



# Nursery – Autumn 2

## Mr. Men Celebrations



### The Big Question ...

**Why do we celebrate?**

### The Big Idea (overview)...

- Children will explain why we celebrate events and traditions
- Children will explore festivals from different religions
- Children will know how we celebrate
- Children will explore emotions
- Children will know how we make others feel
- Children will share their feelings and emotions
- Children will learn how to be considerate friends
- Children will learn how to understand their own emotions and learn coping strategies
- Children will learn to build on their relationships
- Children will begin to manage their feelings and behaviour, self-confidence and self-awareness
- Children will become excited about sharing stories
- Children will explore characters and express their views
- Children will build confidence by believing in their abilities, gaining independence, building communication skills and learning self-control
- Children will focus on self-expression
- Children will learn colours through stories



### Deep conceptual learning:

The learning will focus on self-expression, self-confidence and self-awareness. The children will develop communication skills and talk about other traditions and their own experiences. They will focus on making healthy choices, regarding food and relationships with others.

### Why is this important to an RCPA child?

We believe it is important for children to become curious learners by opening their eyes to the wider world. It is important for children to be aware that we are all different, to respect others and that we are all equal. They will begin to gain confidence in themselves and their abilities.

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Termly Global Goals for Sustainable Development focus:	Global Goals for Sustainable Development previously studied:
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Transport – children will learn about different types of transport through nursery rhymes, such as ‘The Wheels on the Bus’</p> <p>Healthy Living – children will learn about living a healthy lifestyle through colour and the Mr. Men attributes, such as Mr. Strong – what does he eat to stay healthy?</p> <p>Global Citizenship – children will learn about different cultures and traditions through celebrations, such as Diwali, Christmas, Guy Fawkes, Remembrance, Halloween.</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Transport – children will talk about how they travel to school. They will talk about their favourite transport and their experiences.</p> <p>Biodiversity – children will have lots of opportunities to learn about their favourite food, animals and habitats, focusing on key vocabulary.</p> <p>Litter / Waste – we will discuss how our clothes and packaging can be recycled.</p> <p>Water – we will talk about healthy living and the importance of water.</p>
Building the Community:	Change / Personal Growth:
<p>Parents to share pictures of celebrations to spark engagement from the children and to focus on similarities and differences in cultures.</p> <p>Bring in food to share relating to celebrations, promoting diversity and global citizenship.</p> <p>Fire fighters to talk about safety for Bonfire Night.</p>	<p>Understanding healthy living styles</p> <p>To be happy and confident as an individual and to understand their own personal goals.</p> <p>To be aware and respectful of cultures and traditions.</p>

Key Questions:	Metacognition:
<p>What do we celebrate?            What do others celebrate?            Why do we celebrate?            How do we celebrate?            What traditions do you have in your family?            How can we express our emotions?            What makes us happy? Sad?            How do we recognise our emotions?            How can we be a considerate, kind friend?            How can we make healthy choices?            What is your favourite colour?</p>	<div data-bbox="1045 181 1516 418" data-label="Image"> </div> <p>The learning powers are used every day in Nursery. We go over the non-negotiables every morning and afternoon. Children will be encouraged to spot these characteristics within themselves and their friends e.g. Teamwork Tallulah when they are tidying up, Communicating Claude when they answer questions in full sentences, etc. Adults will model this and be praised when they notice pupils showing these skills.</p>

**Oracy and Communication:**

Physical	Linguistic	Cognitive	Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking




Ideas for Oracy and Communication  
 (See Communication and Language ideas below)

Join in with repeated refrains  
 Listening games  
 Simple board games in small groups  
 Games outside  
 Encouraging and modelling talk during play  
 Circle time  
 Stories used to model and develop language  
 Encouraging and modelling talk during play  
 Simple games to develop language  
 Use talk to give meaning, to explain & to connect ideas

Develop questioning skills  
 New language through topic  
 Phonics activities and stories

### The Effective Characteristics of Learning

Who have you been in your learning today and why ?

