

## EYFS Medium Term Plan – Autumn Term 1 & 2 – Me & My World including Nursery Rhymes & People who help us and Celebrations

This term we will be learning all about Myself and my family and ‘People Who Help Us’. We will start by thinking about people who help us at home and how we can help them too! We will then look at all the people who can help us at school and will enjoy visiting different parts of the school to find out more. To end the topic, we will think about the people who help us to keep safe and healthy.

### Hands on learning opportunities

- Tour around school to learn more about the people who work in our school
- Special visitors – Dave to talk about the things he does in the school
- Visit from the fire service
- Visit to the church

	Objectives to be delivered	Key knowledge and skills including vocabulary
PSED	Build constructive and respectful relationships Express their feelings and consider the feelings of others, regulate behaviour accordingly Begin to manage their own basic hygiene and personal needs, including dressing, going to the toilet Settle into new class and school routines Follow rules and routines.	We will continue to be learning all about why it is important to have rules and with the children’s help we will decide on the rules for the setting. Vocab – routine, now, then, before, after, morning, afternoon, before, after, today, tomorrow, rules, The children will also learn all about the different people in school and the community who can offer help and support (see UTW)
C & L	Understand how to listen carefully and why listening is important Engage in story time Listen to and talk about stories to build familiarity and understanding Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Understand a question or instruction that has more than 2 parts, such as ‘get your coat and wait at the door’ Use talk to organise themselves and their play. Engage in non-fiction books	The children will learn why it is important to listen and how they can show that they are a good listener. There will be lots of opportunities for speaking and listening opportunities as they talk about their family, themselves and how they are feeling as well as the jobs that members of their families do, things that are special to them and share what they already know during circle time as well as practising new language as they role play different characters such as a firefighter, police officer, nurse etc. The children will use non-fiction books as a way to find out about People Who Help Us
PD	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene Know and talk about the different factors that support their overall health and wellbeing (tooth brushing, being a safe pedestrian) Develop fine motor skills – holding a pencil correctly, using scissors etc.	The children will be learning to follow the routines of the setting and will learn how to behave appropriately when they are lining up, in the dinner hall etc. The children will learn about they can keep safe when crossing the road as well as learning about why it is important to wash their hands properly and brush their teeth. We will also learn about the importance of being fit and healthy – the children will have a visit from the fire service who will also engage in car seat safety. New vocab – germs, plaque, cavities, healthy, safety, fit, stamina
Literacy	Read individual letters by saying the sounds for them Blend sounds into words so that they can read simple CVC words made up of known letter-sound correspondences Read common exception words from Phase 2 Read simple captions using phase 2 sounds and common exception words taught (See Phonic Planning – Little Wandle	During phonic sessions the children will learn to recognise the following phase 2 graphemes - s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k and begin to blend and segment simple CVC words. They will also learn to read the following tricky words - is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be Vocab – Phoneme,

