

Autumn 1 2018 Reception – why do Squirrels hide their nuts?

	<i>Week1: Engage 03.09.18 Walk in the Nature garden</i>	<i>Week2: Develop 10.09.18</i>	<i>Week: 3: Develop 17.09.18</i>	<i>Week4: Develop 24.09.18</i>	<i>Week 5 : Innovate 01.10.18</i>	<i>Week 6: 08.10.18</i>	<i>Week 7: 15.10.18</i>	<i>Week 8: 22.10.18</i>
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Personal, Social and Emotional Development – New beginnings	<p>Shows confidence in asking adults for help.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Through observations to gain a baseline. Observe JE in the different areas.</p>	<p><u>Managing feelings and Behaviour</u></p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Work as part of a group.</p> <p>Be confident speaking to a class group.</p> <p>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.</p>	<p><u>Making Relationships</u></p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Play co-operatively.</p> <p>With a little help from my friends! Show the children video footage of birds migrating and ask them what they can see. Ask ‘Why do you think birds fly together?’ talk about their experiences of being part of a team. Challenge the children to work together to travel across a large open space while staying in a v-formation.</p>	<p><u>Making Relationships</u></p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Play co-operatively.</p> <p>Understand someone else’s point of view can be different from theirs</p> <p>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.</p>			
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Song of Sounds (phonics)	<p>Introduce the Stage 1 song with some actions.</p> <p>A, t</p>	<p>Revisit a and t.</p> <p>learn to say, read and write p and s.</p>	<p>Learn to say, read and write l, n,</p>	<p>Learn to say, read and write m and d.</p>	<p>Learn to say, read and write g and o.</p>	<p>Learn to say, read and write c and k.</p>	<p>Learn to say, read and write ck and e.</p>	<p>Learn to say, read and write u and r.</p>
Communication Language & Literacy	<p>. 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.</p>	<p>Hibernation</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>Display pictures of hibernating animals with the question ‘What are these animals doing?’</p> <p>Provide a range of bordered paper and writing materials to</p>	<p>Migration</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>Display a migration route map on the interactive whiteboard or computer.</p> <p>The RSPB have a good version that shows the migration routes of a variety of animals.</p> <p>Observe</p>	<p>Able to follow a story without pictures or props.</p> <p>Answer ‘why’ questions about their experiences and in response to events.</p> <p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</p>	<p>Responds to simple instructions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p>Our collections. Ask the children to empty their bags of autumn treasures</p>	<p>Beginning to use more complex sentences to link thoughts.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Develop their own explanations by connecting ideas or events.</p> <p>Use a range of vocabulary in imaginative ways to add information,</p>		

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	<p>Describe what they can see, hear, feel and smell.</p> <p>Take photographs of interesting things.</p> <p>Collect conkers, acorns, leaves, twigs and berries.</p> <p>Spot signs of animal activity such as rabbit droppings or half eaten conkers.</p> <p>Spot ways that people have affected the environment, for example chopping down trees or leaving litter.</p> <p>Match fallen leaves</p>	<p>encourage children to respond.</p> <p>Observe</p> <p>Can the children explain what they can see in the pictures?</p> <p>Do they attempt to write labels and captions?</p> <p>Listens to others one to one or in small groups, when conversations interest them.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listen attentively in a range of situations.</p> <p>Listen up! In small</p>	<ul style="list-style-type: none"> 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? 	<p>Snuggle up! Listen to the recording of <i>Squirrel's Busy Day</i> by Lucy Barnard. Explain to the children that they are going to listen carefully to the story and imagine pictures in their heads!</p> <p>Allow the children to lay down comfortably, maybe providing snugly blankets and pillows.</p> <p>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</p>	<p>onto a table top. Let them take a closer look at their finds and name any they can. Then reveal labelled baskets and ask 'Can you sort the treasures into the right baskets?' Once sorted, involve the children in checking things are in the right baskets. Ask 'Could we sort our treasures a different way?'</p> <p>Allow children to explore various categories for sorting, providing labels for them to write on.</p>	<p>express ideas or to explain or justify actions or events.</p> <p>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.</p> <p>'Labels' for sorting the animals are available on The Hub. Provide additional labels for children who want to change or extend the sorting activity.</p>		
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	to the right tree.	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?'		squirrel?'				
Physical Development		Moves freely and with pleasure and confidence in a range of ways.	Uses one-handed tools and equipment. Handles tools, objects, construction and	Can usually manage washing and drying hands. Shows some				

