

# Group Planning 2017

~ October ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Big Draw Month (UK)	2	3	4 World space week	5	6
7 Grand-parents day (UK)	8 Fire safety week (UK)	9	10	11	12 National Day of Spain	13 Intl fossil day
14	15	16 World food day  Handwashing day (global)	17	18	19	20
21 Apple Day (USA)	22	23	24	25 Picasso's birthday (artist)	26	27
28	29	30	31 Halloween (global)			

Themes of the week -

Week 1 – Grand parents day

Week 2- Fire safety week

Week 3 – Black history month

Week 4 – Apple day

Week 5 -Halloween

## Theme of the week – Grandparents Day

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**We are teaching the children about** – Grandparents Day (prepare in advance)

**Why?** – The children have seen cards in the local shop which they want to send to grandparents, many of whom live in different parts of the country or abroad.

**Background** – National Grandparents Day was started in America in 1978 - it falls each year on the first Sunday after 'Labor Day' in America and 1<sup>st</sup> October in the UK. It is a special day to honour grandparents.

**Focus for under 2s** – our family

**Focus for over 2s** – grandparents are special

**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.



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

- Children are more likely to be motivated to learn when the subject is of importance to them – they will be more engaged in the activities and use deeper thinking skills.

**Ideas for home learning** – *activities parents might like to try with their child at home.*

- Ask parents for information about children's extended families and use it to support learning – suggest parents tell their children stories about their relatives

<b>Communication &amp; language</b> <i>Listening &amp; attention; understanding; speaking</i>	<b>Physical development</b> <i>Moving &amp; handling; health &amp; self-care</i>	<b>Personal, social &amp; emotional</b> <i>Self-confidence &amp; awareness; feelings &amp; behaviour; relationships</i>
<p><b>Under 2s – family members</b></p> <p>Asking parents for updated pictures of the children’s family members which we can use as a display. Talking about them – where they live, where they work, what their interests are (apart from their grandchildren of course).</p> <p><b>Over 2s – our grandparents</b></p> <p>Finding out about children’s grandparents – their names and home and family lives. Using the information to make personalised books with the children which they can present to their grandparents as a gift.</p> 	<p><b>Under 2s – flower making</b></p> <p>Using tissue paper to make a bunch of flowers which can be shared with grandparents.</p> <p><b>Over 2s – pictures of memories</b></p> <p>Providing a range of mark making resources and ask the children to think about their memories of meeting and playing with their grandparents. Does grandma cook or read stories with the children? Does grandad have a fish tank or take the children out on adventures? Ask them to think about their memories – and to talk to grandparents about the things they have done together.</p>	<p><b>Under 2s – my grandparents’ favourite things...</b></p> <p>Working with parents to help the children find out about their grandparents – their likes, dislikes and interests. Using speech bubbles or ‘all about me’ style sheets to record the information.</p> <p><b>Over 2s – my grandparents have taught me...</b></p> <p>Finding out what the children do with their grandparents – what skills and knowledge have been shared? Do they sing songs on Skype or read stories with FaceTime or exchange letters and postcards?</p>

<b>Literacy</b> <i>Reading; writing</i>	<b>Mathematics</b> <i>Number; shape, space &amp; measures</i>	<b>Expressive arts &amp; design</b> <i>Media &amp; materials; imagination</i>
<p><b>Reading selection</b></p> <p>Looking for books about grandparents which do not stereotype.</p> <p><b>Writing activity</b></p> <p>Providing a card for each child to decorate and write to their grandparent/s. ensuring freedom of expression by setting out a selection of craft resources which children can use as they wish.</p>	<p><b>Under 2s – age</b></p> <p>How old are the children? How old are their parents – and grandparents? Talking about age – number.</p> <p><b>Over 2s – distance</b></p> <p>Finding out where children’s grandparents live and using a map (Google maps and atlas) to plot distances– who lives nearest? Who lives farthest away? Helping the children to make comparisons.</p>	<p><b>Under 2s – hand prints and rhyme</b></p>  <p><b>Over 2s – craft and rhyme</b></p> 

## Picture to promote conversation



### Ask open questions to promote conversation

- What do you call your grandparents?
- Do your grandparents look like the people in this picture?
- Does grandma have a bun and glasses? How much hair does your grandad have?
- What was life like when grandma / grandad was a child?