<p style="text-align: center;">Mr Happy &amp; Miss cheerful</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>I am curious</li> <li>Join in with open ended activities</li> <li>Take part in make believe and pretend</li> <li>Engage in role play</li> <li>Initiate activities</li> <li>Learn by trial and error</li> </ul>	<p style="text-align: center;">Mr &amp; Mrs Busy</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Maintain focus and not get distracted easily</li> <li>Keep trying when challenges occur</li> <li>Show satisfaction in meeting goals</li> <li>Being proud of how I accomplished something</li> <li>Enjoy meeting challenges</li> </ul>	<p style="text-align: center;">Mr clever &amp; Little Miss Brainy</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Think of ideas</li> <li>Find ways to solve problems</li> <li>Find new ways to do things</li> <li>Make predictions</li> <li>Developing grouping sequences, cause and effect</li> <li>Check how well my activities are going</li> <li>Planning and making decisions about how to approach a task, solve problem, reach a go</li> <li>Use language of thinking and learning: think, know remember, idea, plan, learn, make sense, trying to do, or figure things out.</li> </ul>
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Suggested texts	Suggested songs / Nursery Rhymes / Shows	Key Vocabulary:	
<p>Selection of Mr. Men and Little Miss stories</p> <p>Stories about celebrations and religion</p>	<p>Colours songs</p> <p>Mr. Men series</p> <p>YouTube emotion songs / games</p> <p>The Wheels on the Bus – transport</p> <p>Wind the Bobbing Up – positional language, winding vehicles, threading, what is a bobbing?</p> <p>Hey Diddle Diddle</p> <p>Incy Wincy</p> <p>Twinkle Twinkle</p> <p>Pat-a-Cake</p>	<p>Celebrations – religion, party, cultural outfits, festivals, decorations, acceptance, culture, countries</p> <p>Diwali, Christmas, Guy Fawkes, Remembrance, Halloween.</p> <p>Emotions – understanding Mr. Men names</p> <p>Maths – common shape names, numerals, ‘lots’ ‘more’, positional language</p>	
		<b>Key Experiences:</b>	
		<p>Trying new foods</p> <p>Making relationships</p> <p>Understanding feelings</p> <p>Sharing and listening to experiences</p>	
<b>Opportunities for revisiting learning in the future:</b>			
<p>We Are What We Eat (Year 1)</p>			

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Area of learning	Children in Nursery will be learning to...
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"><li>• I will be talking about getting on and falling out.</li><li>• I will be learning about taking turns and sharing</li><li>• I will be trying out new activities independently and selecting resources independently.</li><li>• I will be dressing and undressing independently.</li><li>• I will be thinking about how people have different beliefs to me.</li><li>• I will be thinking about keeping safe.</li></ul> <p><u>Ideas</u></p> <p>Character detectives - Before reading each of the stories, project an image of the featured character onto your whiteboard, or use the mask/puppet template provided for that character. Discuss with the children what you might be able to deduce about the character based on what they can see. You could use the spotlight tool on your whiteboard to focus on the different details.</p> <p>First Lines drama – Once you have read each of the stories, talk briefly with the children about what they now know about the character – were their initial assumptions right? Try a drama activity where you put the children in pairs and ask them to improvise the rest of the conversation in character.</p> <p>Creating a new Mr Men or Little Miss character - Through talk and discussion, as a class or in small groups, children create their very own new Mr Men or Little Miss character, and then draw their own interpretation of this character and then draw and write key words for their characters.</p> <p>Writing a new Mr Men or Little Miss story – In small groups use the Mr Men or Little Miss story based on the character they have created. Alternatively, they could write a new story featuring one of the existing characters. To support children to do this, you could, as a class, create a story map for one of the existing stories – a visual depiction of</p>

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the main ideas, characters and plot – which can be used to inspire their new story.

Friendship – Across the stories featured in the Mr Men & Little Miss Big Reading Adventure, there is a common theme of friendship. In the Mr Happy story, his friends work together to throw him a surprise birthday party; Mr Bump's friends protect him from harm in his story, and in the case of Little Miss Princess, our heroine is rescued from her snowed-in castle by her helpful friend, Mr Tall. Why not use these stories as a stimulus for discussion about friendship. What qualities does a good friend have? Why are friends important? What's the nicest thing the children have ever done for a friend? You could then, as a class, write a recipe for a "good friend" potion. A couple of the stories also provide a basis for discussion about how, sometimes, we behave in a way that doesn't make us such a good friend.

In the Little Miss Princess story, Little Miss Chatterbox is a great talker, but not such a great listener. In the Mr Tickle story, Mr Tickle had a wonderful time tickling people, but the people he tickled didn't always fare so well. Use these stories as a starting point for discussing the importance of empathy.

King or Queen for a day In the Little Miss Sunshine story, the King of Miseryland makes a list of orders that everyone must abide by. Ask the children to imagine another alternative land and then write a list of appropriate rules that they would make if they were King or Queen of that land. To get the children in the mood you could first get them to make the crown from the handout that accompanies the story.

Party time In the Mr Happy story, Mr Happy has a birthday party. Use the story as a stimulus for the children to share their experiences of the best party they have been to and then ask them to write a simple recount of that experience. You could leave the Mr Happy story until last in your Mr Men & Little Miss Big Reading Adventure, taking the opportunity to finish off the challenge with a party of your own.



Mr Bump – bumper car, Mr. Happy – party, Little Miss Sunshine – race to the castle

Create characters focusing on their features.

Role play - Once the Mr. Men and Little Miss characters are ready the children can role play how they think their character behaves.

Making relationships - encourage children to talk to each other, make new friends, and work together to have fun and achieve shared aims.

