

Nursery Medium Term Planning

September 2021-July 2022



Autumn Term 2021

Our Curriculum	Seasonal Display / Table Possible lines of enquiry
<p>We offer a high quality, broad and balanced curriculum which has four main elements:</p> <p>Our curriculum is flexible and is adapted weekly and in the moment. The plans set here are a starting point to support new experiences. They are all expendable following planning in the moment cycle, observe, plan, teach, outcome.</p>	<p>AUTUMN 1 Title: All about Me - Healthy Me Key Questions: What do I need to do to help keep healthy? Where have I come from? Who is in my family? Key Images: ✓ Children eating healthy snacks. ✓ Children washing their hands. ✓ Children talking about family members, past & present. Key Artefacts: ✓ Family trees ✓ Baby photographs ✓ Fruit and healthy snacks</p> <p>AUTUMN 2 Title: All about Me - Into the woods Key Questions: What happens in the season Autumn? What is hibernation? Why does Christmas matter to Christians? Key Images: ✓ Autumnal scenes ✓ Leaves starting to change colour. ✓ Weather change – clothing ✓ Autumn vocabulary Key Artefacts: ✓ Hibernating animals ✓ Autumn/Winter clothing ✓ Celebration items – Diwali, Bonfire Night and Christmas</p> <p>SPRING 1 Title: The World Around us - Our wonderful World Key Questions: What happens in the season Winter? What do we wear to keep warm? Where do Polar bears live? Why do some birds fly south? What is Chinese New Year? Key Images: ✓ Children wearing winter clothing. ✓ Key winter symbols (bare trees, snow, ice) ✓ Outdoor Scenery ✓ Key Artefacts: ✓ Winter animals</p>

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<p style="text-align: center;">Home Learning Focus</p>	<ul style="list-style-type: none"> ✓ Winter clothing ✓ Role play Chinese restaurant. ✓ Lunar New Year traditional artifacts
<p>AUTUMN TERM</p> <ul style="list-style-type: none"> ▪ Funky fingers activities ▪ Creative stories ▪ Autumnal and seasonal walks ▪ Confidence to ask to use the toilet. <p>SPRING TERM</p> <ul style="list-style-type: none"> ▪ Holding a pencil with a tripod grip ▪ Doing up a zip independently ▪ Holding a pair of scissors correctly ▪ Dressing yourself independently ▪ Throwing and catching a ball/object <p>SUMMER TERM</p> <ul style="list-style-type: none"> ▪ Supporting transitions ▪ Nursery to Reception ▪ Get your child ready for their new routine by switching their mealtimes to match those of the school day. ▪ Encourage your child to explore new environments and interact with new people. ▪ Talk to your child about what they are most looking forward to at school. ▪ Let your child practice putting their new school uniform on and taking it off 	<p>SPRING 2</p> <p>Title: The World Around us - Protect our planet</p> <p>Key Questions: What changes are happening outside? Have you seen/heard baby animals? Why does Easter matter to Christians?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Spring animals (eggs hatching, baby lambs) ✓ Buds appearing ✓ Spring vocabulary <p>Key Artefacts:</p> <ul style="list-style-type: none"> ✓ Spring animals ✓ Spring clothing ✓ Spring Vocabulary ✓ Symbolisation of Easter <p>SUMMER 1</p> <p>Title: Let's explore – All around us</p> <p>Key Questions: What do plants need to grow? How has seaside holidays and Arnside changed?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Flower's blooming ✓ Summer Vocabulary ✓ Beehives ✓ Photographs of Arnside in the past <p>Key Artefacts:</p> <ul style="list-style-type: none"> ✓ Flowers ✓ Beans growing ✓ Insects-ant home, wormery <p>SUMMER 2</p> <p>Title: Let's Explore - Transport</p> <p>Key Questions: What is your favourite way to travel? When you went on holiday how did you get there? What is difference about rescue vehicles to normal vehicles? How do we keep safe on the roads?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Models of transport ✓ People who help us ✓ Uniform <p>Key Artefacts:</p>
<p style="text-align: center;">Trips & Visitors</p> <p>Ashmeadow – Seasonal Walks Leighton Moss – Investigations Hayes – Father Christmas Trip Leighton Hall – Forest Schools Grange Over Sands – Seaside holidays from the past Haverthwaite Steam Train – Windermere Boat Fire Station & Coast Guard Visits</p>	
<p style="text-align: center;">Role Play Area Possible Enhancements</p> <p>Key opportunities for active learning:</p> <p>Diwali, Bonfire night, Christmas, Lunar year, Easter, Eid, Christmas workshop Chinese takeaway Outdoor bug hotel Planting in planters and nature garden</p>	