**Note** – we want to avoid stereotypes – grandparents are not always old and grey and they do not walk with walking sticks. Many grandparents nowadays are in their 40s and 50s and work and the average age of becoming a grandparent is as low as 49 in some areas of England.

**Extension activity idea** – go to the shops and look at cards for grandparents – which pictures do the children think best represent their grandparents / family members?

## Links to the EYFS

- Communication and language – extending vocabulary
- Understanding the world – people and communities
- Maths – age / passing of time.

# Theme of the wee - Fire safety week

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**We are teaching the children about** – fire safety week

**Why?** – In our provision we do fire practices every month and we talk to children about the importance of fire safety. We want to develop this and make best use of the resources available online during this special week.

**Background** – there are a number of fire safety campaigns through the year – this is just one of them and it can be used to develop children's awareness in age-appropriate ways.

**Focus for under 2s** – fire practices are fun!

**Focus for over 2s** – staying safe in a fire.

**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 'people who help us' – our local fire service who put their own lives at risk to rescue people caught in fires.

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

- Ensuring activities are age and stage of development appropriate – we don't want to frighten the children or send them home to have nightmares.

**Ideas for home learning** – *activities parents might like to try with their child at home.*

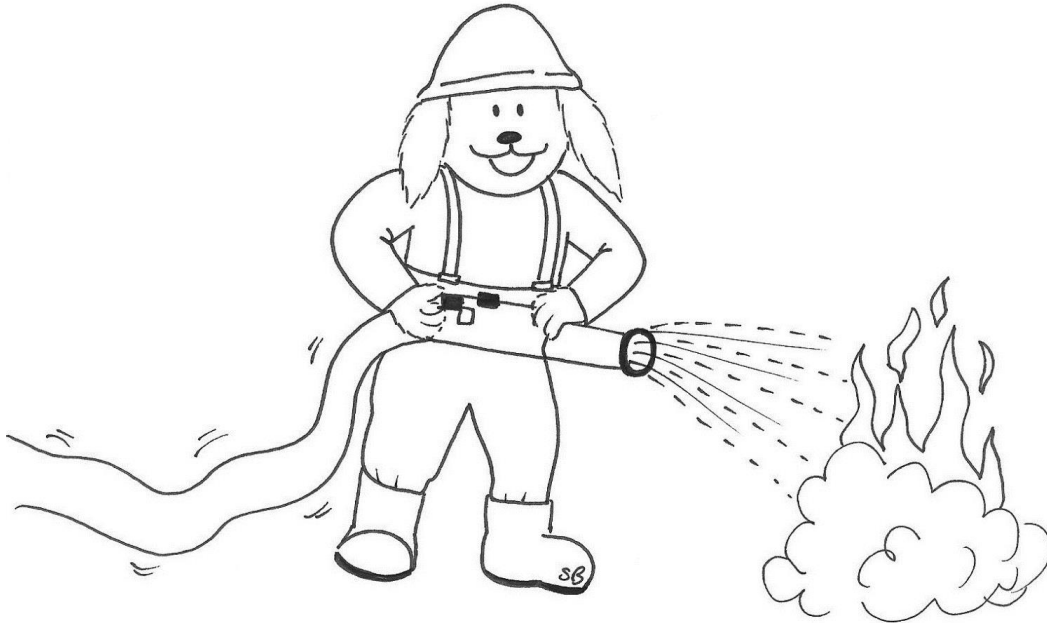
- Dear, parents we are talking to children about fire safety this week. It will help the children to make links in their learning if you do a fire practice and the children can come into the setting and talk to us about it the next day.

