


Dereham Church Infant and Nursery School- History

	Year group: Reception	Area/topic: Remembrance Day & Firework Day (Autumn 2)
	<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
In nursery, children would have created poppy artwork and discussed why some people may be wearing poppies.	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 school's memorial garden in the outdoor area.

Key vocabulary	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	Books linking to this area
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <p>Videos:</p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/cbeebies/watch/poppies - 'Poppies' - An animation following a young rabbit through the poppy fields.
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Making their own Remembrance Day memorial in the outdoor area. • Let children hold a Poppy that people wear during Remembrance Day 	<ul style="list-style-type: none"> • Listening to stories and talking about the two events.

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Consider alternative ways of recording the information	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Picture word banks• 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
<p><i>Social, Emotional and Mental health</i></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><i>Sensory and Physical</i></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