

Autumn 2b

	22-36 months	30-50 months	40-60 months	Early years goals
Creative	Begin to make-believe by pretending	Sing to themselves and make up simple songs. Create 3D structures	Begin to build a repertoire of songs and dances. Introduce a storyline or narrative into their play.	Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments
Physical	Show emerging autonomy in self-care.	Persevere in repeating some actions or attempts when developing a new skill. Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.	Construct with large materials such as cartons, fabric and planks.	Recognise the importance of keeping healthy, and those things which contribute to this.
Knowledge and understanding	Show an interest in why things happen.	Remember and talk about significant events in their own experience.	Use a mouse and keyboard to interact with age-appropriate computer software.	Find out about past and present events in their own lives, and in those of their families and other people they know.
Communication, language and literacy	Begin to show some control in their use of tools and equipment.	Build up vocabulary that reflects the breadth of their experiences. Sometimes give meaning to the marks as they draw and paint.	Use simple grammatical structures. Begin to use anticlockwise movements and retrace vertical lines.	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning
Reasoning. Problem solving and numeracy	Recite some number names in sequence	Observe and use positional language. Sometimes match number and quantity correctly.	Count actions or objects that cannot be moved. Order two or three items by length or height. Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example, with a sand timer.	Use language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities. Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
Personal, social and emotional	Show their particular characteristics, preferences and interests. Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.	Seek and delight in new experiences Begin to accept the needs of others, with support.	Value and contribute to own well-being and self-control. Have an awareness of, and an interest in, cultural and religious differences.	Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

Role play - Autumn 2011 b Celebrations planned by Ruth M

We will create a party space in the Role Play in which children can create their own interpretation of different celebrations.

There are book and DVD resources covering the following celebrations: Chinese New Year, Christmas, Diwali, Easter, Eid, Hannukah, Vaisakhi and Wesak, amongst others.

Please also consider; Halloween, bonfire night, winter solstice, St Nicholas day, remembrance day, birthdays, weddings, naming ceremonies, harvest – especially when considering decorations in week 4.

As we complete each day / week the things they have made are added to the Party Box and will be used for the party itself in week 5.

Week 1 and 2

This is the preparation and planning time.

Discuss with the children how many things need to be sorted out before a celebration occurs. Ask their ideas.

Invites, guest lists, clothes, gifts, cards, games. (food and decorations come later)

Week 3

This is the food week.

Look at different types of food for different festivals.

Try some naan, chapatti, St Nicholas wreath, fruit cake, birthday cake, etc as available.

Make menus and salt dough food which can then be painted using paint mixed with PVA after baking.

See other ideas below

Week 4

This is decorations week.

Table cloths, balloons and pumps, lights and candles, streamers, bunting, lotus flowers, pumpkins, rangoli patterns, name cards, advent calendars, wreaths, party hats

...

Why do we have decorations?

What do they signify?

Use the books to find out about different decorations and how they are used.

Week 5

Party week

Ask the children to open the party box at the beginning of a session and to set up and have a party.

What sort of celebration will it be? Birthday, Christmas, Halloween, wedding, Eid, etc

Choose the appropriate resources using the books to help.

Remember to tidy it up afterwards too!!

Week 6 and 7

This will be a stable to explore the story of Christmas. We will also decorate a tree.

EYFS links	Activities	Resources/ adult support	Evaluation of learning
CCL	<p><u>Week 1 and 2</u> Writing invitations, guest lists, cards for the special people or occasion.</p> <p><u>Week 3</u> Write party menus and shopping lists or make picture versions by cutting up magazines. Use SMA to help with initial phonic and scribe the rest.</p> <p><u>Week 4</u> Write name cards for all the children and teachers at Artisans. Use the tracing names.</p> <p><u>Week 5</u> Reading skills. Can they lay the table with names of the children present? Choose the menu and then find the right food. Sing songs and listen to songs. Read cards written.</p> <p><u>Week 6 and 7</u> Speaking and listening skills they listen to the story of Christmas and act it out. Also practice for the Project Festival and discuss how we have our own festival every half term and what it means to us and Mummies and Daddies et who come to watch. Sing around the Christmas tree.</p>		
Problem Solving	<p><u>Week 1 and 2</u> Can you work out how old we are? How many candles on a cake? How many layers shall we put on the pass the parcel? What shapes are the cards? Find the right sandpaper numeral.</p>		

