

## EYFS Medium Term Plan – Autumn Term 1

This term we will be learning all about 'People Who Help Us'. We will start by thinking about people who help us at home and how we can help them too! We will then look at all the people who can help us at school and will enjoy visiting different parts of the school to find out more. To end the topic, we will think about the people who help us to keep safe and healthy.

### Hands on learning opportunities

- Tour around school to learn more about the people who work in our school
- Special visitors - school crossing patrol officer, firefighter, police officer, dental hygiene team as well as the school nurse
- Visit from Alison and her dog Tess – the children will find out how Tess helps Alison



	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	<p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others, regulate behaviour accordingly</p> <p>Begin to manage their own basic hygiene and personal needs, including dressing, going to the toilet</p> <p>Settle into new class and school routines</p> <p>Follow rules and routines.</p>	<p>This term we will be supporting the children as they start full time school, ensuring they are happy and confident to join in with the daily routines. We will be learning all about why it is important to have <b>rules</b> and with the children's help we will decide on the rules for the setting. Vocab – <b>routine, now, then, before, after, morning, afternoon, before, after, today, tomorrow, rules,</b></p> <p>The children will also learn all about the different people in school and the <b>community</b> who can offer help and support (see UTW)</p>
CL	<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story time</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Understand a question or instruction that has more than 2 parts, such as 'get your coat and wait at the door'</p> <p>Use talk to organise themselves and their play.</p> <p>Engage in non-fiction books</p>	<p>The children will learn why it is important to listen and how they can show that they are a good listener. There will be lots of opportunities for speaking and listening opportunities as they talk about their family and share what they already know during circle time as well as practising new language as they role play different characters such as a firefighter, police officer, nurse etc.</p> <p>The children will use <b>non-fiction</b> books as a way to find out about People Who Help Us</p>
PD	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> <li>• personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing (toothbrushing, being a safe pedestrian)</p> <p>Develop fine motor skills – holding a pencil correctly, using scissors etc.</p>	<p>The children will be learning to follow the routines of the setting and will learn how to behave appropriately when they are lining up, in the dinner hall etc.</p> <p>The children will learn about they can keep <b>safe</b> when crossing the road as well as learning about why it is important to wash their hands properly and brush their teeth.</p> <p>We will also learn about the importance of being <b>fit</b> and <b>healthy</b> – the children will participate in their very own firefighter training.</p> <p>New vocab – <b>germs, plaque, cavities, healthy, safety, fit, stamina</b></p>

Literacy	Read individual letters by saying the sounds for them Blend sounds into words so that they can read simple CVC words made up of known letter-sound correspondences Read common exception words from Phase 2 Read simple captions using phase 2 sounds and common exception words taught (See Phonic Planning)			During phonic sessions the children will learn to recognise the following phase 2 graphemes - s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk and begin to blend and segment simple CVC words. They will also learn to read the following tricky words - is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be  Vocab – <b>Phoneme, grapheme, front. cover, title, blurb, blend, segment, word,</b>  During continuous provision the children will have plenty of opportunities to apply their new skills as they label pictures of their family, write messages in the home corner, make posters, etc..
Maths	In Reception, we follow White Rose planning. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.			
	Phase – Just Like Me! • Match and Sort • Compare Amounts • Compare Size, Mass & Capacity • Exploring Pattern	Phase – It’s Me 1 2 3! • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 • Circles and Triangles • Positional Language	Phase – Light and Dark • Representing Numbers to 5 • One More and Less • Shapes with 4 Sides • Time	Sort objects based on attributes such as colour, size or shape Compare and order sets – more, fewer, same, big/little, large/small, tall or long/short Copy, continue and create their own simple repeating AB pattern in a range of contexts Subitise or count sets of up to 5 objects Match number names to numerals/quantities and use own mark-making to represent no’s. Explore different compositions of up to 5 Learn that circles have one curved side and triangles have 3 straight sides. Learn that squares and rectangles have 4 straight sides and 4 corners Begin to use positional language Talk about night and day and order key events in their daily routines Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow Begin to measure time in simple ways e.g., the counting of sleeps to an important event or using timers to measure durations of events.
EAD	Explore and engage in music making and dance To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them To use their creations in the classroom areas To make their own creations within the current theme in class			The children will be singing a variety of songs linked to the ‘People Who Help us’ theme such as 5 little firefighters standing in a row, Miss Polly and will add actions to our performances. New vocab – <b>pulse, high sounds/low sounds, rhythm, performance.</b>  They will also create portraits of people who help us, create emergency vehicles and design a new coat for Mrs French thinking about which materials would be best for her to be seen and kept dry. The children will also be exploring colour mixing, finding out what happens when 2 colours are mixed together  Vocab – <b>design, portrait. primary, secondary, material, colour mixing, visible, waterproof</b>
UTW	Talk about members of their immediate family and community Name and describe people who are familiar to them Show interest in different occupations			The children will talk about family members who are important to them and other members of the community who can help. New vocab – <b>community, window cleaner, refuse collectors, hairdresser, delivery driver, milkman, gardener, police officer, firefighter, teacher, cook, cleaner, police officer, firefighter, nurse, doctor, dentist, surgeon etc.</b> They will also learn the names of the tools/vehicles they use – <b>ambulance, fire engine, police car, uniform, tools, hose, helmet, fireproof, waterproof, stethoscope, fire extinguisher etc.</b>