<b>Communication &amp; language</b> <i>Listening &amp; attention; understanding; speaking</i>	<b>Physical development</b> <i>Moving &amp; handling; health &amp; self-care</i>	<b>Personal, social &amp; emotional</b> <i>Self-confidence &amp; awareness; feelings &amp; behaviour; relationships</i>
<p><b>Key vocabulary –</b></p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Firefighter</li> <li>• Fire engine</li> <li>• Fire station</li> <li>• Water</li> <li>• Hose</li> <li>• Smoke alarm</li> <li>• Danger etc...</li> </ul> <p><b>All children – display</b></p> <p>Making a display of fire focused words and phrases linked to children’s learning through the week. Adding words and pictures and refer to it regularly during activities.</p> <p>Adding some books about fire safety from the library and pictures of fire fighters at work.</p>	<p><b>Under 2s – stop – drop – roll</b></p> <p>Planning an obstacle course activity and teaching the children the fire safety game ‘stop, drop, roll’ to help them stay safe in smoky atmospheres.</p> <p><b>Over 2s – hot and cold</b></p> <p>Set out an activity where children learn what is hot and what is cold using, for example, warm and cold water, pictures of the desert and Iceland, Arctic animals and camels etc.</p> <p>To add a sensory element, challenging the children to work out hot and cold by look (using the pictures) as well as touch.</p>	<p><b>Under 2s – fire bell</b></p> <p>Observing how the little ones react when the bell rings? Are they frightened of the noise? Talking to everyone calmly about what to do next and where they need to go. The older children can support the little ones by being reassuring and walking outside together so the little ones copy.</p> <p><b>Over 2s – visual routine</b></p> <p>A lot of children – and especially those on the autistic spectrum, react well to visual displays which can be used to take the worry out of fire practices.</p>

<b>Literacy</b> <i>Reading; writing</i>	<b>Mathematics</b> <i>Number; shape, space &amp; measures</i>	<b>Understanding the World</b> <i>People &amp; communities; the world; technology</i>	<b>Expressive arts &amp; design</b> <i>Media &amp; materials; imagination</i>
<p><b>Letter of the week – F / f</b></p> <p>Focusing on the letter ‘f’ for fire, firefighter, fire engine, fire station etc. What other words do the children know that start with ‘f’?</p> <p>Asking parents to bring items that start with ‘f’ from home and go through our toy boxes to find more – making a display and teach it through songs, books, big letter shapes etc.</p>	<p><b>Under 2s – fire hunt</b></p> <p>Set up a treasure hunt for the children and search for 5 fire signs in our house and garden eg smoke alarm, fire exit sign, fire blanket, displayed fire poster, water hose.</p> <p><b>Over 2s – counting</b></p> <p>Singing the song ‘5 little firefighters’ – words and music on YouTube. Sharing with parents to sing at home.</p>	<p><b>All children – put out the fire!</b></p> <p>Set up a small playhouse (a box works well) as a fire filled building and giving the children spray bottles of water so they can put out the fire.</p> <p>Talking to the children about how to stay safe by not going too close to the fire with their bottles. Talking about how to rescue play people who are in the house...</p>	<p><b>Under 2s – draw fire</b></p> <p>Giving the children red, orange and yellow paints so they can draw what a fire looks like to them – talking to them about flames and showing them pictures. to inspire creativity</p> <p><b>Over 2s – role play</b></p> <p>Pretending to be a firefighter – role play putting out fires and rescuing people or animals.</p>

# Fire Practice Certificate

Date –



I have taken part in a fire practice today at:

I was very sensible and held hands to walk outside.

I listened carefully to instructions.

I waited in the garden until it was safe to go back inside.

Parents, please talk to me about it tonight!