<p>PRSN cont</p>	<p><u>Week 3</u> Count out the candles for birthday cakes and make individual cakes on sponges or soaps. Count the candles in a Menorah. Look at the days in Diwali. Count the days till Christmas. Work out how many sandwiches to make for 4 people etc.</p> <p><u>Week 4</u> Use rice. Lentils etc or glitter or plastic chips ... to create geometric patterns. You may want to use the insets or the geometric cabinet to create the patterns.</p> <p><u>Week 5</u> Laying the table and counting out the appropriate numbers. Counting layers on pass the parcel. Counting how many left in musical statutes etc.</p> <p><u>Week 5</u> Can we take a census at Artisans? Look at the register and how that works. How many people are in the story? Count and sort the decorations on the tree.</p>		
<p>Knowledge And Understanding</p>	<p><u>Week 1 and 2</u> Make posters about the types of celebrations and watch DVDs.</p> <p><u>Week 3</u> Find photos in books and info on the DVD about different foods. Try as many as we can get hold of and record reactions in a party food book.</p> <p><u>Week 4</u> Look at different decorations around the world. Especially that Christmas is in the summer for the southern hemisphere and how that affects decorations. Look at how cultures reflect their natural environment in the</p>		

<p>KUW cont</p>	<p>decorations they choose, e.g. Lotus flowers in Wesak.</p> <p><u>Week 5</u> Using the books work out which resources from the party box are needed for which festivals.</p> <p><u>Week 6 and 7</u> Learn about the English tradition of Christmas and the Christian story. Ask the children about their Christmas / holiday.</p>		
<p>PSE</p>	<p><u>Week 1 and 2</u> Choose gifts for other people. Why would they like that? Practice giving AND receiving gifts with grace.</p> <p><u>Week 3</u> Take turns when making cakes to add ingredients and to mix. Talk about each others birthdays, what did you do or are you hoping for? What else do you celebrate in your family?</p> <p><u>Week 4</u> Can you work in a team to make bunting, paper chains, bunches of balloons, table cloths etc.</p> <p><u>Week 5</u> Write and say thank yous!!!! Remember how to share and turn take at the party. Practice negotiating for the favorite outfit and who sits where. Learn to participate in not just win in party games. Talk about and give names to some of the feelings a party creates.</p> <p><u>Week 6 and 7</u> Talk about the different people in the Christmas story. What do the characters make you feel? E.g. scared of Herod, excited about Kings. Look at the characters in our own families, what roles do we all play</p>		

	in celebrations?		
Creative Creative cont	<p><u>Week 1 and 2</u> Wrap presents or boxes as false present, can you tie ribbons, twirly bits, bows etc. Design wrapping paper with drawing, potato printing, and collage. Design cards for different occasions.</p> <p><u>Week 3</u> Make salt dough. Make food out of salt dough, bake then decorate with paint mixed with PVA. Use menus to decide on food!! Decorate pictures of cakes or plates with party food.</p> <p><u>Week 4</u> All of the activities will involve creative aspects so look at other areas for cross curricular ref. Also making party crowns.</p> <p><u>Week 5</u> Can you dance to the music or make your own? Can you sing? Play charade and practice acting things out. Musical statues using different poses – e.g. big, small, fierce, etc</p> <p><u>Week 6 and 7</u> Make decorations for the tree.</p>		
Physical	<p><u>Week 1 and 2</u> Choose clothes to wear for different occasions from party dresses to warm outfits for bonfire night or carol singing, to pirates for a birthday party. Practice getting ready.</p> <p><u>Week 3</u> Make salt dough. Make food out of salt dough, bake then decorate with paint mixed with PVA.</p>		

	<p><u>Week 4</u> Lots of practice with tools this week. Scissors of different types, mark making, folding, staplers, celotape reels, tying, threading. Point out to the children how they use these skills around the classroom and outside already.</p> <p><u>Week 5</u> Negotiate space with the other children Practicing changing and dressing. Use cutlery for the party food. Look at links to other parts of the classroom and day.</p> <p><u>Week 6 and 7</u> Practice different types of body language in response to the story. Tired Mary, frantic Kings, grumpy camels, worried Joseph etc.</p>		
ICT	<p><u>Week 1 and 2</u> Use DVDs and also CD Rom.</p> <p><u>Week 3</u> Use laminator, under supervision, to laminate menus and place mats.</p> <p><u>Week 4</u> Use different fairy lights, Halloween, candles, etc</p> <p><u>Week 5</u> Take photos of the party and print them on the small printer, look at the colour blending as each stage is printed.</p> <p><u>Week 5 and 6</u> Use the CD player to listen to carols and Christmas music.</p>		