# EYFS Medium Term Plan – People Who Help Us ....

## Autumn Term 1



### Personal, Social, Emotional Development

- Ask the children if they can think of anyone who helps them at home and how it feels to have people who help and care for them.
- Discuss the different things that the children can do to be helpful at home.
- Role play - Provide cleaning cloths, dusters for the children to carry out a spring clean in the home corner.

### Physical Development

- Tell the children that the postal delivery worker is poorly and needs their help. Provide the children with 'post' and a range of wheeled resources, such as balance bikes and scooters, to use to help them to deliver the post to letter boxes placed around the outside area.
- Chn to deliver beanbag post – encourage them to aim at a variety of high and low targets
- Set up a building site for the children to use as a role play area (include foam bricks, large wooden blocks, cardboard boxes and crates.) The children will mix their own cement by combining sand and water.
- Outside – Children to help with some gardening – planting vegetables.

### Communication and Language

- Role-play a Postal worker
- Talk about all the jobs that have to be done to look after our homes. Discuss the variety of cleaning, decorating and gardening tasks. Ask the children to discuss who does which jobs at home.
- Encourage chn to enjoy playing in the home corner and to take on a variety of roles.

### Week 1 - At Home



### Understanding the World

- Explain to the children that there are different occupations that help us look after our home or people that help us by bringing things for us – see if chn can think of anyone (apart from family) that help e.g., refuse collectors, postal worker, window cleaner, milkman
- As a group investigate the best way to polish a window. Compare dry and wet cloths and soap/no soap. Explain that some people use newspapers to polish windows. Does it work?
- Make a map of a postman's round.
- Watch 'Come Outside – cleaning'

### Events & Educational Visits:

Home Learning - Ask chn to think about ways they might be able to help at home (parents to send in photos to make into a class book)  
Watch 'Come Outside – Rubbish' and 'Come Outside – Letters'

### Literacy

- Chn to draw a picture of someone who helps them at home in a house shape. (T to scribe why this person helps them). They may be able to label their picture e.g., mam/dad
- Read 'The Jolly Postman'

### Mathematics

- Create a Post Office and provide parcels of different weights and lengths for children to explore and compare using a balance scale as they role play as postal workers.
- Children could be postal workers and practise subitising. Fasten the door posters onto cardboard boxes and cut a slot for the letterbox. Place the boxes around the edge of the tray and then place the envelope cards into the tray for children to deliver to the correct house.
- Shape House – decorate with windows, roof and door (introduce square, rectangle)

### Expressive Arts and Design

- Paint portraits of the people who help them at home.
- Use pasta to decorate the edge of a piece of card to use as a photo frame for a family photograph.
- Sing 'It's the window cleaner', 'the dustbin men' and 'the postman' from MyWorld- people who help us

# EYFS Medium Term Plan – People Who Help Us.....

## Autumn Term 1



### Personal, Social, Emotional Development

- During a circle time ask children to suggest the names of all the people who help them at school. Encourage them to think about the people who clean, who make meals, who set out activities and who answer the telephone. Talk about what would happen if one of these people were ill and could not do their work.
- Invite a school crossing patrol (Mrs French) to talk about her job and how she helps people to cross the roads safely.
- Encourage the children to learn helpful social phrases, such as 'Do you need any help?' or 'Thank you for helping me!' and use them in their play. Praise the children for using kind words and model them as you interact with the children.
- During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.
- Read 'Billy and the Big New School'. Talk about how Billy was feeling. What helped Billy to be happy to go to school.

### Physical Development

- When using equipment, remind the children of the rules we have to keep everyone safe and happy. For example, not running with scissors or only using ride-on toys in a particular area. They might like to think of their own rules and display them around the classroom.
- Play the traffic light game
- Children to use balance bikes to ride round the pretend road during the road crossing role play.