## More activities –





celebrate  
**BLACK**  
history **MONTH**



**Making an African Necklaces**

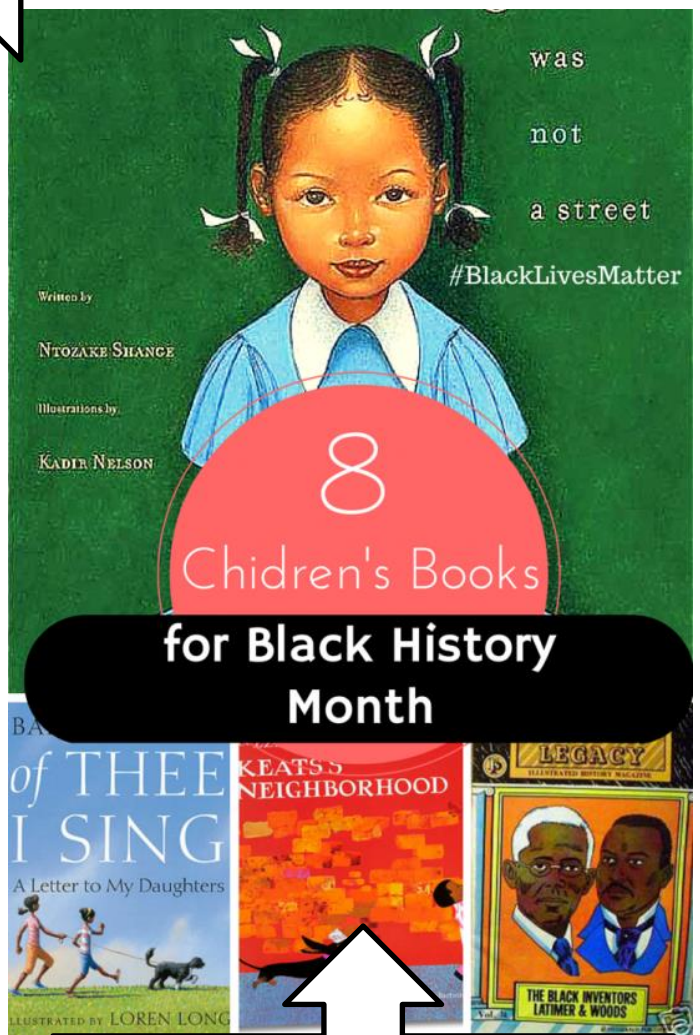
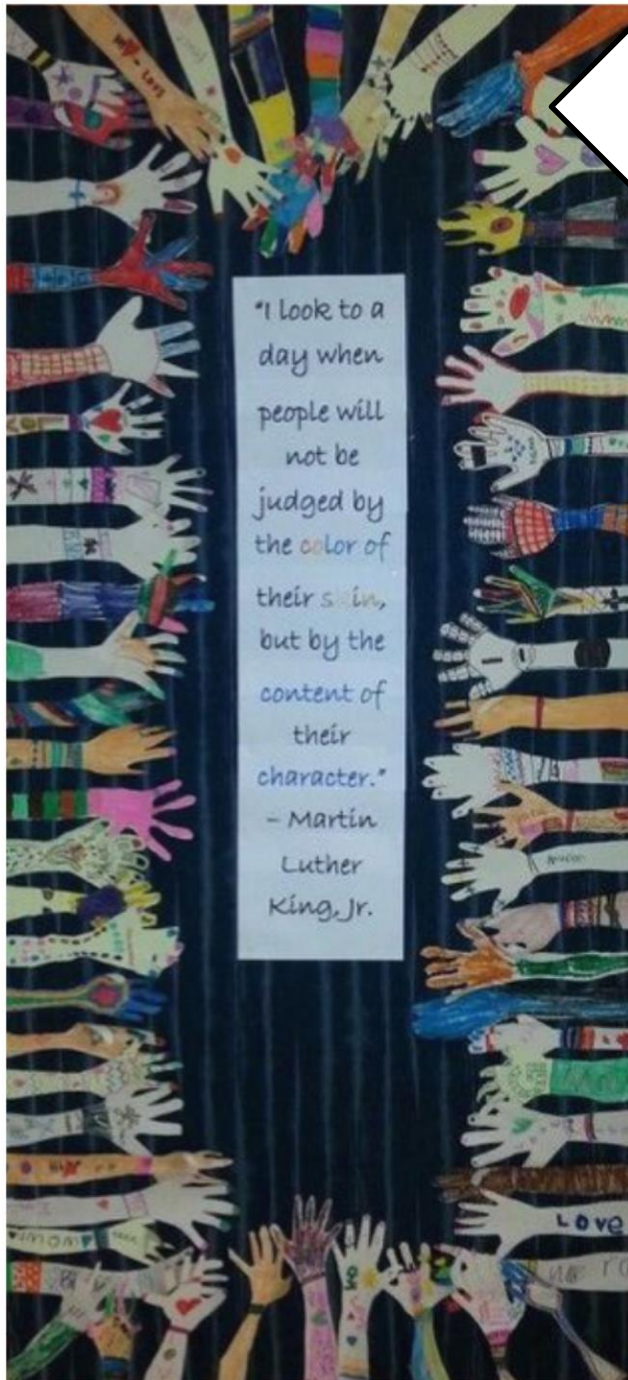
**Teaching Diversity**



