



## Conker Rolling

### **Physical Development- Moving and handling**

16-26: Makes connections between their movement and the marks they make

### **Expressive Arts and Design- Exploring and using media and materials.**

16-26: Notices and is interested in the effects of making movements which leave marks

22-36: Experiments with blocks, colours and marks

30-50: Explores colour and how colours can be changed.

40-60: Understands that different media can be combined to create new effects



This project you'll need paper, conkers, and paint in a range of autumnal colours. Get the children to dunk a conker in some paint and roll it over the paper (they may need some help with this); build up layers using different colours. You can also place the paper in the tray, and encourage the child to tip the sides of the tray to get the conker to move.

## Winter Scavenger Hunt

### **PSED- Making Relationships**

22-36: Seeks out others to share experiences.

Explains own knowledge and understanding, and asks appropriate questions of others

### **UTW- The World**

22-36: Notices detailed features of objects in their environment

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.



These are often done in autumn and spring but there is no reason why these can't be done in the winter months too. Include things such as melting ice, a bird, Christmas lights, an insect, a green tree, a tree with one leaf left, ice cycle etc.

## Outdoor Tree Decorating

### **UTW- The World:**

22-36: Notices detailed features of objects in their environment

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

### **Communication and Language- Speaking**

22-36: Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts

30-50: Beginning to use more complex sentences to link thoughts (e.g. using and, because).

### **PD- Moving and Handling**

30-50: Holds pencil between thumb and two fingers, no longer using whole-hand grasp



Decorating the tree can be done using baubles, bells and tinsel that would be used on an indoor Christmas tree or you can make Christmas tree decorations out of bird feed recipes and cookie cutters such as stars, trees and circles. The outdoors can be Christmassy too!

## Ice Sun Catchers

### **PD- Moving and handling**

22-36: May be beginning to show preference for dominant hand.

### **UTW- The World**

22-36: Notices detailed features of objects in their environment

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50: Shows care and concern for living things and the environment



This is a great science activity and can be done by children of all ages. Fill some lids or shallow containers with water and something from the outdoors such as twigs, fallen leaves and berries. These can then be left overnight if it's cold enough or adults may need to place them in the freezer. Once frozen these can be taken out of the containers and stood up to catch the sun. You could also ask the children how long they think it will take to melt or what will happen if it gets warm etc.

## Den Building

### **EAD- Being imaginative**

22-36: Beginning to make-believe by pretending

30-50: Uses available resources to create props to support role-play.

40-60: Plays cooperatively as part of a group to develop and act out a narrative.

### **Communication and Language- Understanding**

30-50: Responds to simple instructions, e.g. to get or put away an object.

Den building can be done in all weathers and can involve outdoor materials such as crates, branches, leaves etc or indoor materials such as chairs and sheets. Encourage the children to think about how they might use these to keep warm. You could always turn these dens into igloos by covering with white sheets or a sprinkling of flour and glitter.



## Snow Scene Painting

### **EAD- Exploring and using media and materials.**

22-36: Experiments with blocks, colours and marks

30-50: Beginning to be interested in and describe the texture of things.

40-60: Manipulates materials to achieve a planned effect

### **Literacy- Writing**

22-36: Distinguishes between the different marks they make.



You will need paint, paper, paint brushes and any other materials you would like to use. You may want to use white glitter. Encourage the children to finger paint a snowy scene onto the paper. You can talk about snow and what it looks like when it falls, or you can speak about textures. Encourage the children to think about what they might want to paint onto their page.

## Festive Bird Feeders

### UTW- The World

22-36: Notices detailed features of objects in their environment

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50: Developing an understanding of growth, decay and changes over time

### Communication and Language- Speaking

30-50: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Festive bird feeders are great for children to learn about their natural world around them. Understanding the world, they live in plays an important part in child development. This activity helps them understand the importance of caring for animals, and they are able to learn about what animals can eat.

You will need:

- Bird seed mix
- Gelatine, Boiling water
- Mixing bowl and spoon
- Festive cutters
- Tray covered in foil
- Ribbon



To make the festive bird feeder add two sachets of gelatine into hot water and mix well. (adult supervision). Then add the packet of bird feeder. Allow the child to mix the feed and water together. Constant supervision is required. Place the mixture on a board and roll it out, Used the cutters to create the festive shapes.

Place on foiled tray and poke a hole in top with a straw. Leave to set over night.

## Don't Ring the Bells

As it is Christmas setting up a fun outdoors Christmas obstacle course is always fun and tests children's motor skills. Fill the obstacle course full of bells for a Christmas twist and to encourage listening skills. Bells could be hung from hoops that children have to crawl through or on tables that children have to crawl under.



### **PD- Moving and Handling**

30-50: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

30-50: Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles

40-60: Experiments with different ways of moving

40-60: Travels with confidence and skill around, under, over and through balancing and climbing equipment

## DIY Play Snow

### **EAD- Exploring and Using Media and Materials**

30-50: Beginning to be interested in and describe the texture of things.

40-60: Experiments to create different textures

40-60: Selects tools and techniques needed to shape, assemble and join materials they are using.