Help children to make contact with those who are not necessarily their close friends. Give each child an A5 sized Mr Man or Little Miss picture and have them stand in a circle. Ask them to change places with someone who is yellow, or has a hat, or a square body, etc. When they change places they shake hands with the children either side of them and say 'hello'.

Arrange children into small groups of about six. Give each child in the group a piece of a Mr Men or Little Miss puzzle. They work together to complete the puzzle. Make puzzles by printing and laminating a picture and cutting it into pieces.

Watch The Mr Men Show: Games. Ask children what games they saw being played. If possible play games from the show or other cooperation games such as:

Read Little Miss Naughty. Ask the children what tricks she played on the other characters, how the characters might have felt and how they put a stop to her fun. Play 'Who Stole the Cookie From the Cookie Jar' – there are plenty of instructions on the internet.

Make Mr Tickle's stretchy arms. Give a group of six children a huge piece of paper (perhaps wallpaper lining) and an orange pen or crayon



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each. Using their pens, they walk across the paper, going anywhere they like – winding here and there like Mr Tickle's wiggly arms. Say that the pens want to make friends with each other and every time they touch they say 'hello Mr Tickle!'

Use Mr Men and Little Misses books and episodes of The Mr Men Show to start discussions about friendship. The Mr Men Show: Birthday episode is about the characters working together to help Mr Grumpy celebrate his birthday; the book Little Miss Princess features the heroine being rescued by her friend Mr Tall; in Little Miss Shy, Mr Funny helps her to overcome some of her shyness; in Mr Happy the hero cheers up Mr Miserable and there is a similar theme in Little Miss Sunshine. Ask children: what do good friends do? Why are they important? What is the nicest thing the children have ever done for a friend?

Compare the stories of Mr Mean and Little Miss Helpful. As you read Mr Mean, ask children what they think Little Miss Helpful would do in his place? How do the characters look different and why do children think this could be? Children could make bright, cheerful houses suitable for Mr Mean after he changes his ways – give them shoeboxes, glue, tissue paper, scraps of fabric, paint, etc.

Read Mr Chatterbox - would children like to have him as a friend? Why or why not? Think about the fact that friends are good listeners. Play listening games such as:

Chinese whispers with a Mr Men theme.

In small groups, pass a soft toy Mr Men character around the circle. As children hold the character they say one thing about it, e.g. he is orange, he has long arms, he tickles people, and they must all say something different. Alternatively adapt the game 'I went to the shops and I bought...' so that children repeat all the things that have already been said about that character and add their own idea.

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An adult says the name of a Mr Man and children have to move like him. Mr Slow – move slowly, Mr Rush – move quickly, Mr Jelly – shake your body, Mr Bounce – bounce, and so on.

A number of Mr Men games, including one to help you build your own: [www.themistermen.co.uk/videos/more\\_games.html](http://www.themistermen.co.uk/videos/more_games.html)

Work together to make something for a Mr Man or Little Miss (e.g. use large boxes, paper plates, paints, etc. to build a vehicle for Mr Nonsense).

Read a selection of Mr Men and Little Misses stories. Give each child a picture of one of the characters and ask them to say one thing that the character is good at.

Repeat the game but this time let them say something that they are good at themselves.

Read Little Miss Shy. What sort of voice does she have? How does she hold her hands? What is she afraid of? What colour are her cheeks? Ask the children 'why?' When was the last time the children felt shy? Help them to find ways to cope in tricky situations.

The following games require children to use self-regulation skills:

Adapt the PE game Traffic Lights: Mr Noisy (red) – stop, Mr Tickle (orange) – change direction, Mr Nosey (green) – go.

Play the Mr Men clapping game. For example, Little Miss Naughty is one clap, Little Miss Helpful is two claps and Mr Greedy is three claps. Call out one of these characters and children do the corresponding number of claps.

Managing feelings and behaviour

Read Mr Worry. Ask children: what does Mr Worry worry about? How does the wizard help Mr Worry? What do you worry about? Give them a scenario such as 'you want to play in the water but there are no aprons

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left so you feel upset - what would you do? Would you cry or look sad watching others play?

Would you tell someone how you feel?' After the discussion make stress balls from balloons. One way to do this is to use a funnel and fill the balloons with sand/rice. Another way is to roll up little bits of playdough and stuff them into balloons. Ask the children which Mr Man is the opposite of Mr Worry. If they say 'Mr Happy' then they could draw Mr Happy's face onto their stress balls.

Make a Mr Men feelings display by asking children to give a list of emotions. Together design a Mr Man or Little Miss for each emotion (where a character does not already exist). Ask children to think about what shape, colour and expression might be appropriate for each character. Display these Mr Men and Little Misses along with pegs that have children's names written on. Children attach pegs to the emotion they are feeling at that time.

Using real Mr Men and Little Misses and those that children have invented (see above) create a feelings sorting activity. You could focus on surprised, scared, angry, sad, happy, for instance. Print photographs from the internet of people showing different expressions and acting in certain ways and have the children arrange them under the correct Mr Man or Little Miss.