**Exploring traditional musical instruments. Listening to and watching traditional music and dance on YouTube**



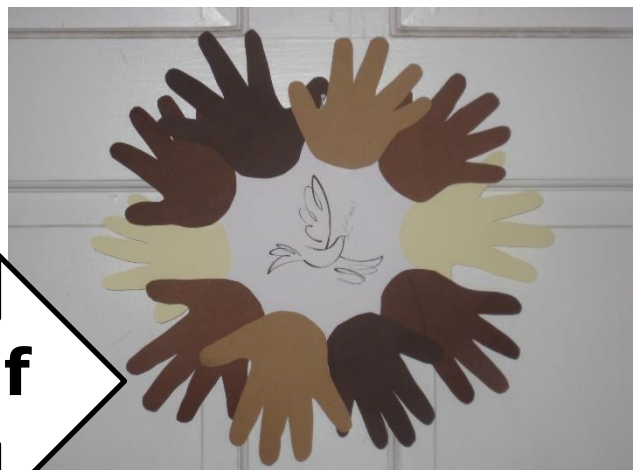
## Making a poster



## Looking at books about Black History month



## Craft







Making traditional African house

Exploring the colours of the African flag. Looking at the map and finding out where is Africa



Making traditional African masks



Tasting traditional African food



# Theme of the wee – Apple day

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**We are teaching the children about** – Apple day

**Why?** – The children love apples and we have been talking about Harvest Festival and harvesting fruit and vegetables in autumn.

**Focus for under 2s** – different types of apples

**Focus for over 2s** – how we use apples in cooking

**Background** – according to [www.awarenessdays.com](http://www.awarenessdays.com) apple day was launched in 1990 by Common Ground. Apple Day was intended to be both a celebration and a demonstration of the variety we are in danger of losing, not simply in apples, but in the richness and diversity of landscape, ecology and culture too. It has also played a part in raising awareness in the provenance and traceability of food.

**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 – talking about the rights and wrongs of taking apples from trees, picking up apples in shops without permission from the shopkeeper etc.

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

- Engaging children by carrying out brief observations through the week and repeating activities they have really enjoyed in slightly different ways eg make a pie one day and a crumble the next.

**Ideas for home learning** – activities parents might like to try with their child at home.

- Dear parents, we are learning about apples and how healthy they are, we will make apple pie with the kids and share it with you.

