

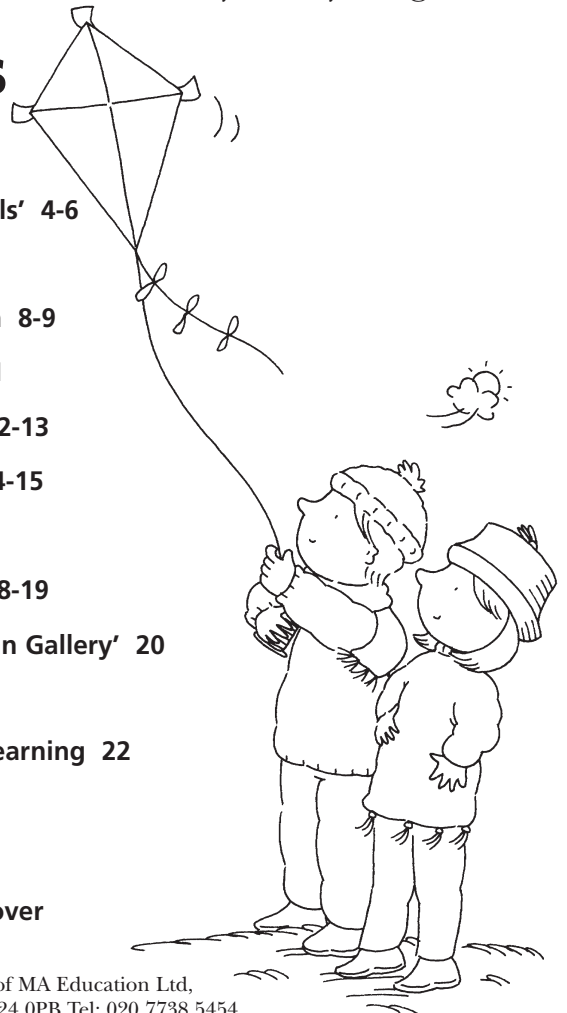
Planning for Learning through Autumn

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Making plans

Child-friendly Planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.

The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity. In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording.



Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any assessments or observations that you are likely to carry out. After carrying out the activities, make notes on your plans to say what was particularly successful, or any changes you would make another time.

A final note

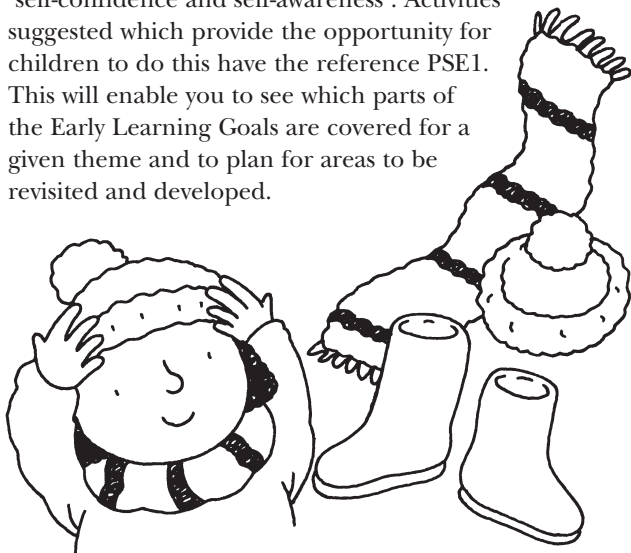
Planning should be seen as flexible. Not all groups meet every day, and not all children attend every day. Any part of the plan can be used independently, stretched over a longer period or condensed to meet the needs of any group. You will almost certainly adapt the activities as children respond to them in different ways and bring their own ideas, interests and enthusiasms. The important thing is to ensure that the children are provided with a varied and enjoyable curriculum that meets their individual developing needs.

Using the ‘Early Learning Goals’

The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework’s content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2012), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are ‘particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive’ (page 4, DfE 2012). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages 4 to 7, have been used throughout this book to show how activities relating to ‘Autumn’ could link to these expectations. For example, for Personal, Social and Emotional Development one aim relates to the development of children’s ‘self-confidence and self-awareness’. Activities suggested which provide the opportunity for children to do this have the reference PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.



