

# Group Planning 2018

~ November ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Bonfire night (UK)  Nursery Rhyme week (UK)	6	7 Diwali (Hindu)	8	9	10 World science day
11 Remem- brance day (global)	12 Anti-bullying week (UK)	13	14	15	16 Children in need – BBC (UK)	17
18	19	20	21 World hello day (global)	22	23	24
25	26 Thanksgiving (USA)	27	28	29	30 St Andrew's day (Scot)	

During November we will think about -

Week 1 – Bonfire night (5th)

Week 2 – Remembrance Day (11th)

Week 3 – Night and day – dark and light

Week 4 – Hibernation

**We are teaching the children about**  
– Bonfire Night

**Why?** – These are seasonal activities popular in early years settings. They teach children, in age appropriate ways, about what is happening in the local area eg the children might be

going to a bonfire night party with their friends or be disturbed by older children knocking at the door to 'trick or treat'.



**Focus** – Bonfire night

**Under 2s** – special times with family and friends / **Over 2s** – firework safety

**Read** – books about bonfire night / fireworks

**Watch** – New Year firework displays from around the world

**Poem** – remember, remember the 5th of November

**Song and dance** – music for the royal fireworks (YouTube)

**Outside** – making big firework pictures with spray paint – count backwards from 5 to 1 and launch the pretend rockets into the sky!

**What do you want the children to learn?**

**Under 2s** – babies and young children will...

- Learn new things about bonfire night, using home experiences as a starting point
- Be involved in bonfire and firework crafts

**Over 2s** – experience all of the above and...

- Learn more about personal safety
- Understand that fireworks can be dangerous

**Link planning to British values** - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

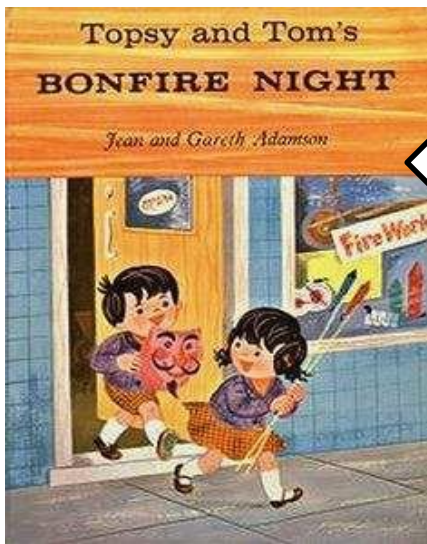
- Focus on rule of law – the reason we talk about Bonfire Night is because, many years ago, some men tried to burn down an important building in London called the House of Commons... tell the story using words and pictures to develop understanding.

**Link planning to the characteristics of effective learning** – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Reminding the children about previous activities such as Fire Safety Week so they make links in their learning (active learning – motivation).

**Ideas for home learning** –

- We are talking about bonfire night this week and your child will be doing lots of firework crafts! We will also chat about safety with the older children. We are learning the rhyme – 'Remember, remember the 5<sup>th</sup> of November gunpowder treason and plot. We see no reason why gunpowder treason should ever be forgot.' Please let us know what firework activities you are doing with your child at home.



**All children – reading a book** - Introducing bonfire night by reading a book to the children which covers bonfires and fireworks – talking about the illustrations in the story and, where possible, relating them to children's past experiences of family bonfire nights and firework displays. Adapting the story depending on the ages of the children in your group.

**Area of L&D - Communication & language**

**Under 2s – be a firework**

Twirling around the garden pretending to be a firework. Talking about how to find a safe space in which to move so they don't trip over each other.

**Over 2s – personal safety**

Talking about fire and staying safe – making a safety poster with s children which will be shared with parents to support home learning.

Reminding the younger children they must stay with their adults when going to bonfire night displays.

**Area of L&D - PD**



Enjoy yourselves on firework night.  
Rockets and sparklers a wonderful sight.  
Dangerous if handled so be aware.  
Always ask grownups to handle with care.