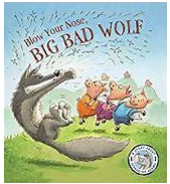
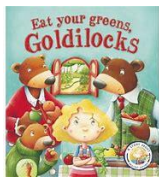
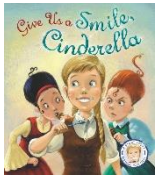
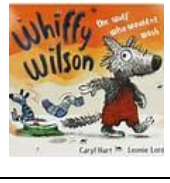
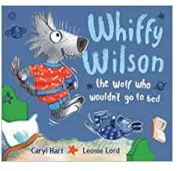
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- ✓ Vehicles
- ✓ Dressing up uniform in the home corner
- ✓ Familiar reception items – reading diary, word boxes.



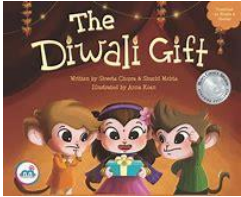


AUTUMN TERM WEEKS 3 -12

AUTUMN TERM	Focus Text	Phonics Phase One	Maths
	<p>Book Title: Blow your nose big bad wolf</p> 	<p>The 3 Little Pigs Piggy Patterns – Aspect 3 Wolf's Rhyming Party – Aspect 4 Pigs & Friends – Aspect 6 Where are You? – Aspect 3 Piggy Percussion – Aspect 4</p>	<p>SSM</p> <ul style="list-style-type: none"> ✓ Sorting – organise and categorise objects identifying those that are the same ✓ Sort a group of 2 different objects that match ✓ Use language of 'same' when matching objects & begin to understand 'different' ✓ Recognise, naming, matching colours
	<p>Book Title: Eat your greens goldilocks</p> 	<p>Goldilocks & the 3 Bears Sound Lotto – Aspect 1 Goldilocks' movements – Aspect 2 Lumpy Bumpy Porridge – Aspect 4 Odd objects – Aspect 5 Move It! – Aspect 3</p>	<p>Number 1</p> <ul style="list-style-type: none"> ✓ Understanding what 'one' means. ✓ Select one object from a larger group. ✓ Recognise the numeral 1
	<p>Book Title: Give us a smile Cinderella</p> 	<p>All about Me My Listening Ears – Aspect 1 My Sound- Aspect 2 My Noisy Feet – Aspect 3 Silly Mouth Dance – Aspect 6 What I like to Eat – Aspect 6</p>	<p>Number 1</p> <ul style="list-style-type: none"> ✓ Represent 1 in different ways. ✓ Subitise 1 ✓ Circle – naming a circle when shown. ✓ Use a circle appropriately for pictures/models.
	<p>Book Title: Wiffy Wilson who wouldn't wash</p> 	<p>My Family Sound bingo – Aspect 1 Auntie's Awful Soup – Aspect 5 My noisy Family – Aspect 1 My Musical Family – Aspect 2 Trip to the shops – Aspect 5</p>	<p>Number 1</p> <ul style="list-style-type: none"> ✓ Make comparisons between 1 and more than 1. ✓ To place one object on a 5 frame Numberblocks: https://www.youtube.com/watch?v=7APNVVdrx5M ✓ To select a circle from a group of shapes. ✓ Begin to be aware that a circle has no corner and one side
	<p>Book Title: Wiffy Wilson who wouldn't go to bed</p> 	<p>Things I like to do Loud or Quiet? – Aspect 6 Little Drummers – Aspect 2 Copy Me – Aspect 3 I Like to Explore – Aspect 1 Dana Dinosaurs World Walk- Aspect 5</p>	<p>SSM</p> <ul style="list-style-type: none"> ✓ Begin to compare objects using appropriate vocabulary according to space, size, big/little/small ✓ Develop an understanding of size ✓ Categorise objects big/large/little/small ✓ Find the odd one out

