

West Ashton C of E Primary School Medium Term Plan

Celebrations - suggested activities which will change according to the children's interests

Year: EYFS Date: Autumn Term 2 2022-2023 Teacher: Sandra Meehan Class: Shooting Stars							
Children have free flow access to the outdoor area at all times where learning though play is encouraged and activities are child initiated.							
EYFS age band assessment Emerging Developing Secure	Birth to 3 years			3 to 4 years		Reception	ELG's
				Amora		Everly Cole Charlie Rhiannon Grace Marcey Seb Johnny Wilson Oliver Chester	
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
	Fire works	Remembrance	Diwali	<i>Birthdays around the world</i>	Christmas	Christmas	Christmas
Curriculum Concepts	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief	Tradition Spirituality Creativity belief
HOOKS AND EXPERIENCES :	Fire works https://www.youtube.com/watch?v=lof7vb5BR-8 Sparks in the sky (Twinkl ebook) fireworks science experiments bonfire song https://www.youtube.com/watch?v=EP684NBm2zw	Dressing up costumes Medals Collection of poppy memorabilia Poppy field by Michael Morpurgo Where the poppies now grow by Hilary Robinson and Martin Impey	Coloured rice/sand Dipal's Diwali e book (term 2 week 3) Map of India .	Harry and the Dinosaurs Birthday (Ian Whybrow) Kipper's Birthday(Mick Inkpen) Birthday balloons and banners Pinata	The snowman – by Michael Morpurgo Father Christmas – Raymond Briggs Figgy the class elf, advent calendar	The Nativity – May Eliot Decorating station Decorating the Christmas tree	The night before Christmas – Clement Moore Nativity Christmas dinner
Thinking and creating critically	Do I know why we celebrate bonfire night? Can I explain how to keep myself safe on bonfire night?	I am beginning to understand the importance of remembering and supporting those who might be in need.	I am beginning to understand that different countries and cultures have their own celebrations and traditions.	I am beginning to understand that different cultures celebrate birthdays in different ways	Can you think about the meaning of Christmas, what does Christmas mean to you?	Why do we celebrate Christmas?	How is Christmas celebrated in your house? (we are all different).
Active learning opportunities (motivation)	Share the story 'Sparks in the Sky'. Through a whole class discussion ask the children who had been to a fire works display? What did they like about it, what didn't they like about it? Who kept the children safe on bonfire night and how were they kept safe? Gather the children knowledge and ideas. Do any of the children know why we have bonfire night?	Explain that we are going to be learning about a special day call Remembrance day. Remembrance day is about thinking of those people who have made our country what it is today. Soldiers, Sailors and Airmen who at some point have fought in a war to protect our country and give us the freedom to be who we want to be. Share the PowerPoint 'remembrance day-story of a soldier' as you go through ask children for their thoughts and feeling. Share video Poppies https://www.bbc.co.uk/programmes/p02qvb9	Share with the children the map of India and show them where India is in comparison to Britain. Explain; in India people believe that Rama and Sita, two people who fell in love, saved their country by getting rid of a ten headed king called a Ravana. To celebrate this they hold a festival every year called Diwali (share PowerPoint term 2 week 3 the story of Rama and Sita). Explain that this week we are going to be learning about and celebrating the festival of Diwali.	Read the story Harry and the Dinosaurs birthday. Ask the child how they celebrate their birthdays, what do they do to make the day special? Write their answers on the board. Explain that not all people celebrate their birthdays in the same way. Look at the map and begin to think about how families in other cultures may celebrate.	Introduce Christmas. Christmas is a special time of year, children to tell each other why Christmas is special. Introduce the Christmas elves letter – what might the elves be expecting from the children? Children to think about what the elves might be looking for.	Share the nativity story with the children, think why do we celebrate Christmas, children to act out the nativity story in small groups to all others.	Children to bring in Christmas photo from home. Children to tell class about Christmas in their house, how do they celebrate? What do they eat? Who comes for Christmas? Family time is important at Christmas encourage the children to share their family Christmas experiences. Children to take part in the Nativity.