In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, when using climbing equipment, to be squirrels climbing trees, the children will develop control and co-ordination which is part of PD1. In addition, they will use their imaginations, aiding the development of Expressive Arts and Design. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

The Prime Areas of Learning

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (CL2)

Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL3)

‘Autumn’ provides many opportunities for children to enjoy listening, understanding and speaking. When the children go on a walk to detect signs of Autumn; discuss how it feels to be outside in an Autumn wind or help to make plans for the Autumn Gallery they will talk about events in the past, the present and the future. When discussing harvest and Autumn leaves, or when listening to stories about Bonfire Night and the wind, children will have the opportunity to listen and to ask questions. Identifying fruits in a display from spoken clues, or being the wind as they blow paper around obstacles according to spoken directions, will allow the children to follow instructions.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move

confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. (PD1)

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD2)

‘Autumn’ offers many opportunities for children to enjoy movement activities and to handle tools and equipment. When children move like fireworks, a kite in the wind or animals going into hibernation, they can develop and demonstrate control and co-ordination. Printing with leaves, helping to prepare fruit for a snack and blow painting will allow children to use small equipment and promote the development of fine motor skills. In addition, any of the described literacy activities where children write will also contribute to the development of ‘handling’ skills. Areas such as basic hygiene and going to the toilet independently, however, will be part of on-going, daily activity and, as a result, PD2 is not used within the described Autumn activities for Physical Development.



Emotional Development though, will be covered on an almost incidental basis. Any activity that involves making choices, or showing initiative, will promote self-confidence and self-awareness.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (PSE1)

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (PSE2)

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (PSE3)

‘Autumn’ offers many opportunities, both for child-initiated and adult-led activities, that will develop children personally, socially and emotionally. When considering how to behave on the Autumn walk, and when making rules for visitors in the Autumn Gallery, children have the opportunity to consider what is acceptable behaviour. Collaborating to make an Autumn display, to play in the role-play grocer's shop and to act out Aesop's tale of the ‘Wind and the Sun’ will encourage children to make relationships. Many of the areas described within the ELGs for Personal, Social and

The Specific Areas of Learning Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. (L1)

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (L2)

Activities for Autumn based on picture books and stories will provide opportunities for the children to read using both their phonic knowledge and memories of common, irregular words. Discussions of the stories will help children to understand and to develop their vocabularies. Activities, such as writing descriptive words on Autumn leaf shaped paper; contributing a line to a group Autumn poem; writing words for an Autumn fruit acrostic; or making a poster to advertise the Autumn gallery will encourage children to explore the sounds within words and to enjoy the early stages of writing.

Mathematics

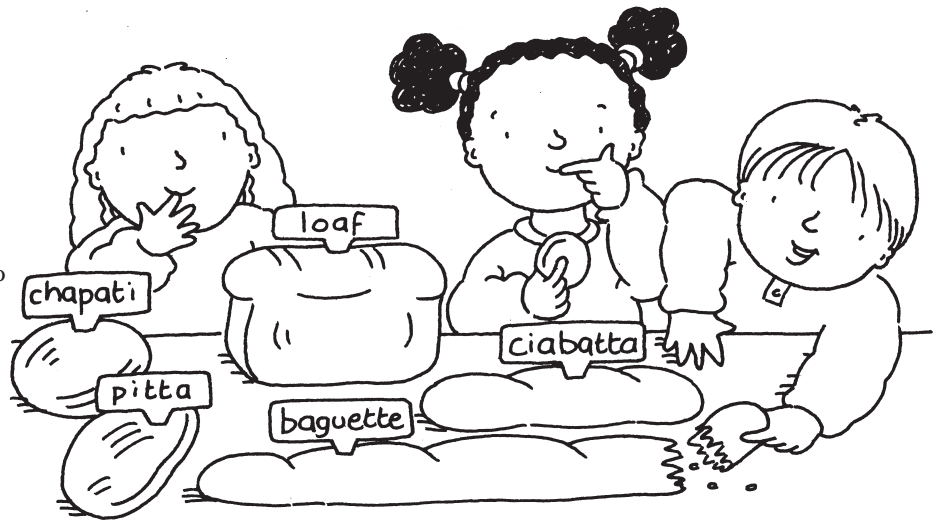
Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or



Theme 2: Harvest

Communication and Language

- Talk about harvest as a time to say thank you for foods we eat. As a group make a list of foods for which to say thank you. (CL1)
- Look at pictures of foods eaten or grown in different countries. Discuss similarities and differences. Have children eaten the foods? What do they taste like? (CL3)
- Read the *Enormous Turnip* (any version, eg Ladybird) As a group retell the story. (CL1)