				grapheme, front. cover, title, blurb, blend, segment, word, During continuous provision the children will have plenty of opportunities to apply their new skills as they label pictures of their family, write messages in the home corner, make posters, etc.
	In Reception, we follow White Rose planning for SSM and Mastering Number. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision.			
Maths	<ul style="list-style-type: none"> <li>Quantify sets of objects by subitising, rather than counting</li> <li>The purpose of counting – to find out ‘how many’ objects there are.</li> <li>How numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4</li> <li>Comparison of quantities</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of counting – to find out ‘how many’ objects there are altogether</li> <li>Compare the number of objects in 2 sets by matching them 1:1</li> <li>Explore composition by focusing on the preliminary skills: the concept of ‘wholes’ and ‘parts’</li> <li>Composition of 3, 4 and 5</li> <li>The purpose of counting – to find out ‘how many’ objects there are</li> </ul>	Shapes with 4 sides  Circles & Triangles	Sort objects based on attributes such as colour, size or shape Compare and order sets – more, fewer, same, big/little, large/small, tall or long/short Copy, continue and create their own simple repeating AB pattern in a range of contexts Subitise or count sets of up to 5 objects Match number names to numerals/quantities and use own mark-making to represent no’s. Explore different compositions of up to 5 Learn that circles have one curved side and triangles have 3 straight sides. Learn that squares and rectangles have 4 straight sides and 4 corners Begin to use positional language Talk about night and day and order key events in their daily routines Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow Begin to measure time in simple ways e.g., the counting of sleeps to an important event or using timers to measure durations of events.
EAD	Explore and engage in music making and dance To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them To use their creations in the classroom areas To make their own creations within the current theme in class.			The children will be singing a variety of songs linked to Nursery Rhymes the ‘People Who Help us’ theme such as 5 little firefighters standing in a row, Miss Polly, Humpty Dumpty, Incy Wincy Spider as well as songs from our Nativity and will add actions to our performances. New vocab – pulse, high sounds/low sounds, rhythm, performance. They will also create portraits of people who help us, create emergency vehicles. The children will also be exploring colour mixing, finding out what happens when 2 colours are mixed together, making their own firework pictures for firework night, poppies for remembrance day and Christmas cards linked to the Jolly postman. Vocab –design, portrait. primary, secondary, material, colour mixing, visible, waterproof
UW	Talk about members of their immediate family and community Name and describe people who are familiar to them Show interest in different occupations. The children will continue to look at different celebrations around the world, linked to Diwali celebrations, Bonfire Night, Armistice and Christmas and look at the similarities and differences of different countries and cultures.			The children will talk about family members who are important to them and other members of the community who can help. New vocab – community, window cleaner, refuse collectors, hairdresser, delivery driver, milkman, gardener, police officer, firefighter, teacher, cook, cleaner, police officer, firefighter, nurse, doctor, dentist, surgeon etc. They will also learn the names of the tools/vehicles they use – ambulance, fire engine, police car, uniform, tools, hose, helmet, fireproof, waterproof, stethoscope, fire extinguisher etc. The children will make their own Christmas Cards linked to the Jolly Postman.

# EYFS Medium Term Plan – Me and My World

Autumn 1

General Themes	All about me & Feelings	Friends & Families	Nursery Rhymes	Nursery Rhymes
<b>Autumn 1 Literacy Texts</b>	       			
Possible Books to be used / sourced, which follow themes (which could be used if reflect particular interests)	         			
	<p>The children we have lots of opportunities to share things about themselves and how they are feeling – Linked to the Colour Monster – This half term is for the children to settle into school life, learn school routines and make friends. The children will explore what they like, the people that are special to them and what their favourite nursery rhyme is and learn about our bodies – Linked to Funny Bones – We will also look at Halloween and Diwali and will link areas to these celebrations.</p>			
<p>Halloween</p> 	<p>PSED – Talk about how different people celebrate Halloween, talk to the children about keeping safe when trick or treating.            Communication &amp; Lang – Talk about what the children do at Halloween &amp; Make your own potions            Literacy – Read room on the Broom – Can children spot the rhyming words?            EAD – Make Spiders, make potions using different coloured water            UW – Explore pumpkins            PD – Hammering tees into pumpkins, tweezers to rescue spiders</p>			
<p>Diwali</p> 	<p>PSED – Taste Diwali treats, Read the Story or Rama and Sita, Home corner enhancements            Communication &amp; Lang – , Read the Story or Rama and Sita, Home corner enhancements            Literacy – Make Diwali Cards            EAD – Masks of characters, Mendhi patterns            UW – Talk about the traditions of celebrating Diwali            PD – Dancng to Indian music, create rangoli patterns using tweezers.</p>			

# EYFS Medium Term Plan – People Who Help Us ....

Autumn 2



### Personal, Social, Emotional Development

- Ask the children if they can think of anyone who helps them at home and how it feels to have people who help and care for them.
- Discuss the different things that the children can do to be helpful at home.
- Role play - Provide cleaning cloths, dusters for the children to carry out a spring clean in the home corner.
- During a circle time ask children to suggest the names of all the people who help them at school. Encourage them to think about the people who clean, who make meals, who set out activities and who answer the telephone. Talk about what would happen if one of these people were ill and could not do their work.
- Invite Mr North to talk about his job and how he helps keep everyone safe at school.
- Encourage the children to learn helpful social phrases, such as 'Do you need any help?' or 'Thank you for helping me!' and use them in their play. Praise the children for using kind words and model them as you interact with the children.
- During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.