Playing and exploring (engagement)	Chalks, black paper to create fire work pictures, splatter painting, Chunky chalks for playgrounds.	Dressing up Flanders fields role play Making poppies	Colourful rice and sand in trays Rangoli colouring, painting, Playdough	Playdough birthday cakes. Roleplay birthday parties	Santa post station Decorating the Christmas tree. Christmas creative activities Wrapping station	Christmas creative activities Wrapping station Santa post station Decorating the Christmas tree.	Christmas creative activities Wrapping station Santa post station Decorating the Christmas tree.

LITERACY: comprehension, word reading and writing. COMMUNICATION AND LANGUAGE: listening, attention and understanding Speaking	Session 1: Share with the whole class the story of the gun powder plot (PowerPoint in term 2 week 1 planning). Discuss as a class the story and vocabulary used. Explain that this is a true story. Split children into small groups and give them the opportunity to practice, then ask the children to act out the story of the gunpowder plot. Session 2 Ask the class why we need to keep safe at bonfire night, brain storm their ideas. Guide children to understand that fireworks and bonfires are dangerous. Share with the class the PowerPoint about keeping safe on bonfire night (term 2 week 2 planning). In small groups or one-to-one draw a fireworks picture and write a few words or a sentence about keeping safe on bonfire night.	Session 1: Share with the whole class the story of remembrance day (PowerPoint in term 2 week 2). Discuss with the class the story and vocabulary used. Gather their thoughts feelings and ideas. Ask key questions including 'why do you think it is important to remember these people?' 'Do you think these people are heroes?' what could we do to keep remembering these people? Session 2: Share the story of the poppy. Why is a poppy used to help us remember? Explain to the children that once WW1 had finished poppies were the first flowers to grow in the fields that the battles took place. These fields are called Flanders fields. Watch 'The Poppy Story' https://www.youtube.com/watch?v=PMVDDT4B5c working with children in small groups or one-to-one encourage them to write words or a sentence explaining why poppies are important.	Session 1: Share with the whole class the story of Diwali (PowerPoint term 2 week 3). Discuss with the class the story, the vocabulary. Explain to the class that people often have different beliefs, that as a school we celebrate Christianity and the festivals which go with being a Christian such as Easter and Christmas but in India people follow the religion of Hinduism. Within each belief there are different Gods and Hindus believed that Rama was one of their Gods, therefore his life and what he did to save their lives must be celebrated. Session 2: The festival also known as the festival of light celebrates the victory of good over evil, light over darkness and knowledge over ignorance. Using a mind map what do the children think these words mean? Unpick them as a class.	Session 1: Share with the whole class the PowerPoint Birthdays around the world, (term 2 week 4). Whilst moving through each country pin-point it on the map. Discuss the PowerPoint as you go through, do any of the children follow these celebrations, gather their thoughts and opinions. What we they like to change about their own birthday celebrations after seeing the PowerPoint. Session 2: Share the video of birthdays around the world https://www.youtube.com/watch?v=7jrTqtX8q9k African children's birthday song https://www.youtube.com/watch?v=WEqG-Qhc1iQ continue to look at birthdays from around the world, finish the PowerPoint from session 1 and plan as a class a way in which we could celebrate birthdays in the future.	Share the story 'A Christmas collar' (e book term 2 week 5) Share with the class ideas of why Christmas is special. Using worksheet, children to write sentence saying why Christmas is special, use phonic knowledge, sentence structure. Practice Christmas nativity. (PowerPoint Term 2 week 5)	Cbeebies nativity story https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story Children to listen to story of nativity, can they retell the story through role play. A sand drawing of the Christmas story https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-christmas-story Children to write the elves a letter explaining how they are going to impress him. Practice Christmas nativity.	Children to tell class about their family Christmas, can the children explain who has Christmas at theirs, what is special about their Christmas etc. record each child on tapestry. Practice and perform Christmas nativity.