Again using real Mr Men and Little Misses and invented ones, play feelings charades. Children take turns to act out characters whilst the others try to guess which one.

Read Mr Grumpy. Ask children what made Mr Grumpy angry and what they think about his behaviour. Do they think he is happy? Why not? What makes the children cross? Do they know that it is okay to be cross but it is how they react to this emotion that is important? What can they do when they feel cross?



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Mr. Strong food plate – what food makes him strong?

Mr. Men fitness fun

Bingo

Which one are you?

Who am I describing...

### Celebrations

- Play “inside-out” – saying something nice about a chosen child.
- Dress up in special clothes
- Discuss “poppy day”
- Circle time – discuss celebrating different festivals – food, clothes, presents, music, routines etc
- Share food made for celebrations.
- Introduce different customs through stories and books etc.
- Role play parts of festivals e.g. getting married, giving presents out
- Sharing food
- Talk about favourite colours and things that are special
- Invite a local firefighter into your setting to talk with the children about staying safe on Bonfire Night. · Talk with the children about ways they need to stay safe on Bonfire Night and help them to think about safety rules. Can they work together to create a set of class rules for a Bonfire Night display?
- Look at these Firework Night Display Photos and talk about how they make us feel using simple feeling words, such as happy, sad,

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	<p>scared. · Provide the children with a collection of sticks, streamers, torches and glow sticks that could enrich their play based on their experiences of Bonfire Night.</p> <ul style="list-style-type: none"><li>• Using the Twinkl Originals story of Sparks in the Sky, encourage the children to think about how the characters might be feeling at different points in the story, using feeling words, such as excited or happy.</li></ul> <p><u>Emotions</u></p> <p>Act out different situations using a puppet, such as the puppet taking someone's toy. Ask the children how the puppet might be feeling. Encourage children to use words, such as 'sad', 'angry' or 'upset'. · Create calm, peaceful areas in your setting where children can retreat and enjoy listening to music, relaxing and having time on their own.</p> <p>You may like to add some sensory bottles for children to explore, such as these Emotion Mood Monsters Bottle. · Start the day with saying a rhyme or singing a hello song to enquire how children are feeling. They could name the feeling in response, show you with their bodies or pick a Feeling Face picture from a bowl. You may like to take this opportunity to think of ways to respond to their feelings. For example, if a child is feeling happy they could high five you, or if someone is sad, a friend could hold their hand.</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• I will be learning to talk to others politely.</li><li>• I will be imagining and recreating roles in real life family situations and fictional stories.</li><li>• I will be talking to the class about my interests during Show and Tell.</li><li>• I will be talking about myself and my special days.</li></ul>



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- I will be listening to others and asking them appropriate question during Show and Tell.
- Discuss the significance of Remembrance Sunday
- How do we celebrate
- Think of questions to ask visitors to share their experiences of different festivals
- Retell festival stories e.g. Diwali with puppets and small world toys
- Discuss firework safety
- Look at different fireworks using the interactive whiteboard and talk about what they see
- Talk to a friend on the phone and invite them to a party

· Read the children the Twinkl Originals story of Sparks in the Sky. Can the children remember what happened in the story?

· Play the children sound recordings of fireworks or recreate the sounds with instruments. What words can they use to describe each sound? Create a collection of firework sound words for children to say and play with.

- Say and sing the rhymes and songs from this Bonfire Night Songs and Rhymes PowerPoint Pack.
- Encourage children to share their own experiences of Bonfire Night and ask the children simple questions for them to answer, such as 'Why did you need to wear a coat?'
- Encourage children to use new vocabulary and experiences in their play by creating a Bonfire Night role-play area, this could include a pretend bonfire, warm clothes and pretend sparklers.
- Create a Bonfire Night themed role-play area. Create a house with a variety of warm clothes and role-play foods. Outside, the house could be decorated with a role-play bonfire, cardboard tube



rockets and firework pictures on the ceilings and walls, with foil sparklers and a bucket to put them in.

- In a small group, encourage the children to help the Christmas elves by following instructions to organise the presents ready for Christmas Day. For example, can the children put the green presents into Santa's sack but put the red presents in a pile on the table?

- Share a Christmas-themed story. Encourage children to discuss the story with their friends and say what their favourite part is.

- Learn a selection of Christmas songs and rhymes, such as Rudolph the Red-Nosed Reindeer and Twelve Days of Christmas.

- Provide a large, wrapped Christmas present and place it in the



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middle of the carpet or on a table for children to come and see.

Encourage the children to talk about what they think is in the box and why they think that. You may like to encourage them to disagree or agree with you by offering your own suggestions.

### Emotions

Using a blanket, lift it up to hide an adult's face. Then, slowly move the blanket down to reveal the emotion on the adults face, such as surprise. Children can guess how they might be feeling by naming what they see.