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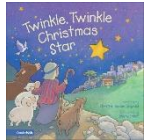



	<p>Book Title: Who's good and who's bad Little Red Riding Hood</p> 	<p>Little Red Riding Hood Sound Story – Aspect 2 Forest Sounds Bingo – Aspect 1 Hidden in the tress – Aspect 5 Riding Hood's Basket – Aspect 4 Follow the Sound – Aspect 3</p>	<p>✓ Sort a group of objects by size and name each set</p> <p>Number 2</p> <ul style="list-style-type: none"> ✓ Understand 2 is the number after 1 (1 more than) ✓ Understand what 2 means. ✓ Select 2 from a larger group. To sort into one of 2 groups – for instance colour.
	<p>Book Title: Sparks in the Sky</p> 	<p>Pets Rhyming Pairs – Aspect 4 Guess the pet – Aspect 1 Pets at the vets – Aspect 5 Musical Pets – Aspect 2 Pet Movements – Aspect 3</p>	<p>Number 2</p> <ul style="list-style-type: none"> ✓ To chant to 2 ✓ To recognise numeral 2 ✓ To represent 2 in different ways ✓ To replicate a 2-stage pattern. ✓ Be able to talk about a 2-stage pattern.
	<p>Book Title: The Diwali Gift</p> 	<p>My Local Area Drum Sounds – Aspect 2 I heard... - Aspect 1 What can I Find? – Aspect 5 Local Rhymes- Aspect 4 Sound Trumpets – Aspect 6</p>	<p>Number 2</p> <ul style="list-style-type: none"> ✓ To subitise 2 ✓ To compare 2 groups, which has fewer/more. ✓ To know when one more or less is needed to make the desired total. ✓ Count 2 objects accurately. ✓ To finish a 2-stage pattern. ✓ To talk a pattern through from start to finish
	<p>Book Title: Get some rest Sleeping Beauty</p> 	<p>My House Let's Shake - Aspect 2 Bubble in the bath – Aspect 3 Pyjama Palaver – Aspect 6 Silly Socks – Aspect 5 Rabbit Rock and Roll – Aspect 4</p>	<p>SSM</p> <ul style="list-style-type: none"> ✓ Developing an understanding of positional language ✓ Beginning to follow some instructions using positional language
	<p>Book Title: The first Christmas</p> 	<p>The Gingerbread Man Sound Bingo – Aspect 1 Musical Kitchen – Aspect 2 I Spy... - Aspect 5 Which Animal? – Aspect 1 Noisy Story – Aspect 6</p>	<p>SMM</p> <ul style="list-style-type: none"> ✓ Begin to talk about shapes ✓ Describe some shape properties ✓ Begin to make arrangements using shapes ✓ Show an interest in shapes in the environment ✓ Point to shapes that they notice

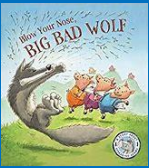





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	<p>Book Title: Twinkle, Twinkle, Christmas Star</p> 	<p>The Enormous Turnip Acting out – Aspect 6 I Know a Word – Aspect 4 On the Turnip Truck – Aspect 5 Turnip Taps – Aspect 4 Turnip Bingo – Aspect 5</p>	<p>✓ Use language of the ‘same’ and ‘different’</p>
	<p>Book Title: Twas the night before Christmas</p> 	<p>Jack & The Beanstalk Can you hear footsteps? –Aspect 2 In the Bag – Aspect 5 Gifts for everyone – Aspect 1 Magic Bean Shakers – Aspect 2 Fee, Fi, Fo, Fum! – Aspect 5</p>	<p style="text-align: center;">Assessment</p>