ROLE-PLAY	Home corner, mud kitchen with lots of coloured paints, glitter mud, water etc. Castle, Flanders fields						
CONSTRUCTION	Exploring construction materials – children to have free reign (what are their interests). Building houses of parliament. Creating poppies and Flanders fields						
SMALL WORLD	Happy land train track and trains people and dolls house Lego						
OUTSIDE AREA	large construction home corner water play messy kitchen, shapes and numbers in the natural environment						
MATHS	Number blocks (NCETM) EP 13 & 14 Composition of 123 (WRM -it's me 123) Introduce children to the idea that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 123. Allow children to explore more numbers if they wish and share their findings with others.	Number blocks (NCETM) EP 15 & 2.1 Circles and Triangles (WRM – It's Me 123). Children learn that circles have one curved side and triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own circles and triangles. It is important to show a variety of different sized circles and triangles in different orientations and with sides of different length.	Number blocks (NCETM) EP 2.2 & 2.3 Spatial Awareness (WRM -it's me 123) Children hear and begin to use positional language to describe how items are positioned in relation to other items. They build life sized journeys outdoors and travel through them, exploring them from different perspectives. They begin to represent different places they have visited or places in stories with their models, drawings or maps.	Number blocks (NCETM) EP 2.4 & 2.5 Four (WRM – Light and Dark) Children count on and back to 4. They count or subitise sets of up to 4 objects to find how many and make their own collection of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting, they continue to learn that the final number they say names the quantity of the set. They use their own mark-making to represent numbers to 4.	Number blocks (NCETM) EP 2.6 & 2.7 Shapes with 4 sides (WRM – Light and dark) Children learn that squares and rectangles have four straight sides and four corners. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own squares and rectangles in a variety of different sizes and orientations. Can they spot and other shapes with four sides?	Number blocks (NCETM) EP 2.8 & 2.9 Five (WRM- light and dark) Children continue to subitise up to 5 items and to count forwards and backwards, accurately using the counting principles. They represent up to five objects on a five frame and understand that if the frame is full then there are five.	Number blocks (NCETM) EP 2.10 One more and one less (WRM – light and dark) Children continue to count, subitise and compare as they explore one more and one less. Encourage children to use the five frame to represent numbers and predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting backwards and the one less pattern.
PHONICS	Little Wandle Autumn 2 week 1	Little Wandle Autumn 2 week 2	Little Wandle Autumn 2 week 3	Little Wandle Autumn 2 week 4	Little Wandle Autumn 2 week 5	Little Wandle Autumn 2 assessment week	Little Wandle Autumn 2
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Keeping safe at fireworks Supporting independence with all needs in school i.e. putting on coat, using the bathroom, eating lunch.	Exploring Feelings, How does what we have learnt about remembrance day make you feel and why?	What does it mean to be part of a family? Diwali is all about celebrating with your family. What celebrations does your family like to share i.e. birthdays, Christmas or perhaps something a little different	Encourage children to all take part in birthday celebrations from around the world.	Children to talk about their Christmas experiences confidently one-one or in small groups.	Children to support each other during nativity practices, caring for each other's emotional wellbeing.	Children to find the courage to take part in the nativity.

	Jigsaw – Celebrating Difference, Accept that everyone is different	Jigsaw – Celebrating Difference, Include others when working and playing.	such as anniversaries of something special. Jigsaw – Celebrating Difference, Know how to help if someone is being bullied.	Jigsaw – Celebrating Difference, Try to solve problems	Jigsaw – Celebrating Difference, Use kind words	Jigsaw – Celebrating Difference, Know how to give and receive compliments.	