Counting (Maths)



**All children – bangs and crashes! – conversation time-asking questions -**

- How do the children feel about loud noises? Are the children going to a bonfire night party with their friends? - Will they be watching the fireworks and being warmed by the big fire?

**Singing the song 'Fireworks Party'**

*Firework party the best by far We all go 'Ooh' and we all go 'Ah'. Fireworks go whee!*

*Fireworks go whoo! The fire goes crackle And the sky goes sparkle... boom!*

**Over 2s – alliteration**

Playing alliteration games with the words that describe fireworks – crash – bang – sizzle – squeal – crackle – sparkle – whoosh – pop – whistle – zoom – whizz etc.

**Area of L&D – PSED, Lit, C&L**



**All children – watch the story**

Using the computer to find a story about the origins of bonfire night which we can watch with the little ones. Watching firework show on YouTube

**Area of L&D - UW**



Fireworks Painting Activity



**We are teaching the children about –**  
Remembrance Day

**Why?** – It is important that children learn about our history in age-appropriate ways.

**Background** – Remembrance Day is celebrated on the 11<sup>th</sup> day of the 11<sup>th</sup> month of the year at 11am when we remember and give thanks to those who died in 2 world wars so that we can live in a free and democratic country.



**Focus for under 2s** – poppies, learn about Remembrance Day

**Focus for over 2s** – learn more about Remembrance Day; explore what 'peace' means to them

**Read** – 'The Peace Book' by Todd Parr

**Look at** – pictures of poppy fields

**Poem** – 'On Flanders Field' by John McCrae

**Outside** – make large scale poppy field pictures

**What do you want the children to learn?**

**Under 2s** – babies and young children will...

- Learn more about Remembrance Day
- Explore red and green paint

**Over 2s** – experience all of the above and...

- Tell stories about family Remembrance Day memories
- Join in with crafts related to Remembrance Day

**Ideas for home learning**

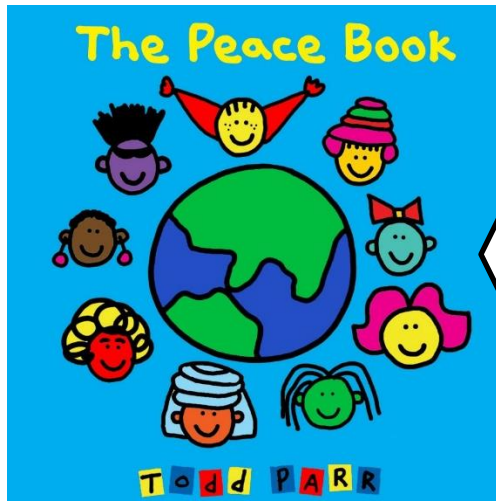
- We are thinking about Remembrance Day this week and our book of the week focuses on 'Peace'. Please talk to your child about what Remembrance Day means to you. You might make red poppies at home. Please ask your child to spot the colour red on clothes, doors, toys etc and to talk about red with their child at home.

**Link planning to British values** - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- Teaching the children to respect those who fought to protect them and their lifestyles.

**Link planning to the characteristics of effective learning** – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Finding out if any members of the children's families celebrate Remembrance Day
-



**Key vocabulary** – Remembrance . Being thankful – at peace  
War – soldiers - poppy fields

**All children – reading** - Reading 'The Peace Book' with the children. Talking about what 'peace' means to me and what it means to them.

**Over 2s – poetry** - Reading the first verse from the poem 'In Flanders Fields' and looking at pictures of poppy fields in flower.  
(C&L)

**Under 2s – assemble flowers** Cutting different flowers for the children to assemble using tape and lots of glue. Including various colours and shapes and talking about similarities and differences with them. (PD)



## HOME LEARNING

### Under 2s – home stories

Dear parents, please talk about poppy day with your child at home. We will encourage the children to share these stories with the group.

### Over 2s – our family

Dear Parents, if you are celebrating Remembrance day at home, can you please share a photo of a family member who was in the war. The children can make a frame for the picture and add poppies to the frame – we will talk about the person in the picture and their bravery.

