



Festivals and Celebrations 2021

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: How do we share? What should you do if something goes wrong? 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>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.</p>	<p>Questions: Why do we need to be careful when we climb? What rules do we need when we are playing in the garden and during PE? How do you hold a pencil? What is weaving? Can you thread over and under?</p> <p>Guided Activities: Cutting- puppets, Rama, Sita, Mary, Joseph, playdough gym Large scale weaving Catherine wheel weaving- fireworks Christmas decorations- stars, reindeers</p>	<p>Questions: What is a celebration? Why do we have fireworks night? Who was Guy Fawkes? Halloween? Why do we wear poppies? What is Divali? 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>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</p>

	Teach phrases that don't hurt feelings eg I'll play with you later	PE- Nursery Rhyme dance Dance for Nativity	Introduce Mick Inkpen (author of the half term) books – Kipper's Birthday Kipper's Birthday role-play
	3-4 Years <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. Reception <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. 	Reception <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 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 	Reception <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.
	Literacy	Mathematics	Understanding the World
Specific Areas of	Questions: What did you do for Halloween? Why do we have fireworks night? What is the firework code?	Questions: How many fireworks can you count? Can you add Divali objects?	Questions: What festivals do we celebrate? What happens to the trees in Autumn? Winter? Link to Remember, Remember story

<p>What do you want Santa to bring for you?</p>		<p>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>Guided Activities: Phonics, tricky words, guided reading Discuss Mick Inkpen books- use vocab Read Firework books Write Firework poems- noises 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>Guided Activities: First4Maths scheme 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>Guided Activities: 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 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.

Expressive Arts and Design	Festivals and Celebrations	Parent/Community Links
<p>Questions:</p> <p>What happens when we mix white with red, blue, yellow?</p> <p>What is weaving?</p> <p>Why do we have poppy day?</p> <p>Why do we celebrate Christmas?</p> <p>Who is Jackson Pollock? How did he paint?</p> <p>How do you hold a paint brush?</p>	<p>What relevant festivals happen during the first term? Bon Fire Night</p> <p>Guy Fawkes story</p> <p>Remembrance Day</p> <p>Diwali</p> <p>Christmas</p> <p>Christmas Nativity</p>	<p>Christmas Nativity</p> <p>Pantomime</p> <p>Introduce wow moments to send home</p>
<p>Guided Activities:</p> <p>Begin large weaving and then small scale weaving fireworks</p> <p>Make poppy Calendar – inking/ pastel</p> <p>Learn about the artist Jackson Pollock and make Divali pictures- flicking paint</p> <p>Christmas crafts-make card, decoration, sing Nativity songs and dances</p> <p>Role play- Birthday party- Kipper’s Birthday</p> <p>Role-play – Nativity</p>	<p>Information topic books-</p> <p>Celebration Food Clare Hibbert</p> <p>Celebrations and Special Days Ellen Lawrence</p> <p>Family Festivals Jean Coppendale</p> <p>Festivals Around the World Margaret Hall</p> <p>Remember, Remember 5th November Deborah Webb</p> <p>Bonfire Night Katie Dicker</p> <p>Bonfire Night Nancy Dickmann</p> <p>The Divali Story Anita Ganeri</p> <p>Diwali Lisa Amstutz</p> <p>We love Divalu Saviour Pirotta</p> <p>Remembrance Day Jane Bingham & Ruth Nason</p> <p>Remembrance Day and the Poppy Helen Cox</p> <p>Cannons</p> <p>Kipper’s Birthday and other Kipper books Mick Inkpen</p> <p>Selection of Christmas stories- Fiction</p> <p>Mog’s Christmas Judith Kerr</p> <p>Mortimer’s Christmas Karma Wilson</p>	<p>Vocabulary:</p> <p>Topic Vocab</p> <p>Celebrations Remembrance Day</p> <p>Bon fire Soldiers</p> <p>Fireworks War</p> <p>Guy Fawkes Poppies</p> <p>Safety long ago, then, now, compare</p> <p>Christmas</p> <p>Nativity</p> <p>Jesus, Mary, Joseph, Shepherds, Angels, Innkeeper</p> <p>Divali</p> <p>Light, Hindu</p> <p>Rama, Sita, Ravana</p> <p>PSHE Vocab-</p> <p>Feelings- Happy, Sad, Angry, Worried, Upset</p> <p>Communication & Language Vocab-</p> <p>Retell the story</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. • 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>Pick a Pine Tree Patricia Toht The Story of the Nativity Elena Pasquali</p> <p>Poetry Nursery Rhymes revisited Playtime Rhymes: Sally Gardener</p>	<p>Phonics Vocab- Letter, word, name, sound, upper case, lower case, capital letter, sound talk</p> <p>Book Vocab- Fiction/ Non-fiction Contents page, index page</p> <p>Number vocab- Shape 2D More than Less than</p> <p>History Vocab- Now and then Old new newer</p> <p>Geography Vocab- Route- direction, map</p> <p>Science Vocab- Season- Autumn, winter</p> <p>RE Vocab- Church, Christian, Cross</p>
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