EXPRESSIVE ARTS AND DESIGN	Making firework rockets and firework chalk pictures Nativity Practice	Making poppies and crosses using salt dough Making poppies out of card which we can wear on remembrance day. Nativity practice	Share the PowerPoint Rangoli patterns (term 2 week 3) with the class. Using paint, coloured rice, coloured sand, chalk Make Rangoli patterns on paper, tuff spot, playground etc. Using clay make Diva lamps to light our way. Nativity practice	Singing and dancing to birthday celebration songs from around the world. Happy birthday in German https://www.youtube.com/watch?v=a_lwmBUgqck Making playdough birthday cakes. Nativity Practice	Making Christmas cards Christmas craft activities Nativity Practice	Making calendars Christmas craft activities Nativity practice	Making Christmas Wreaths. Christmas craft activities Nativity performance
UNDERSTANDING THE WORLD	Who is Guy Fawkes? Using PowerPoint about the gunpowder plot linked directly to the literacy can the children explain who Guy Fawkes was? Show the children a map of the UK then point out London, explain that this is where the Houses of Parliament are, show children picture of Houses of Parliament and explain that they are still there and used today. Encourage children to make connections in their knowledge i.e. the gunpowder plot was a long time ago but the Houses of Parliament are still there and used today. Science, complete the science experiments: Fireworks in a glass Paper fireworks display Discuss vocabulary used and encourage children to predict what might happen. Record children's experiences and voice from experiments in floor book.	Share with the children a map of the world and look at the areas on the map in which WW1 took place. (The western front was a long line of trenches that ran from the coast of Belgium to Switzerland. Most of the fighting was in France and Germany with some fighting in Britain The Eastern front was between Germany, Austria-Hungary, and Bulgaria on one side and Russia and Romania on the other.) Look at all the different countries that got involved in WW1 WW1 – Germany, Austria, Hungary, Italy, France, Russia, Britain, Turkey, Bulgaria, Serbia, Belgium, Montenegro, Canada, Australia, Portugal, Japan, Greece, Romania, China, Brazil, Peru.	Explore foods eaten during the festival of Diwali. Do the children enjoy the foods. How do they differ from ours? Make Diwali sweets together. Science: Explore how colour mixes using skittle science experiments (Term 2 week 3) Discuss vocabulary used and encourage children to predict what might happen.	Travel around the world map and look at the way different cultures and communities celebrate birthdays. Look at the map of the world and locate all the areas in which reindeer live.	Share with the children the PowerPoint 'All about reindeer' (term 2 week 5) Look at the map of the world and locate all the areas in which reindeer live.	Ask the children 'What makes a traditional Christmas? Make a mind map of their answers, discuss new vocabulary i.e. traditional.	Take part in Christmas nativity and school celebrations.
PHYSICAL DEVELOPMENT	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.
RE	Explain to the children what belief is. Who is God? Who is Jesus? Explain; we are Christians, we celebrate our Christianity and hold a church as a sacred building in which to celebrate our religion. Explain to the children that there are lots of different beliefs and that it they are free to believe what they like. Guy Fawkes was a catholic who had different beliefs from King James and that is why he wanted to get rid of King James. Was it right to try and get rid of King James just because he had different beliefs? Discuss as a class.	Explain to the children that one of the ways in which we remember those who died or got injured in the wars is to go to a special church service on the second Sunday of November. At the church service we remember those who died by laying a wreath of poppies and listening to someone playing the 'Last Post' on a bugle https://www.youtube.com/watch?v=EDS3TtGaQ0 Explain that the King also goes to a special service at a place called the Cenotaph in London where he lays a wreath for all to see. Then the	What is special about your family? Do you celebrate special occasions and if so how? Encourage the children to understand that different religions and cultures celebrate in different ways. Share with the children a picture of a church and explain that Christians use the church to celebrate Christianity, now share a picture of a Hindu temple and explain that Hindu's use the temple to celebrate Hinduism. Why do the children think the two buildings look so different?	Explain to the children that Christians believe that Jesus looks over us and keeps us safe but who is Jesus? Gather their ideas. Christmas day is coming and we celebrate Christmas because it is Jesus's birthday. Share the nativity story with them.	Explore: we are Christians and celebrate the birth of Jesus at Christmas.	Explore advent using PowerPoint 'advent (term 2 week 6)	Act out Christmas story through the nativity.