Autumn 2b	Topic	Celebrations	week 1	focus	Birthdays	planned by Katie and Sally	
Time	EYFS area	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Circle or activity	Montessori Areas						
Mon am ACTIVITY	PSE	Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	COOKING: helping to make snack. At snack, talking about birthday times being special times, sharing food with friends and this being a way we celebrate.	Observe other children's conduct at the snack table	HA: Handing food around, sharing and taking turns. Sharing memories of their own birthdays.	Bread Jam	
Mon pm CIRCLE	KUW	Find out about past and present events in their own lives, and in those of their families and other people they know.	In a group, talk about past birthdays - what can the children remember about their special days?	Provide examples from own experiences	How might you make Mummy or Daddy's birthday special?	Images of birthday bits- balloons, cake, presents, table of party food etc.	
Tue am ACTIVITY	CREATIVE	Begin to make believe by pretending.	Make party food using playdough. Arrange on plate. Take home.	Ideas provided	Can they make a range of foods	2-3 different colours of playdough. Paper plates	

Tue pm CIRCLE	PSRN	Count objects that cannot be moved.	Birthday Game			Golden beads	
Wed am CIRCLE DISPLAY	PHYS	Recognise the importance of keeping healthy and those things which contribute to this.	Ask the group, how they think we keep healthy eg, exercise, diet. Talk about these areas. Make a list of different exercises we can do and foods we should include in our diet.	Allocate examples to good for us and not so good groups	Ask children to help identify sounds when writing and or help to write.	CHARTS AND PENS	
Wed pm	YOGA	Birthday Sequence	Warm up – body drumming Child pose Seated twist (“who’s coming to the birthday party?”) Candle on the cake Person blowing out candles Teapot pose, sing “I’m a little teapot” Relaxation			cards	
Thurs am	Photographer in. extended work cycle and dance.						
Thurs pm CIRCLE	Literacy	Begin to use anti-clockwise movements and	Thank you cards. Talk to children about a present they have been given and	MA: Using highlighter pen, trace	N/A	Thank you cards, words “thank you” already written	

time at table		retrace vertical lines.	how it's nice to send thank you cards. Show children a completed card and hand out cards for them to write their own thank you card.	Childs name and "thank you"		inside.	
Fri am	MUSIC						
Cooking	Birthday cakes with candle.		Children to decorate in designs of their choosing.			Candles Fairy cakes Icing Decorations	
Outside	NATURE WALKS ALL WEEK	Look at signs of the seasons. Changes since last time. Look for things we can check next time. Listen for sounds. Distinguish man made and natural. Classify. Search for particular texture and colours and shapes. Extend vocab.			Phone. First aid kit. Nature books. Magnifine glasses. Camera.		
creative	Christmas cards		Eco Christmas cards in star or cracker design. These need to follow instructions for placing names and codes. No glitter!!!! Follow lists to ensure all children are given a chance.				

Time Circle/activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Mon am circle	KUW PSE CLL Cultural	Remember and talk about significant events in their own experience.	Discuss various experiences when they have received and/or given gifts.	Ask what they received, what they gave, why is the gift appropriate, etc. Encourage discussion. Uses pictures and catalogues from Role play to stimulate - who would like this? My granny	Encourage C to explain how they would know what to give /what is suitable for a receiver (de-centering)		
Mon pm activity TAKE PHOTOS	Creative	Introduce a storyline or narrative into their play	Read " The smartest giant in the town", and children act out with props, guided by an adult.			<ul style="list-style-type: none"> • A copy of "The smartest giant in the town" (sourced). • Props such as shirt, tie, trousers, shoes, socks, belt, sandals, crown, a box, thank-you-card. 	
Tue am circle	PSRN Sensorial	Use language such as "greater",	Linking with Christmas operation box: Each group	Make two boxes with children: one light, one	Make two boxes with children.: one light, one	<ul style="list-style-type: none"> • Send letters to parents and ask to donate items for 	

