

Subject EYFS - Please see other plans for additional information – PE, Music, Art, DT, Maths, RE, Jigsaw

Year: EYFS Term: Autumn 2		Curriculum theme: Holidays around the world	Key concepts: Things people celebrate / important events
DM statements – 40-60 Leading to ELGs		Skills: - To identify single sounds - To write a letter shape - To write a simple cvc word - To create a pictures using different media - To use fine and gross motor apparatus	Vocabulary: - Remembrance, firework, celebration, special, important, history, past, colour names - Baby Jesus, Mary, Nativity, church
Prior Knowledge From Geography Progression To know that London is our capital To know that we live in England From History Progression -To know that we have a King who is the head of our country -To know that Queen Elizabeth II was the ruler of our country in the past but the ruler of our country now is King Charles III -Children will sequence events according to past and now TO know that some things have happened in the past. To use the vocabulary past and now From Science Progression To talk about the weather and seasons throughout the year. To observe changes in weather – warm in summer and cold in winter TO play and explore the natural world. To enjoy construction To listen to different sounds during music and song time. To play different instruments and discuss sounds. To hear key vocabulary during singing worship	From Art progression To know wax crayons, felt tip pens, chalk and pencil (including colouring pencil) make different types of marks when drawing a straight and wavy line. To know hands and items found in nature can be used as painting tools. To know how to safely hold and use a pair of scissors, namely: thumbs pointing up, fingers down; elbows by your side and how to open and shut the blade. To know to follow the lines when cutting. To know that threading means putting small objects with a hole onto a thread/string. To know how to create simple patterns, namely, red yellow, red, yellow circles. To know words to describe what something feels like (for example, bumpy, rough, etc). To know they can create artwork From Music progression To recognise whether a sound is high or low To recognise that different sounds can be long or short. To recognise that instruments can be played loudly or softly. From DT progression Tools need to be used safely – scissors and glue sticks A needle needs to be pushed in and pulled out. Stuffing makes a toy soft.	Key knowledge: From Geography Progression - To use vocabulary to describe the world around them – church, school, road, bus stop, shop. From History Progression -To understand that people are different, but we should all be treated the same - To understand the importance of Remembrance. - To use the vocabulary past and now. - To know that some things have happened in the past. From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To enjoy construction - To listen to different sounds during music and song time. - To play different instruments and discuss sounds. - To hear key vocabulary during singing worship	From Art progression - To know clay and playdough is a soft material. - To know clay and playdough can be manipulated by hand to change shape through bending, rolling and twisting. - To know modelling tools should be used safely. - To know that modelling tools cut and shape playdough and clay. - To know modelling materials can be shaped using hands or tools. - To know the names of the colours: red, yellow, pink, green, black, blue, brown, grey, white, orange, purple. - To know they can create artwork From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To recognise when music is fast or slow. From DT progression - Tools need to be used safely – scissors and glue sticks - You can make biscuits by mixing food. - Some toys can be used for building.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Introduce Fireworks as a topic. Share videos on Youtube of spectacular displays. Encourage the children to talk about what they can see and how it makes them feel. Pupils to write simple words to match firework theme– e.g. red, hot, box, pop. First attempt at writing cvc – for those not ready for cvc initial sound the colours they saw in the video.	Kapow – art lesson Group art - Tea bag painting. Pupils to create a large firework display using tea bags, paint and glitter. Each child to print using the teabags and make splat marks to represent the firework. If time – children to also print with the end of a kitchen roll to create a different firework shape.	Kapow – art lesson Natural art Pupils to visit the wildlife area. Explore and investigate all the areas. Discussions on respect for nature and things growing. Pupils to be encouraged to create a large piece of artwork in the tuff trays using all of the leaves, twigs, petals etc they can find.	DT / Science / Forest School - During the session in the wildlife area - Children to take part in a DT activity to practice hammering into a pumpkin and sandpaper rubbing of the sitting stumps. Pupils to also explore pumpkin rolling down the ramps. Children to wear forest school clothes as the Mud kitchen can also be used.	Firework dance lesson Children to be given scarves and encouraged to dance creatively with it. Whooshes, swooshes, twists, turns, glides etc. Firework by Kay Perry to be played as inspiration. During session – introduce tummy time and encourage the children to draw fireworks on a shared piece of paper – art link – group art!
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Introduce Remembrance through the story ‘Where the Poppies now grow.’ Use sensitive language and explain things in a very gentle manner. Children to make a poppy field using finger prints – Kapow focus	Linked to remembrance - Pupils to make a poppy using collage skills and add to a lolly stick in a cross formation. (clay medal is an option for the week if time allows)	After a week of reflection on the importance of remembrance, children to be given an opportunity to create a prayer. This is to be written down by adults and lots of support to be given to those who find it very tricky.	Exploring Hanukkah. SV to introduce a new religion – Judaism. Children will not be expected to remember this vocabulary. Share the story of the 8 days and the oil. Introduce a Menorah and explain it is a different type of special decoration and it is very important to families who celebrate Hanukkah.	Children to them be given a chance to draw a Menorah with 8 candles – observational drawing – Kapow link.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Pupils to continue to practice CVC writing. Different challenges to be created .e.g. cvc bag, whiteboard mats, challenge sheets etc	SV to introduce Diwali. Recap that there are many different celebrations all around the world. Tell the story of Rama and Sita. Look closely at the traditions associated with Diwali – Mendhi hands, rangoli patterns, diva lamps etc.	Children to create a diva lamp out of clay. Teach the children how to manipulate the clay, stretch, squash and mark the clay. Once dry, decorate with beautiful colours and glitter	Handwriting focus – children to create a patterned diva lamp. Focus on accuracy and pressure Independent linked learning - children to create a variety of rangoli patterns and Mendhi hands.	Introduce the celebration of Christmas – web what they know already. Discuss the nativity story and introduce the play the children will be taking part in. Over a number of weeks take part in rehearsals and put on a performance.
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
DT and Kapow link – salt dough decorations for the church. Listen to the song Rudolf the Red Nose Reindeer – children to be encouraged to join in and sing. Pupils to take part in baking activity – mixing, rolling and cutting a reindeer shape. Once baked and cooled, decorate for the church Christmas Tree Festival.	Kapow – Self portrait Children to draw a pencil picture of their face – half the face to be a photo and half to be their drawing. Move onto a colour representation in the next session. Children to paint a version of their face for their Christmas calendar present.	Nativity writing – children to independently write the animals/items they see in a Nativity picture : pig, cat, dog, hen, sheep, star, donkey etc Children to also be supported to create a letter to Santa during the Christmas period. These may need to be created early so they can be posted to the North Pole.	Children to create a Christmas card using printing techniques. Design option for this year is a Christmas tree person – think Mr Man. Once created, Children need to write their card for their family - Please be aware some families may need 2.	Wrapping challenge – children to wrap their Diva lamp for a Christmas present. Pupils to be supported to fold the tissue paper and add Sellotape. They also need to write a tag and attach it to the gift. Christmas craft – during Let’s Explore children to have lots off opportunities to practice their cutting, creating and joining skills