· Sit children in a circle and pass around a bag with these Feelings Cards inside. When the music stops, they take out a card and act out the emotion for others to guess and copy. Start with familiar feelings, such as happy, sad, tired and surprised.

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	<ul style="list-style-type: none"><li>· Play games to develop attention and listening skills. For example, play mirroring games where children have to copy an emotion that another child is showing, or play a version of 'Simon Says' where the adult asks the children to make a sad, happy or angry face.</li><li>· Copy face expressions as they sing and enjoy this My Feelings song.</li></ul>
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• I will be playing ring games</li><li>• I will be using tools safely</li><li>• I will be learning how to hold my pencil correctly</li><li>• I will be describing the changes my body after being active.</li><li>• I will be moving with control and co-ordination over, under and through various small apparatus.</li><li>• I will be moving in a range of ways.</li><li>• I will be using a range of malleable materials in my play.</li><li>• Letter formation and pencil</li><li>• Spacial awareness, footwork, travelling around, under, over and through apparatus.</li><li>• Make short firework dances</li><li>• Explore dynamics of travelling</li><li>• Respond to music from various festivals</li></ul>

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- Make plates of dough food for special occasions
- Make junk models e.g. menorahs for Hanukah, rockets for bonfire
- Talk about healthy practices
- Use a range of resources in junk modeling, e.g. leaves, pasta
- Develop our fine motor skills doing things like painting outside using large brushes, chalking round lines, digging and planting seeds and bulbs, threading beads.
- Adapt the PE game Traffic Lights: Mr Noisy (red) – stop, Mr Tickle (orange) – change direction, Mr Nosey (green) – go.
- Play the Mr Men clapping game. For example, Little Miss Naughty is one clap, Little Miss Helpful is two claps and Mr Greedy is three claps. Call out one of these characters and children do the corresponding number of claps.
- Encourage the children to move their bodies in different ways to act like fireworks, such as jumping, twirling and running. Can the children hold their body in a firework pose when you bang a tambourine?
- Provide flags and streamers for children to use in their firework body movements.
- Place large sheets of paper on the floor for children to paint large fireworks. Encourage children to make large sweeping movements.

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- Children can make firework shapes by making small snips in different coloured paper. These could be stuck onto a black background to create a firework scene.
- Use chunky tweezers to fill a firework explosion outline with colourful pom-poms.
- Place these Bonfire Night Mark-Making Pattern Cards alongside trays of eco-friendly glitter or coloured rice for children to copy the patterns with their fingers.
- Provide streamers, ribbons and tinsel for children to practise large-muscle movements. They can move and wave the materials to create firework dances.
- Play some classical music for the children to enjoy as they explore moving around a space, pretending to be fireworks exploding in the sky.
- Provide the children with some cloud dough. This Peppermint-Scented Cloud Dough Recipe is great for a Christmas theme. Provide the children with a selection of tools to help them to build some snowmen out of the dough. Also, encourage the children to use fine motor movements, such as pinching, squashing or pulling to manipulate the cloud dough.
- Play some Christmas party games (such as musical statues) and encourage the children to skip, hop, dance and then hold their pose.

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- Turn a scooter into a reindeer by decorating it with a red nose and jingle bells. Encourage the children to ride the 'reindeer' around the outdoor area.
- Using tape, make a Christmas tree shape on the ground out of straight lines. Provide children with a star and baubles. Can the children balance themselves and walk along the tree, placing down the star and baubles?

### Emotions

- Provide resources that promote cooperative play. For example, ride-ons, pushchairs and wheelbarrows and balls. Support and name children's emotions as they play. For example, 'I can see it is hard to wait your turn but it's your turn next.' · Ensure there are times for vigorous play, such as running, rolling and tumbling where children can let out their emotions.
- Develop hand-eye coordination by using bubbles to blow and pop their emotions away.
- Draw and stick different emotions on a small cardboard box and repeat by drawing the same faces onto card to stick to the top of the lolly sticks. Next, cut a little posting slot to stick the lolly stick into without it falling through. Show the children how to match the faces on the box and lolly stick and post it into the hole. Children can name the emotions as they match the two face friends together.

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### Literacy

- Make books in firework and diwali shapes
- Find out about festivals through books
- Look at non-fiction books about festivals
- Compose firework poems
- Compose party invitations
- Make shopping lists for ingredients
- Use phonics to write firework sounds
- Write cards and send them to friend and families using the post office

· Spell out the firework sound word 'pop' using magnetic letters. Explore how rhyming words can be created by changing the first letters. What real and invented words can the children make that rhyme with pop?

· Share a selection of Bonfire Night themed story books with the children. Draw



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children's attention to the language of front cover, words and pages.

- Encourage children to use their print and early letter knowledge by providing them with different opportunities to write.