### Communication and Language

- Visit adults in school who help – chn to ask them questions about their job.
- Talk about the jobs that have to be done each day to keep the room clean. Investigate how long it takes for dust to form

## Week 2 - At School



### Understanding the World

- Take the children to see where different people who help us work.
- Talk about the different types of people who can help us with different problems
- Talk to the children about different methods of keeping safe at school. If possible, arrange for a practise fire drill
- Look at the clothes worn by Mrs French. Why does she wear bright clothes? Which clothes are best to be seen in the dark?

### Events & Educational Visits:

Visit to the school office/kitchens  
Mrs French – crossing patrol talk

### Literacy

- Chn to help write a thank you letter to Mrs French
- Chn to help create a book about all the people they met and some of the things they do.

### Mathematics

- Look at the shapes the children can see on Mrs Frenchs' lollipop stick
- Talk about times of the day when we see different people who help us.

### Expressive Arts and Design

- Paint portraits of the people who help them at school (display)
- Chn to make their very own lollipop stick
- Sing 'Lollipop Lady' from MyWorld – People who help us.
- Provide the children with a variety of different materials to explore. Ask them to decide which material they would use if they were going to create a new outfit for Mrs French. Encourage them to think about the function of the material, to keep her dry and easily seen.

# EYFS Medium Term Plan – People Who Help Us.....

## Autumn Term 1



### Personal, Social, Emotional Development

- Invite a firefighter/police officer to talk to the children about their job and how they keep people safe.
- Teach children how and when to call emergency services.
- Children learn their own addresses.

### Physical Development

- Help to develop children's fine motor skills by providing them with opportunities to dress and undress in uniforms worn by people whose job involves helping others.
- Use spray bottles to spray water to pretend to put out fires.
- Explain to the children that many people who help us need to be very fit. Can they tell you what 'fit' means?
- Create an obstacle course in the outside area for children to complete firefighter training. Provide benches to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills. Provide timers for children to time themselves
- Provide a range of red, yellow and orange paper. Encourage the children to rip and snip the paper to create a fire picture. They could also use chalks, crayons and pencils to build up layers of colour.
- Provide large paper on the floor or taped to the wall. Invite the children to draw large flames to make a fire picture using large arm movements. Can they create a range of different lines to represent the flames?

### Communication and Language

- Encourage children to listen carefully to our visitors, provide the children time to ask questions about what they have heard.
- As the children match pieces of equipment to their owner during the 'People Who Help Us Equipment Sorting Activity', introduce and explain new vocabulary and encourage them to listen to each other's suggestions.
- Create a 'firefighter' themed role-play area to inspire the children to use new vocabulary that they have learnt during the topic.
- Read 'not like that, like this' by Tony Bradman – talk about the way that dad got his head stuck in the railings and how the firefighters set him free.

### Literacy

- Place some laminated Letter Cards into the tray and cover with shaving foam mixed with some flame-coloured rice/sand. Challenge children to be firefighters and identify the letters they find.
- Chalk tricky words/sounds on the walls of your outdoor area in red, orange and yellow. Can the children ride around on bikes and squirt the tricky words /sounds after reading them?

## Weeks 3 and 4 – Keep Safe



### Mathematics

- Provide the children with a range of paper shapes. Can they manipulate the shapes to create pictures of emergency vehicles?
- Sing 5 little firefighters standing in a row

### Understanding the World

- Discuss the people in the community who help us keep safe – firefighters/police officers. Arrange for them to visit in school to talk about their job and how they help people.
- Look at pictures of different uniforms from the past. How are they different? What is the same? Can the children think of reasons why the uniform has changed?
- Invite children to investigate their fingerprints. Place some shallow dishes of chalk dust or powder paint into the tray along with magnifying glasses. Children can explore making fingerprints onto the base of the tray and talk about what they can see through a magnifying glass.

### Expressive Arts and Design

- Children to make their own emergency vehicles in the gluing area
- Sing 'Firefighters' from MyWorld – people who help us.
- Invite children to explore colour and colour mixing by spreading a layer of shaving foam over the base of the tray. Add some dots of red and yellow paint onto the surface of the foam. Provide children with paintbrushes to use to swirl the colours together and watch happens as they mix. The tray could then be placed outside for children to use water pistols or spray bottles to put out the 'fire'!

### Events & Educational Visits:

Visit from police officers and firefighters.



# EYFS Medium Term Plan – People Who Help Us.....

## Autumn Term 1



### Personal, Social, Emotional Development

- Talk about how it feels to be unwell and the people who make us feel better
- Pretend a doll is poorly and needs to go to hospital. How might the doll be feeling about going to hospital? Discuss what the children could say or do to help the doll.
- Challenge the children to work together in groups to build an emergency services vehicle. They could use large building blocks or junk-modelling materials. Discuss how it felt working together
- Discuss who helps us to look after our teeth. As well as dentists, ask the children to think about how they can help to look after their own teeth.