Make your own mouldable play snow using hair conditioner and baking soda. You will need:

- 3 cups of baking soda
- $\frac{1}{2}$  cup of conditioner
- A bowl
- And a tray to play with the snow.



Mix the baking soda and conditioner together in a bowl with a spoon. Stir until the mixture is crumbly in texture. It is now ready to use! Add in some other craft materials such as ribbon and buttons. These could be used to create a snowman!

## Leaf Puppets

### **UTW- The World**

22-36: Notices detailed features of objects in their environment

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50: Developing an understanding of growth, decay and changes over time

### **Communication and Language- Speaking**

30-50: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Leaf puppets are great fun to make and use. First go on a leaf hunt, talk to the children about the different types of leaves you can see, talk about colours, shapes, textures. Collect some leaves and take them home.

To make a leaf puppet you will need,

- collection of leaves
- chalk pens
- Lolly sticks
- laminator (optional)
- Paint
- Googly eyes
- Glue
- Anything else you can think off.



Glue the leaves onto the lolly sticks. Ask child to decorate them, give them eyes and a mouth if they wish to do so. Leaf puppets are a great way of encouraging children to talk, and promotes their language skills.

## Autumn Bracelet

### **UTW- The World**

22-36: Notices detailed features of objects in their environment

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50: Developing an understanding of growth, decay and changes over time

### **EAD- Exploring and using Media and Materials**

30-50: Uses various construction materials

40-60: Understands that different media can be combined to create new effects

To make an autumnal bracelet you may need:

- Card,
- A collection of autumnal items such as leaves, flowers, sticks
- Glue
- Sellotape
- Scissors



## Magnetic Bell Bottles

### **UTW-The World**

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50: Talks about why things happen and how things work

### **Math's- Number**

40-60: Estimates how many objects they can see and checks by counting them

30-50: Uses some number names and number language spontaneously

Bells in a bottle is great for children's hand eye coordination, as well as learning about how magnets work!

You will need:

- Metal Bells
- A plastic bottle (label removed)
- A magnet.
- Water



Fill the bottle with water and hold one of the bells to the magnet. By doing this it magnetises the bell so the other bells will stick to it now too! It's a fun activity to see how many bells you can get to the top!

## Snowball Counting

### **Math's- Number**

30-50: Beginning to represent numbers using fingers, marks on paper or pictures

30-50: Sometimes matches numeral and quantity correctly.

40-60: Recognises numerals 1 to 5.

40-60: Finds one more or one less from a group of up to five objects, then ten objects

You will need:

- Cotton balls
- Cups
- Pen
- Tweezers
- Numbers



This activity promotes fine motor skills as well as maths development. Number the cups 1 to 10. Encourage the children to place the correct number of snowballs in each cup. Using only the tweezers to pick them up.

## Frozen Painting

### **Physical Development- Moving and handling**

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A fun new way of painting! You will need:

- Ice cube tray
- 1 tablespoon of flour
- Lolly sticks
- Food colouring
- Paper



Add water into a jug and whisk in the flour to give it a thicker consistency. Pour even amounts of the water into four different bowls. Add a different colour of food dye into each bowl.

Then pour the coloured water into the ice tray. You should end up with different coloured ice blocks. Place the ice tray into the freezer for 10-15 minutes, then take it back out and add in the sticks. This should help the sticks stay upright. Then place them back in the freezer to set!

## Table Painting

### **Physical Development- Moving and Handling**

16-26: Makes connections between their movement and the marks they make

### **Expressive Arts and Design- Exploring and using Media and Materials**

16-26: Notices and is interested in the effects of making movements which leave marks

22-36: Experiments with blocks, colours and marks

30-50: Explores colour and how colours can be changed.

40-60: Understands that different media can be combined to create new effects

Upturn a small table and wrap cling film around the legs. Encourage children to paint onto the cling film. A great way to explore different ways of painting!

You will need:

- A Table
- Cling film
- Paint brushes
- Paint
- Paint pots



## Hot Chocolate Cloud Dough

### **Expressive Arts and Design- Exploring and using Media and Materials**

16-26: Notices and is interested in the effects of making movements which leave marks

30-50: Uses various construction materials

40-60: Understands that different media can be combined to create new effects

30-50: Beginning to be interested in and describe the texture of things.

40-60: Experiments to create different textures

40-60: Selects tools and techniques needed to shape, assemble and join materials they are using



A fun activity for children to explore different textures and to use their senses. You will need:

- 8 cups of flour
- 2-4 cups of hot chocolate powder
- A bowl
- 2 cups of vegetable oil

Measure out the flour and hot chocolate mix into a large container. Add enough hot chocolate mix to get the colour and scent that you'd like - we added a lot because we had a giant container of hot chocolate, but less would have still sufficed.

Start with adding just 1 1/2 cup of oil to the dry mixture, fully incorporate it using your hands or a wooden spoon. You want the dough to seem dry to the touch, but also stick together if you grab a handful. Add extra in 1/2 cup increments until you reach the desired texture.