- Setting up a Bonfire Night Food Stall  
Role-Play area could stimulate children's interest in writing menus and food orders  
Fill a shallow tray with oats and eco-friendly glitter to make a reindeer mark-making tray.

- Provide these Christmas  
Mark-Making Pattern Cards and encourage the children to create different

patterns in the tray.

- Provide the children with magnetic letters and different Christmas pictures, such as a Christmas hat, cracker, tree and present.

Can the children find the correct initial sound for the picture and choose the correct magnetic letter to match?

- Provide the children with white circles of paper. Decorate one as a snowman's face, then write one letter from their name on individual circles. Encourage the children to build their name to make a snowman.

Emotions





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- Use stories to explore how characters might be feeling and encourage children to share ideas. For example, in Goldilocks, explore sadness when Baby Bear found the broken chair. Can you think of how to make Baby Bear feel better?
- Create an emotion book together using photos and drawings of their faces. Encourage children to make marks to represent their name or how they are feeling.
- Enjoy singing If You're Happy and You Know It together. Add extra verses to include other emotions, such as angry, sad and excited.



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### Mathematics

- Develop counting like behaviour: such as making sounds, pointing or saying some numbers in sequence
- Begins to say numbers in order, some of which are in the right order
- Begins to notice numerals
- Begins to count on fingers
- React to changes of amount in a group of up to three items
- Beginning to compare and recognise changes in numbers of things, using words like 'more' 'lots' or 'same'
- Combine objects: like stacking blocks and cups
- Complete inset puzzles
- Recognises when two objects have the same shape
- Makes simple constructions
- Develop counting like behaviour: such as making sounds, pointing or saying some numbers in sequence
- Begins to say numbers in order, some of which are in the right order
- Begins to notice numerals
- Begins to count on fingers
- In everyday situations, takes or gives two or three objects from a group

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- Chooses items based on their shape which are appropriate for the child's purpose
- Responds to both informal language and common shape names
- Shows awareness of shape similarities and differences between objects

### Ideas

- Design rangoli patterns
- Make paper chain decorations in a pattern
- Order numbers to 10
- Counting place settings, spoons, menus etc
- Problem solving e.g. how many plates for 4 people
- Fill bags, socks, containers with sand and use language such as full/empty
- Sorting different coloured objects into sets
- Act out different numbers e.g. 4 claps, 8 jumps
- Mr. Men shapes – Mr. Happy – circle, Mr. Grumpy – rectangle, Mr. Strong – square, Mr. Rush – triangle
- Sort circles and triangle characters
- Shape print wrapping paper presents
- Pretend to build a bonfire in the outdoor area. Encourage each child to collect two different-sized sticks for the fire. Encourage them to

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compare the lengths of two sticks using the language 'big and small' or 'long and short'.

- Provide the children with pre-cut paper 2D shapes that they can use to create 2D shape fireworks pictures. Can the children talk about the different shape properties using words such as 'pointy' and 'curvy'?
- Use fingers to represent fireworks and encourage the children to count to five, showing the correct number of fingers for each number.
- Each day, hide a cheeky elf around the learning environment. Encourage children to take photos of him. Look through the photos together and use positional language to talk about where he is hiding.
- Collect objects and boxes of different shapes and sizes. Encourage the children to explore the language of size to talk about which objects fit in which box and why.
- Provide a set of balance scales and presents of different weights, wrapped up. Children can compare the presents on the balance scales and talk about which one is heavier or lighter.
- Provide a tree cut-out, some baubles and a dice. Roll the dice and encourage the children to place the correct number of baubles on the tree.

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### Understanding the World

- I will be using digital cameras to take photos of my friends
- I will be finding out about celebrations from around the world
- I will be recognising similarities and differences between me and my friends.
- I will be finding out about the beliefs of other people in my class, school and the world.
- We will take a sensory walk around our playground focussing on our natural environment – the colour of the sky, how the trees are changing etc.
- Find out about how festivals are celebrated through stories and books
- Talk about a festival you have celebrated at home
- Bake shortbread snowmen/stars for Xmas
- Plant some bulbs in the outdoor play area planters and watch them change.
- Explore light and dark using torches and cardboard boxes. Invite children to investigate how to make the torches work.
- Line a large activity tray with black paper. Place some kaleidoscopes and holographic or light up spinning tops into the tray for children to explore. Invite them to investigate how to use the toys to create a firework display in the tray.
- Exploring shadows Investigating wet and dry sand, water, clay, gloop, play doh and plasticine. Look at materials in detail: shiny, coloured materials, reflective materials, light sources, simple circuits. Making Gingerbread Men to observe changes in materials  
Guy Fawkes Understanding of different religions and festivals.  
Morals from traditional stories
- Light and dark – day and night/seasons Nocturnal Animals and Senses