### Physical Development

- Encourage chn to move quickly and to enjoy running and jumping. Following the session, help chn to notice the way their bodies change when they are active. Talk about the importance of taking exercise to be healthy.
- Talk to children about the way athletes and footballers often do circuit training to help to keep their bodies healthy. Make a simple circuit of activities such as walking along a bench, rolling a ball, jumping in and out if hoops etc.
- Play 'Simon says' in which all the actions are related to staying healthy such as combing hair, washing hands, brushing teeth and going for a run.

### Communication and Language

- Ask the children to think of a time when they have been helped by one of these people in the past. Can they discuss how the person helped them and how they felt at the time
- Look at the tools that are used by people who help us to stay healthy. Encourage them to talk about things they recognise and make links to their own experiences. Explore any new vocabulary
- Talk about the roles of different people who help us.

### Week 5+6 – Stay Healthy



### Understanding the World

- Discuss the people in the community who help us keep healthy – doctor, nurse, dentist and optician. Arrange for them to visit in school to talk about their job and how they help people.
- Look at foods which are good for our bodies and food which needs eating in moderation.
- Talk about people who take x-rays. Discuss how x-rays are used to show broken bones and how the bones can be set in plaster to help them mend.

### Events & Educational Visits:

Visit from School Hygiene Team (Dentist)/optician  
Role Play - Opticians

### Literacy

- Children to make letter charts for a role play optician's. Encourage chn to take it in turns to be a customer or an optician. Encourage chn to use the charts, talk on the telephone, make appointments in a diary and write customer reminders and bills for glasses.
- Read 'Funnybones'
- To end topic children to talk about which job they would like to do - draw picture and label.

### Mathematics

- Talk about how long we brush our teeth for – 2 minutes.
- Make different shaped glasses to sell in the role play opticians

### Expressive Arts and Design

- Provide a variety of instruments and noisemakers and encourage the children to experiment making a warning noise for emergency service vehicles.
- Create skeleton pictures using white art straws stuck onto a black card background.
- Sing 'Miss Polly'. Encourage chn to come up with actions

## EYFS Medium Term Plan – Autumn Term 2

This term we will be learning all about autumn 'Festivals and Celebrations'. We will start by looking at Halloween and just like 'Winnie the Witch' the children will be casting their very own spells, so beware! We will then look at why Bonfire Night and Remembrance Day are celebrated. The children will also find out about festivals celebrated by a different religion during Diwali week. To end the term, we will be getting ready for Christmas and finding out the true meaning of Christmas!

### Hands on learning opportunities

- Walk to see the poppy display at Ormesby library/St Cuthbert's Church
- Visit from Mr Johns to talk about Remembrance Day
- Taste traditional Indian food
- Join in with Christmas traditions



	Objectives to be delivered	Key knowledge & skills including vocabulary
PSED	Build constructive and respectful relationships Express their feelings and consider the feelings of others, regulate behaviour accordingly Recognise cause and effect of actions Show empathy and respect other people's feelings Negotiate with others and work together Care for others in their class	During this topic the children will learn about the different festivals that happen during the autumn term, they will explore how they make people feel Vocab – <b>joy, happiness, surprise, sad, celebrate, occasion, remembrance, festival, celebration</b>  During RSHE lessons we will also explore fire work safety and how to keep themselves safe Vocab – <b>fire, fireworks, explosions, safety</b>
CL	Understand how to listen carefully and why listening is important Engage in story time Listen to and talk about stories to build familiarity and understanding Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Describe events in some detail	There will be lots of opportunities for speaking and listening opportunities as they talk about how they and their families celebrate each of these celebrations. Vocab – <b>celebrations, traditions</b>  The children will also retell the story of Rama and Sita and the Christmas story Vocab - <b>Jesus, Mary, Joseph, God, wise men/kings, camel, donkey, shepherds, angel, Rama, Sita, Hanuman, Ravana, good, bad, evil, Hindu, mandir, celebration, rangoli, mehndi, diya</b>
PD	Further develop the skills they need to manage the school day successfully: Know and talk about the different factors that support their overall health and wellbeing (toothbrushing, being a safe pedestrian) Develop fine motor skills – holding a pencil correctly, using scissors etc. Use one handed tools	The children will develop their fine motor skills as they cut, fold paper/card to make rockets, poppies, Christmas decorations and cards.  They will also develop strength in their hands as they mould and shape a diya lamp and play with festive playdough  Vocab- <b>cut, template, mould, stretch, squash, roll, shape, fold, bend,</b>

