



Festivals and Celebrations 2023

Why are festivals important?

Medium Term Teacher Focused Planning Autumn 2

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p>Finding out and exploring <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>Playing with what they know <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>Being willing to 'have a go' <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>Being involved and concentrating <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>Keeping on trying <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>Enjoying achieving what they set out to do <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>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <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>Choosing ways to do things <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: What should you do if something goes wrong? 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: What rules do we need when we are playing in the garden and during PE? 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: What is a celebration? 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"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. <p>Reception</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<p>Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency 	<p>Reception</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

		<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • 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 • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene 	
	Literacy	Mathematics	Understanding the World
Specific Areas of Learning	<p>Questions:</p> <p>Can you talk about different celebrations? 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>How many fireworks can you count? Can you make a repeat pattern? Can you find how many different ways to make 5 with Diwali objects?</p>	<p>Questions:</p> <p>What festivals do we and others celebrate? 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 5th 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"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read what they have written to check that it makes sense. 	<p>Reception</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare weight 	<p>3-4 Years</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise that people have different beliefs and celebrate special times in different ways. • Understand the effect of changing seasons on the natural world around them.
<p>Expressive Arts and Design</p>	<p>Festivals and Celebrations</p>	<p>Parent/Community Links</p>
<p>Questions: What is weaving? 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 5th 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 & 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>Vocabulary: PSE Vocab- Feelings- Happy, Sad, Angry, Worried, Upset Communication & Language Vocab- Listen- sit still, look at listener, hands in lap, remember Retell the story Physical Development Vocab- Weave, over, under Phonics Vocab- Letter, word, name, sound, upper case, lower case, capital letter Phoneme, digraph, grapheme Book Vocab- Recap- Title, Author, Illustrator, Blurb, Front cover/ back cover Non fiction- contents page, index, glossary Number Vocab- 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"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. 		

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