	Maths	"smaller," "heavier", or "lighter" to compare quantities	prepares two gift boxes; one light, one heavy. (The contents are donated by parents.)	heavy/one big, one small. Ask which is bigger, which is heavier, lighter. (mathematical language)	heavy. Compare the weight, volume of boxes. Count number of items in each box. Discuss how weight is about density not volume.	Operation boxes. (see Tue pm resources) • Four(4) boxes of same sizes	
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Autumn 2011 b

Topic: Celebrations

week 2

focus: Gifts

planned by: Nicola &

Chiéko

Time Circle/activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation or Extension	Resources/ adult support	Evaluation of learning
Tue pm activity	Physical Practical life Maths	Persevere in repeating some actions or attempts when developing a new skill.	On going craft activities: To practise wrapping: how to fold, and tape across the join, estimate how much paper, ribbon/string are needed to enclose a box. Practise putting strings/ribbon on.	Differentiate by support.	<ul style="list-style-type: none"> •Send letters to parents & ask them to bring in wrapping materials, such as paper, ribbon, empty boxes. •Precut sticky tape •String, •Paper bags 	
Wed am	Special person					
Wed pm	yoga					
Thurs am activity	CLL	Sometimes give meaning to the marks as they	Make labels to go with presents.	Prep. Give C precut shapes (give C a choice which shape they want: eg circle,	<ul style="list-style-type: none"> •Different coloured cards •Insets for design •Scissors 	

	Literacy PLE	draw and paint.		square, etc) and decorate. Ext. Make their own design: Cut a label out, punch a hole, thread string, write messages, etc	<ul style="list-style-type: none"> • Inkpads • stamps 		
Time Circle/activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Thurs pm circle	PSE Cultural	Begin to accept the needs of others, with support.	Talk about Christmas operation - why we do this. Invite any discussion from C. "Have you made a Christmas operation box/alike before? Why do we?	What things do you ask for help with? What does Mum, Dad, Granny, Grandad, baby sibling ask for help with?	Can you think of something you could do to help someone else today? Encourage ideas based in Artisans which can be supported to achieve during session.		
Fri am	Music						
Cooking activity	Non-cooking sweets "peppermint creams" to make and give. C can choose to whom they are given. (Sweets may be used in Tue pm wrapping activity) and/or use the labels made on Thursday am.)		<ul style="list-style-type: none"> • Icing sugar • 125g condensed milk • 1/4 tsp peppermint extract • Clear cellophane bags • Ribbons • recipe sheet 				
Outside	Make large scale wrapping paper, using printing or hands. Roll a piece, secure, and take it home as a gift.		<ul style="list-style-type: none"> • Large sugar paper • Potatoes to stamp with • Paint 				
Display and	Create a presents board with: MON wish lists for different children written and pictorial; TUE pictures of others we give presents to and what they might like; FRI						

Ongoing
creative

giant present shapes from own wrapping paper; **WED** tied with ribbons etc by children; **THURS** labels and cards; photos of smartest giant role play; whole board wrapped as a present.

Summer 2011 b

Topic Celebrations

week 3

focus Party Food

planned by Sarah

Time Circle or activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Mon am	Creative	Seek to make sense of what they see, hear, smell, touch and feel	Baking Coconut Laddoos - please follow recipe provided	To use their senses to communicate and experience new events.	To operate at a high level in all aspects of the activity from start to finish	Recipe card Shredded Coconut Sugar Milk Plate Saucepan Spoon	
Mon pm	PSRN	Sometimes match number and quantity correctly	Counting Birthday Candles Using the sandpaper number 0-4 invite the children to assign the correct number of candles to the relevant numeral.	I invite the child to verbally label the numbers in sequence Assign 0, 1, 2	Assign candles to numerals 5-9	Birthday candles Sandpaper numbers	
Tue am	Physical	Show awareness of a range of healthy practices with regard to eating.	Using paper plates and photos of food stuffs ask the children to help you make a healthy meal with main	Give limited choice.	Give a wide range of choice and talk with the children about having something with protein for muscles, starch for slow energy, sugar for quick energy, fruit and vegetables for vitamins to help us fight germs and make our blood strong; fats		

			course and pudding and use another two plates to create a party meal. Discuss which one best helps our bodies to grow.		for our nervous system to help send message around the body.	
Tue pm	Yoga					
Cooking	Baking Potato Latkes	Seek to make sense of what they see, hear, smell, touch and feel	Please follow recipe card provided.		Recipe Card (Utensils and ingredients as listed on recipe card)	
Outside	Drawing Healthy Food Items	Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical	Invite the children to enact a party. Use junk modeling, fabrics and a variety of tools and mark making resources to create props		Boxes Fastenings Tools to shape and cut Mark making apparatus Fabrics Role play food Paper plates Party hats balloons music	