Literacy	Read individual letters by saying the sounds for them Blend sounds into words so that they can read simple CVC words made up of known letter-sound correspondences Read common exception words from Phase 2 Read simple captions using phase 2 sounds and common exception words taught Write some or all of their name Write some letters accurately Spell words by identifying the sounds and then writing the sound with letter/s Use a tripod grip with fine mark marking tools and writing			During phonic sessions the children will learn to recognise the following phase 2 graphemes - s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk and begin to blend and segment simple CVC words. They will also learn to read the following tricky words - is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be  Vocab – <b>Phoneme, grapheme, front. cover, title, blurb, blend, segment, word, capital letter</b>  During continuous provision the children will have plenty of opportunities to apply their new skills as they write Christmas cards, create spells, write Christmas wish lists etc. Vocab – <b>introduce capital letter, finger space, full stop</b>
Maths	In Reception, we follow White Rose planning. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.  Phase – Just Like Me! • Match and Sort • Compare Amounts • Compare Size, Mass & Capacity • Exploring Pattern	Phase – It’s Me 1 2 3! • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 • Circles and Triangles • Positional Language	Phase – Light and Dark • Representing Numbers to 5 • One More and Less • Shapes with 4 Sides • Time	Sort objects based on attributes such as colour, size or shape Compare and order sets – more, fewer, same, big/little, large/small, tall or long/short Copy, continue and create their own simple repeating AB pattern in a range of contexts Subitise or count sets of up to 5 objects Match number names to numerals/quantities and use own mark-making to represent no’s. Explore different compositions of up to 5 Learn that circles have one curved side and triangles have 3 straight sides. Learn that squares and rectangles have 4 straight sides and 4 corners Begin to use positional language Talk about night and day and order key events in their daily routines Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow Begin to measure time in simple ways e.g., the counting of sleeps to an important event or using timers to measure durations of events.
EAD	Explore and engage in music making and dance To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them To make their own creations within the current theme in class			The children will create their own firework music using instruments of their choice. Vocab – <b>drum, triangle, woodblock, tambourine, claves, fast/slow, loud/quiet</b> They will also enjoy listening to Indian music as well as traditional Christmas carols. There will be lots of dance opportunities as they create fireworks dances, dance to Indian music and Christmas songs  The children will make a variety of creations learning how to <b>cut, fold, shape, design,</b>
UTW	Comment on images of familiar situations in the past Talk about the past and present events in their own lives. Recognise that people have different beliefs and celebrate special times in different ways Experience and start to understand celebrations from different communities within our country Understand the effect of changing seasons on the natural world around them Talk about seasonal changes within the school and local environment Explore the natural world around them Describe what they see, hear and feel whilst outside			The children will explore a variety of festivals/celebrations <u>Autumn/harvest</u> – <b>hibernate, migrate, scarecrow, pine cone, acorn, conker, sycamore seeds, hedgehog, berries, combine harvester, wheat, grain, corn, crops, produce, harvest, vegetables – potatoes, pumpkin, courgette, turnip, windmill.</b> <u>Bonfire night</u> – <b>explosion, guy, Guy Fawkes, plot, gunpowder, guard, houses of parliament, London.</b> <u>Remembrance Day</u> – <b>soldier, war, poppy, army, veteran, parade, medal, wreath</b> (See also CL)  We will also look and compare how people celebrate festivals around the world with regards to special food, decorations, gifts.



# EYFS Medium Term Plan – Festivals and Celebrations

## Autumn Term 2



### Personal, Social, Emotional Development

- Encourage the children to share their favourite experiences of autumn.
- Talk to the children about animals that we often see in autumn and how they hibernate to keep themselves warm and safe during the colder months.
- Children to work together to build a hedgehog house
- Talk to the children about looking after our environment and the importance of not picking flowers, leaves or other natural objects that are on trees and plants.
- During the harvest festival children to talk about what they are thankful for
- Talk about how it is nice to help each other – look for star helpers during the week.

### Physical Development

- Chopping and cutting up fruit and vegetables.
- Place autumn-coloured leaves into the middle of a parachute. Encourage the children to shake the parachute and throw the leaves in the air. Can the children catch the leaves on the parachute as they fall back down again?
- Cut out different-shaped leaves from cardboard. Provide children with autumn-coloured wool and ask them to wrap and weave it around the template.
- Create some autumn playdough by adding some spices (such as cinnamon) to the playdough mix.
- Children to practise their large muscle movements by using different-sized brushes, such as brooms and a dustpan and brush, for children to sweep up the leaves in the outdoor area.

