

**EYFS Curriculum - Statutory Framework Areas of Learning and Development (ELGs)**

**Prime Areas**  
*Communication and Language*  
 Listen attentively and respond with relevant questions and comments

- Hold conversations. Offer own ideas, use newly introduced vocabulary (see autumn vocab list) Express ideas and feelings about experiences, use full sentences.

*PSED*

- Understand own feelings, work towards simple goal, give focused attention and respond appropriately. Be confident, try new activities, show independence, resilience and perseverance. Work and play cooperatively.

*Physical Development*

- Hold pencil effectively, show accuracy with drawing and use a range of small tools.

**Literacy**

- Retelling familiar stories and narratives using own words and new vocab, anticipate key events
- Read words consistent with phonic knowledge by sound blending
- Write recognisable letters, spell words by identifying sounds.

**Understanding the World**

- Talk about the lives of people around us
- Know similarities and differences between things in the past and now (books/stories and experiences)
- Understand the past though setting, characters and events
- Describe immediate environment, explain some similarities and differences between life in ours and other countries.
- Explore natural world making observation/drawings of animals and plants
- Know some similarities and difference between the natural world and contrasting environment and understand import processes and changes in the natural world (seasonal changes)

**Expressive Arts and Design**

- Safely use and explore a variety of materials, tools, and techniques experimenting with colour, design, texture form and function.
- Share creations, make use of props when role-playing.
- Invent, adapt and recount narratives and stories, sing and range of well know nursery rhymes and songs, perform songs/rhymes/poems.

**Artefacts & Resources**



Simple stories and texts with rhyme and repetitive refrains to support language, sequencing and recall/retell skills.




Farming equipment old and new. Compare and contrast how farming has changed. Use photo packs to spot similarities and differences.



Natural Resources - What can we find outside during Autumn? Using natural resources in play and provocations to promote learning and creativity.


Fruits and Vegetables - Where does our food come from? How does it grow? Explore new tastes and discover how our food gets to our plates.

Learn the variety of animals found on a farm and what different wild animals do as the season changes.




**Questions**

**Why are the leaves changing colour?**





What is Autumn? What is a season? What changes do we notice in Autumn?

**What happens on a farm?**




What jobs does farmers do? What can be found on a farm? Why do animals live on farms? What is a combine harvester?

**Where does our food come from?**

Learn the journey of field to fork – (Farndon Fields Farm Trip) How is our food harvested, what machinery is used?

**What is Harvest?**



Why do we give thanks at Harvest time?

**Vocabulary**

**Seasons** - A year is split into four parts. As the season changes, the weather changes too.

**Autumn** - A season in which the weather gets cooler, and it gets darker earlier.

**Harvest** - To gather crops. Crops are plants that we use to make food.

**Farmer** - The person that grows our food and cares for animals on a farm.

**Combine harvester** - A machine to gather wheat (a type of crop.)

**Darker** - When there is less light.

**Bare** - When the leaves fall off the trees, there are no leaves left on them. The tree is bare.

**Hibernate** - When an animal or plant sleeps through the winter.

**Harvest Festival** - Harvest Festival is celebrated to give thanks for the crops that the farmers have worked hard to grow.

1

## Why are the leaves changing colour?

Explore seasonal changes through books, media and observations – understand the importance of seasons changes, what will change and what we will notice. Explore how the weather changes, including daylight saving and animals hibernation.

**C&L** – Listen to and participate in group discussions about what we notice in autumn, include own observations and reference to colours, feelings and events. Share books such as Leaf Man by Lois Ehlert and Tree: Seasons Come, Seasons Go by Patrica Hegarty, explore the language and vocab in these books with links to weather and senses.

**Literacy** – Sequence and recall key events from core texts and story books. Explore non-fiction books linked to seasonal changes, use new vocab linked to autumn in guided and non guided writing opportunities.

**Mathematics** – use natural resources often found at autumn such as conkers, pine cones, acorns etc to create pictorial representations of number, autumn enhancements throughout continuous provision e.g. counting leaves.

