WEEK 1

Bonfire Night



AUTUMN 2: LOOK AT US GLOW

LEARNING FOCUS

- Explore Bonfire Night as an event that some families and communities take part in.
- Develop vocabulary to describe light, colour, sound and movement.
- Talk about their own experiences and listen to the experiences of others.
- Explore the difference between light and dark.
- Recognise that some situations require us to follow rules to keep ourselves and others safe.
- Develop confidence in recalling an experience and communicating it through talk, drawing, mark making and creative work.
- Build on Autumn One learning by becoming more independent in provision and sustaining play for longer.

KEY VOCABULARY

Core: Bonfire Night, bonfire, firework, light, dark, bright, glow, spark, safe, night

Developing: explode, crackle, fizz, bang, whizz, colourful, pattern, flame, safety

Language to model:

I noticed... I could hear... I could see... It was different because...

We need to... because...

ADULT LED ACTIVITIES

- Use photographs or short visual prompts of fireworks as a stimulus for discussion.

Encourage children to describe what they notice using their senses:

- What can you see?
- What might you hear?
- How would you describe the colours?
- How do the fireworks move?
- Have you seen fireworks before?

- Model increasingly rich language such as bright, sparkling, exploding, crackling, twisting, shooting and glowing.

ASSESSMENT OPPORTUNITIES

- Uses new vocabulary to describe fireworks and experiences.
- Understands and follows simple safety rules.
- Recognises and continues simple repeating patterns.
- Explores and describes light and dark.
- Uses marks, materials and taught phonics to communicate ideas.

MISS E Early Years

WEEK 1: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from talking about familiar people and experiences to describing events in greater detail, using newly introduced vocabulary and beginning to explain ideas.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from following familiar classroom routines to understanding why rules are important, while recognising that others may have different feelings and experiences.
PHYSICAL DEVELOPMENT	• Move from exploring large mark-making movements to creating increasingly controlled and purposeful marks, developing precision with tools and materials.
EXPRESSIVE ARTS AND DESIGN	• Move from freely exploring materials to making intentional choices about colour, movement, tools and techniques to represent an idea or experience.
LITERACY	• Move from giving meaning to marks and recognising sounds to using developing phonics knowledge for purposeful writing, such as labels and simple words.
MATHS	• Move from noticing and copying patterns to continuing and beginning to create simple repeating patterns, while consolidating counting and comparison.
UNDERSTANDING THE WORLD	• Move from exploring themselves and their immediate environment to noticing events within the wider community, investigating light and dark and beginning to explain simple changes they observe.

MISS E Early Years

Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.











I would put three different enhancements out each day - Mark Making or Phonics, Maths, Fine Motor/Art

MISS E Early Years

WEEK 2

Diwali



AUTUMN 2: LOOK AT US GLOW

LEARNING FOCUS

- Explore Diwali as a celebration observed by many Hindu, Sikh and Jain families.
- Build understanding that different families and communities have their own celebrations and traditions.
- Explore the importance of light within Diwali and connect this to Week One learning about light and dark.
- Notice and create patterns, shapes and symmetry through rangoli-inspired activities.
- Develop vocabulary for talking about celebrations and comparing experiences.
- Encourage curiosity and respectful discussion about similarities and differences.

KEY VOCABULARY

Core: Diwali, celebration, light, diya, rangoli, pattern, family, tradition

Developing: festival, decorate, colourful, celebrate, special, similar, different

Language to model:

Some families... I notice... This is similar to... This is different because... The pattern repeats...

ADULT LED ACTIVITIES

- Diwali discussion – Explore photographs, stories and objects linked to Diwali and discuss how some families celebrate.
- Rangoli patterns – Create and continue simple repeating patterns using shapes or loose parts.
- Diya lamps – Explore and create diya-inspired lamps using clay or playdough.
- Celebration comparison – Talk about similarities and differences between Diwali, Bonfire Night and celebrations children know.
- Diwali cards – Create cards, adding marks, labels or simple messages using taught phonics.

ASSESSMENT OPPORTUNITIES

- Uses new vocabulary when talking about Diwali and celebrations.
- Recognises that families may have different traditions.
- Continues or creates a simple repeating pattern.
- Makes simple comparisons between celebrations.
- Uses increasing control when creating detailed patterns and designs.