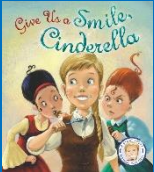




Provision enhancement Ideas Autumn Weeks 3 – 12

AUTUMN TERM	Literacy/CL	Maths	Malleable/Fine Motor/PD	Creative	KUW
<p>Text –</p>  <p>Sound of the week: s</p> <p>SSM</p>	 <p>Key question: Can you see a tissue? What picture from the story is hiding underneath? Can you mark it off on your hunting sheet?</p> <p>Vocab: hunt, story, tissue, pig, wolf, bricks, straw, twigs.</p> <p>Additional Activities Find the letter S S hats Letter S formation</p>	 <p>Key question: Can you build a pen and put one pig in each?</p> <p>Vocab: one, more, less, add, take away, numeral, number</p> <p>Additional Activities: Find number 1 Different ways to show number 1 Can you sort the animals so that all the pigs are in one pen</p>	 <p>Key question: Can you peel an orange? What does it feel like? Can you suck the juice out? How does it taste?</p> <p>Vocab: rough, hard, soft, silky, sharp, sweet, bitter, nice, juicy, pith, peel, pip, juice</p>	 <p>Key question: Which material is the strongest? Which is best for building?</p> <p>Vocab: rough, hard, soft, silky, sharp, sweet, bitter, nice, juicy, pith, peel, pip, juice</p>	 <p>Key questions: Can you blow the ping pong ball to the end of the trail? Can you make your own trail? Can you explain to a friend the best way to do it?</p> <p>Vocab: blow, suck, left, right, forward, backwards, hard, soft</p>

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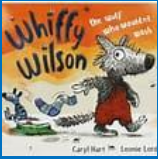

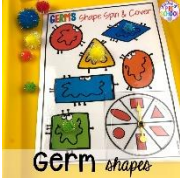



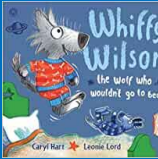


<p>Text –</p>  <p>Sound: a</p> <p>Number: 1</p>	<p>Children pull vegetables out of bag and investigate, touch, smell and taste. Place onto corresponding picture.</p> <p>Key question: What is it?, what colour is it? How does it smell? How does it taste?</p> <p>Vocab: vegetable names, vegetable colours, crunchy, bumpy, soft, hard, hairy</p>  <p>Additional Activities: On Friday make vegetable soup</p> <p>altogether and eat at snack time.</p>	<p>and all the cows are in another?</p> <p>Numbers hidden in the oats, can the children put the correct numeral into the correct numbered bowl?</p>  <p>Key question: What number have you chosen to hunt? How many numerals have you got in your bowl? Can you count them?</p> <p>Vocab: 0, 1, 2, 3, 4, 5, number, numeral</p> <p>Additional Activities: Children could have ago at writing the numeral that they have found.</p>	<p>Children to spread peanut butter onto their toast and make into a bears face using the fruit provided.</p>  <p>Key question: How can I make my breakfast healthy? What can I add to my toast to make it healthier?</p> <p>Vocab: Healthy, fruit names, spread, breakfast, toast,</p> <p>Additional Activities: Children may think of other healthy breakfasts e.g. porridge, smoothies. Make these the following day</p>	<p>Over the week the children make a bear, a bowel of porridge and goldilocks and thread together</p>  <p>Key question: What colour should we use? What could we use to stick this on? How can we thread them together?</p> <p>Vocab: paint, brown, blue, black, golden, yellow, glue, string, needle, hole punch.</p> <p>Additional Activities: Children can paint and decorate the bears and Goldilocks on the painting easel.</p>	<p>Children to thread around the outside of the three bears</p>  <p>Key question: Can you thread around the outside of the bear? How are you doing it?</p> <p>Vocab: Under, over, through, thread, lace</p> <p>Additional Activities: Threading numeral 1 Can you order the bears in size?</p>
<p>Text –</p>  <p>Sound: t</p> <p>Number: 1</p>	<p>Key question: What is an invitation?</p> <p>Adult completes an invitation for the child stated what type of party it is, where the party will be held and at what time.</p> <p>Vocab: party, time place, venue</p> <p>Additional Activities:</p> <ul style="list-style-type: none"> Letter t dabbing sheet Letter t letter formation Letter t hat Naming letter t objects Re in act the story using the character blocks 	<p>Key question: Can you represent the number 1</p> <p>Children to fill in the number one using the fairy Godmother's fairy dust.</p>  <p>Now pick one character from the story and stick it underneath</p> <p>Vocab: number, 1</p> <p>Additional Activities:</p> <ul style="list-style-type: none"> Number 1 dabbing sheet, number 1 formation Writing number 1 in the dust Finding 1 object on the tray 	<p>Key question: How often and for how long should we brush our teeth?</p> <p>Children have one tooth brush each and they have ago at brushing their teeth, timing it using the sand timer.</p> <p>Vocab: teeth, water, toothpaste, toothbrush, 2 minutes.</p> <p>Additional Activities:</p> <ul style="list-style-type: none"> Flossing the mega bricks. Cinderella cutting out sheets 	<p>Key question: If you had a Fairy Godmother, what would you wish for?</p>  <p>Children make their own fairy godmother wand, whilst taking about what they would wish for. Adult to write comment on the wand.</p> <p>Vocab: wish, wand, granted</p> <p>Additional Activities: Children rein act the story using the dressing up clothes and their magic wand.</p>	<p>Key question: Can you make a magic potion?</p>  <p>Vocab: stir, mix, swish, colour, liquid, sparkle, glitter</p> <p>Additional Activities: Once the children have made their potion can they say what magic things their potion can do? Can they make up a spell?</p>