Physical Development

- Talk about harvesting and the types of machines farmers use to harvest. Ask children to mime being harvesting machines. Help them to discuss what they are harvesting and how the machine works. Encourage big movements at varying speeds and levels. (PD1)
- Play the shopping game (see activity opposite). (PD1)

Personal, Social and Emotional Development

- When artefacts made by children are added to the ongoing Autumn display, encourage children to treat them carefully. Talk about the need to respect the property of others. (PSE2)
- Set up the role play area as a grocer's shop or market stall using pretend foods. Encourage children to make labels for the different foods using pictures or writing. Use the shop to take on the roles of customers and shop keepers. (PSE3)

Literacy

- Together make a collection of words to describe foods. Write each word on a separate card. Invite children to select a card, read the word and name a food that fits the description. Over the weeks encourage children to add more words to the collection. (L1)
- Encourage children to make their first name's initial letter from salt dough (see recipe opposite). (L2)
- Encourage children to make price tags for the foods in the role play shop, for example, apple – 4 pence. (L2)

Mathematics

- When using salt dough introduce and reinforce comparative vocabulary – shorter, shortest, longer, longest. (M2)

- Through buying and selling in the role play area encourage children to use numbers up to 10 and to solve simple problems showing awareness of addition. (M1)
- Look at bread products of different shapes, for example, a baguette, a tin loaf, some pitta bread or a roll. Talk about the different shapes of the breads. Cut a slice of each. What shapes are the slices? (M2)

Understanding the World

- Closely observe a range of common vegetables and fruits. Sort according to shape and colour. (UW2)
- Use salt dough to make models of common fruits and vegetables (see activity opposite). (UW2)
- Invite parents to talk to the group about harvest celebrations they experienced when they were children. (UW1)

Expressive Arts and Design

- Encourage children to make baskets from paper bun cases. Add a paper strip handle. Fill the baskets with harvest gifts made from scrap materials or dough or by cutting out pictures of foods from magazines. (EAD2)
- Make up a dance showing the change from seed to harvest. (EAD2)

Activity: Salt dough models

Learning opportunity: Investigating the properties of dough and developing language to describe observations.

Early Learning Goal: Understanding the World. The world.

Resources: Session 1: prepared dough, table covered with plastic cloth tall enough for children to stand to work.

Session 2: paints in fruit colours.

Organisation: Up to 8 children.

Key vocabulary: Squash, stretch, squeeze, sticky, soft, hard.

What to do: Prepare some dough according to the following recipe:

2 cups plain flour
1 cup salt
1 tablespoon cooking oil
1/4 cup lukewarm water

Mix together the flour and salt. Add the oil and water and knead thoroughly. (NB Children with broken skin, such as open cuts or eczema, on their hands should not work with salt dough without protection from disposable surgical gloves.)

Use a floor covering so that children may be involved in the preparation of the dough without worrying about too much mess. Talk about the textures of the flour and salt and the changes which happen as the liquid water and oil are added.

Provide each child with a ball of dough. Ask them to describe what it feels like. How can they change its shape? Can they roll the ball into a long sausage?

Show a range of common fruits. Discuss what they look like.

Ask children to use their dough to make a model of one of the pieces of fruit.

After the models have been baked, talk about the changes which have happened. How has the dough changed?

Encourage children to paint their fruit being careful to match colours.

Activity: The shopping game

Learning opportunity: Working together collaboratively, listening to instructions.

Early Learning Goal: Physical Development. Moving and handling.

Organisation: Whole group either outside or in a hall where the children can run. Children should sit in a large circle.

Key vocabulary: Apple, plum, pear, carrot, potato, bread, words to indicate ways to move.

What to do: Allocate the name of an item of food from the key vocabulary list to each child in the circle (up to 4 children could be each item).

Tell a story about Mrs Brown going shopping for food to fill a harvest basket. Include a mention of the different foods in a variety of ways, for example 'along the way Mrs Brown was tempted by the juicy red apples and she could not resist eating one of them; Just as she was about to go home she realised she had not got enough plums to make the jam...' As children hear their food word they stand up and move round the circle in a clockwise direction and sit down when they get back to their place. Additional instructions can be given in story form to indicate to the children how they should move, for example, the potatoes made Mrs Brown's bag so heavy that she was struggling to walk; the bread shop was about to close so she hurried along.

Display

Display the salt dough fruits in a large basket and add to the Autumn table.

Make a thank you display. Make a large 'Thank you' label to display on a table and invite children to think about the types of food for which they want to say thank you. Ask them to make models of this food with playdough, draw pictures or bring in food wrappers or labels to add to the display during the week.

