

# Group Planning 2018

~ September ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 National organic month (UK)
2	3 Back to school week	4	5	6	7	8 Intl literacy day (global)
9	10 Red Tractor week (UK)	11	12	13 Roald Dahl day – author (UK)	14	15
16	17	18	19 Intl talk like a pirate day (global)	20	21 Intl day of peace (global)	22 Elephant appreciation day
23 1 <sup>st</sup> day of autumn	24 Harvest festival (UK) – best guess	25	26 Day of Languages (Eur)	27 National fitness day (USA)	28 National poetry day (UK)	29
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Themes of the week -

Week 1 – Reading and storytelling week

Week 2- sensory experiences in autumn

Week 3 – animals in autumn

Week 4 – Harvest festival

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# Theme of the week - Reading and storytelling week

**We are teaching the children about** – reading week

**Why?** – Planning activities based on children's favourite books.

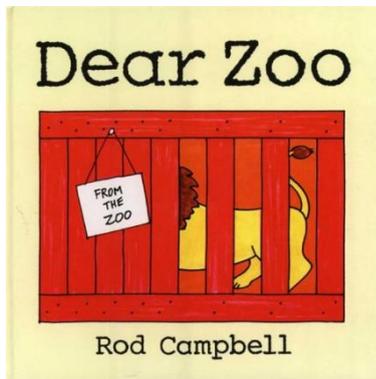
**Focus for over 2s** – storytelling

Helping the older children to retell stories using their favourite books as a guide. Making resources for them to use such as puppets on sticks and introduce teddies, soft and small world toys to encourage engagement and involvement.

**Focus for under 2s** – reading books together - Thinking about books which are interesting to the little ones – linked to their current interests and schemas. Ensuring books are short – sensory books always go down well here!

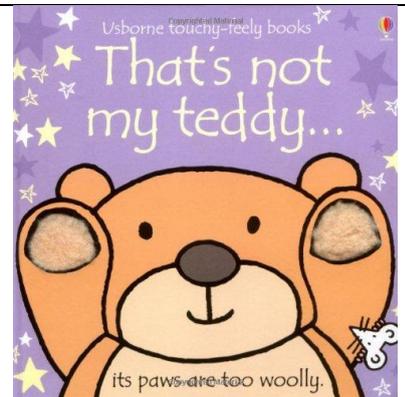
**'Dear Zoo' lift the flap book by Rod Campbell**

- Making animal noises (communication and language);
- Moving like the animals (physical development);
- Which is your favourite animal? (PSED).



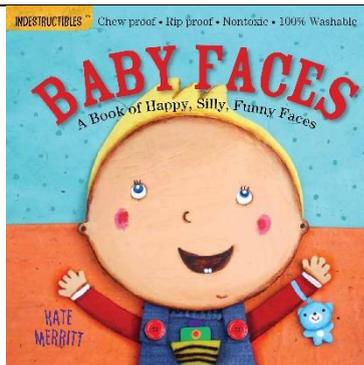
**'That's not my...'**  
**Usborne touchy feely books**

- Introducing new vocabulary (communication & language);
- Touching the different sensory panels (physical development);
- Do you have a unicorn – cat – teddy bear etc? (PSED).



**Baby faces – about baby – various authors**

- Talking about babies in the pictures (communication & language);
- Touch your eyes – ears – cheeks – mouth – teeth (physical development);
- Using mirrors to teach baby about himself (PSED).



**Books linked to songs and rhymes – various authors**

- Reading the book – singing the rhyme – making links in learning and practice the words in different contexts (communication & language);
- Encouraging the children to move – gross motor / movement comes before sitting and listening so always try to link story time with action (physical development);
- Puppets help children to engage with the stories and songs (PSED).



**Nursery Rhymes**

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

- Children need to learn to listen to their own favourites and books chosen by others – this will help them to develop mutual respect and tolerance.

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

- Observing how the children use our resources to develop their learning – do they retell stories – do they need support to use the props appropriately?

