



Festivals and Celebrations 2023

Why are festivals important?

Medium Term Teacher Focussed Planning Autumn 2

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p><b>Finding out and exploring</b>  <i>Showing curiosity about objects, events and people</i>  <i>Using senses to explore the world around them</i>  <i>Engaging in open-ended activity</i>  <i>Showing particular interests</i></p> <p><b>Playing with what they know</b>  <i>Pretending objects are things from their experience</i>  <i>Representing their experiences in play</i>  <i>Taking on a role in their play</i>  <i>Acting out experiences with other people</i></p> <p><b>Being willing to 'have a go'</b>  <i>Initiating activities, seeking challenge</i>  <i>Showing a 'can do' attitude</i>  <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p><b>Being involved and concentrating</b>  <i>Maintaining focus on their activity for a period of time</i>  <i>Showing high levels of energy, fascination</i>  <i>Not easily distracted; Paying attention to details</i></p> <p><b>Keeping on trying</b>  <i>Persisting with activity when challenges occur</i>  <i>Showing a belief that more effort or a different approach will pay off</i>  <i>Bouncing back after difficulties</i></p> <p><b>Enjoying achieving what they set out to do</b>  <i>Showing satisfaction in meeting their own goals</i>  <i>Being proud of how they accomplished something – not just the end result</i>  <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p><b>Having their own ideas</b>  <i>Thinking of ideas</i>  <i>Finding ways to solve problems</i>  <i>Finding new ways to do things</i></p> <p><b>Making links</b>  <i>Making links and noticing patterns in their experience</i>  <i>Making predictions; Testing their ideas</i>  <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p><b>Choosing ways to do things</b>  <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i>  <i>Checking how well their activities are going</i>  <i>Changing strategy as needed</i>  <i>Reviewing how well the approach worked</i></p>

Prime Areas of Learning	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p>Questions:  <b>What should you do if something goes wrong?</b>            How do we share?            What is perseverance?            What is good learning?            Is it ok to make a mistake?            How do other's feel?  <u>What is the same /different about the ways in which we celebrate?</u></p> <p>Success Criteria:            Week 1 I can share with a friend- my turn, your turn            Week 2 I can use some learnt phrases to help when things go wrong- 'stop', 'Can I help?', 'Do you need space?'            Week 3 I know it's ok to make a mistake</p>	<p>Questions:  <b>What rules do we need when we are playing in the garden and during PE?</b>            Why do we need to be careful when we climb?            How do you hold a pencil? Scissors?            What is weaving? Can you thread over and under?</p> <p>Success Criteria:            Week 1 I can rock on different body parts. I can transfer weight from one part of my body to another            Week 2 I can perform a log and egg roll. I can use alternate legs when climbing. I can carry equipment safely</p>	<p>Questions:  <b>What is a celebration?</b>            Why do we have fireworks night?            Who was Guy Fawkes?            Did you trick or treat? What is Halloween?            Why do we wear poppies?            What is Diwali?            Why do we celebrate Christmas?            What makes a good listener?            Link to Regulation work- phrases - I'll play with you later, Good morning, good afternoon, may I leave the table, please, thankyou</p> <p>Success Criteria:            Week 1 I can talk about Halloween, I can retell an event- going trick or treating using appropriate vocabulary            Week 2 I can talk about now and long ago by retelling the story of Guy Fawkes and learn new vocabulary</p>