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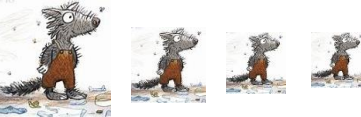










<p>Text –</p>  <p>Sound: i</p> <p>Number: 1</p> <p>Shape: Circle</p>	<p>Key Question: Can the children hold attention and on a related conversation between an adult and one other child?</p> <p>Pass the Germ</p>  <p>Do germs pass easily from one hand to another?</p> <p>Vocab: Germ, pass, hands, wash</p>	<p>Key Questions: What is one more?</p> <p>Key Vocab: One, more, add, together, equals</p> <p>Play the one more one less monster game.</p> <p>Key Question: What does one look like on a five frame?</p> <p>Key Vocab: One, one square, 4 squares, empty, full</p>  <p>Key Question: How many sides and corners does a circle have?</p> <p>Key Vocab: Circle, round, no corners, one edge</p> <p>Additional Activities: Numberblocks: https://www.youtube.com/watch?v=7APNVVdrx5M</p>	<p>Key questions: Why is it important to use soap when washing our hands?</p>  <p>Children try to wash off the black whiteboard marker sad faces off the blown-up medical gloves using soap and water.</p> <p>Vocab: soap, antibacterial, water, scrub, germs, bugs</p>	<p>Key Question: what media could we use to decorate our germ?</p> <p>Key Vocab: Wool, string, glitter, pipe cleaners, ripped coloured paper, foil, tissue paper, different media, glue</p> 	<p>Key questions: Why is it important to use soap when washing our hands?</p> <p>Vocab: soap, antibacterial, water, scrub, germs, bugs</p> 
<p>Text –</p>  <p>Sound: n</p> <p>SSM</p>	<p>Key Question: Can you think of a dream that you have had?</p> <p>Children discuss their bedtime routine, what happens at bedtime in your house. Think about dreams that they may have had. Can they tell the adult one of their favourite dreams? The child draws a picture while they explain, the</p>	<p>Key Question: Can I order Whiffy in the order of size?</p> <p>Ask the ch. To order Whiffy in order of size starting with the largest first. Can they reorder with the smallest first? Which ones have to change? If we have only three to order and we do the largest first and then swap to the smallest is</p>	<p>Key Question: What is a healthy snack to have before bedtime?</p> <p>What did Dotty and Whiffy have for a healthy snack at bedtime? With adult support the children 1 by 1 will put their own toast in the toaster, discussing the safety measures when making toast. The children will then spread their</p>	<p>Key question: What can I use to decorate Whiffy Wilson to make him look scruffy and smelly?</p>	<p>Key Question: What helps me to fall asleep?</p> <p>Can the children recite any nursery rhymes or lullaby's that they know?</p> <p>Children sing them to the adult. Teach the child how to use the CD player. The children then listen to a nursery rhyme or</p>