### Physical Development

- When using equipment, remind the children of the rules we have to keep everyone safe and happy. For example, not running with scissors or only using ride-on toys in a particular area. They might like to think of their own rules and display them around the classroom.
- Play the traffic light game
- Children to use balance bikes to ride round the pretend road during the road crossing role play.

### Communication & Language

- Adults to visit in class who help – chn to ask them questions about their job.
- Talk about the jobs that have to be done each day to keep the school running.
  - Talk about all the jobs that have to be done to look after our homes. Discuss the variety of cleaning, decorating and gardening tasks. Ask the children to discuss who does which jobs at home. - Investigate how long it takes for dust to form
  - Encourage chn to enjoy playing in the home corner and to take on a variety of roles

### Week 1 - At Home



### Literacy

- Chn to draw a picture of someone who helps them at home in a house shape. (T to scribe why this person helps them). They may be able to label their picture e.g., mum/dad
- Look at Bonfire Night and Guy Fawkes story

### Maths

- Look at the shapes the children can see
- Talk about times of the day when we see different people who help us.

### EAD

- Look at the shapes the children can see
- Talk about times of the day when we see different people who help us.
- Paint our own firework pictures – Looking at colour mixing to create our own new colours, can we create a class colour book and give our new colours a name?

### Understanding the World

- Take the children to see where different people who help us work.
- Talk about the different types of people who can help us with different problems
- Talk to the children about different methods of keeping safe at school. If possible, relate back to our previous fire drill
  - Look at the clothes worn by Mr North. Why does he wear a bright jacket? Which clothes are best to be seen in the dark?



### Personal, Social, Emotional Development

Invite a firefighter/police officer to talk to the children about their job and how they keep people safe.

- Teach children how and when to call emergency services.
- Children learn their own addresses.

### Physical Development

- Help to develop children's fine motor skills by providing them with opportunities to dress and undress in uniforms worn by people whose job involves helping others.
- Use spray bottles to spray water to pretend to put out fires.
- Explain to the children that many people who help us need to be very fit. Can they tell you what 'fit' means?
- Create an obstacle course in the outside area for children to complete firefighter training. Provide benches to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills. Provide timers for children to time themselves
- Provide a range of red, yellow and orange paper. Encourage the children to rip and snip the paper to create a fire picture. They could also use chalks, crayons and pencils to build up layers of colour.
- Provide large paper on the floor or taped to the wall. Invite the children to draw large flames to make a fire picture using large arm movements. Can they create a range of different lines to represent the flames?

### Communication and Language

- Encourage children to listen carefully to our visitors, provide the children time to ask questions about what they have heard.
- As the children match pieces of equipment to their owner during the 'People Who Help Us Equipment Sorting Activity', introduce and explain new vocabulary and encourage them to listen to each other's suggestions.
- Create a 'firefighter' themed role-play area to inspire the children to use new vocabulary that they have learnt during the topic.
- Read Charlie The Firefighter Twinkle book – Can the children role play the story



## Week 2 & 3 – Keep Safe

### Understanding the World

- Discuss the people in the community who help us keep safe – firefighters/police officers. Arrange for them to visit in school to talk about their job and how they help people.
- Look at pictures of different uniforms from the past. How are they different? What is the same? Can the children think of reasons why the uniform has changed?
- Invite children to investigate their fingerprints. Place some shallow dishes of chalk dust or powder paint into the tray along with magnifying glasses. Children can explore making fingerprints onto the base of the tray and talk about what they can see through a magnifying glass.

### Literacy

- Place some laminated Letter Cards into the tray and cover with shaving foam mixed with some flame-coloured rice/sand. Challenge children to be firefighters and identify the letters they find.
- Chalk tricky words/sounds on the walls of your outdoor area in red, orange and yellow. Can the children ride around on bikes and squirt the tricky words /sounds after reading them?
- Children to draw their own firefighter/Fire Engine and have a go at labelling the different parts.