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<p><b>Key vocabulary –parts of an apple</b></p> <ul style="list-style-type: none"> <li>• Skin</li> <li>• Seeds</li> <li>• Flesh</li> <li>• Core</li> <li>• Stem</li> </ul> <p>Set an apple out for the children to explore the different parts.</p> <p><b>All children – story time</b></p> <p>Looking up the story of the apple and the star by Mary Medlicott It's about a child who finds a star in the centre of an apple – a magical story which will make the children go 'wow'!</p>	<p><b>All children – science</b></p> <p>Placing pieces of apple in cups and add water, vinegar, milk, lemon juice, baking soda and nothing to the pieces.</p> <p>Watching over the next few days and see which apple pieces go brown and which ones are still ok for eating.</p> <p><b>Over 2s – cutting practice</b></p> <p>Giving the children a knife and showing them how to safely cut an apple in half, quarter, eighths etc (using the mathematical words to describe what we are doing).</p> <p><b>Extension</b> – cutting out some apple shapes using scissors.</p>	<p><b>Under 2s – helping others</b></p> <p>When teaching the children to cut apples, we do it for a purpose to share out for snack. Counting how many children are in the setting, taking the correct number of plates and cut enough pieces for everyone to enjoy (maths). Talking to the children about serving each other – role play cafes or restaurants to establish learning.</p> <p><b>Over 2s – comfort food</b></p> <p>Food like apple crumble is lovely and warming for a cold day. Talking to the children about what we eat at different times of year and why and discuss how it makes us feel.</p>

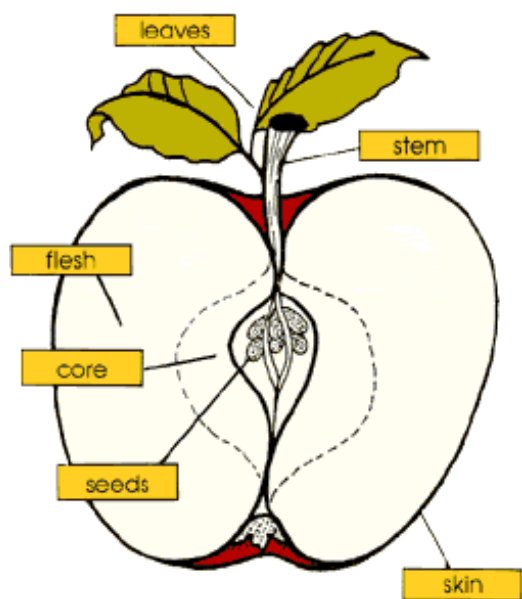
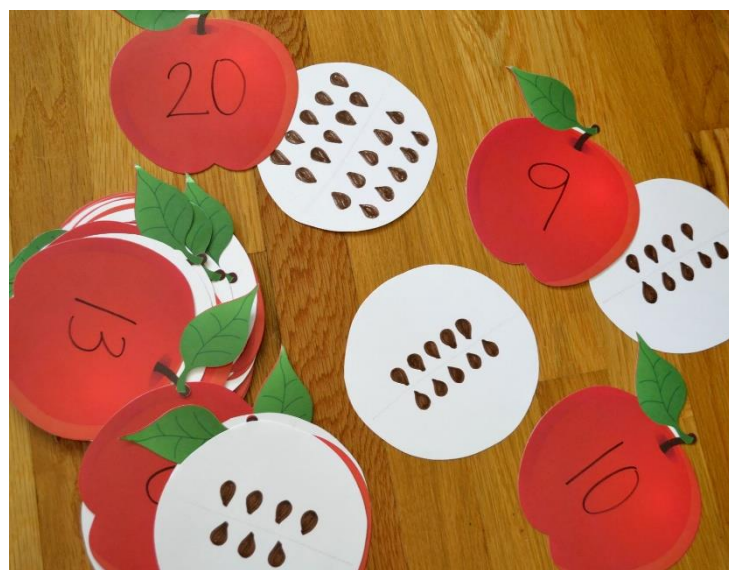
<b>Literacy</b> <i>Reading; writing</i>	<b>Mathematics</b> <i>Number; shape, space &amp; measures</i>	<b>Understanding the World</b> <i>People &amp; communities; the world; technology</i>	<b>Expressive arts &amp; design</b> <i>Media &amp; materials; imagination</i>
<p><b>Letter of the week – A / a</b></p> <p>A is for apple – it is also for... focusing on the word 'apple' and making pictures of ants crawling on an apple, aunties eating apples, acrobats juggling apples etc.</p> <p>Building on vocabulary – what colour, shape and size are the apples? How do apples taste – sweet or sour? Etc...</p>	<p><b>Under 2s – counting</b></p> <p>Cutting apples and counting the pieces – one for each person.</p> <p><b>Over 2s – repeated patterns</b></p> <p>Cutting some apples into different shapes and using them to make repeated printed patterns on a large piece of paper. Wash them and pop them outside when finished for the animals.</p>	<p><b>All children – cooking</b></p> <p>Making lots of different apple creations with the children – apple crumble, pie or cake and baked apples etc usually go down well.</p> <p><b>Working with parents</b></p> <p>Sharing recipes with parents so they can cook together at home.</p>	<p><b>Under 2s – song</b></p> <p>To the tune of 'I'm a little teapot' – I'm a little apple, short and round, I make a munchy, crunchy sound, If you bite into me you will see - I'm delicious as can be!</p> <p><b>Over 2s – playdough</b></p> <p>Making apple scented playdough with the children.</p>