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	<p>adult scribes what they are saying.</p> <p>Key Vocab: Everyday words to explain past events and recall.</p> <p>Additional Activities: Letter n hats Find the letter N I begin with the letter n</p>	<p>there one size that doesn't move? Can the ch. Order other objects according to size, investigate the objects in the basket.</p> <p>Key Vocab: small, smallest medium, large, largest, order, middle, start, end</p> 	<p>own butter and honey onto their toast and pour their own milk. Thinking about how we have to do things slowly and carefully so that we don't spill and how we have to hold a knife to spread consistently.</p> <p>Children discuss with the adult what healthy snack they have before bedtime.</p> <p>Key Vocab: Safety, hot, healthy, spread, knife, cup, milk, honey, butter</p> 	<p>Give the children a Whiffy Wilson outline and explain to the children that they are going to decorate him like the dog in the book. Children to look at the pictures of Whiffy Wilson, what colour is he? What could we use out of this basket to decorate our Whiffy Wilson so that he looks the same?</p>  <p>Key Vocab: material, wool, grey, red, blue, glue, felt tips</p>	<p>story of their choice using the skills just learnt on how to use the CD player.</p> <p>Discuss why listening to music or a story is much better to do at bedtime rather than playing or watching tv.</p>  <p>Key Vocab: CD player, Cd, volume, headphones, play, stop</p>
<p>Text -</p>  <p>Sound: C</p> <p>Number: 2</p>	<p>Finger Puppet Story</p> <p>Key Question: Can you retell the story of little Red Riding Hood? Children are asked to retell the story of little red riding hood after they have made their finger puppets. This could be the tradition tale of the story that we have been reading class.</p> <p>Vocab: little red riding hood, wolf, woods, grandma, woods, once upon a time, the end.</p> <p>Story Sequencing</p> 	<p>Positional Language Key Question: Can you describe where each character/object is in the woods? The children have to describe to the adult where each character/object is found on the picture.</p> <p>Vocab: next to, behind, in front, on top, underneath</p> <p>Counting Cakes Key Question: How many cakes do you need?</p> 	<p>Hand and eye coordination Key Question: Can you follow the path with your pencil without going into the grass? Children to follow the path with their pencil, trying to stay in the middle without letting their pencil stray onto the grass.</p> <p>Vocab: follow, carefully, centre, hand, pencil</p> 	<p>Little Red Riding Hood Key Question: Can I choose appropriate media to make a realistic Little Red Riding Hood? The children will be given the correct coloured resources to decorate their Little Red Riding Hood. Can the children decorate their own plate by looking at the example as clue?</p> <p>Vocab: Little Red Riding Hood, Pink, Red, Yellow, Blue, Glue, Stick, Felt tip pens.</p> 	<p>Bee Bots – direction / technology Key Question: Can you make the beep bot move by pressing buttons? The children work in twos with adult to try and make the beep bot move from the cottage to the Grandmas house through the woods. Ref to the plan in resources for further details.</p> <p>Vocab: Bee-Bot, Red Riding Hood, wood, wolf, cottage, story, journey, move, forward, backwards, turn, straight</p>

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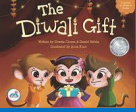