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		<p>Experiments with different ways of moving.</p> <p>PD MH 22</p> <p>Move confidently in a range of ways.</p> <p>Hibernating hedgehogs! Introduce the children to the 'Animal command cards' available on The Hub. Demonstrate the movement on each card for example 'Jump, rabbits' means the children should jump two-footed around the space. The command 'Scurry, mice' requires the children to dash on their tiptoes. Explain that the command 'Hibernate, hedgehogs' means they should curl up tightly into a ball and lay still.</p> <p>Other commands include 'Soar, owl; Slither, snail; Spin, leaves; Wriggle, worm'.</p>	<p>malleable materials safely and with increasing control.</p> <p>Handle pencils effectively for writing.</p> <p>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.</p> <p>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</p>	<p>understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Manage their own basic hygiene.</p> <p>Squishy blackberries! Take the children on a hedgerow hunt for blackberries, reminding them to be careful not to prick 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</p>				
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			<p>ready to taste before home time! Remember to check for food allergies and remind children about food hygiene rules.</p> <p>Offer soup-making utensils in the sand and water for practising skills such as mixing, stirring, chopping and pouring.</p>	<p>‘How do they feel?’</p> <p>Encourage the children’s sensory descriptions.</p> <p>Provide warm soapy water for children to wash their hands after collecting and squishing!</p> <p>They will enjoy having purple fingers!</p> <p>Remember to check for food allergies before starting this activity and remind the children about food hygiene rules throughout the session.</p>				
<p>From the Nature walk:</p> <p><i>Literacy</i> What animals live here?</p> <p>How do animals</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Attempts to write short sentences in meaningful</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Writes own name and other things.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Writes own name and other things.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Writes own name and other things.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Writes own name and other things.</p> <p>Spell some words that are phonetically plausible.</p> <p>Spell phonically regular</p>			

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	<p>use the environment to survive?</p> <p>What is an acorn?</p> <p>What is a conker?</p> <p>Where do squirrels hide their nuts?</p> <p>What things have you found today?</p> <p>Display photographs from the children's memorable experience on a washing line. Ask the question 'Can you put these photographs in the right order?'</p> <p>Does JE use time related vocabulary to describe the</p>	<p>contexts.</p> <p>Write simple sentences which can be read.</p> <p>Use key features of narrative in their own writing.</p> <p>Why do squirrels hide their nuts? Read the story <i>The Busy Little Squirrel</i> 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?</p> <p>Hide acorns in the</p>	<p>Spell some words that are phonetically plausible.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Discuss the story from last week and talk about what the bear does in the story and attempt to write a simple sentence.</p>	<p>Spell some words that are phonetically plausible.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>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.</p> <p>Invite the children to look, touch, smell and taste and describe their properties using appropriate vocabulary.</p>	<p>words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Talk about their treasures and write why they have chose them to be their treasures.</p>			
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	<p>images?</p> <p>Does JE use positional language when ordering? For example, next to or behind.</p> <p>Can he sort the day's images into the correct order?</p>	<p>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.</p>		<p>Ask the children to choose a favourite fruit or vegetable and draw it adding labels to describe its colours, textures and taste.</p>				
<i>Guided reading</i>	<p>Listens to stories with increasing attention and recall.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Describes main story settings,</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listen attentively with sustained concentration</p>		<p>Knows information can be relayed in the form of print.</p> <p>Begins to read words and simple sentences.</p> <p>Understand simple sentences.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Yummy play dough! Provide</p>	<p>Beginning to understand 'why' and 'how' questions.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Answer 'how' questions about their experiences</p>			