Summer 2011 b		Topic festivals		week 3	focus	food	planned by Sabine
Time	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Wed am	KUW	Remember and talk about significant events in their own experience	Greet the children and thank them for joining the circle group. Introduce topic to children by explaining to them that people eat different things at different celebrations. Firstly, discuss with them what is usually eaten when they celebrate things (birthday, Christmas etc). Teacher could start by telling the children what she usually prepares for a celebration. Once children have named food/drink they have for celebrations, teacher shows pictures of food/drink served at different festivals.	Can the children identify some differences?	3PL Name the food types and see if children can learn some.	Pictures or samples of traditional festival food, eg dates at Eid, Christmas pudding for Christmas, cake for birthdays, horseradish for Passover etc	.
Wed pm	Special person						
Thurs am	PSE	Show their	Greet children.	Provide	Encourage	Selection f	

<p>DISPLAY</p> <p>Lots of photos and pictures of the foods from different celebrations linked to labels about the festivals they are found at and the children's opinions of them. Photos of children trying foods.</p>		<p>particular characteristics, preferences and interests</p>	<p>Provide a selection of festival and or party foods, be VERY AWARE OF ALLERGIES.</p> <p>Invite the children to try the foods as you name them and describe the times they are used and their origins. Ask for the children's opinions about the foods. Provide glasses of water for all the children.</p> <p>SECOND PERSON IN CIRCLE TO TAKE PHOTOS OF FACIAL REACTIONS TO FOOD and of foods for a display.</p>	<p>vocabulary choices for children to structure their responses.</p>	<p>the children to express a reason for their opinion. Eg it is too salty, too hot etc</p>	<p>festival foods which cater for allergies. To be purchased with full ingredients lists. Glasses of water.</p>	
<p>Thurs pm</p> <p>ACTIVITY</p>	<p>CLL - LITERACY</p>	<p>Begin to show some control in their use of tools and equipment</p>	<p>Ask the children to complete some dot to dots, colour some pictures, collage or draw their own pictures of food relating to festivals.</p>			<p>Dot to dots, colouring in sheets; both relating th celebration foods. Collage materials, colouring pencils</p>	

Autumn 2011 b

Topic : Clothes

week 4

planned by Zoe and Michelle

Time Circle or activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Mon am	PRSN/ Maths/Sensor ial	Use number language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	The children are to take it in turns to peg an item of clothing on to the washing line and decide whether it's 'bigger' or 'smaller' than the last item.	A space for the washing lines.	To try and create a pattern of size order i.e big, small. big etc.	A variety of different sized clothing and a washing line with pegs.	
Mon pm	Physical	Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene	Encourage the children to listen to one of the stories about 'Eid' from the role Play area. Discuss with the children the preparations and healthy practices surrounding this celebration. Discuss their own everyday health practices.	Introduce Eid and make the circle discursive rather than reading a book directly.	Can the children explain why the various health practices are important?	A story	
Tue am DISPLAY	C.L.L/Literacy	Begin to show some control	For each child to choose a Rangoli pattern and	Mark out the key	each child to choose a Rangoli	A variety of different	

Display patterns, possibly arranging in its own pattern		in their use of tools and equipment.	trace it using tracing paper.	lines in a thicker line.	pattern and see if they can continue it.	Rangoli patterns. Paper and pencils/ tracing paper.	
Tue pm	Special Person						
Wed am ACTIVITY	PSE, Physical and Practical life.	Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.	Show and encourage the children to use either the Velcro or button dressing frames and talk about different fastenings on clothing. Also show images of different fastenings that can be found on clothing that can be found on clothing from different cultures. Use the dressing up to relate the dressing frames to life. Once they have done a frame are they able to find and put on a piece of clothing with the same type of fastening?		For H.A Children try and encourage them to try using the lacing dressing frame and ask if they could think of different fastenings they might have on their own clothing or have seen.	Dressing frames either buttons or Velcro and lace for H.A. All groups to have laminated images of garment fastenings. Ask Sue for additional dressing frames.	
Wed pm	Creative	Begin to make believe by pretending	Create masks used in cultural celebrations using images to help aid			Pre- cut masks, elastic, sequins, Glitter, buttons	