<p>Week 4 I can try, try and try again- perseverance  Week 5 I can say what good learning looks like  Week 6 I can use zones strips to talk about feelings in different scenarios  Week 7 I can think about how my friends feel</p>	<p>Week 3 I can roll sideways and forwards, leap and keep safe  Week 4 I can perform a variety of rolls and jump from low apparatus  Week 5 I can rock and roll and give feedback to a partner  Week 6 I can show 3 different rolls with control. I can link my moves and feedback to a partner</p>	<p>Week 3 I can answer a why question- why do we wear poppies?  Week 4 I can listen to and act out the story of Rama and Sita  Week 5 I can retell the story of Rama and Sita using puppets and learnt vocabulary  Week 6 I can talk about my own experience of Christmas  Week 7 I can retell the Nativity through drama, role play and puppet shows using new vocabulary</p>
<p>Guided Activities:  Continue work on zones of regulation  Recap feelings- happy, sad, angry and strategies to use when you are sad or angry. Introduce the feeling worried.  Teach phrases that don't hurt feelings eg I'll play with you later</p>	<p>Guided Activities:  Cutting- puppets, Rama, Sita, Mary, Joseph, playdough gym  Large scale weaving  Catherine wheel weaving- fireworks  Christmas decorations- stars, reindeers  PE- Rock and Roll Gymnastics  Dance for Nativity</p>	<p>Guided Activities:  Read non-fiction books and story books- learn contents page/ index page  Introduce topic vocabulary  Learn Remember, Remember rhyme  Re-tell Rama and Sita with puppets  Introduce Mick Inkpen (author of the half term) books – Kipper's Birthday  Kipper's Birthday role-play</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency</li> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ul>	
	Literacy	Mathematics	Understanding the World
Specific Areas of Learning	<p>Questions:</p> <p><b>Can you talk about different celebrations?</b>          What did you do for Halloween?          Why do we have fireworks night?          What is the firework code?          What do you want Santa to bring for you?</p>	<p>Questions:</p> <p><b>How many fireworks can you count?</b>          Can you make a repeat pattern?          Can you find how many different ways to make 5 with Diwali objects?</p>	<p>Questions:</p> <p><b>What festivals do we and others celebrate?</b>          What happens to the trees in Autumn? Winter? Link to Remember, Remember story          Discuss how we celebrate at home.          Learn about Guy Fawkes- compare clothes from long ago to ours          What is Divali?          Have you travelled to another country?          Where is India?</p>
	<p>Success Criteria:</p> <p>Daily Phonics- reading and writing          Daily guided reading          Week 1 COLD task I can write cvc Halloween words eg cat mat bat          Week 2 I can segment a cvc word and say the sound, count on fingers, use sound mat and write letters- use firework writing- pop, zap, fizz          Week 3 I can write a cvc word and common exception word with support – Guy Fawkes          Week 4 I can write a cvc word and common exception word with support – Rama and Sita writing          Week 5 I can write a cvc word and common exception word with some independence          Week 6/7 HOT task I can write cvc words independently</p>	<p>Success Criteria:</p> <p>Week 1 I can compare quantities on non-identical objects          Week 2 I can talk about 3D shape          Week 3 I can talk about 2D shape          Week 4 I can find 1 more than          Week 5 I can find 1 less than          Week 6 I can use a part, whole model          Week 7 I can learn some positional language and develop my special awareness</p>	<p>Success Criteria:</p> <p>Week 1 I can learn that different people celebrate different festivals- list the festivals celebrated this half term          Week 2 I can talk about Bon Fire night now and in the past, talk about Guy Fawkes          Week 3 I know that some places are special to member of the community, talk about poppies placed on Waverton monument/ cenotaph          Week 4 I can find India on a world map and link to the story of Rama and Sita          Week 5 I can learn that there are similarities and differences between our country and others          Week 6 I can understand that people celebrate in different ways- Xmas around the world          Week 7 I can use my senses to understand the changing season- winter</p>
	<p>Guided Activities:</p> <p>Phonics, tricky words, guided reading          Discuss Mick Inkpen books- use vocab          Read Firework books          Write Firework poems- noises</p>	<p>Guided Activities:</p> <p>Power Maths          Numberblocks NCETM          Comparing groups          2D 3D shapes</p>	<p>Guided Activities:</p> <p>Talk about what our families do to celebrate          Tell story of Guy Fawkes. Look at Guy Fawkes photos- compare clothes to today          Read information books- Bonfire, Divali</p>

<p>Learn Remember, Remember 5<sup>th</sup> November rhyme  Read variety of Christmas stories  Read Information books –Bonfire, Divali- topic vocab  Make Divai lamps and label divali pictures- CVC words  Christmas labels- CVC words  Christmas list</p>	<p>1 more 1 less within 5  Number bonds to 5  Ordering numbers  Collage shapes  Use matchsticks, cubes, lollysticks to make 2D shapes  Continue repeat patterns- link to divali  Use Fireworks, Divali objects, Christmas pictures combining and splitting and groups  Introduce more and less  Play with dice- subitising</p>	<p>Make poppies for Remembrance  Talk about Divali- festival of light, look at map of India and a world globe  Read Rama and Sita story and make puppets  Discuss Christmas Nativity  Change role play to stable</p>
<p>Reception</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p>Reception</p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> <li>• Count beyond ten.</li> <li>• Compare numbers</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare weight</li> </ul>	<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<p>Expressive Arts and Design</p>	<p>Festivals and Celebrations</p>	<p>Parent/Community Links</p>
<p>Questions:  <b>What is weaving?</b>  What happens when we mix white with red, blue, yellow?</p>	<p>What relevant festivals happen during the first term? Bon Fire Night  Guy Fawkes story  Remembrance Day</p>	<p>Christmas Nativity  Pantomime</p>

