

<b>Health and Wellbeing Play Provision Focus/ Wellbeing</b>	<b>Literacy Play Provision Focus/ Communication</b>
<b>Experiences &amp; Outcomes:</b> HWB Milestones, HWB 0-22a	<b>Experiences &amp; Outcomes:</b> LIT 0-14a, LIT 0-07a/0-16a/ENG 0-17a,LIT 0-19a, LIT 0-01b/0-11b
<b>Learning Intentions: (Fine Motor Skills)</b> *Control and manipulate a range of materials and tools	<b>Learning Intentions: (Exploring and Understanding Stories)</b> *Predict what will happen in a text *Recall information about characters in the text *Recall key information from a text, demonstrating understanding of key vocabulary *Sequence the main events in a text
<b>Success Criteria:</b> -Use accurate scissor hold to snip/to cut a range of lines and shapes -Thread beads onto a string -Use cutters with skill to cut a range of shapes from playdough -Spreading butter on toast	<b>Success Criteria:</b> *Look at pictures and use information from the text to say what they think will happen *Match key features and information to the relevant characters in the text *Answer a range of who, what, why, where and when questions about the text *Match words to their meanings in talk activities *Retell a story in sequence (using props, sequencing pictures or in talk)
<b>Learning Experiences:</b> Focus on providing a variety of provision in play areas this month to encourage fine motor development, threading activities at games area, pattern activities in jigsaw/puzzle area, range of stimuli to encourage manipulative skills. Range of cutting skills at creative, writing areas, etc.	<b>Learning Experiences:</b> Listen to a story and answer a range of questions to recall key aspects. Matching activities, sequencing activities, recall using props. Activities have been made for a selection of stories; however, other texts can be used if specific children are particularly interested in a different book. Stories with activities ready: This Zoo is Not for You, Percy the Park Keeper: After the Storm. Squirrel's Autumn Search, Leaf Man, Stanley and the Stick.
<b>Numeracy Play Provision Focus/ Promoting curiosity, inquiry, creativity</b>	<b>Other Curricular Areas Focus/ Promoting curiosity, inquiry, creativity</b>
<b>Experiences &amp; Outcomes:</b> MNU 0-01a, MNU 0-02a, MTH 0-13a, MTH 0-16a	<b>Experiences &amp; Outcomes:</b> SCN 0-01a, SCN 0-03a, SCN 0-12a, SOC 0-08a SOC 0-12a
<b>Learning Intentions:</b> <b>Number:</b> *Count sets accurately (Use 1-1, Cardinal- Understand final number is the total). *Estimate and check how many are in a group/set *Order numbers in forwards sequences, e.g. 0-5. 0-10 <b>Other: Shape and Pattern</b> *Name/describe the properties of a range of flat shapes *Recognise and complete a range of patterns using colour, shape or kind	<b>Learning Intentions: (Theme: Acorns, Autumn Trees and Woodlands )</b> *Identify the effect of the seasons (Autumn) on the local environment, e.g. leaf colour *Recall the life cycle of a tree (oak tree- acorn, pine tree- cone which spreads seeds) *Identify the range of wildlife and features within a woodland habitat *Use a range of senses to enjoy, explore and describe Autumn outside (see, hear, touch, smell)
<b>Success Criteria:</b> <b>Number:</b> *Accurately say how many is in a set *Match numeral to the set (some chn)*Look at sets and say if a group has more/less or is equal to another set. Say an estimate of how many is in the group and then count the set to check. *Put numbers in order from 0-5, 0-10, 0-20 (as appropriate for stage) <b>Other: Shape and Pattern</b> *Say the shape names and what they notice about the shapes, e.g. curved edges. *Complete a pattern that has been started, e.g. red dog, blue dog.	<b>Success Criteria:</b> *Observe key features of Autumn and woodlands *Explain how a seed grows into a tree *Use a range of vocabulary linked to senses, e.g. I see, I hear, I smell, I feel, to describe Autumn.
<b>Learning Experiences:</b> <u>Number:</u> Sets of natural materials for counting activities, Autumn discovery table counting, counting games, leaf ordering activities, Numeracy area- leaf number provision, counting songs <u>Other:</u> Shape/pattern resources in Numeracy areas, shape and pattern on light table, fine motor trays, small world tray sorting pie, playdough shape cutters, leaf pattern activity at discovery table, shape games/jigsaws.	<b>Learning Experiences:</b> Autumn discovery area, Autumn books in story corner, Autumn creative area stimulus, e.g. using leaves from messy play in art, acorn/tree themed art stimulus available for art/painting, collage focus activity for cutting, leaf printing, pictures for group discussions, home activity to look for signs of autumn, Autumn outdoor walks.