			the design.			ect. Also examples of masks.	
Thurs am	Yoga, Physical, creative		See prepared yoga routine.			Yoga print out	
Thurs pm	KUW, CLL and P.S.E	Remember and talk about significant events in their own experience	In turn encourage the children to talk about a special celebration they have been to where they have seen special clothing being worn or times when they wear special clothing i.e page boy for a wedding.		To talk about the difference in clothing between an English wedding and an Indian wedding and why this might be.	Pictures of people dressed for an English wedding and pictures of people dressed for an Indian wedding. Ask questions such as; 'can you tell who the bride and groom are?'	
Fri am	Music	-	-	-	-		
Cooking	Icing biscuits/gingerbread man		Decorating biscuits using a variety of icing to create clothing etc.			Gingerbread men, chocolate drops and icing.	
Outside	Create a Guy Fawkes		Read a child friendly version of the story behind Guy Fawkes and leave out in the garden for the children to read. Then create a Guy using old clothing.			Old clothing, elastic bands, tights, news paper, pens and a belt.	
On going creative	Create a collage of different fabrics on a large scale		Children to explore a range of fabrics and select different pieces to create a patchwork on a large scale. This will be glued onto a large sheet of fabric, and will then be used to create a blanket for the children to use in the cosy corner.			Material of a variety of colour and texture, glue, large sheet of	

	(patchwork montage)				fabric.	
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Winter 2011

Topic : Celebrations

Week : 5

Focus : Lights

Planned by : Ruth R and Tricia

Time Circle or activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Mon am Activity	Physical KUW	Construct with large materials, such as cartons, fabrics and planks	Construct a den, making it as dark as possible inside. If possible, use the pirate ship and drape a large sheet of black out material over, using cones, planks etc. to develop it. Experiment with different light sources inside the den.			Torches, glow-sticks, fairy lights, multicolored cellophane paper	
Mon pm	Special person						
Tue am	Yoga						
Tues pm Circle	PSRN PSE KUW	Sometimes match number and quantity correctly	Ask the children to count the right number of candles to match a given number Discuss the meaning behind the Menorah		I invite the children to select the correct number symbol to match Make up simple sums to include a total eg. $4+2 = 6$	Menorah candelabra Sandpaper numbers	
Wed am Circle	Literacy PSE	Enjoy listening to and using spoken and written language (Build up vocabulary that reflects the breadth of their experiences)	Think of, and write down, as many words as possible that rhyme with 'light' eg. bright, sight, white, kite, (k)night		Encourage children to copy the letters and write their own words	Paper, paper, white board	
Weds pm	PSE	Seek and delight in	Make a Christingle. Explain	Lay out	Children will make all	Oranges, red	

Activity	CLL Physical Practical life KUW	new experiences. Have an awareness of, and interest in, cultural and religious differences	what it is and what each element represents (see notes). Compare Christingle to other celebrations discussed throughout the week eg. Menorah, Diva	resources - strips of red tape, squares of foil, bowls of fruit/sweets	elements of their Christingle - thread cocktail sticks with fruit, stick the ribbon on, push the candle in	sticky tape, squares of tin foil, candles, cocktail sticks, dried fruit (raisins, sultanas, chewy sweets) name labels	
Thurs am	KUW CLL Physical	Show an interest in why things happen	Set up the circuit board to demonstrate how the bulb lights up when the circuit is completed. Demonstrate how electricity lights up fairy lights	Check the circuit works - consider : light bulb, fuse, batteries	Work with the children to help them build the circuit. Using more advanced vocabulary, give a more in-depth explanation of why the bulb lights up	Electronics kit - Circuit board, fairy lights	
Thurs pm	Creative KUW CLL	Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools..... Designing and making....	Make a Diwali Diva lamp - see notes Explain what Diwali is - see notes	Make one in advance to demonstrate		Clay, sequins, small candle	
Fri am	MUSIC	n/a					
Cooking			Christmas tree cookies with boiled sweet in the middle			Ingredients	
Outside			Extend the den, alternate sources of light throughout the week (see above) Display images of fireworks, encourage the children to create their own fireworks pictures in chalk - playground or black paper. Accompanied by Handel's Music for the Royal Fireworks			CD player + music Black paper, chalk	
Creative			Make paper lanterns Mould your own candles using special candle wax			Different coloured card, scissors,	

				cellotape Candle wax kit	
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Summer 2011 b Topic Celebrations week 6 focus Decorations planned by Karen, Tess, Victoria