( PSED)



**All children – poppy paintings** flower.  
(PD)

**Under 2s – poppy counting**

**Over 2s – poppy shapes**

Looking at the shapes in poppies – the circle in the middle, the shape of the petals and the leaves and stems. Looking at lots of different flowers – are they the same?

**Over 2s – time**

A 2 minute silence is held to remember those who died in the wars. We will do experiments to find out how long 2 minutes lasts.

**(Maths)**



**All children – outing to buy a poppy**

Outing to a local shop to buy a poppy. Talking to the children about the questions they might ask the poppy seller first so they feel confident to talk when we get there. Each child can buy a poppy which can be used in storytelling and to inspire crafts when we return to the provision. (UW)



Crafts  
(A&D)





## November week 3

---

**Focus** – night and day

**All children** - the clocks changed recently and the children might be struggling with bedtime and getting up. We will plan some activities to help them learn more about night and day – sleep and waking up times. The activities will also introduce a hibernation theme (next week).



**Read** – 'Can't you sleep little bear?' by Martin Waddell (Usborne)

**Watch** – hedgehogs and foxes on webcams (YouTube)

**Song and dance** – here we go round the Mulberry Bush

**Outside** – taking photos of the local area in the day / night time and note differences with the children.

### What do you want the children to learn?

**Under 2s** – babies and young children will...

- We go to bed at night – we get up in the morning

**Over 2s** – experience all of the above and...

- Develop an understanding of the passing of time through the day
- Learn about daily routines

### Ideas for home learning

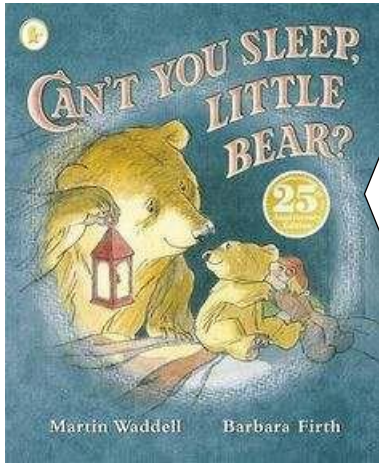
We are going to talk about night and day this week, helping the children to understand similarities and differences and better cope with the changing hour. We are making a big night and day picture – please chat to your child at home about the differences so they can join in more confidently.

**Link planning to British values** - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- *Learning about and respecting different home and family lives/routine*

**Link planning to the characteristics of effective learning** – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Finding out more about the morning and evening routine children have at home.
-



**Under 2s – read a book** Reading 'Night Monkey, Day Monkey' by Julia Donaldson to introduce conversation about night and day – similarities and differences.

**Over 2s – tell a story** Introducing the children to a bear who does not want to go to bed. Talking about the different strategies his mum might use to encourage him to sleep ... what do the children think mum should do?

**Communication & language / Literacy**

**Under 2s – sing a song –**

Changing the words to the 'this is the way we...' song to include reference day and night activities - Get up; Brush our teeth ; Eat our food; Go to bed etc.

**Over 2s – getting ready for bed -** Practicing putting pyjamas on the teddies and dolls.

**Physical development**



**All children** – looking at poster about morning and bed time routines.

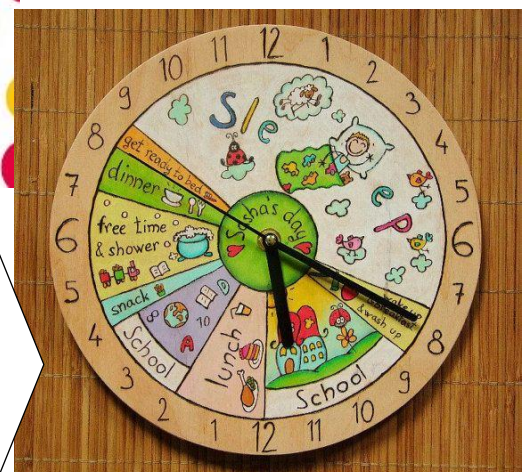
Encouraging the children to talk about their night time routines at home and share ideas for going to bed with the group

PSED

**Under 2s – times of the day**

Talking about – Morning – when we get up – what do we do? Afternoon – when we've had lunch. Evening – do the children have supper at home? Night – time for bed!