MISS E Early Years

WEEK 2: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from describing an event in Week One to making simple comparisons and connections, using new vocabulary to talk about how people celebrate.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from recognising that people can have different feelings and experiences to understanding that families can have different traditions, developing curiosity and respect for others.
PHYSICAL DEVELOPMENT	• Move from creating controlled lines and marks to using finer, more precise movements when positioning small objects and creating detailed patterns.
EXPRESSIVE ARTS AND DESIGN	• Move from using materials to represent a personal experience to exploring pattern, colour and design with greater intention, making independent creative choices.
LITERACY	• Move from using marks and phonics to communicate an experience to using early writing for a specific purpose, such as cards, messages and labels.
MATHS	• Move from recognising and continuing simple repeating patterns to creating patterns independently and beginning to notice symmetry and arrangement.
UNDERSTANDING THE WORLD	• Move from recognising a familiar community event to exploring a celebration that may be unfamiliar, noticing similarities and differences between traditions and communities.

MISS E Early Years

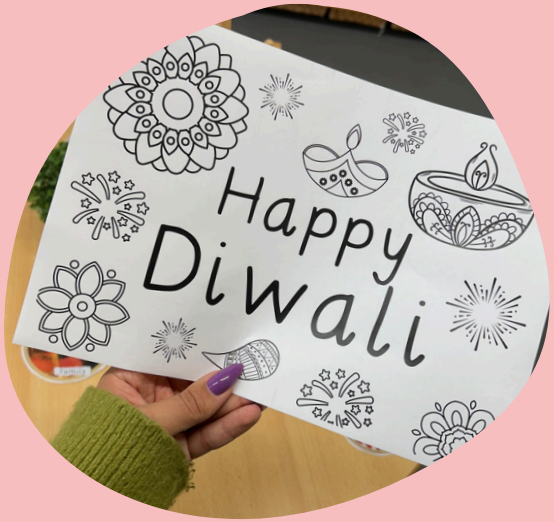
Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.













I would put three different enhancements out each day - Writing or Phonics, Maths, Fine Motor/Art

WEEK 3

Birthdays



LEARNING FOCUS

- Explore birthdays as a way of marking time passing and growing older.
- Talk about how children have changed since they were babies.
- Begin to sequence events using past and present language.
- Explore how families may celebrate birthdays in different ways.
- Recall and share personal experiences with increasing confidence.
- Make connections between different celebrations explored so far.

KEY VOCABULARY

birthday, celebration, age, year, baby, child, grow, change, older, younger, past, now, family, special, tradition

ADULT LED ACTIVITIES

- Guess the baby – Compare photographs of babies and children and discuss how we change as we grow.
- Birthday timeline – Sequence simple stages from baby → toddler → child.
- Birthday traditions – Share and compare ways families might celebrate birthdays.
- Birthday writing – Create cards, invitations, party lists or simple birthday messages.
- Birthday maths – Count candles, match numerals to quantities and solve simple practical number problems.

ASSESSMENT OPPORTUNITIES

- Talks about how they have changed since they were a baby.
- Uses simple past and present vocabulary appropriately.
- Sequences familiar events or stages in a logical order.
- Shares experiences and listens to those of others.
- Applies developing number and phonics knowledge within meaningful activities

AUTUMN 2: LOOK AT US GLOW

MISS E Early Years

WEEK 3: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from making simple comparisons between celebrations to recounting personal experiences in greater detail, beginning to sequence ideas and use vocabulary relating to time and change.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from recognising and respecting different family traditions to developing a stronger sense of personal identity, recognising their own growth, achievements and increasing independence.
PHYSICAL DEVELOPMENT	• Move from increasingly precise fine-motor movements to applying control purposefully across writing, drawing, cutting and practical activities, with growing independence.
EXPRESSIVE ARTS AND DESIGN	• Move from exploring pattern and design to representing familiar experiences through increasingly detailed creative work and imaginative role play, drawing on children's own memories and ideas
LITERACY	• Move from using early writing for cards and labels to communicating increasingly meaningful messages, orally rehearsing ideas and applying taught phonics to words and simple phrases.
MATHS	• Move from exploring repeating patterns and arrangements to applying number knowledge to meaningful quantities, counting accurately, representing amounts and beginning to solve simple practical problems.
UNDERSTANDING THE WORLD	• Move from comparing different celebrations and traditions to developing an understanding of past and present, recognising that people grow and change over time.