**Responding to children's interests and next steps in learning: Record of Provision in ELC Areas**

<p>Writing, Story, Role Play, Sand, Water, Sensory/Fine Motor incl. playdough <b>Mrs Mackenzie</b></p>	<p>Small world, Creative. IWB, Jigsaws, Light Box, Computer <b>Miss Milroy</b></p>	<p>Discovery Area, Numeracy Area, Displays and Special Activities <b>Mrs Mackenzie</b></p>	<p>Outdoor <b>Mrs Porter</b></p>
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**SHANARRI Focus Characters**

*Harry the Healthy Giraffe- Snack Helper observations, helping to cook*  
*Rosie the Responsible Dog- Tidying up, Following rules and routines, Listening to instructions*  
*Isla the Included Goose- Being kind to our friends and using nice words. Engaging in conversation and learning to take turns in structured games.*

**PE in hall (Wed AM/Thu PM)**

**Basic Moves skills sessions:**  
 \*Space Bubbles \*Main shapes  
 \*Moving around obstacles \*Side Step/Gallop  
 \*Starting and stopping in bubble \*Changing speed in bubble

**Messy Play Focus (Mon AM/ Tue PM)**

\*Seasons- identifying changes in the trees, leaf hunts and art using the materials on the ground such as twigs, cones, etc.

**Planned Focus Table Activity**

**Curricular Area: HWB**  
**Focus:** Health and Wellbeing Milestones focus: Threading/Small Fine Motor (variety of pattern tasks using fine motor skills)  
 (More detailed information on sheet at table)

**Learning Intention:**  
 \*Numeracy (pattern- see next box)  
 \*Fine Motor: Manipulate a variety of materials and control items in hand using appropriate grip

**Success Criteria:**  
 \*Use finger grip to pick up and use items, e.g. beads, pegs, etc.  
 \*Control items in hand  
 \*Move items quickly with control

**Activity:** Various fine motor activities linked to pattern, e.g. threading beads, making peg patterns.

**Key Worker Focus Observation (1)**

**Curricular Area:**  
**Focus:** Numeracy- Shape Properties/Repeating Pattern (See Focus Observation sheet)

**Learning Intention:**  
 \*Name/describe properties of flat shapes  
 \*Understand the features of a pattern

**Success Criteria:**  
 \*Say shapes and what they observe, e.g. curved edge  
 \*Create simple patterns according to shape, colour or kind.

**Activity:**  
 Observe children in the area of provision that they show interest in across the following areas or if observed in other play.  
 Record progress in these skills:  
 \*colour recognition within patterns  
 \*awareness of pattern in environment  
 \*naming shapes/describing simple properties of shape,  
 \*creating or completing a repeating pattern, e.g. shape patterns in Numeracy area, autumn leaf pattern at Discovery table, patterns with playdough shapes peg board or small toy patterns, e.g. dinosaurs - red, yellow, blue, red, yellow, blue

**Key Worker Focus Observation (2)**

**Curricular Area: Literacy**  
**Focus:** Stories- Talking about characters and events, Understanding and recalling key aspects from the story.  
 (See Focus Observation sheet)

**Learning Intention:**  
 \*Recall information from a story book

**Success Criteria:**  
 \*Match descriptions to specific characters or other aspect from book  
 \*Answer a range of who, what, where, when, why questions about the text  
 \*Give a description of a specific character/event  
 \*Sequence main events from the text

**Activity:** Use story book with group of children and discuss main characters, events, other relevant information during and after reading. Ask children a range of questions during and after reading and record their progress in answering questions and linking texts to their experience. Complete a physical matching activity, e.g. match descriptions read aloud to specific pictures from the book.