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	<p>events and principal characters.</p> <p>Animal detectives!</p> <p>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.</p> <p>Observe</p> <p>What do the children already know about the animals?</p> <p>Do the children</p>	<p>to follow a story without pictures or props.</p> <p>Bear snores on! Read the book <i>Bear Snores On</i> 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?</p> <p>Make a list of all the children's ideas and check back in the book to see if they were right.</p> <p>Record the children saying the rhyming words on audio devices, such as</p>		<p>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.</p>	<p>and in response to stories.</p> <p>Answer 'why' questions about their experiences and in response to events.</p> <p>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 other 'how' and 'why' questions, to find out what the children heard and understood.</p> <p>CBBC has a simple, four-minute video called <i>How the changing seasons affect hedgehogs</i>.</p> <p>'Hedgehog Street' is a campaign aimed at</p>			
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	<p>attempt to read the question cards?</p> <p>Do they use the non-fiction books or other sources to find out more?</p> <p>Discuss The Gruffalo story with KS1.</p>	<p>Talking Tins, for others to press and listen. Audio versions of the story are available on YouTube.</p> <p>‘Rhyming words’ from the story are available on The Hub.</p> <p>Discuss The Gruffalo story with KS1.</p>			<p>protecting the UK’s hedgehogs and their website has lots of useful information.</p>			
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Mathematical Development	<p>Knows that numbers identify how many objects are in a set.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows an interest in representing numbers. Give JE a number and he has to find that many acorns in the nature garden.</p> <p>Repeat with another number.</p> <p>Match the group of acorns to the right digit.</p> <p>Create a group of dots to match the digit.</p>	<p>Sometimes matches numeral and quantity correctly.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Count reliably with numbers 1–20.</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>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.</p>	<p>Knows that numbers identify how many objects are in a set.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Count reliably with numbers 1–20.</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>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.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Orders two or three items by length or height.</p> <p>Use everyday language to talk about size. Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>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.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows interest in shapes by sustained construction activity or by talking about shapes or arrangements. Use autumn treasures to create arrangements and encourage JE to talk about what he can see.</p> <p>Create his own arrangement.</p> <p>Sometimes matches numeral and quantity correctly. Compare two group of objects. Match digit to right amount of group. Show JE two groups and discuss what he can see.</p>	<p>Sometimes matches numeral and quantity correctly. Compare two group of objects.</p> <p>Shows an interest in representing numbers.</p> <p>Use language such as more and fewer to compare two sets of objects.</p>		

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<i>Forest School</i>	To plant wildflowers for the nature garden.		To tidy up the garden stores, thin out and wash all the equipment.	To devise a plan for the garden area based on school council assembly. To make labels.	To plant seeds into the beds.	To care for living things.		
<i>Knowledge & Understanding of the World</i>	<p><u>Nuts!</u></p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Display acorns and oak leaves on a table top with hand lenses for closer investigation.</p>	<p><u>Harvest</u></p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Set up a table with a range of harvest fares such as pumpkins, apples, pears, blackberries, bread, cabbage, cauliflower and wheat. Display magnifying glasses and</p>	<p><u>The World</u></p> <p>Can talk about some of the things they have observed.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Make observations about animals.</p> <p>Be familiar with basic scientific concepts.</p> <p>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</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talk about changes.</p> <p>Be familiar with basic scientific concepts.</p> <p>Yuk! What happens to food when it is left for a long time?</p> <p>Leave different foods such as conkers, acorns, seeds, bread, fruit and vegetables in the outdoor setting inside sealed, perforated, see-</p>	<p>Comments and asks questions about aspects of their familiar world.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Make observations about animals.</p> <p>Be familiar with basic scientific concepts.</p> <p>Wild ones! Show the children the video 'Wild animals' available on The Hub. Explain that these animals are wild and are different from pets.</p>			

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	<p>Offer 'Acorn-shaped booklets' available on The Hub, for the children to record their observations and ideas.</p> <p>Observe</p> <p>Do the children look carefully at the acorns and leaves?</p> <p>Do they know which tree they come from?</p> <p>Can the children notice any similarities or differences between the size, shape or textures</p>	<p>weighing scales to encourage investigation.</p> <p>Observe</p> <p>Can the children name the different types of food?</p> <p>Can they compare the foods and identify any similarities or differences?</p>	<p>which food before sorting them into labelled containers.</p> <p>Put bird seed mix in a Tuff Tub for children to investigate and sort. Offer tubs for sorting the seeds in to.</p>	<p>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.</p> <p>Show a range of tinned, frozen and dried foods and ask 'Why do we store our food in this way?'</p> <p>Put out clipboards and writing materials for children to keep an</p>	<p>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.</p> <p>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.</p> <p>Display wild and domestic animal picture cards for the children to sort into labelled baskets.</p>		
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	of the acorns and leaves?			observation diary of the decaying food. You could also provide a digital camera to take photographs.				
<i>Creative Development</i>	<p>Understands that different media can be combined to create new effects.</p> <p>Create their own squirrel picture.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Use a variety of materials and techniques.</p> <p>Develop their own ideas through selecting and using materials and working on processes</p>	<p>Realises tools can be used for a purpose.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Safely use tools.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>All sewn up! Provide</p>	<p>Beginning to be interested in and describe the texture of things.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Experiments with form.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>				