**UtW** – Sequence the season cycle, explore and understand wild animal hibernation

**EA&D** – Explore light by creating autumn leaf suncatchers, leaf threading.

2

## What happens on a farm?

**C&L** – What do we already know about farming? Share knowledge from children based on prior or existing experiences of farming, discuss local farms to Clipston. Use past and & present language to discuss own observations of our rural setting.

**Literacy** – Share and talk about core texts which incl. farm settings and characters, what do we notice? Sequence and recall key events from core texts and story books. Use list writing to record farming jobs, machinery or animals. Understand caption writing for core text pictures or own drawings. Explore instructional texts e.g. how to wash your hands to embed sequencing in order. Refence non-fiction texts e.g. Vehicles on a Farm

**Mathematics** – use BEEBOTS to plan a route around a farm, farm animal shape puzzles, animal counting songs, sorting, pictograms ‘favourite farm animal’, farm themed enhancements throughout continuous provision e.g. scarecrows, tractors, animals used for subitising, seeds used for fine motor counting etc.

**UtW** – Labelling parts of an animals, what do crops need to grow? Explore simple plant and farm animal life cycles, how has farming changed – compare and contrast similarities and differences of farm equipment.

**EA&D** – Use different textures to create animal masks and puppets, explore design and form through tractor junk modelling, create farming scenes using different art materials such as paint, chalk, playdoh and collage. Learn and perform animal songs and rhymes with repeated refrains e.g. 5 little ducks, Old MacDonald, Farmer in the Den and BINGO incl. use of percussion instruments.

3

## Where does our food come from?

**C&L** – Discuss and share and prior knowledge or experience of growing fruits and vegetables e.g. allotments, veg patches. How do we get our food? Can we grow everything in the UK? What types of food comes from farms? (meat, dairy, fruit & vegetables etc.) Hold conversations with peers in small and large groups about favourite foods.

**Literacy** – Using the text Oliver's Vegetables by Alison Bartlett and Vivian French, discuss how food is grown and harvested, retell and recall key facts and events from the book, use caption writing to label vegetables and sequence how food grows e.g. seed, bulb, flower, root etc. Recount trip to Farndon Fields Farm using past tense language and recall favourite moments and something new learnt or seen e.g. ways to harvest vegetables.

**Mathematics** – role play with money and prices with the farm shop role play, sort fruits and vegetables by sizes and colours, fruit and veg enhancements throughout continuous provision e.g. using food as concrete resources to support counting and sorting, fruit number lines, number matching with vegetables.

**UtW** – Visit to Farndon Fields Farm – learn how different fruits and vegetables are harvested first hand, experience pumpkin picking and farm produced being sold. Enjoy making vegetable soup and fruit jellies to take home and share with family, learn about the importance of healthy eating.

**EA&D** – Role play and devise narratives using the farm shop role play corner, explore textures and colour through fruit and vegetable printing, use new/unfamiliar resources linked to animals such as feathers and egg shells, create textured scarecrow pictures with seeds and pulses, practicing fine and gross motor skills by scooping, stirring, chopping etc. with fruit and veg tuff spots.

## What is Harvest?

**C&L** – Discuss what we think Harvest is based on new learning from the topic and any existing knowledge, share own experiences of harvest festivals from pre-schools/nurseries. Use circle time and collective worship to give thanks to God for the harvest.

**Literacy** – Explore harvest poems and rhymes, reference new language and vocab linked to seasonal changes. As a class write a harvest prayer to thank God for all our food. Follow a recipe for Harvest Vegetable Soup, use non-fiction texts and media to understand how a combine harvester works and how they gather the wheat, what other machinery is used at harvest time?

**UtW** – What is a Harvest festival? Do other countries have harvest festivals? How do other countries harvest fruit and vegetables? Compare and contrast e.g. tea picking and rice paddy fields in China

**EA&D** – Enjoy learning and singing whole school harvest hymns.