MISS E Early Years

Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.











I would put three different enhancements out each day - Writing or Phonics, Maths, Fine Motor/Art

MISS E
Early Years

WEEK 4

Thanksgiving and Thankfulness

AUTUMN 2: LOOK AT US GLOW

LEARNING FOCUS

- Explore what it means to be thankful and grateful.
- Recognise people, experiences and things that are important to us.
- Explore Thanksgiving as a celebration and make links to harvest and food.
- Develop understanding of where some foods come from.
- Express appreciation and kindness towards others.
- Continue recognising that families and communities celebrate in different ways.



KEY VOCABULARY

Thanksgiving, thankful, grateful, celebrate, harvest, family, food, share, kindness, appreciate, tradition, crops

ADULT LED ACTIVITIES

- Thankful circle – Share something or someone each child is thankful for.
- Thankfulness tree – Draw or write ideas onto leaves to add to a class tree.
- Harvest to table – Explore where familiar foods come from and how they are grown.
- Thanksgiving discussion – Look at photographs and talk simply about how some families celebrate.
- Thank-you writing – Create a picture, card or simple message for someone special.

ASSESSMENT OPPORTUNITIES

- Talks about people or things that are important to them.
- Uses vocabulary such as thankful, grateful and harvest.
- Shows kindness and consideration towards others.
- Makes simple connections between food, plants and growing.
- Uses marks or developing writing to communicate a meaningful message.

MISS E Early Years

WEEK 4: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from recounting personal experiences to expressing thoughts, feelings and reasons, beginning to explain whysomeone or something is important to them.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from recognising their own growth and achievements to showing appreciation for others, developing empathy, kindness and awareness of how their actions can make others feel.
PHYSICAL DEVELOPMENT	• Move from applying control across familiar activities to using tools with increasing independence and precision when drawing, writing, cutting and creating.
EXPRESSIVE ARTS AND DESIGN	• Move from representing personal experiences to using creative work to communicate thoughts and feelings, selecting materials with increasing independence and purpose.
LITERACY	• Move from communicating familiar experiences through early writing to writing with a meaningful purpose for another person, applying taught phonics to labels, names and simple messages.
MATHS	• Move from applying number knowledge to familiar quantities to sorting, counting and comparing real objects, beginning to explain how groups have been organised.
UNDERSTANDING THE WORLD	• Move from understanding personal change over time to noticing connections within the natural world, particularly how plants grow and where some of our food comes from, while continuing to explore different traditions.

MISS E Early Years

Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.











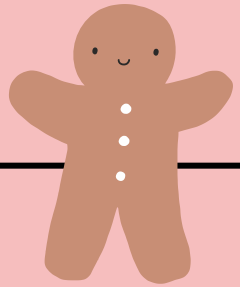
I would put three different enhancements out each day - Writing or Phonics, Maths, Fine Motor/Art

MISS E Early Years

WEEK 5

Christmas





LEARNING FOCUS

- Explore Christmas as a celebration for Christians.
- Explore different family traditions associated with Christmas.
- Introduce and sequence the key events of the Nativity story.
- Recognise that families may celebrate Christmas in different ways, and some may not celebrate it.
- Develop storytelling, sequencing and recall skills.
- Use growing confidence in phonics, number and creative skills within meaningful contexts.

KEY VOCABULARY

Christmas, celebration, tradition, Christian, Nativity, Bethlehem, Jesus, Mary, Joseph, stable, journey, gift, family

ADULT LED ACTIVITIES

- Nativity story – Introduce and sequence the main events using pictures or props.
- Christmas traditions – Share and compare different ways families celebrate.
- Christmas writing – Create cards, lists, labels or simple messages.
- Christmas maths – Counting, comparing and simple number problems using festive objects.
- Nativity role play – Retell parts of the story using costumes, small-world figures or props.