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		<p>that interest them.</p> <p>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.</p> <p>Land artists Richard Shilling and Julia Brooklyn have created a website, <i>Land Art for Kids</i>. It contains a 'How to' section that will provide plenty of inspiration for the budding artists in your class!</p> <p>Leave a wide range of natural materials in the outdoor space for children to continue creating. Display</p>	<p>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.</p> <p>You will probably need to invite some adult helpers into class to help the children with tying knots and threading needles!</p> <p>Add wooden beads, stars and small dried berries onto their threads for interest. Gorgeous!</p> <p>You can buy dried fruit slices and berries for threading. Or, you can make your own by slicing</p>	<p>Clay creatures. Show children how to warm and roll a small amount of clay into a ball using the palms of their hands.</p> <p>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.</p> <p>Use air drying clay for best results. If you don't have clay, mix mud to a modelling consistency instead.</p>				
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		<p>images and simple patterns to inspire their work.</p>	<p>fruits thinly and baking them in the oven until dried. Add star anise and cinnamon sticks for a touch of luxury!</p> <p>Provide some pre-threaded plastic needles and a range of fruit slices and leaves for threading practise.</p>					
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Religious Education		<p>Be able to talk about their own experiences of friendship. (Level 1)</p> <p>Be able to talk about why friendships are important (Level 1)</p> <p>Recap on last weeks items and pictures produced by the chn. Ask chn to explain their pictures/friendships- why are they special? Record in scrap books.</p> <p>Chn write a letter and draw a picture for a reception friend at Greenhead/Henshaw.</p> <p>Photo's as they do this and post in village post box.</p>	<p>Know that Christians consider themselves to be friends of Jesus (Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>This is a picture of Jesus with his friends. They are having a meal together. What are they talking about? What do you and your friends like to eat together? What do you and your friends like to talk about?</p> <p>We/Christians are friends of Jesus.</p> <p>There are lots of songs you could sing about being friends of Jesus.</p> <p>Jesus is my Saviour, Jesus is my friend, On the way to school and home with me again.</p> <p>Helping with my homework,</p>	<p>Know that Christians consider themselves to be friends of Jesus (Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>Read/watch the stories of the Miraculous Catch of Fish and the Calming of the Storm.</p> <p>The Rainbow Fish has to learn many lessons about what it means to be a good friend. In the first book he needs to learn how to share.</p> <p>In pairs, make a Rainbow Fish collage. Take photo's or chn sharing and working collectively.</p> <p>Scrap books and fish to be used as display.</p>	<p>Be able to talk about their own experiences of friendship. (Level 1)</p> <p>Be able to talk about why friendships are important (Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>Discuss friendships and fallouts.</p> <p>Who has fallen out with a friend before? How did this feel?</p> <p>Did you make up and become friends again?</p> <p>Are all of our friends at school with us now? Talk about friends outside of school and families- Clubs/holidays/Henshaw school etc. How can we remember these friends?</p> <p>The Bible story of Ruth and Naomi is often used</p>	<p>Be able to talk about the feelings associated with friendship (Level 1)</p> <p>Be able to ask questions sensitively about friendship (Level 2)</p> <p>Display some film friendships e.g. Shrek and Donkey, Buzz and Woody, Rapunzel and Pascal, Nemo's Dad and Dory. The children will know lots of others. Talk about these friendships with the children, the ups and downs, the characteristics of the relationship etc.</p> <p>What does Trust mean?</p> <p>Hands are often used as symbol of friendship, I wonder why?</p> <p>Greetings of welcome often use hand</p>		

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			<p>With me when I play, Jesus is a real friend every single day.</p> <p>I do do do do, do do do do</p> <p>Love him more and more.</p> <p>I do do do do, do do do do</p> <p>In my heart for sure</p> <p>I do do do do, do do do do</p> <p>Wanna shout and sing, Jesus is my Saviour, Lord of everything.</p> <p>By Neville Norcross</p> <p>Jesus went fishing with his friends what do you like to do with your friends?</p> <p>Talk- record in scrap book.</p> <p>Chn complete independent writing/drawing in books.</p>		<p>to illustrate the qualities of good friendship. Ruth remained with Naomi when it would have been easy to leave. She went with her to live in a foreign place and to take care of her. Ruth was a faithful and loyal friend.</p> <p><i>There are some lovely paintings interpreting the story of Ruth and Naomi that can be found using a Google image search.</i></p> <p>Make friendship bracelets. (Friendship bracelets originated from the Native Americans.)</p>	<p>gestures, I wonder why?</p> <p>Shake hands with each other and say hello.</p> <p>Make pictures using handprints.</p>		
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