

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

Autumn Colour matching with paint colour strips.
Colour sorting with leaves on the field.
Comparing deciduous and evergreen trees.
Exploring spider webs on Autumn mornings and making our own with sticks.
Using the camera to take pictures which represent Autumn.
Making animal homes/shelters for animals

Personal, Social Emotional Development

Selecting own activities and resources.
Talking about own experiences with others.
Building good relationships with their peers demonstrating friendly behaviour.
Working together in groups, sharing and taking turns.
Following behaviour expectations of the classroom.
Different Celebrations such as bonfire night and Diwali.

Listening and Attention

New Autumn vocabulary.
Ask questions and explain own knowledge about hedgehogs.
Sharing own experiences, taking turns in conversations.
Sorting a variety of different Autumn objects giving reasons, talking through their ideas.
Introduce narratives to play situations.
Using masks to recreate different roles in play situations

Key vocabulary:

Autumn items, pinecones, pumpkins etc
Season
Descriptive words for leaves, crispy, crunchy etc
Woodland animals

Physical Development

Holding and using pencils with good control to form recognisable letters.
Play ‘Hibernating Hedgehogs’ – Children to move following animal command cards.
Exploring pumpkins – scooping out the seeds, chopping to make pumpkin soup.
Dressing and undressing independently for PE.
Being able to put coats, hats, gloves and scarves on as the weather turns colder.
Moving in a variety of different ways using equipment to go over, under, through etc.

Literacy

Children to practise recognising and writing their names
Handwriting practise for letter formation
Read Write Inc – Set one Sounds
Writing words to describe the sound of fireworks
Labelling pictures of autumn clothes
Writing recipes for ‘Autumn Soup’ using real autumn items.
Writing facts about hedgehogs using phonic knowledge.



Maths

Following White Rose Maths planning overview
Numbers 0-5, focussing on accurate counting, placing numbers in the correct order.
2d Shapes, naming shapes including circle, rectangle, triangle, square, hexagon and oval.
Money – Using everyday vocabulary related to money – Set up a ‘shop’ for the children to buy their snack.
Addition and subtraction

Understanding the World

Set up an investigation table for the children to explore different autumn objects using a microscope
Compare the seasons – How do we know we are in Autumn moving to Winter?
Animal hibernation – Why do animals hibernate? Do all animals hibernate?
Children to collect autumn treasures and talk about what they see.
Children to talk about the different seasons.

Opportunities for trips / visitors:

- Possible trip to the woods to look at the colour leaves

Focus Stories linked to Topic

Percy the Park Keeper Stories

The Lost Acorns

Leaf Man

Ouch!

Expressive Arts and Design

Leaf Man Story – Children to create their own pictures using leaves
Use clay to make hedgehogs.
Autumn coloured beans and pulses with playdough to make Mandela patterns.
Firework pictures using paint / transient art
Diwali – Make Rangoli patterns
Colour mixing to make autumn colours and print onto leaves

Year group: Reception Term: Autumn 2

Topic: Autumn and Special Times

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Skills



Links to previous topics:

Links from Nursery when the children would have undertaken a mini topic on Autumn

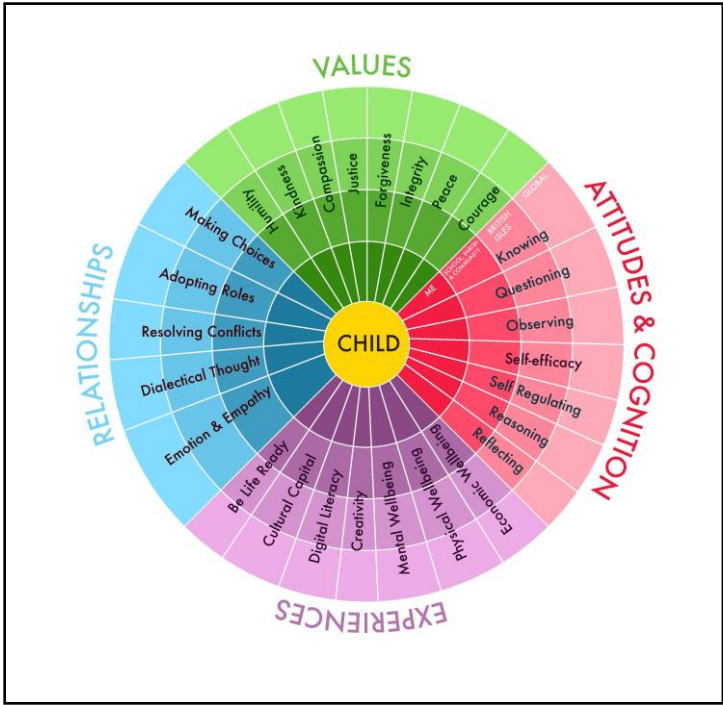
Links to future topics:

Possible weather topic in Year 1
Enchanted woodland in Year 1

- PSED**
- Build constructive and respectful relationships.
 - Identify and moderate their own feelings socially and emotionally
 - Manage their own needs.

- Literacy Skills**
- Read individual letters by saying the sounds for them.
 - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - Read a few common exception words matched to the school's phonic programme.
 - Form lower-case and capital letters correctly.

- Physical Skills**
- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing
 - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 - Develop the foundations of a handwriting style which is fast, accurate and efficient.
 - Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene



- Maths Skills**
- Count objects, actions and sounds.
 - Subitise.
 - Link the number symbol (numeral) with its cardinal number value
 - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
 - Continue, copy and create repeating patterns.
 - Compare length, weight and capacity

Opportunities for home learning / cultural capital:

Taking a walk to the woods to collect autumn items
Family trip to watch the fireworks

- Expressive Art and Design Skills**
- Create collaboratively sharing ideas, resources and skills
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.
 - Develop storylines in their pretend play.
 - Explore and engage in music making and dance, performing solo or in groups.

- Understanding the World Skills**
- Recognise some similarities and differences between life in this country and life in other countries.
 - Explore the natural world around them.
 - Describe what they see, hear and feel whilst outside.
 - Recognise some environments that are different to the one in which they live.
 - Understand the effect of changing seasons on the natural world around them.