## More activities –



# Apple



**Photo to promote conversation...**



Photo from Google Images – 'Will Cook for Smiles' website.

**Ask open questions to promote conversation**

What fruit has been used here?

Do you like apples?

What is your favourite meal with apple?

What autumn animals like to eat apples?

**Extension activity idea –**

For the older children, talk about 'Annie Apple' and focus on the 'A = a' sound at the start of the word.

**Links to the EYFS**

Understanding the world – the world – learning about food.

Maths – all – cooking.

Physical development – health and self-care – healthy eating - food and drink.



## Theme of the wee – Halloween

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**We are teaching the children about** – Halloween

**Why?** – Children see Halloween decoration everywhere

**Focus for under 2s** – spiders and bats

**Focus for over 2s** – witches brews

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

- *Finding out about how festivals are celebrated (mutual respect and tolerance)*

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


- *Explore a variety of crafts linked to Diwali celebrations (playing and exploring)*

**Ideas for home learning** –

We are reading 'Winnie the Witch' stories for Halloween – Winnie is not a scary witch! Please

let us know if/ how you are celebrating at home. We will be baking pumpkin which every child will bring home to try with their parents.

<b>Communication &amp; language</b> <i>Listening &amp; attention; understanding; speaking</i>	<b>Physical development</b> <i>Moving &amp; handling; health &amp; self-care</i>	<b>Personal, social &amp; emotional</b> <i>Self-confidence &amp; awareness; feelings &amp; behaviour; relationships</i>
<b>Books of the week –</b> 'Room on the Broom' by Julia Donaldson 'Winnie the Witch' by Valerie Thomas 'The Very busy spider' by Eric Carle 'Are you a spider?' by Judy Allen Pumpkin books from the library 'Bat loves the night' by Nicola Davies (or similar from the library).  <b>All children</b> – reading books – singing songs – do dances – making food – talking about what is happening in the world around us at this time of year and involving the children in community events.	<b>Under 2s – flying bats</b> Pretending to be the animals in the 'Room on the Broom' story – and add a bat into the storytelling which flies around the garden like the witch on her broom.  <b>Over 2s – mixing and stirring</b> Reading 'Room on the Broom' or watch the animated story on YouTube and talk about how the witch asks the animals to contribute different things for her cauldron and says a spell and makes a magical broomstick. Using the story as a starting point for mixing your own magical potions (lots of maths as well).	<b>Under 2s – are spiders scary?</b> No! We love the Incy Wincy song and the children use their fine motor skills to climb the spider up and down the drainpipe (maths).  <b>Over 2s – are witches scary?</b> Reading 'Hansel and Gretel' story and talking to the children about stranger danger. Reminding children throughout the activities that we do not talk to strangers because they might hurt us.