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- Allow children time to share their own experiences of Bonfire Night and talk about the ways their family celebrated. Other children may like to share other special times they have shared with their families. · Build a dark den and provide the children with torches to explore the differences of light and dark. · With adult support, children can observe what happens when chocolate is melted and talk about how it changes. Children can make and eat their own versions of s'mores or chocolate apples by dipping apple slices or marshmallows in melted chocolate.
- Create a Christmas Toy Shop Role-Play Area. Provide a range of toys that work in different ways. Encourage the children to explore how they work.
- Provide a toy reindeer as a class pet. How can we look after him for Santa? Encourage the children to think about what we need to do to look after animals.
- Make gingerbread with the children. Encourage them to use different senses to explore the mixture and talk about how it changes as it is cooked.
- Ask the children to share their experiences of Christmas. What is Christmas like in other places around the world? Use a map to highlight different places (you could choose places of relevance to the children in your setting).

### Emotions

- Share photos of children's memories both at home and in your setting. You may wish to create a 'happy' book of these moments. Place in your calm areas for children to look at during the day.

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	<ul style="list-style-type: none"><li>• Ask children to respond to their mirror reflections by copying and naming how they feel. Using different textures, children can represent these emotions using their fingers. For example, creating emotion faces in wet or dry sand.</li><li>• Provide pretend play experiences to develop problem solving, empathy and care. For example, set up a doctor's role play or provide babies and baths for children to care for others. Model how to be sensitive and caring to their needs.</li></ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"><li>• Salt dough and other modelling materials to make Diva lamps for Diwali and Christmas Decorations. Firework rockets using joining, layering materials and decorating skills. Playing simple rhythms and making up number songs. Gaining confidence to perform in a group. Using language to recreate roles. Creation of the Post Office Role Play Area Christmas craft activities. Creating Remembrance Day Poppies Making Eid sweet boxes. Hannukah Pictures</li><li>• I will be thinking about colours and using them appropriately in my pictures.</li><li>• I will be using a range of objects to print with e.g. shoes, hands</li><li>• I will be learning new songs</li><li>• I will be roleplaying in the home corner.</li><li>• I will be acting and performing for the Christmas play</li><li>• I will be using a range of materials to make collages and models.</li><li>• Explore colours throughout a variety of objects, both commercial and natural – leaves, and sequins</li><li>• Learn names to different colours</li><li>• Mix colours using a palette</li></ul>



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- Talk about lighter and darker shades
- Make firework music to accompany dances
- Use a variety of media to create pictures
- Make poppy badges
- Make musical patterns
- Make collages on paper plates of food for special occasions
- Sing various Xmas songs and carols
- Make celebration cards
- Role play in the home corner.
- Use clay to make diva lamps
- Fireworks on black paper – splatter/chalk
- Create firework pictures by adding watered down paints to spray bottles. Children can spray onto large pieces of paper to create fireworks.
- Provide children with different musical instruments to create their own firework sounds. Can they make a loud bang? Can they make a gentle hiss?
- Provide small world figures or these Bonfire Night Small World Characters for children to create their own stories. · Provide different textures and materials, such as tinsel, foil, sticks and coloured card, for children to create a firework model or pictures.



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- Play firework sound effects or music while the children are drawing. Can they represent the loud noises and sounds?

- Set up a firework creation station, with a variety of materials for the children to use to create their own firework rocket models and pictures.

- Encourage the children to create their own firework transient art by adding a selection of the following resources to an activity tray: plastic beads and necklaces, bottle tops, buttons, pom-poms, lolly sticks, pipe cleaners, glass beads, foil strips and tinsel.

- Use this Bonfire Night Colourful Playdough Mat Background, black playdough and shape cutters to create some colourful firework pictures. · Use this Firework Sparkle Playdough Recipe along with enhancements, such as pom-poms, pipe cleaners and sequins, to encourage the children to create firework models and pictures.

- Provide shallow trays of eco-friendly glitter and some simple tools. Encourage children to explore mark making. These Bonfire Night Mark-Making Pattern Cards are a useful prompt. · Provide some buttons or pom-poms along with this Firework Fine Motor Skills Activity. Invite children to pick up and carefully place the items onto the star shapes on the sheet.

- Create a small world Bonfire Night scene. Add some small twigs with coloured tissue paper for the bonfire and add some Bonfire Night Small World Characters. · Encourage children to talk about the 'Sparks in the Sky' story by creating a small world scene using these Stick Puppets and Small World Background.