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	<p>Key Question: Can you sequence the traditional tale in the correct order? Children look at the picture in front of them. Can they stick the correct picture in the correct place on the path so that it retells the story in the correct order? Vocab: next, happened, then, after, before</p> 	<p>Children play in groups of three with an adult. The basket needs to have 10 cakes in before we can take it to grandmas. Roll the dice and count that amount of cakes onto your basket. Look at the full plan in resources for more detail. Vocab: Grandma, cakes, chocolate, strawberry, die, dice, count, basket, add, together, makes, number names, Little Red Riding Hood.</p>			
<p>Text – Sound: C Number: 2</p>	<p>Key Question: What letters spell your name? The children are given squares each one with a letter from their name on. Can the children put them into the correct order to spell their name? Some children may want to attempt to write their own letters. Children stick them in the correct order to make a named rocket. Key Vocab: Letter sounds of their name Key Question: How can I keep myself safe on bonfire night? Discuss with the children what they think they can do to</p> 	<p>Key question: What shapes have you used to make you bonfire night picture? Children choose particular shapes to use to make their bonfire night picture. Discuss each shapes properties whilst sticking them on their picture. Key Vocab: Circle, square, star, oval, triangle, rectangle.  Key question: what does two look like? Children use a variety of objects to demonstrate what 2 looks like. 2 beads, numicon 2,</p>	<p>Key Question: Can you put the correct amount of sparkles on the number? Can you write the number in the sand? Children to count the sparkles and put the corresponding amount onto the correct numeral. Children write the number in the coloured sand Key Vocab: Numbers 1- 10  Key Question: Can you make a firework picture using mixed media?</p>	<p>Key Question: Can you make an editable firework? Children weigh and mix the ingredients to make the simple biscuit dough. Using a star cutter, cut out a star each. Bake in the oven, drizzle on the icing sugar and sprinkle on the sparkles Key Vocab: Roll, mix, add, weigh, bake, cut, spread Key Question: Can you make a firework using a mix of medias?</p> 	<p>Key Question: Who was Guy Fawkes? Children first draw a picture of Guy Fawkes whilst looking at a picture of him. The children then tell the adult what they remember from the story of Guy Fawkes. The adult scribes around their picture. Key Vocab: Guy Fawkes, Houses of Parliament, King James, Gun powder plot, November 5th Key Question: What happens when you mix the food colouring to oil before adding to the water?</p> 









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	<p>ensure that they stay safe if they are watching a display. Adult scribes straight into the floor book.</p>	<p>2 animals, 2 counters on a number frame. Key Vocab: Two, One, less, more</p> 	<p>Children put a black piece of card into a plastic tray. They have to roll the ping pong ball into the paint, drop it into the tray and roll it around by tilting the tray. Children can finish off their picture adding sparkles. Key Vocab: glue, stick, paint</p>  <p>colours, gold, silver, white, yellow, glitter, sparkles</p>	<p>Children learn how to use double sided sticky tape. They roll a piece of black paper into a tube shape and stick with</p>  <p>double sided sticky tape. Now stick the tube to another piece of black paper and fill the cylinder with different coloured objects to make a firework. Key Vocab: double sided sticky tape, cylinder, stick, peel, hold</p>	<p>This activity combines bonfire night, fireworks and science. Fill jars with water and set them out on an activity table. Mix together each food colouring colour with oil and use pipettes or pour the mixtures into the jar and watch the fireworks come to life! Make sure you don't miss the step where you mix oil to food colouring as this will make sure most of the colouring floats. Key Vocab: Oil, floats, fat, water, colour names</p> 
<p>Text –</p>  <p>Sound: K</p> <p>Number: 2</p>	<p>Key Question: What happened in the traditional tale told for Diwali?</p>  <p>Using the props or masks the children rein act the traditional tale told during the Diwali celebration.</p> <p>Key Vocab: Rama, Sita, Lashima, Gods, Light, festival</p>	<p>Key question: Can you show me two?</p> <p>Children fold two stripes of paper to make two candles for their Diwali card</p>  <p>Key Vocab: One, two, add</p>	<p>Key Question: What is a Rangoli pattern?</p> <p>Children use their pinch grip to make their own Rangoli pattern in premade playdough using seeds and grains</p>  <p>Or/and</p>	<p>Key Question: Why do Hindu's make a Rangoli pattern on their doorstep?</p>  <p>Children use the pre-cut shapes and arrange them onto a paper plate to create a Rangoli pattern.</p> <p>Key Vocab: Rangoli, Diwali, god, Lashmer, enter home, tradition, nature</p>	<p>Key Question: What do the Divas symbolise?</p>  <p>Using the magic dough the children make a Diva and decorate using sequins.</p> <p>Key Vocab: light, candle, guide, gods,</p>