### Expressive Arts and Design

- Children to make their own emergency vehicles in the gluing area
- Sing 'Firefighters' from MyWorld – people who help us.
- Invite children to explore colour and colour mixing by spreading a layer of shaving foam over the base of the tray. Add some dots of red and yellow paint onto the surface of the foam. Provide children with paintbrushes to use to swirl the colours together and watch happens as they mix. The tray could then be placed outside for children to use water pistols or spray bottles to put out the 'fire'!
- Make Poppies using different media to create a remembrance display



### PSED

Personal, Social, Emotional Development

- Talk about how it feels to be unwell and the people who make us feel better
- Pretend a doll is poorly and needs to go to hospital. How might the doll be feeling about going to hospital? Discuss what the children could say or do to help the doll.
- Challenge the children to work together in groups to build an emergency services vehicle. They could use large building blocks or junk-modelling materials. Discuss how it felt working together
- Discuss who helps us to look after our teeth. As well as dentists, ask the children to think about how they can help to look after their own teeth.

### Physical Development

- Encourage chn to move quickly and to enjoy running and jumping. Following the session, help chn to notice the way their bodies change when they are active. Talk about the importance of taking exercise to be healthy.
- Talk to children about the way athletes and footballers often do circuit training to help to keep their bodies healthy. Make a simple circuit of activities such as walking along a bench, rolling a ball, jumping in and out of hoops etc.
- Play 'Simon says' in which all the actions are related to staying healthy such as combing hair, washing hands, brushing teeth and going for a run.

### Communication and Language

- Ask the children to think of a time when they have been helped by one of these people in the past. Can they discuss how the person helped them and how they felt at the time.
- Look at the tools that are used by people who help us to stay healthy. Encourage them to talk about things they recognise and make links to their own experiences. Explore any new vocabulary
- Talk about the roles of different people who help us.



## Week 4 & 5 – Stay Healthy

### Understanding the World

- Discuss the people in the community who help us keep healthy – doctor, nurse, dentist and optician. Arrange for them to visit in school to talk about their job and how they help people??.
- Look at foods which are good for our bodies and food which needs eating in moderation.
- Talk about people who take x-rays. Discuss how x-rays are used to show broken bones and how the bones can be set in plaster to help them mend.

### Literacy

- Children to make letter charts(using Phonics knowledge for a role play optician's. Encourage chn to take it in turns to be a customer or an optician. Encourage chn to use the charts, talk on the telephone, make appointments in a diary and write customer reminders and bills for glasses.
- Read 'Funnybones'
- Children to talk about which job they would like to do - draw picture and label.

### Maths

- Talk about how long we brush our teeth for – 2 minutes. Time 2 minutes, how many activities can you do in 2 mins – Build a tower of cubes, jumps etc
- Make different shaped glasses to sell in the role play opticians
- Size ordering the people who help us. Can we size order ourselves?

### Expressive Arts and Design

- Provide a variety of instruments and noisemakers and encourage the children to experiment making a warning noise for emergency service vehicles.
- Create skeleton pictures using white art straws stuck onto a black card background.
- Sing 'Miss Polly'. Encourage chn to come up with actions



## EYFS Medium Term Plan – People Who Help Us

### Autumn 2

#### PSED

- Using our knowledge of our own addresses talk about how and where we post our letters.
- Talk about people that may not have lots of family and presents, can we think of a ways we can make other people happy.

#### Physical Development

Tell the children that the postal delivery worker is poorly and needs their help. Provide the children with 'post' and a range of wheeled resources, such as balance bikes and scooters, to use to help them to deliver the post to letter boxes placed around the outside area.

- Chn to deliver beanbag post – encourage them to aim at a variety of high and low targets
- Set up a building site for the children to use as a role play area (include foam bricks, large wooden blocks, cardboard boxes and crates.) The children will mix their own cement by combining sand and water.
- Outside – Children to help with some gardening – planting vegetables.

#### Understanding the World

Explain to the children that there are different occupations that help us look after our home or people that help us by bringing things for us – see if chn can think of anyone (apart from family) that help e.g., refuse collectors, postal worker, window cleaner, milkman

- As a group investigate the best way to get our houses clean ready for Christmas, polish a window. Compare dry and wet cloths and soap/no soap. Explain that some people use newspapers to polish windows. Does it work?
- Make a map of a postman's round.
- Watch 'Come Outside – cleaning'
- Look at different religious celebrations compare similarities and differences – Look at the countries they are celebrated in .