ASSESSMENT OPPORTUNITIES

- Recalls and sequences key parts of a familiar story.
- Uses new vocabulary when talking about Christmas and the Nativity.
- Talks about similarities and differences between family traditions.
- Applies taught phonics and number knowledge in meaningful contexts.
- Develops ideas through storytelling, role play and creative activities.

AUTUMN 2: LOOK AT US GLOW

MISS E Early Years

WEEK 5: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from expressing personal thoughts and giving simple reasons to recalling and sequencing a story, using new vocabulary and increasingly connected sentences to explain what happens.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from showing appreciation and kindness towards others to recognising and respecting different family traditions and experiences, participating confidently within shared group activities.
PHYSICAL DEVELOPMENT	• Move from increasingly independent tool use to greater control, precision and stamina across writing, cutting, construction and creative activities.
EXPRESSIVE ARTS AND DESIGN	• Move from using creative work to express thoughts and feelings to developing narratives through imaginative play, music and performance, using experiences and stories to shape ideas.
LITERACY	• Move from writing meaningful messages for others to using developing phonics knowledge across a wider range of purposeful writing, while developing comprehension through retelling and sequencing the Nativity story.
MATHS	• Move from sorting, counting and comparing real objects to applying developing number knowledge more independently, including counting, representing quantities, comparing and solving simple practical problems.
UNDERSTANDING THE WORLD	• Move from exploring gratitude, harvest and traditions to understanding that celebrations can have religious and cultural significance, recognising similarities and differences between families and communities.

MISS E Early Years

Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.















I would put three different enhancements out each day - Writing or Phonics, Maths, Fine Motor/Art

MISS E Early Years

WEEK 6

Nativity

Reflections

LEARNING FOCUS

- Revisit and consolidate learning from Look at Us Glow.
- Retell and perform the Nativity story with increasing confidence.
- Recall and talk about celebrations and traditions explored this half term.
- Reflect on favourite experiences and new learning.
- Develop confidence speaking and performing in front of others.
- Demonstrate increasing independence within familiar routines and activities.



KEY VOCABULARY

tremember, reflect, celebration, tradition, Nativity, perform, audience, character, story, favourite, proud, confident

ADULT LED ACTIVITIES

- Nativity performance – Practise and perform songs, actions and simple speaking parts.
- Nativity retelling – Sequence and retell the story using pictures, props or small world.
- Celebration recap – Revisit Bonfire Night, Diwali, birthdays, Thanksgiving and Christmas.
- My favourite learning – Draw, talk or write about a favourite part of the half term.
- Celebration comparison – Sort pictures and discuss similarities and differences between celebrations.

ASSESSMENT OPPORTUNITIES

- Recalls and talks about previous learning.
- Retells and sequences a familiar story.
- Speaks and participates with increasing confidence.
- Uses taught vocabulary independently.
- Demonstrates growing independence when applying taught skills.

AUTUMN 2: LOOK AT US GLOW

MISS E Early Years

WEEK 6: PROGRESSION FOCUS

COMMUNICATION AND LANGUAGE	• Move from sequencing and retelling a familiar story to recalling learning, organising ideas and speaking with increasing confidence to a group or audience.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	• Move from participating confidently in shared activities to recognising their own achievements and growing independence, showing pride in what they can now do.
PHYSICAL DEVELOPMENT	• Move from developing control, precision and stamina to applying physical skills more independently, including movement, performance, writing and use of tools.
EXPRESSIVE ARTS AND DESIGN	• Move from developing narratives through role play, music and performance to confidently combining these skills within a shared performance, remembering songs, taking on roles and expressing ideas.
LITERACY	• Move from using phonics within purposeful writing and story retelling to applying developing reading and writing skills with greater independence across familiar contexts.
MATHS	• Move from applying number knowledge within supported activities to using familiar mathematical skills more independently, explaining what they notice and how they solved simple problems.
UNDERSTANDING THE WORLD	• Move from exploring individual celebrations and traditions to making connections across their learning, recognising that families and communities may have different celebrations, beliefs and traditions..

MISS E Early Years

Enhancement Ideas

Visit the website for a range of printables perfect for your provision enhancements.













I would put three different enhancements out each day - Writing or Phonics, Maths, Fine Motor/Art

MISS E
Early Years