		National Anthem is played before the King leaves. https://www.royal.uk/remembrance-day Play National Anthem					
MUSIC	Introduce nativity songs	Practice nativity songs	Practice nativity songs Kapow-Diwali music	Practice nativity songs Happy birthday songs from around the world	Practice nativity songs Kapow – Traditional Christmas music	Practice nativity songs Kapow – Christmas action songs	Perform nativity Kapow – Christmas action songs
HOMEWORK/ PARENT LINK	Tell your family about Guy Fawkes, do they know why he tried to blow up the Houses of Parliament? If you go to a bonfire night ensure you keep yourself safe by following the rules we have discussed. Practice phonic sounds learnt. Ensure you read daily.	Talk to your parents about Remembrance day, have they ever been to a remembrance day celebration? Do you have any relatives who fought in WW1 or WW2? Share your knowledge with us at school. Practice phonic sounds learnt, ensure you read daily.	Talk about your family about Diwali and what it represents. Ask your family about festivals that they traditionally celebrate. Share your knowledge with us at school. Practice phonic sounds learnt. Ensure you read daily.	Talk to your family about birthdays around the world, discuss some of the ways in which you would like to celebrate your birthday in the future. Practice phonic sounds learnt. Ensure you read daily.	Talk to your parents about the way in which you celebrate Christmas, what family traditions do you have? Practice phonic sounds learnt. Ensure you read daily	Share your knowledge of the Christmas story with your family. Practice phonic sounds learnt. Ensure you read daily	Practice phonic sounds learnt. Ensure you read daily.
FS1 COMMUNICAT ION BOOST	<u>Focus on Listening</u> Target: Attention and Listening. Who's talking. Introduce the talking box , I wonder what's in here?, What's could it be? Extend- leave animals in centre of the group, take turns making sounds of animals. I've got something in my basket Story- Starting nursery basket Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Sound bags – Sound p, f, and n Song bag	<u>Understanding the language</u> Key word. Let's hide Talk through each animal, place the animals around the room, find the animals, can you find the 'cow' I've got something in my basket – Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Song bag Sound bags – Sound p, f, and n	<u>Understanding language</u> Help children to make a field for animals to live in, make a barn, talk about each animals and their name. Ask the children to put the cow in the Barn, field etc. I've got something in my basket- pictures of our peers- talking Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Song bag Sound bags – Sound p, f, and n	<u>Understanding language</u> Sort animals into size in boxes use language such as big, little, large, small. I've got something in my basket- Different Emotions Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures. Song bag Sound bags – Sound p, f, and n	<u>Talking (spoken language)</u> Sing the song pass the bag around. Encourage the children close their eyes. Take out an animal and guess what it is, encourage children to describe the animal so they can guess. I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Song bag Sound bags – Sound p, f, and n	<u>Talking (spoken language)</u> <u>Story time</u> Its story time. Link the animals in the box to story's available in the class. Make comments using the language we have learnt. What is it? Who is sleeping? Where is the cow? Etc Extend- how did they feel, what will happen next? I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Song bag Sound bags – Sound p, f, and n	<u>Talking</u> Extend Retell the story Show the children printed pictures form the story and encourage them to retell the story, using animals from the box. Learning about making longer sentences Explain that you will be listening for good sentences. I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Song bag Sound bags – Sound p, f, and n
Interventions	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –	Little Wandle – sounds Little Wandle – Blending SaLT –
FS1 Next Steps	Support children with classroom rules and encourage the development of listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.						
FS2 Next Steps	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour. Help them to take responsibility for their	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour.	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour.	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour.	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour.	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own	Based on Thrive assessment Support children to develop a capacity to negotiate, collaborate, mediate and contract about their own and other's behaviour.

	<p>feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that' .</p>	<p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>	<p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>	<p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>	<p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>	<p>and other's behaviour.</p> <p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They' .</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>	<p>Help them to take responsibility for their feelings, thoughts and behaviour by using 'I' and not saying 'You', 'We' or 'They'.</p> <p>Encourage them to say what they need by word or gesture.</p> <p>Recognise and comment at the times they are finding something hard– for example, 'Something about this is really hard for you , I can see that'.</p>
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Adult directed
Learning through Play
Specifically for Fs1