<p>Why do we have poppy day?          Why Christmas songs can you sing?          Who is Jackson Pollock? How did he paint?          How do you hold a paint brush?</p>	<p>Diwali          Christmas          Christmas Nativity</p>	<p>Introduce wow moments to send home</p>
<p>Success Criteria:          Week 1 I can use paint to show my ideas when I decorate a plate ready for weaving          Week 2 I can weave using different materials, in groups and individually          Week 3 I can go over and under for my weaving, with support then independently          Week 4 I can learn a song and sing in a group          Week 5 I can learn a dance and perform in front of others          Week 6 I can develop storylines in my pretend play using the role play nativity area          Week 7 I can share my ideas with my friends</p>		
<p>Guided Activities:          Begin large weaving and then small scale weaving fireworks          Make poppy Calendar – inking/ pastel, poppy          Learn about the artist Jackson Pollock and make Divali pictures- flicking paint          Christmas crafts-make card, decoration, sing Nativity songs and dances          Role play- Birthday party- Kipper’s Birthday          Role-play – Nativity</p>	<p>Information topic books-          Celebration Food Clare Hibbert          Celebrations and Special Days Ellen Lawrence          Family Festivals Jean Coppendale          Festivals Around the World Margaret Hall          Remember, Remember 5<sup>th</sup> November Deborah Webb          Bonfire Night Katie Dicker          Bonfire Night Nancy Dickmann          The Divali Story Anita Ganeri          Diwali Lisa Amstutz          We love Divalu Saviour Pirotta          Remembrance Day Jane Bingham &amp; Ruth Nason          Remembrance Day and the Poppy Helen Cox          Cannons          Kipper’s Birthday and other Kipper books Mick Inkpen</p> <p>Selection of Christmas stories-          Fiction          Mog’s Christmas Judith Kerr          Mortimer’s Christmas Karma Wilson          Pick a Pine Tree Patricia Toht          The Story of the Nativity Elena Pasquali</p>	<p><b>Vocabulary:</b></p> <p><b>PSE Vocab-</b>          Feelings- Happy, Sad, Angry, Worried, Upset</p> <p><b>Communication &amp; Language Vocab-</b>          Listen- sit still, look at listener, hands in lap, remember          Retell the story</p> <p><b>Physical Development Vocab-</b>          Weave, over, under</p> <p><b>Phonics Vocab-</b>          Letter, word, name, sound, upper case, lower case, capital letter          Phoneme, digraph, grapheme</p> <p><b>Book Vocab-</b>          Recap- Title, Author, Illustrator, Blurb, Front cover/ back cover          Non fiction- contents page, index, glossary</p> <p><b>Number Vocab-</b>          More than          Less than          2D shape          3D shape          Positional language- over, under, on, off, next to, beside, through</p>
<p>Reception</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Poetry Nursery Rhymes revisited Playtime Rhymes: Sally Gardener</p>	<p><b>Understanding the World</b> <b>History Vocab-</b> Now and then Old new newer Long ago Compare <b>Geography Vocab-</b> Map, World map, country, England, India, Ocean <b>Science Vocab-</b> Seasons- Autumn, winter Healthy- 5 a day</p> <p><b>Topic Vocab</b> Celebrations                      Remembrance Day Bon fire                              Soldiers Fireworks                            War Guy Fawkes                        Poppies Safety Divali Light, Hindu Rama, Sita, Ravana</p> <hr/> <p><b>Expressive Arts and Design</b> <b>Art Vocab-</b> Weave Over, under Material</p> <hr/> <p><b>RE Vocab-</b> Church Christian Cross Christmas Nativity Jesus, Mary, Joseph, Shepherds, Angels, Innkeeper</p>
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