Time	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Circle or activity							
Mon am			Special Person				
Mon pm			Yoga				
Tue am	Physical	Construct with large materials	Make an Advent candle holder as a group to decorate classroom.			Wire coat hangers, taper candles, tinsel, pipe cleaners	
Tue pm	Literacy	Build up vocab that reflects the breadth of their experiences	Discuss what decorations are for, when we have decorations, favourite decorations. Use actual examples of decorations and name.		HA - create mind map of ideas, teacher to scribe and children to illustrate	Decorations - tinsel, Chinese lantern, baubles, balloons, bunting, Christmas tree, rangoli patterns, menorah.	
Wed am DISPLAY	PSE	Work as part of group or class, taking turns and sharing fairly etc	Make a large felt Christmas tree for display. Children to make and attach decorations			Large green felt, glitter, metallic material, ribbons, tinsel, foam	

			stressing need to work together and therefore leave space for each other and co-ordinate a plan.			baubels	
WED AM PRACTICE PROJECT FESTIVAL							
Wed pm Activity	KUW	Use mouse and keyboard to interact with age appropriate software	Paint program – draw a stocking outline and in fill with different colour		HA – add detail using other tools		
Thurs am Activity	Creative	Create 3d structures	Make a card lantern with tissue paper inside – fold paper in half and make several cuts along the fold. Unfold the paper and glue small pieces of tissue paper over it then join two ends together.		HA – encourage to cut without help	Black sugar paper, assorted colour tissue paper	
Thurs pm	PRSN	Order two or three items by length or height; Use lang such and greater, smaller etc to compare quantities	Order pine cones (used in ongoing creative) to find biggest/smallest, longest/shortest		HA - focus on lang	Pine cones	
Fri am			Music				
Cooking			Stained Glass biscuits using boiled sweets				

Outside		Create 3d structures; Persevere in repeating some actions when dvg a new skill	Decorate plants with sparkly pipe cleaners Popcorn threading to decorate trees and feed birds Rustic decorations - using cinnamon, leaves and ribbon Wreath using materials found outside and glue to cardboard circle, add coloured glass beads	Sparkly pipe cleaners, popcorn, large needles, thread, bright coloured ribbon, cinnamon sticks	
Ongoing creative			Make pine cone decorations - roll pine cone in glue the glitter and attach ribbon to top.	Pine cones, glue glitter	

Autumn 2011 2b
Donna

Topic Celebrations week 7

focus Christmas

planned by Liane and

Time Circle or activity	EYFS area Montessori Areas	Learning Objective	Activities	Preparation	Extension	Resources/ adult support	Evaluation of learning
Mon am	Yoga		See attached sheet for the journey to use for yoga. (We are going to try and base it around the Christmas story!)				
Mon pm Circle	Literacy CLL	Build up vocabulary that reflects the breadth of their experiences.	Tell the children that we are going to think of words that make us think about Christmas. We will then transfer them to a word map which we will display for the parents (including the pictures they draw). Show the children the Christmas scene pictures and talk about the things they can see. Demonstrate to the children what they are doing using the sentence 'The word that makes me think of Christmas is' Invite children one by one to	Children to draw a picture of their favourite thing at Christmas time (either on word map or separate paper).	Higher ability to determine the sounds they can hear in the words and try to scribe the words they think of themselves.	Large piece of paper Pens/Pencils Pictures of Christmas scenes (laminated)	

			tell their friends the word that makes them think about Christmas.				
Tue am Circle	PSE Cultural	Have an awareness of, and an interest in, cultural and religious differences.	<p>Explain to the children that we are going to look at the different festivals/celebrations that happen in different communities at winter time and the differences in them. Start by refreshing the children's knowledge of Christmas,</p> <p>We give presents Christmas dinner/pudding Father Christmas Tree/decorations.</p> <p>Show children pictures of the above.</p> <p>Talk about the Muslim festival of Ashura and the Jewish festival of Hanukkah.</p> <p>Show the pictures and talk about the differences eg. Muslims fast and we have a huge dinner! We give presents and the Jews burn oil etc.</p>		Ask the children to see if they can notice the differences when looking at the pictures.	Info and pictures of each festival.	
Tue pm Activity	KUW Cultural ICT	Use a mouse and keyboard to	<p>Set up a game on the festivals CDRom.</p> <p>Encourage the children to join</p>	Show children how the mouse pad works and		Laptop CDRom	

