dried fruit slices and peel for children to sew onto a thread. Begin by exploring the feel and smell of the fruits and hold them up to the light to see the colours shine through. You will probably need to invite some adult helpers into class to help the children with tying knots and threading needles! Add wooden beads, stars and small dried berries onto their threads for interest. Gorgeous!**    **Practitioner note**  **You can buy dried fruit slices and berries for threading. Or, you can make your own by slicing fruits thinly and baking them in the oven until dried. Add star anise and cinnamon sticks for a touch of luxury!**    **Provide some pre-threaded plastic needles and a range of fruit slices and leaves for threading practise.**    **ELG 16; EAD EUMM 17; EAD EUMM 25; EAD EUMM 33; EAD EUMM 41** | | **Beginning to be interested in and describe the texture of things.**  **EAD EUMM 13**  **Manipulates materials to achieve a planned effect.**  **EAD EUMM 23**  **Experiments with form.**  **EAD EUMM 38**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **Clay creatures.** **Show children how to warm and roll a small amount of clay into a ball using the palms of their hands. After rolling their clay into a small ball, encourage them to make an owl or hedgehog using stick on googly eyes, matchsticks, small feathers, seeds and other small, loose parts.**    **Practitioner note**  **Use air drying clay for best results. If you don’t have clay, mix mud to a modelling consistency instead.**  **Offer a range of natural objects such as pine cones, acorns, sticks, leaves and conkers for pressing into clay balls and tiles. Put clay in sealed tubs to keep moist between sessions.**    **ELG 16; EAD EUMM 13; EAD EUMM 23; EAD EUMM 38; EAD EUMM 41**    **• SMSC Sp 3; • SMSC Cd 4** | |  | |  | |  | |
| ***Religious Education*** | | JO PPA  **God and Creation** | | .JO PPA  **God and Creation** | | **JO PPA**  **God and Creation** | | **JO PPA**  **God and Creation** | | JO PPA  **God and Creation** | | .JO PPA  **God and Creation** | | JO PPA  God and Creation | | JO PPA  God and Creation | |