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

- Reminding parents of the importance of reading to their child every day – loan books and props the children have made so they can share their love of reading with their families.
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## Theme of the week – Harvest Festival

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**We are teaching the children about** – Harvest Festival

**Why?** – Most schools and churches in the local area will be celebrating harvest home.

**Background** – Harvest is a Christian celebration which usually takes place on the day of the nearest full moon to the autumn equinox. We will cover it with the children this week because it's a busy time in September!

This week we will find out more about Harvest, farms – farmyards. We will look at our Harvest board on display, read books, sing songs,

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

- Learning about how different cultures celebrate harvest – helping the children make comparisons and spot similarities and differences in their learning.

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

- Helping children make links in their learning as they buy, investigate, cook with, read books about and eat a variety of different freshly harvested ingredients.

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

- Dear parents, please send your child with a donation for the local food bank and talk to them about giving and receiving and the importance of looking after others.
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<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>Under 2s – reading</b></p> <p>Reading books about food with the children – learning new words to describe what we eat.</p> <p><b>Over 2s – writing</b></p> <p>Focusing on and recognizing initial letters when talking about harvest fruit and vegetables. Making an illustrated display and talking about it with the children.</p>	<p><b>Under 2s – vegetable counting</b></p> <p>Planning veggie maths activities.</p> <p><b>Over 2s – air miles</b></p> <p>Talking about air miles – which vegetables are local and which have travelled? For example – in West Africa there is a vegetable called a yam – have the children tried / eaten yam? It tastes a little like sweet potato.</p>	<p><b>Over 2s – Thailand</b></p> <p>In Thailand children are involved in community processions and floats are decorated with harvest produce.</p>	<p><b>Under 2s – hats!</b></p> <p>Making Harvest hats with the little ones – decorating card hoops with pictures that help the children to learn about Harvest.</p> <p><b>Over 2s – corn dollies</b></p> <p>Showing the children how to plait and make corn dollies which they can donate to the local church or give as gifts to their parents.</p>

<b>Communication and language</b>	<b>Physical development</b>	<b>PSED</b>
<ul style="list-style-type: none"> <li>Looking at our Harvest board on display.</li> <li>Finding out more about farms – farmyards. Reading books, singing songs, make a small world farm...</li> <li>Setting out different vegetables in the messy tray for the children to explore. Encouraging the children to try some of the vegetables – what are their likes and dislikes?</li> </ul>	<p>Cooking activity – making traditional plaited Harvest bread with the children using an illustrated 'how to make bread' instruction leaflet and follow it through with the children</p>	<p><b>All children – giving to others</b></p> <p>Involving the children and their families in collecting food (non- perishable items) which can be given to the local school or church for Harvest.</p> <p><b>Extension activity ideas</b></p> <ul style="list-style-type: none"> <li>Learning about scarecrows and the important job they do in fields keeping birds off the seeds.</li> <li>Buying different British food for the children to try – what are their likes and dislikes? Read 'Oliver's Vegetables' by Vivian French to give them some new ideas.</li> <li>Taking unwanted toys to the local charity shop.</li> </ul>

## Picture to promote conversation



### Ask questions to promote conversation

What fruit and vegetables can you see in the picture?

Can you see the pumpkin hiding at the back – have you ever tried pumpkin?

Which are your favourites in the picture?

What colours – shapes can you see?

**Extension activity idea** – make artwork using autumn colours.

### Links to the EYFS

- Communication & language – extend vocabulary
  - Expressive art and design – explore colours
  - Maths – number and shape.
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# Theme of the week – Sensory experiences in autumn

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**We are teaching the children about** – sensory experiences in autumn

**Why?** – it's the time of year!

**Focus** - using all the senses to explore the new season – smell, touch, taste, see and hear.

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

- Learning about changes in the environment and involving the children in local community activities and outings – collect autumn 'finds' for loose parts play in the provision.

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

- Watching how the children play with the resources – exploring natural loose parts can be a wonderful way of learning but some children might not understand how to use the resources effectively for learning and may need extra support.