#### Communication & Language

- Role-play a Postal worker
- Talk about the different places a postal worker delivers post. What kind of post do we get to our houses?
- Encourage chn to enjoy playing in the home corner and to take on a variety of roles.
- Talk about different types of celebrations and how we celebrate at home. What foods do we eat, do we wear special clothing, do we have special decorations?

### Week 6 & 7 – Christmas Post



#### Expressive Arts and Design

- Paint portraits of the people who help them at home.
- Use pasta to decorate the edge of a piece of card to use as a photo frame for a family photograph.
- Make our own Christmas Cards for our families.
- Make our own snowflake
- Make our own Christmas decorations
- Make our own peppermint creams



#### Maths

- Create a Post Office and provide parcels of different weights and lengths for children to explore and compare using a balance scale as they role play as postal workers.
- Children could be postal workers and practise subitising. Fasten the door posters onto cardboard boxes and cut a slot for the letterbox. Place the boxes around the edge of the tray and then place the envelope cards into the tray for children to deliver to the correct house.
- Shape House – decorate with windows, roof and door (introduce square, rectangle)

#### Literacy

- Chn to draw a picture of someone who helps them at home in a house shape. (T to scribe why this person helps them). They may be able to label their picture e.g., mam/dad
- Read & Role Play 'The Jolly Postman'
- Write a letter to Father Christmas and make maps to the post-box so that we can find our way.

## EYFS Medium Term Plan – Celebrations

### Autumn 2

#### Personal, Social, Emotional Development

- Make hand print poppies for a large display along with speech bubbles saying the things children have said.
- Talk about how we are part of community and we have a responsibility to be kind to each other.
- Play with friends and discuss how we might deal with conflict. Talk about how we can find solutions to conflict and rivalries through strategies for self-regulation.
- Discussing class rules and the importance of following them.

#### Communication and Language

- Watch Poppies on CBeebies  
<https://www.bbc.co.uk/cbeebies/watch/poppies>
- Place Poppies in a vase or curiosity cube and discuss what they might represent.
- Introduce new vocabulary and encourage children to use when discussing Remembrance Day – soldier, poppy, war, army, bravery, media

#### Literacy

- Read the poem 'Poppy Poppy what do you say? Wear me on Remembrance Day. Poppy Poppy what do you tell? Many Soldiers in battle fell. Poppy Poppy what should we know? That peace on earth should grow grow grow.
- Read 'Where the Poppies grow', 'Ava's poppy' and retell the story using their own words and vocabulary

#### Physical Development

- Make red playdough and add red glitter, black buttons, green sticks for children to make their own Poppies.
- Decorate biscuits using red and white icing
- Children can begin to show control by carefully drawing the Poppies in the vase.
- March like Soldiers, trying to keep in sync with their friends

### Remembrance Day



#### Mathematics

- March and count to a rhythm/pattern.
- Put the correct number of poppies into the numbered pots.
- Put petals onto the poppy - finding one more and one less

#### Understanding the World

- Learn about the animals that helped in the war... dogs, pigeons, horses
- Look at different photos of adults and children from across the world at the time of the war and notice any differences and similarities of current times. Allow children time to comment and begin to understand these images.

#### Expressive Arts and Design

- Make medals for the brave soldiers
- Painting and finger printing poppies
- Listen to music from parade and around the time of the war. Discuss how this music might make us feel.



### Personal, Social, Emotional Development

- Ask the children if they like bonfire night and about their own experiences. How can we make it better if they don't like it?
- Talk about Bonfire night safety.

### Communication and Language

- Show images of fireworks/bonfires. Encourage the children to talk about what they can see. Can they relate these pictures to their own experiences and describe events in detail?
- Talk about what fireworks sound like
- While moving like fireworks or drawing fireworks, children can use the firework sounds and vocabulary they have learnt, such as 'zoom', 'bang', 'whizz', 'pop'.

### Literacy

- Children draw fireworks and use their phonic knowledge to write sound words, such as 'pop', 'bang', 'fizz'
- Children to make phonics/name fireworks
- Read a simple story about bonfire night and Guy Fawkes.