### Communication and Language

- Talk about their autumn bag findings
- Create an autumn-themed table. Encourage children to explore and use new vocab to talk about the objects
- Listen to and retell the story of 'The Enormous Turnip' and the 'Little Red Hen'.
- Encourage children to describe the look, feel, taste, smell of different fruit, vegetables and herbs.

## Week 1 – Autumn/Harvest Festival



### Understanding the World

- Go on an Autumn Hunt. Encourage children to think about what they can see, hear and feel in autumn. Talk about the different colours of the leaves, how have they changed? Why have they changed?
- Look at and explore some autumn vegetables, talk about similarities and differences of vegetables.
- Make bread
- Watch video clips of harvest festivals

### Events & Educational Visits:

Harvest Festival celebration in school  
Autumn Walk  
Making bread/soup  
Watch <https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-harvest>

### Literacy

- Children to create labels, captions and shopping lists.
- Produce a story map to help retell the story of 'The Little Red Hen' and 'The Enormous Turnip' – label characters.

### Mathematics

- Hedgehogs with numbers on, matching correct number of pegs as spikes
- Sorting leaves by colour/size
- Weighing ingredients to make bread.

### Expressive Arts and Design

- Make an autumn crown using leaves, sticks, etc.
- Autumn Tree printing using corks
- Observational drawings of fruit and vegetables.
- Fruit and vegetable printing.
- Sing harvest songs; Dingle dangle, Big red combine harvester, this is the way we sow the seeds
- Design a harvest scarecrow
- Provide drainpipes, cardboard tubes - encourage the children to construct a conker run
- Explore classical music that represents autumn - 'The Fall of the Leaf', 'September', 'November Woods' or 'Four Seasons' and talk about how it makes them feel.
- Use conkers, pine cones, leaves and berries to create autumn pictures
- Provide acorns, different-coloured leaves, pine cones and conkers as well as water and mud - encourage children to make autumn potions.



### Personal, Social, Emotional Development

- Circle time game – pass a 'magic wand' around the circle. When a child is holding the wand, encourage them to say what spell they would create and why?
- Talk about how some people celebrate Halloween. Encourage the children to share their own experiences with the group.
- Discuss with the children about keeping safe when going 'trick or treating.'

### Physical Development

- Hammering golf tees into pumpkins
- Threading webs
- Use tweezers to rescue bugs from the spiders web
- Halloween playdough – make monsters/pumpkins/spiders with googly eyes and pipe cleaners
- Explore ways of moving to demonstrate the different characters in the 'Room on a Broom' story. Adult uses a noisy 'magic wand' and the children change into hopping frogs, the witch on her broom, the prowling cat or the flying dragon.

### Communication and Language

- Read 'what's in the Witches Kitchen' – children to create their own page to add to it.
- Read 'Pumpkin Soup' and make some soup, encourage children to talk about the taste.
- Talk about what children do at Halloween.
- Cauldrons in the mud kitchen – children to concoct their own spells

### Literacy

- Create their own spell – labelling items
- Read 'Room on a Broom'. Provide puppets for the children to retell the story
- Children to identify rhyming words, in the 'Halloween Cauldron Silly Soup Activity'

## Week 1 - Halloween



### Mathematics

- Make witch pictures using different shapes
- Collect the correct number of bugs from the spiders web.

### Understanding the World

- Look at and explore pumpkins. Encourage the children to describe the look, smell and textures of the inside and outside of the pumpkin.
- Look for some spiders and spider webs. Encourage the children to use magnifying glasses to see more details and watch quietly to see how the webs are made.

### Expressive Arts and Design

- Make paper plate spiders
- Children to help make some 'Pumpkin Puffy Paint' to explore different textures
- Have a range of junk modelling resources available for children to create their own Halloween themed props e.g., witch or wizard hats, cauldrons, broomsticks or pumpkins
- Provide several jugs, bottles, bowls or cauldrons in the mud kitchen or water tray with glitter, sequins, foam shapes, jelly, coloured water etc. to make magic potions

### Events & Educational Visits:

Halloween disco – OASIS event  
Make soup

# EYFS Medium Term Plan – Festivals and Celebrations

## Autumn Term 2



### Personal, Social, Emotional Development

- Read One Magnificent Mosque - look at traditional buildings in India and talk about what you like about them. What do you notice? Encourage the children to work in groups to build some of these buildings
- Read the Diwali story of 'Rama and Sita'. Organise a circle time to talk about the helpful monkeys in the story. Pass a soft toy monkey around the circle and encourage the children to think about how they can be kind and helpful to others. Relate back to the story of 'The Little Red Hen'.