- Provide red and yellow paint for children to use to mix together and use to paint bonfire pictures. They could paint onto black paper and add a sprinkle of gold eco-friendly glitter before the paint dries for extra effect. · Using large sheets of black paper, a variety of brushes and different colours of paint, encourage children to explore painting techniques to create firework pictures and patterns.
- Provide this Bonfire Night Matching Connecting Bricks Game for children to use. Encourage them to talk about the different pieces and the pictures they make. · Encourage the children to work together in teams to create pretend bonfires and rockets in the block/construction area using a variety of empty packaging and construction toys.
- Set up these Christmas Small World Characters in a large activity tray. Encourage the children to develop a story while playing with them.
- Cover a table in different wrapping paper and provide large pieces of paper and printing materials. Children can use this to print their own wrapping paper.
- Provide some Christmas baubles in a tray along with red, blue and yellow paint. Roll the baubles around in the tray. Encourage the children to notice what happens when the colours begin to mix.
- Fill some boxes or jars with small items that make interesting sounds, such as jingle bells, beads, balls of tinfoil and rice. Wrap the jars up in Christmas wrapping paper so that children cannot see what is inside. Encourage children to shake each jar and listen to the sounds. How do the sounds make them feel? What do the sounds remind them of?

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	<ul style="list-style-type: none"><li>· Provide collage materials including wool, paper, felt, ribbon as well as paint for children to explore how colours make them feel. Talk about which colours make them happy.</li><li>· Sing familiar songs, like Twinkle Twinkle, by singing it with different emotions. Children can choose their favourite song and sing it in a happy, sad or sleepy voice.</li><li>· Set up a mark-making area with propped up child-safe mirrors and this Emotions Photo Pack to support. Children can draw emotion faces and explore different media, such as paint and pastels.</li><li>· Provide recorded music for children to ensure there is mixture of 'happy', 'calm' and 'lively' music for children to move to depending on how they</li></ul>
<b>Colour activities based on Mr. Men</b>	<ul style="list-style-type: none"><li>• Read the story of 'Elmer' by David McKee and use it as a stimulus to talk about and celebrate diversity.</li><li>• Circle time game – pass a 'talking object' around the circle. When a child is holding the object, it is their turn to speak. Can the children tell the others what their favourite colour is?</li><li>• Colour bingo</li><li>• I Can Feel a Rainbow Poem Activity</li><li>• Find the colour hunt</li><li>• Play a listening and attention game with the children. Place a number of different coloured items on a tray and cover with a blanket. Ask the children to guess how many there are, then double-check by counting. Remove one of the objects - can they say which one has been removed?</li><li>• I spy colours</li><li>• Colour run</li></ul>

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- Colour songs
- Colour sacks
- Fruit skewers
- Pegboard pattern cards
- This Rainbow Puddle Painting Outdoor Activity is a great way for children to explore the way in which oil and water behave when mixed.
- Bake rainbow cakes with the children. Each group could create a different coloured sponge cake, which can then be layered on top of each other to create a rainbow effect when cut into.
- Freeze some water that has been coloured with paint or food colouring. The coloured water can be frozen in ice cube trays, different sized containers, balloons or even rubber gloves. Place the coloured ice within provision for the children to explore. Different coloured objects could be frozen within the ice for the children to discover as the ice melts.
- Colour Adult Input Planning Pack:
  - Water Colour Mixing Activity
  - Colour Splat Bags Activity
  - Colour Run Activity
  - Magic Colour Mixing Activity
  - Hand Colour Mixing Activity
  - Colour Mixing Aliens Activity
  - Fabric Rainbow Craft Activity
- Listen to some music with the children and get them to respond with finger paints on a large piece of paper. Repeat this with different genres of music. How do the pictures the children have created differ? Talk with the children about why this may be.
- Provide a darkened room, a music player and a disco ball which projects coloured lights.
- Shaving cream with food colouring or powder paint makes a lovely sensory art activity.



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	<ul style="list-style-type: none"><li>• Provide kitchen roll tubes, cellophane and elastic bands for the children to make kaleidoscopes.</li><li>• Squiggle wiggle</li></ul>
<b>Tuff Tray / Enhancements for Continued Provision / Home Corner</b>	<ul style="list-style-type: none"><li>• Role Play Grotto.</li><li>• Bonfire Night Food Stall</li><li>• Provide pretend play experiences to develop problem solving, empathy and care. For example, set up a doctor's role play or provide babies and baths for children to care for others. Model how to be sensitive and caring to their needs.</li><li>• Set up a firework creation station, with a variety of materials for the children to use to create their own firework rocket models and pictures.</li><li>• Hide these Bonfire Night Story Stones in a shallow tray of sand and encourage the children to talk about what they find.</li><li>• Line a large tray with holographic wrapping paper or coloured foil. Cover with black-coloured rice or sand. Invite children to use simple tools (such as paintbrushes) or their fingers to make marks into the rice/sand and reveal the colours underneath.</li><li>• Rice pudding with fake blood</li><li>• Pumpkin, lentils and apple bobbling for Halloween</li><li>• Provide some washable felt-tip pens and star shapes made from filter paper alongside a water tray for children to create a paper fireworks display using this Science Experiment.</li><li>• In a water tray, provide some bottles, jugs and funnels along with dark-coloured water with added star sequins and eco-friendly glitter. Invite children to make and talk about firework bottles.</li></ul>