



# Scamblesby Church Of England Primary School

## EYFS Medium Term Plan

Autumn Term 2

Celebrations!

| W/C                                                                   | Week 1                                               | Week 2                                                              | Week 3                                                      | Week 4                                                            | Week 5                                                          | Week 6                                                             | Week 7                                                             | Week 8<br>(3 days)                                                 |
|-----------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Dates to note/<br>theme                                               | Bonfire night<br>(real fire with<br>marshmallows)    | Armistice Day/<br>Remembrance<br>Sunday                             | Diwali                                                      | Birth and<br>birthdays                                            | Baptism                                                         | Weddings                                                           | Christmas                                                          | Christmas                                                          |
| <b>POR Text</b>                                                       | Biscuit Bear                                         | Biscuit Bear                                                        | Diwali stories                                              | So Much                                                           | So Much                                                         | So Much                                                            |                                                                    |                                                                    |
| Other texts                                                           | Delicious<br>Pumpkin Soup                            | The Invisible<br>String                                             |                                                             | One Year<br>with Kipper<br>Kipper's<br>Birthday                   | The Baptism of<br>Jesus                                         | The<br>Scarecrow's<br>Wedding                                      | Nativity story                                                     | Nativity<br>story                                                  |
| Traditional Tale                                                      | The<br>Gingerbread<br>Man                            |                                                                     |                                                             |                                                                   |                                                                 | Cinderella                                                         |                                                                    |                                                                    |
| <b>Characteristics<br/>of Effective<br/>Teaching and<br/>Learning</b> | Working<br>together: the<br>benefits of<br>team-work | Goal-directed<br>behaviour:<br>planning to<br>achieve an<br>outcome | Perseverance:<br>not giving up<br>when facing<br>challenges | Following<br>our own<br>ideas:<br>process<br>driven<br>activities | Developing<br>our own<br>ideas: process<br>driven<br>activities | Developing<br>our own<br>ideas:<br>process<br>driven<br>activities | Developing<br>our own<br>ideas:<br>process<br>driven<br>activities | Developing<br>our own<br>ideas:<br>process<br>driven<br>activities |
| PSED                                                                  | Fire safety<br><br>Planning our<br>own learning.     | Emotions:<br>sadness and<br>grief.                                  | Friendship<br>and the<br>actions of a<br>good friend        | Emotions:<br>excitement<br>and dis<br>appointment                 | Emotions:<br>happiness                                          | Emotions:<br>love                                                  | Following<br>rules and<br>supporting<br>each other.                | Emotions:<br>managing<br>big feelings.                             |

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| PD                | Gymnastics: balancing, climbing and landing with increasing control                                                                                                                               | Gymnastics: balancing, climbing and landing with increasing control<br>Cutting out poppies                                                      | Gymnastics: balancing, climbing and landing with increasing control                                           | Gymnastics: balancing, climbing and landing with increasing control | Gymnastics: balancing, climbing and landing with increasing control | Gymnastics: balancing, climbing and landing with increasing control | Gymnastics: balancing, climbing and landing with increasing control | Gymnastics: balancing, climbing and landing with increasing control |
| C&L               | Understand how and why question about fire safety. Making predictions about what will happen.                                                                                                     | Retelling the Biscuit Bear story. Interpreting the Poppies animation images to understand the events and emotions of the war and ask questions. | Understand how and why questions and ask their own about Diwali.                                              | Join in with the story                                              | Character descriptions and hot seating                              | Sequencing and retelling the story                                  | Retelling the nativity story. Planning a party                      | Retelling the nativity story.                                       |
| <b>Vocabulary</b> | Fire, safe, rescue, emergency, shape, side, corner, long, short, tri (meaning 3), curved, straight, bang, boom, crash, crackle, fizz, ring, sizzle, crisp, damp, soggy, moist, wet, disintegrate, | Predict, first, then, next, after, meanwhile, remembrance, armistice, war, soldier, poppy, represent                                            | Hindu, belief, faith, tradition, religion, Diwali: 'row of lights', half, rangoli, mehndi, Rama, Sita, India. | Birth, birthday, months of the year, one more, older, younger       | Baptism, christening, font, aisle, vicar, community, cross.         | Marriage, ceremony, wedding, civil, partnership.                    | Christian, Jesus, Mary, Joseph, Jerusalem, angel Gabriel, inn       | Deliver, dear, letter, message, from.                               |

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|          | melt, temperature                                                                    |                                                                                                                                                                      |                                                                      |                                                                                                                                            |                                                                                                  |                                                                             |                                                                                      |                                                                                    |
| Literacy | Biscuit recipe: making a list of ingredients.<br><br>Story map of Biscuit Bear       | Visual literacy: reading film and images<br>Shared writing (Biscuit Bear)<br>Sequencing photographs of making biscuits or story maps to support retelling the story. | Make Diwali cards with rangoli patterns on the front                 | Make birthday cards                                                                                                                        | Make Christening cards/ invitations                                                              | Make wedding cards                                                          | Make Christmas cards/ party invitations; planning a party.<br>Nativity story writing | Letters to Santa                                                                   |
| Maths    | 2D shape (link to firework pictures): introduce square, triangle, circle, rectangle. | Counting amounts to 10 (biscuits): seeing different ways of making amounts.                                                                                          | Pattern: Rangoli                                                     | Knowing 4 and 5 and the numerals; counting the amount from a larger group; different ways of making the amount. Linking this to birthdays. | Comparing equal and unequal groups of up to 5.                                                   | Subitising to 5; including recognising amounts to 5 made in different ways. | Counting beyond 10 and recognising the pattern.                                      | Matching quantities and representing numerals to 5.                                |
| UTW      | Making biscuits; testing in different liquids.<br>Real bonfire: natural world.       | Remembrance/ Armistice Day<br>Understanding that people have different beliefs and ways of celebrating                                                               | Diwali celebrations and traditions and their meaning; Diwali sweets. | Photographs of children as babies and older people as babies: how we have changed;                                                         | Visit to church; the role of the vicar. Understanding that the church is a special place to some | Different types of marriage and ceremonies.                                 | Christmas story and Christian/ Christmas traditions: similarities and differences    | Christmas story and Christian/ Christmas traditions: similarities and differences. |

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|     | The role of fire safety officers.                                                                                                                    |                              |                                                 | how things have changed over time. The role of midwives and health visitors.                                                                          | members of the community.   |                                                                                                                                    |                                                                         | The role of the post person; posting letters in the post box. |
| EAD | Firework pictures using shapes and different textures. Using instruments to create firework sounds. Building a fire engine with junk (collaborative) | Finger-print poppy pictures. | Clay tealight holders<br>Rangoli chalk patterns | Mixing primary colours and discovering the secondary colours they make. Baby clinic role play. Birthday cards and songs. Nativity roles and practice. | Baptism role play in church | Wedding role play. Listening to classical music and moving to it: watch ballet. Wedding cards : designing and developing own ideas | Christmas cards (child-led) and decorations; Christmas songs and carols | Christmas crafts                                              |

Poppies Animation:

[https://www.youtube.com/watch?v=pv\\_ub7Be7oA](https://www.youtube.com/watch?v=pv_ub7Be7oA)