		interact with age appropriate computer software.	in with one of the featured games revolving around the topic of Christmas. Talk to the children, about the buttons they have to press and what they need to do to complete the game. Encourage children watching to help their friends.	encourage them to practice first.			
Wed am Circle at tables.	PROJECT FESTIVAL						
Wed pm Circle	PSRN Maths	Recite some number names in sequence.	<p>Explain to the children that we are going to learn a song that is using sung at Christmas time,(known as a carol?)</p> <p>The song is 'The twelve days of Christmas'.</p> <p>Say each line of the song in turn using the pre-prepared pictures as props. Encourage the children to say the words with you.</p> <p>Sing the song with the children asking each of them to hold a picture when it's their line in the song.</p>	Go up to the five day of Christmas for the middle ability children		Song sheet Pictures for props.	
Thurs am	Physical Practical Life	Show emerging autonomy in	Explain to the children that we are going to dress up as characters from the	Ask children to find clothes for a	Encourage children to act out the	Christmas story Dressing up	

		self care.	Christmas story. Read the basic story (surrounding Jesus' birth) so the children know the characters and then encourage them to talk about the character they want to be and find the clothes and props they need.	particular character and show them the picture to remind them.	story as you read it again.	clothes and props!	
Thurs pm		Create 3D structures.	Explain to the children that they are going to make their own Christmas trees to decorate. Give the children two cut out Christmas tree shapes and ask them to colour and decorate them using glitter and sequins etc. Ask the children to cut slits in the bottom of the pieces so that they can slide them into each other to make them stand.	Ask the children if they have a Christmas tree and what it looks like. Show pictures of decorated Christmas trees to give them ideas.		Pre cut Christmas tree shapes on green card Glue Sequins and glitter An example to show the children what they are creating. Pictures of Christmas trees.	
Fri am	Music						
Cooking	All	Begin to use some control in their use of tools and	Making mince pies! Talk to the children about other food we have at Christmas. Ask them what their favorite food at Christmas is. Encourage the children to roll out the pastry and use the			Pastry Mincemeat Cutters Rolling pins	

		equipment.	cutters to make the two shapes needed to make a mince pie. Ask the children to put one of their pieces in the tin and spoon on the mincemeat mixture. Use the other piece of pastry to cover the mincemeat!		
Outside			Various races for the children to take part in, including dressing up in Santa's clothes, moving presents to different sacks etc. See attached sheet for all races.	Sheet of races Dressing up clothes Large bags Presents	
Ongoing creative activity.			Making Christmas Cards!!!! Potato print stars. On midnight blue card with gold or white stars. Ask the children to use the potatoes to print stars onto their cards. Use glitter to decorate.	Dark blue card Potatoes! White or gold paint Glitter	

Christmas

Celebrated by Christians this is the festival of Christ (Jesus) birth.

Christians believe that it is because of Christ that we can be forgiven when we do something wrong and also that Christ shows people how to get to heaven when they die.

Christmas trees

A very, very long time ago the triangle shape of the Christmas tree was thought to show the 3 parts of the God that Christians believe in; Father, Son and Holy Spirit.

About 200 years ago people starting decorating Christmas trees with other things that reminded them of Christmas.

Diwali

Diwali is celebrated by Hindus to celebrate the coming home of Rama and Sita, a prince and princess.

Divas

Diva lamps are to remember all the lamps that were lit to show Rama and Sita the way home.

Hanukkah

This is a Jewish festival to celebrate when their temple was taken back for them to worship their God in.

The Jews cleaned and repaired the temple and lit their lamps to say their prayers. The lamps used oil to burn and they only had enough oil for one day but it would take seven days to make any more.

The oil lasted for all 8 days until more was made.

Menorah

A Menorah candlestick has 8 candles which are lit one each day to show the 8 days that the oil lasted. The tallest candle in the middle shows the light of God who made the oil last so long.

Bonfire Night

Over 400 years ago a man called Guy Fawkes wanted to blow up the king because he thought the rules he made were unfair.

Guy Fawkes was found before he could blow up the king. The king ordered bonfires and a celebration, now fireworks, on the 5th November to remember how his life had been saved.

Loy Kratong

This is a Buddhist festival which celebrates love.

They float candles on the rivers. The candles represent the love of Buddha, who they worship. The floating away shows all the bad feelings floating away and leaving love behind.