<b>Literacy</b> <i>Reading; writing</i>	<b>Mathematics</b> <i>Number; shape, space &amp; measures</i>	<b>Understanding the World</b> <i>People &amp; communities; the world; technology</i>	<b>Expressive arts &amp; design</b> <i>Media &amp; materials; imagination</i>
<b>Letter of the week –</b>	<b>Under 2s – spiders</b>	<b>All children –</b>	<b>Under 2s –</b>
<b>h is for Halloween...</b> finding other things in the house and garden that start with the same letter sound.	<b>Legs</b> Counting to 8 with the children – making legs for spiders: 4 on each side of a black spider body and adding some googly eyes.  <b>Over 2s – hat hoopla</b> Making some triangular witches hats and stick them down – throw hoops over them - count and discuss.	Halloween games Halloween crafts  	<b>fingerprint spiders</b> Using black paint and fingers to make lots of little spiders – add legs when dry.  <b>Over 2s – witches hats</b> Providing triangles of black paper or thin card for the children to decorate and make a witches hat.

Communication and language Literacy	Physical development	PSED								
<p><b>Under 2s – new words</b> - Making an illustrated display of new words linked to Halloween</p>  <p><b>Over 2s – puzzles</b> - Making a Halloween themed crossword</p> 	<p><b>Under 2s</b> – Putting together a Halloween themed sensory tray for the children to use.</p> <p><b>Over 2s – pumpkin carving</b> - Providing pumpkins to the children and letting them decorate it. Encouraging children to work together and share ideas.</p>  	<p><b>Reading Winnie the Witch book</b></p>  <p><b>Under 2s – Winnie the Witch-</b> Winnie is kind and gentle witch with a lovely sing-song voice – watching the film on YouTube and talking about the story together.</p> <p><b>Over 2s – are we frightened?</b> Talking about Halloween – it doesn't have to be a scary night!</p>								
Expressive and art design	Mathematic									
<p><b>Under 2s</b> –Using crayons and pencils to decorate cut out pumpkin shapes.</p> <p>Showing the little ones how to make zig zag lines</p> <p><b>Over 2s</b> –paint patterns- Providing lots of Halloween dressing up clothes so they can pretend to be a Winnie the Witch and her friends, riding on a broomstick over the garden.</p> <p><b>Under2s – light for Halloween-</b> Helping children to make in their learning by making some Halloween lanterns and reminding them about the Diva lamps they were involved in making last week</p> <p><b>Over2s – apple bobbling-</b> Putting some apple pieces in shallow water and supervising children as they try to catch them with their teeth.</p>	<p><b>Under 2s – spiders-</b> Singing 'Incy Wincy' Spider song. Counting the legs on spiders. Going into the garden and find some webs. Helping the children to draw web with chalk on black paper.</p> <p><b>Over 2s –counting line -</b> Making a Halloween themed colourful counting line – 1 black bat, 2 hairy spiders, 3 witches hats, 4 red broomsticks, 5 orange pumpkins etc.</p> 	<p><b>Over 2s –Learning a new rhyme together –</b> 'If I was a witch I would climb on my broom And flyaway with a zoom, zoom, zoom!'</p> <table><tr><td></td><td>1 2 3 4</td></tr><tr><td></td><td>3 4 5 6</td></tr><tr><td></td><td>2 3 4 5</td></tr><tr><td></td><td>1 2 3 4</td></tr></table>		1 2 3 4		3 4 5 6		2 3 4 5		1 2 3 4
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