**Over 2s – clocks** Look at a clock – find the times for different daily activities. Make a simple visual timetable with the children. Older children might like to find out about sunrise and sunset. Maths

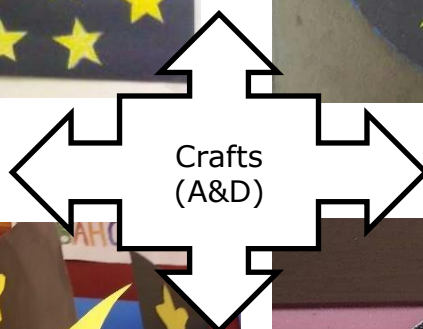




### All children – torch play

Making a dark den under a table and give the children torches so they can experiment with light and dark.

**Understanding the world**



**Focus** – hibernatio

**Read** – various books about hibernating animals

**Watch** – 'Don't wake up the bear' by Marjorie Dennis Murray on YouTube

**Song and dance** – singing bear songs

**Outside** – collect useful natural resources for den making



**What do you want the children to learn?**

**Under 2s** – babies and young children will...

- Learn more about animals
- Look after / role play with animals

**Over 2s** – experience all of the above and...

- Learn that some animals hibernate – and why
- Experiment with sleep and being awake

**Ideas for home learning**

We are talking about hibernation this week with the children. We will learn which animals hibernate and why and we will do lots of role play. At home, you might like to make a den under the table for your child to experiment with light and dark – do you have any torches he can use?



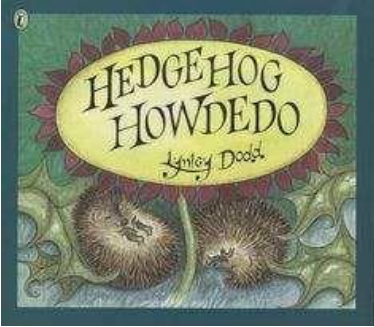


**Link planning to British values** - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

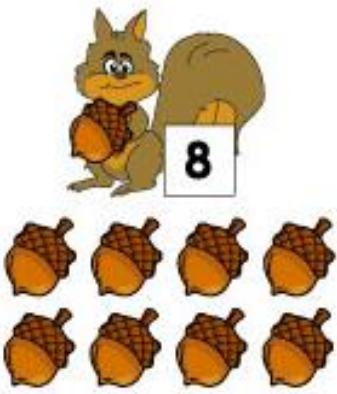

- Teaching the children to respect the animals

**Link planning to the characteristics of effective learning** – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Finding out more about winter animals
-



<b>PSED - Literacy - Communication &amp; language</b>	<b>Physical development</b>
<p><b>Under 2s</b> – Looking at pictures of sleepy animals</p> <p><b>All children – songs</b></p> <p>Learning a new song together – Bear is sleeping, bear is sleeping, bear is snoring all winter long.</p> <p>Reading books about bears and finding out more about what bears do when they are not hibernating / sleeping.</p>  <p>Talking about the animal's dreams – do the children dream – do they remember their dreams? What do they think about when they are falling asleep at night in their cosy beds?;</p>	<p><b>All children</b> – using boxes, natural finds in the garden and making a house for the hibernating animals.</p>  <p><b>All children</b> – Finding out what bears and squirrels like to eat.</p> 

<b>Maths</b>	<b>Understanding the world</b>	<b>Art &amp; design</b>
<p><b>All children</b> – counting animals. Talking about their size and colour.</p>  	<p>Watching on YouTube movie about hibernation</p> <p>Making a poster - 'Where do animals go in the winter'.</p> 