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

- Letting parents know you are teaching their child about autumn – sharing the song words on the following page – asking them to sing the song and practice counting at home.
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<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>Under 2s – sight – autumn colours</b></p> <p>Reading autumn books – pointing out the colours of autumn in the pictures - using them in craft activities.</p> <p><b>Over 2s – touch – autumn writing</b></p> <p>Making ink by using crushed berries – use it for painting and writing letters and postcards for friends.</p>	<p><b>Under 2s – touch – patterns</b></p> <p>Using natural resources to make repeating patterns in playdough or clay – and print patterns in autumnal colours.</p> <p><b>Over 2s – feel – hedgehogs</b></p> <p>Making hedgehogs from clay and add spines using straws. Counting and talking about shape, size and measure.</p>	<p>Under 2s – hear – sounds of rain</p> <p>Rain has lots of sounds. Talking to the children about what they hear – pitter patter raindrops!</p> <p>Over 2s – smell – apples</p> <p>Looking at different types of apples – cook them to release their smell – use them for printing – look at shape – compare.</p>	<p><b>Under 2s – see – fallen leaf art</b></p> <p>Glueing leaves to paper and showing the children how to paint over them – removing the leaves after the paint has dried - see the leaf outline on the paper.</p> <p><b>Over 2s – touch – tree collage</b></p> <p>Using different types of paper and card to cut and make a leaf collage.</p>

<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>All children</b></p> <p>Working with the older children to make an autumn display. Focusing on initial letters and linking to sensory activities we have planned for the week.</p> <p>Using the display when we are working with the children, pointing out the different pictures and adding new ones as the children’s interests go in different directions.</p> <p>Linking the display to the songs we are singing with the children and share information about our planning with parents so they can support their child’s learning at home.</p>	<p><b>Under 2s – touch – leaves</b></p> <p>Collectting dry leaves for the messy tray – the children can crunch them and squash them together.</p> <p>Comparing how they feel with wet leaves – what is different about how they feel and react when squeezed?</p> <p><b>Over 2s – smell – playdough</b></p> <p>Making some autumn playdough by adding cinnamon or 5 spice to the dough. Provide the children with some leaf cutters and fir cones which they can push into the playdough and use to make shapes.</p>	<p><b>Under 2s – taste – apple and blackberry crumble</b></p> <p>Linking to Harvest Festival activities – making a foraged fresh fruit crumble or pie with the children and talking about the tastes of autumn.</p> <p><b>Over 2s – see – pictures of autumn</b></p> <p>Looking at artwork linked to autumn with the children – talking about what we can see in the paintings. Focusing on British artists and make comparisons between different styles and forms of art eg painting, sculpture and transient art with leaves or other autumn natural finds.</p> <p>Asking the children - which are their favourite styles? Use the pictures to inspire the children’s artwork.</p>

## More activities -



Making Autumn tree and talking about Autumn colours. Asking the children if they have favourite colours? Challenge the children to count how many dots they have made.

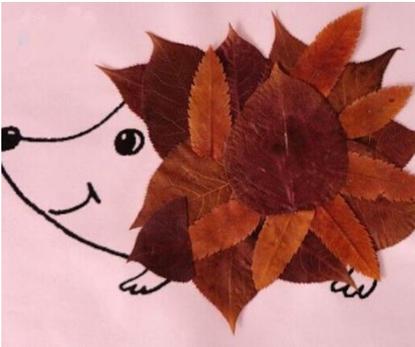
**A&D/ PD/ PSED/ Maths**



Baking apples with cinnamon. Some of the little ones might try this for first time. Talking to them about their likes and dislikes.

We'll involve the older children in preparing the apples. Talking about safety when we are cooking and using knives or hot oven. Asking the children if the apples look same after baking and how they have changed.

**PD / PSED/ Maths / C&L**



Making a Hedgehog using real leaves and glue. Count the leaves and talking about shape, size measure. Finding our more about hedgehogs – what they eat, how they look like, where they live. Reading a book about hedgehog.

**Lit/ A&D/ Maths**



Visiting the park and collecting Autumn natural finds. Making Autumn sensory tray when we come back. Talking to the children which is their favourite, can they describe it? Talking about different size, texture, shape, colour, smell.