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			<p>The children can use their pincher grip to make a Rangoli pattern using coloured rice on the tuff tray by filling in the redrawn pattern</p>  <p>Key Vocab: Rangoli, Diwali, god, Lashmer, enter home, tradition, nature, celebration</p>	<p>Key Question: Why do Hindu's draw Mandhi patterns on their hands?</p>  <p>Children use the piping bags filled with paint to decorate the pre-cut black hands</p> <p>Key Vocab: Mandhi, pattern, Henna, hand, Diwali, good luck, celebration</p>	
<p>Text –</p>  <p>Sound: d</p>	<p>Key Question: Which picture is different?</p>  <p>The children have to look at each strip of pictures. Can they tell the adult which picture is different to all the rest in the same line and explain why?</p> <p>Key Vocab: Simple explanation of differences between characters and objects.</p>	<p>Key Question: Can you place the jelly bean into the correct place in the sweetie jar?</p>  <p>Children have the laminated jelly beans and the adult reads the word to the child. Can the child place the correct jelly bean into the correct place?</p> <p>Key Vocab: Next to, in above, inside, beside.</p> <p>Key question: Can you order numbers 1-10 independently?</p> 	<p>Key Question: Can you paint the stick carefully ensuring every bit of bark is covered?</p>  <p>The children work together to paint the full twigs ensuring that they manage to paint all the way around covering all of the bark. Adult to encourage positional language and fine motor development.</p> <p>Key Vocab: Underneath, on top, between, besides, next to, colours used.</p>	<p>Key Question: What can you use to make a crown?</p> <p>The children are given a pre-cut crown shape and a selection of materials to decorate it. Can the child choose what they want to decorate their crown and select appropriate fixing tools? The children can then extend to make a wand if they wish.</p> <p>Key Vocab: Crown, decorate, sticky tape, glue, scissors</p> 	<p>Key question: What happens to the glue when you add borax?</p> <p>Together with the children follow the instructions blow to make the fairy slime.</p> <p>Key Vocab: mix, activate, observe, add, liquid, solid</p> <ul style="list-style-type: none"> • 1 Bottle of Glitter Glue • 1 TBSP water • 1 Cup of warm water • 1 tsp of Borax <p>Large Mixing Bowl, measuring cup and measuring spoon.</p>

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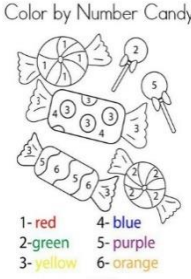



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		<p>The children order the strips in order 1 to 10</p> <p>Key Vocab: 1,2,3,4,5,6,7,8,9,10, order</p>			<p>The first thing you want to do when making your slime is add 1 cup of warm to the measuring cup. Add in the 1 tsp of Borax and stir well. In the large bowl add the entire bottle of glue together with one tablespoon of water. Don't worry too much if there is still some glue left over in the bottle. Mix the water and glue together. Now slowly add the Borax mixture into the glue mixture and stir. You will add about 1 tsp at a time. You won't need the entire cup of Borax. Only add in enough of the borax slime activator to make your glue start to form into slime. If you add too much borax the slime will become hard. Now it's going to get a little messy. With your hands knead the slime until it becomes soft and stretchy. If it's still too sticks add a little more of the borax slime activator.</p> 
<p>Text –</p>	<p>Key Question: Why do we send greeting cards?</p>	<p>Key Question: Can you colour the correct numbered section with the correct stated colour?</p>	<p>Key Question: Can you carefully pick up and place the water beads on the foam Christmas tree without</p>	<p>Key Question: Why do we have Christmas Wreaths?</p>	<p>Key Question Can you retell the nativity story?</p>

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 <p>Sound: g</p>	<p>Together discuss why we send Christmas cards at Christmas. Children write their name on the insert of their card. Adult scribes for the child who the card is for.</p> <p>Key Vocab: greetings, card</p> <p>Happy Christmas</p>  <p>Children make their Christmas card for the inset to go inside.</p>	<p>Key Vocab: Numbers 1-10</p> <p>Color by Number Candy</p> 	<p>them rolling and covering them in foam?</p> <p>Key Vocab: carefully, colour names, gently.</p> 	<p>Children to choose any red scraps to decorate the large bow for the Christmas hall display. Children choose their own method to fix the red scrap to the bow</p> <p>Key Vocab: colours, stick, texture</p> 	<p>Whilst the children complete their picture</p> <p>Key Vocab:</p> 
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