

	<p>Year group: Reception</p>	<p>Area/topic: Remembrance Day & Firework Day (Autumn 2)</p>
	<p>(objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> • Comments on images of familiar situations from the past (firework night, Remembrance Day). • Compare and contrast characters from stories, including figures from the past. <p>ELG:</p> <ul style="list-style-type: none"> • Understand the past through events encountered in books read in class and storytelling. • Talk about the lives of people (soldiers) 	

Prior learning	Future learning
<ul style="list-style-type: none"> • In nursery, children would have created poppy artwork and discussed why some people may be wearing poppies. 	<ul style="list-style-type: none"> • Children will go on to learn about The Gunpowder Plot, Guy Fawkes and Bonfire Night in more depth in Year 1 during Autumn 2.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children to know what Firework Day and Remembrance Day is - when it happens, what happens during these events and briefly why they are celebrated. • Children to understand what happens during a Remembrance Day memorial. • Children to discuss their own experiences of the events - e.g. ask if any of the children have seen fireworks, have seen the memorial for Remembrance Day in Dereham. • Children to understand ways of remembering these events. 	<ul style="list-style-type: none"> • Children to make their own poppies to wear around school. • Children to help make a Remembrance Day wreath as a class to put in a

Key vocabulary

- **Fire** - A hot flame.
- **Firework**
- **Guy Fawkes** - A member of The Gunpowder Plot who supplied the gunpowder.
- **Plot** - A secret plan to do something that is illegal or wrong.
- **Remembering** - Thinking about things in the past.
- **Remembrance Day** - A day where we remember the soldiers from the First World War.
- **Soldiers** - A person who fights in a war for their country.
- **Poppy** - A red flower that is used to remember the soldiers.

school's memorial garden in the outdoor area.

- Children to hold a minute's silence.
- Listen to stories about the events.
- Watching the cbeebies animation 'Poppies' and discussing how it made them feel.
- Look at images of the Remembrance Day memorial in Dereham.

Common misconceptions

- Understanding that the war was real and did happen - they can find it difficult to understand that this was life but it happened a long time ago.

Books linking to this area

- Where the poppies now grow - Hilary Robinson
- Story of Guy Fawkes - Twinkl
- Bonfire Night: Bonnie Sparks and Rocky the Rocket - Christopher Mark Stokes
- Remembrance Day - Kay Barnham

Videos:

- <https://www.bbc.co.uk/cbeebies/watch/poppies> - 'Poppies' - An animation following a young rabbit through the poppy fields.

Memorable first hand experiences

- Making their own Remembrance Day memorial in the outdoor area.
- Let children hold a Poppy that people wear during Remembrance Day.

Opportunities for communication

- Listening to stories and talking about the two events.

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Picture timelines• Consider alternative ways of recording the information• Role play opportunities	<p>Cognition and Learning</p> <ul style="list-style-type: none">• Picture word banks• Writing frames• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise rather than write their ideas and responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images and text• Thicker lines on sheets for writing responses• Role play opportunities.• Opportunities to handle real artefacts to support learning.
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">• Now and next boards• Allow a quiet space• Give a special role to increase self esteem• Provide visual support - what to do if you are stuck• Movement breaks	<p>Sensory and Physical</p> <ul style="list-style-type: none">• Consider carpet space position during input• Reduce background noise• Enlarge images and writing• Consider alternative ways of recording the information• Where possible, use artefacts rather than images to allow the child to be more hands on