## Firework Night



### Physical Development

- Provide Bonfire Night Mark-Making Pattern Cards alongside a tray of sand or coloured rice. Encourage the children to copy the marks into the sand.
- Create different body movements to represent fireworks, such as jumping, twirling, running. Can children combine a selection of different movements to show a sequence of different fireworks?
- Use ribbons to create a firework dance
- Use fruit to make their own fruity kebab rockets – cutting skills

### Mathematics

- Children to create a shape rocket
- Build rockets from bricks and encourage children to use comparative language to compare their rockets.
- Make firework sounds with instruments. Children to listen and say how many they heard?

### Understanding the World

- Talk with the children about other celebrations or festivals they know of, or have experienced, that use fireworks
- Introduce the children to the story of Guy Fawkes. Children can use role play to retell the story of Guy Fawkes
- Talk about how it is darker earlier in the evening at this time of year.
- Think about and look for other seasonal changes

### Expressive Arts and Design

- Make fireworks pictures/ rockets
- Encourage the children to explore musical instruments to create Bonfire Night noises, such as crackle, whoosh and bang.
- Use chalk to draw large fireworks outside.
- Make up a dance routine to Katy Perry Firework.

### Personal, Social, Emotional Development

- Talk about how we each celebrate Christmas and our own traditions during this time.
- Talk about how it feels to give and receive gifts
- Pass an Elf around the circle. When the child is holding the toy, it is their turn to speak. Can they talk about what they would like for Christmas?

### Understanding the World

- Explore different cultures and why Christians celebrate Christmas.
- Make a Christingle to understand this culture and what the Christingle represents.
- Explore gifts that Jesus received: gold, frankincense and myrrh
- Talk about the long journey that the Wise Men made to visit Jesus. Encourage children talk about long journeys they have made.
- Talk to the children about what they know about Christmas. What do we do at Christmas? Watch a video showing how a family can celebrate Christmas.
- Discuss how other religions celebrate Christmas - talk about the similarities and differences

### Communication and Language

- Read various Christmas themed books such as Stick Man, The Christmas Nativity
- Talk about the visitors that Jesus had after his birth.
- Take part in party games such as 'pass the parcel'.
- Take part in our class Nativity

## Christmas



### Literacy

- Add a festive Post Box to the writing area for children to write and post Christmas Cards and Letters.
- Encourage children to write their Christmas wish list
- Make Christmas cards
- Read the story of the Nativity – children to create their own version
- Set up a Nativity scene – children to use to re-tell the story
- Draw three circles (baubles) on the ground, write a phoneme in each one to spell a CVC word. Children to jump into the circles, say the phoneme and then the whole word as they jump out of the last hoop.

### Mathematics

- Cut some Christmas tree shapes out of green paper. Place a small number of pom-poms (baubles) onto the trees for children to count. This activity could also be used to practise subitising
- Explore repeating patterns by making paper chains. Use strips of coloured paper to start repeating patterns for children to continue or copy. Encourage children to create their own repeating pattern paper chains to decorate the classroom
- Wrapping presents using different patterned paper.
- Use a group Advent calendar with the children to count down the days to Christmas and promote number recognition and counting.

### Expressive Arts and Design

- Take part in a Christmas Performance/Nativity
- Instead of a mud kitchen, create Santa's kitchen! Provide a range of natural materials. Can children make some magical treats for Santa's reindeer?
- Sing a variety of Christmas-themed songs, rhymes and carols. Encourage the children to join in with words and actions.
- Play the children some classical Christmas carols. Encourage the children to talk about the music expressing their feelings and preferences.
- Dance to Christmas music
- Use a variety of large construction materials (crates, hollow blocks, planks, etc.) for children to construct a large sleigh

### Physical Development

- Build Santa's Sleigh using the bricks, blocks and crates.
- Throw and catch Rudolph's Red Nose.
- Cut paper and wrap presents
- Make Gingerbread flavoured Play Doh
- Thread beads on to the pipe cleaner Candy Canes.
- Cut items out of a magazine/catalogue to make a Christmas List.
- Make some Christmas Paper Chains by cutting and sticking loops of Christmas-themed paper together.
- Make peppermint creams