**PD /A&D/ PSED/ Maths/C&L**

## 5 little leaves



5 little leaves so bright and gay

Were dancing around on a branch one day

The wind came whistling through the town

And one little leaf came tumbling down

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# 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.
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<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>  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>  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>  Using tissue paper to make a bunch of flowers which can be shared with grandparents.</p> <p><b>Over 2s – pictures of memories</b>  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>  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>  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>  Looking for books about grandparents which do not stereotype.</p> <p><b>Writing activity</b>  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>  How old are the children? How old are their parents – and grandparents? Talking about age – number.</p> <p><b>Over 2s – distance</b>  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.
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# Theme of the week – Animals in autumn

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**We are teaching the children about** – animals in autumn

**Why?** – The children will see the squirrels collecting nuts and will notice a change in the weather. Use this to plan appropriate and relevant activities for them to enjoy.



**Focus for under 2s** – learn about British wild animals in autumn

**Focus for over 2s** – hibernation

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

- Teaching children to show respect for our animals and their local environment through the year.

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

- Taking children on outings to learn about nature and to collect autumn 'finds' which they can use for craft, counting and the explorers tray etc. when they have found the resources themselves they are more likely to take care of them and be engaged and motivated when using them.

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

- Letting parents know we are teaching children about animals in autumn and ask them if they have any stories to tell or photos to share. Give them a copy of the scarecrow song so they can practice it at home with their child/ren.
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<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> <p>Names and pictures of wild British animals – foxes, hedgehogs, squirrels etc</p> <p>Names and pictures of birds which disappear in the autumn – swallows, geese etc.</p> <p><b>All children – new vocab</b></p> <p>Putting together a box of books and puppets which we can use with the children through the week and they can access independently to find out more about autumn.</p> <p>Borrowing some non-fiction books from the library as well as providing stories. The children will learn that information can be found in books when we use them to look things up or check facts when they have asked questions.</p>	<p><b>Under 2s – animal movement</b></p> <p>Playing movement games – pretend to be scurrying hedgehogs, climbing squirrels and slithering snakes etc.</p> <p><b>Over 2s – snap!</b></p> <p>Making some autumn hibernating animal cards together with the children and use them to play snap!</p> <p>Teach the children how to play, laying their cards down on the table and shouting ‘snap’ when they see 2 cards the same.</p> <p><b>Extension idea</b> - developing the children’s understanding by playing a matching pairs game with the cards.</p>	<p><b>Under 2s – likes and dislikes</b></p> <p>Which autumn animals are the children’s favourites? Which do they like / dislike and why?</p> <p>Showing the little ones lots of different pictures – making sounds, talking about colour, learn what they eat etc and use their interests to develop their learning.</p> <p><b>Over 2s – food and drink</b></p> <p>Autumn is a time of plenty for the animals – but in winter when the snow falls and ice covers the ground they might struggle to find food and water. Talking to the children about how the weather affects animals... developing their understanding and empathy and discussing how we might help the animals through the coming months.</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>Book selection</b></p> <p>Visiting the local library with the children and choosing some autumn animals themed books to read over the coming weeks.</p> <p><b>Over 2s</b> – writing in autumn</p> <p>Providing some autumn writing paper to inspire the children to write letters to the animals.</p>	<p><b>Under 2s – animal shapes</b></p> <p>Looking at pictures of animals in books and online and talking about their shape and size.</p> <p><b>Over 2s – animal counting</b></p> <p>Using small world toys for counting, sorting, sizing and shape recognition games.</p>	<p><b>All children – listen to e-books</b></p> <p>We have been embracing e-books in our provision recently. We have found some good (and some bad) online stories on YouTube and we are listening to one a week with the children.</p> <p>There are so many stories about autumn animals – our favourite is ‘Bear Snores On’.</p>	<p><b>Under 2s – hedgehogs</b></p> <p>Collecting autumn leaves and making paper plate hedgehogs, using the leaves as the spines.</p> <p><b>Over 2s – foxy faces</b></p> <p>Using sycamore leaves and some googly eyes to make fox faces – put them into a display to share with parents.</p>

## Autumn Words

 falling leaves	 acorn	<b>red</b>	<b>orange</b>	 bare tree
 pumpkin	 fir cone	<b>brown</b>	<b>yellow</b>	<b>changing colours</b>
 squirrel	 conker	<b>golden</b>	 blackberries	 wind
 berries	 apples	 hedgehog	 pear	 swallow

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