### Physical Development

- Play some Indian music and encourage children to combine different movements to create a simple Diwali-themed dance.
- Create the outline of a Rangoli pattern using white tape on the bottom of a large activity tray. Fill bowls with different colours of pasta, beans and seeds alongside some tweezers to pick them up with. Encourage children to fill the outlines to create a colourful Rangoli design

### Literacy

- Children to retell the story of 'Rama and Sita' by resequencing pictures of the story
- Make Diwali cards

### Communication and Language

- Provide an opportunity for children to taste some traditional Diwali snacks and sweets. Children to describe how the food looks, tastes and smells
- Read 'The Story of Rama and Sita' and talk about the events in the story.
- In the home corner, add some enhancements to create a Diwali celebration, encourage children to use some of the new vocabulary and social phrases they have been learning around the topic.

### Week 2 – Diwali



### Understanding the World

- Talk about the traditions of celebrating Diwali, how are they the same as other festivals?
- Select another country in the world where Diwali is widely celebrated, e.g., India, Sri Lanka or Malaysia. Look at similarities and differences between life in this country and life in the selected country. Use maps, photos, stories, and non-fiction books

### Events & Educational Visits:

Possible visit from a Hindu visitor to talk to the children about Diwali

Watch <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali>

<https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali>

### Mathematics

- Create coloured rice rangoli patterns. Discuss the different shapes and sizes that the children can see. Provide paper shapes for them to use to create their own patterns.
- Print and cut out a large copy of the Rangoli Tessellation Shapes Jigsaw - work together in a small group to select, rotate and manipulate the shapes to recreate the pattern.
- Create some Diwali jewellery using large beads and copy some Bead Threading Pattern Cards. Encourage children to create their own repeating pattern necklaces using the beads or some coloured pasta tubes.

### Expressive Arts and Design

- Powder painting outside/chalk markings to make rangoli patterns
- Create masks of the characters
- Play some Indian music outside - provide children with streamers, ribbons and scarves as props to create their own Diwali dance
- Create Mehndi patterns on hand templates
- Make a clay Diya lamp, provide beads, gemstones, sequins and bottle tops for children to decorate their lamp or make imprints with them



### Communication and Language

- Show images of fireworks/bonfires. Encourage the children to talk about what they can see. Can they relate these pictures to their own experiences and describe events in detail?
- Talk about what fireworks sound like
- While moving like fireworks or drawing fireworks, children can use the firework sounds and vocabulary they have learnt, such as 'zoom', 'bang', 'whizz', 'pop'.

### Personal, Social, Emotional Development

- Ask the children if they like bonfire night and about their own experiences. How can we make it better if they don't like it?
- Talk about Bonfire night safety.

### Literacy

- Children draw fireworks and use their phonic knowledge to write sound words, such as 'pop', 'bang', 'fizz'
- Read a simple story about bonfire night and Guy Fawkes.

## Week 3 – Bonfire Night



### Physical Development

- Provide Bonfire Night Mark-Making Pattern Cards alongside a tray of sand or coloured rice. Encourage the children to copy the marks into the sand.
- Create different body movements to represent fireworks, such as jumping, twirling, running. Can children combine a selection of different movements to show a sequence of different fireworks?
- Use ribbons to create a firework dance
- Chn to make edible cheese Catherine wheels and mini sparklers.

### Mathematics

- Children to create a shape rocket
- Build rockets from bricks and encourage children to use comparative language to compare their rockets.
- Make firework sounds with instruments. Children to listen and say how many they heard?

### Understanding the World

- Talk with the children about other celebrations or festivals they know of, or have experienced, that use fireworks
- Introduce the children to the story of Guy Fawkes. Children can use role play to retell the story of Guy Fawkes
- Talk about how it is darker earlier in the evening at this time of year.
- Think about and look for other seasonal changes.

### Expressive Arts and Design

- Make fireworks pictures/ rockets
- Encourage the children to explore musical instruments to create Bonfire Night noises, such as crackle, whoosh and bang.
- Use chalk to draw large fireworks outside.
- Make up a dance routine to Katy Perry Firework.

### Events & Educational Visits:

Watch <https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-bonfire-night>



### Personal, Social, Emotional Development

- Make hand print poppies for a large display along with speech bubbles saying the things children have said.
- Talk about how we are part of community and we have a responsibility to be kind to each other.
- Play with friends and discuss how we might deal with conflict. Talk about how we can find solutions to conflict and rivalries through strategies for self-regulation.
- Discussing class rules and the importance of following them.

### Physical Development

- Make red playdough and add red glitter, black buttons, green sticks for children to make their own Poppies.
- Decorate biscuits using red and white icing
- Children can begin to show control by carefully drawing the Poppies in the vase.
- March like Soldiers, trying to keep in sync with their friends.

### Communication and Language

- Watch Poppies on CBeebies  
<https://www.bbc.co.uk/cbeebies/watch/poppies>
- Place Poppies in a vase or curiosity cube and discuss what they might represent.
- Introduce new vocabulary and encourage children to use when discussing Remembrance Day – soldier, poppy, war, army, bravery, medal

### Week 4 – Remembrance Day



### Understanding the World

- Learn about the animals that helped in the war... dogs, pigeons, horses
- Look at different photos of adults and children from across the world at the time of the war and notice any differences and similarities of current times. Allow children time to comment and begin to understand these images.

### Events & Educational Visits:

Watch <https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-remembrance-day>

Visit from Mr Johns

### Literacy

- Read the poem 'Poppy Poppy what do you say? Wear me on Remembrance Day. Poppy Poppy what do you tell? Many Soldiers in battle fell. Poppy Poppy what should we know? That peace on earth should grow grow grow.
- Read 'Where the Poppies grow', 'Ava's poppy' and retell the story using their own words and vocabulary.

### Mathematics

- March and count to a rhythm/pattern.
- Put the correct number of poppies into the numbered pots.
- Put petals onto the poppy - finding one more and one less.

### Expressive Arts and Design

- Make medals for the brave soldiers
- Painting and finger printing poppies
- Listen to music from around the time of the war. Discuss how this music might make us feel.
- Sing 'Marching Band' -  
<https://www.tvmsinteractive.co.uk/search?search%5Bterm%5D=marching>





### Personal, Social, Emotional Development

- Talk about how we each celebrate Christmas and our own traditions during this time.
- Talk about how it feels to give and receive gifts
- Pass an Elf around the circle. When the child is holding the toy, it is their turn to speak. Can they talk about what they would like for Christmas?

### Communication and Language

- Read various Christmas themed books such as Stick Man, The Christmas Nativity
- Talk about the visitors that Jesus had after his birth.
- Take part in party games such as 'pass the parcel'.

### Literacy

- Add a festive Post Box to the writing area for children to write and post Christmas Cards and Letters.
- Encourage children to write their Christmas wish list
- Make Christmas cards
- Read the story of the Nativity – chn to create their own version
- Set up a Nativity scene – chn to use to re-tell the story
- Draw three circles (baubles) on the ground, write a phoneme in each one to spell a CVC word. Chn to jump into the circles, say the phoneme and then the whole word as they jump out of the last hoop.

### Physical Development

- Build Santa's Sleigh using the bricks, blocks and crates.
- Throw and catch Rudolph's Red Nose.
- Cut paper and wrap presents
- Make Gingerbread flavoured Play Doh
- Thread beads on to the pipe cleaner Candy Canes.
- Cut items out of a magazine/catalogue to make a Christmas List.
- Make some Christmas Paper Chains by cutting and sticking loops of Christmas-themed paper together.

## Christmas



### Mathematics

- Cut some Christmas tree shapes out of green paper. Place a small number of pom-poms (baubles) onto the trees for children to count. This activity could also be used to practise subitising
- Explore repeating patterns by making paper chains. Use strips of coloured paper to start repeating patterns for children to continue or copy. Encourage children to create their own repeating pattern paper chains to decorate the classroom
- Wrapping presents using different patterned paper.
- Use a group Advent calendar with the children to count down the days to Christmas and promote number recognition and counting.

### Understanding the World

- Explore different cultures and why Christians celebrate Christmas.
- Make a Christingle to understand this culture and what the Christingle represents.
- Explore gifts that Jesus received: gold, frankincense and myrrh
- Talk about the long journey that the Wise Men made to visit Jesus. Encourage children talk about long journeys they have made.
- Talk to the children about what they know about Christmas. What do we do at Christmas? Watch a video showing how a family can celebrate Christmas.
- Discuss how other religions celebrate Christmas - talk about the similarities and differences

### Events & Educational Visits:

Decorate the Christmas Tree  
Christmas Party and special dinner

### Expressive Arts and Design

- Take part in a Christmas Performance/Nativity
- Instead of a mud kitchen, create Santa's kitchen! Provide a range of natural materials. Can children make some magical treats for Santa's reindeer?
- Sing a variety of Christmas-themed songs, rhymes and carols. Encourage the children to join in with words and actions.
- Play the children some classical Christmas carols. Encourage the children to talk about the music expressing their feelings and preferences.
- Dance to Christmas music
- Use a variety of large construction materials (crates, hollow blocks, planks, etc.) for children to construct a large sleigh