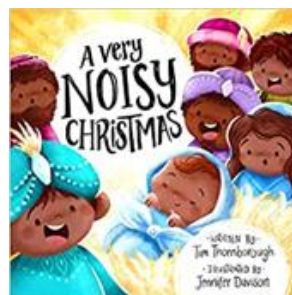
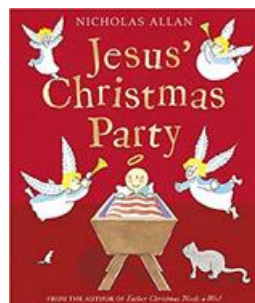
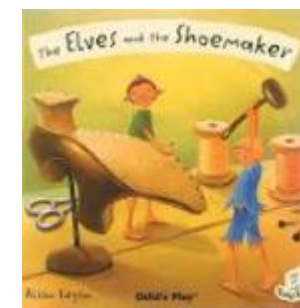
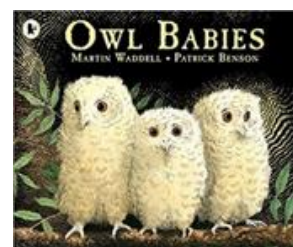
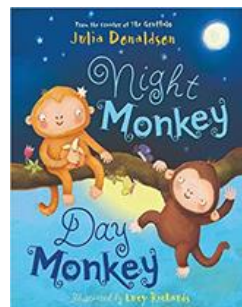
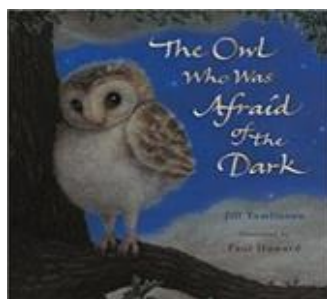
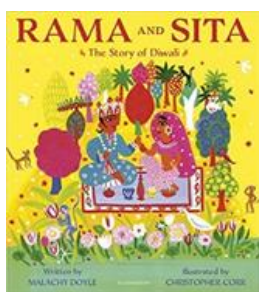
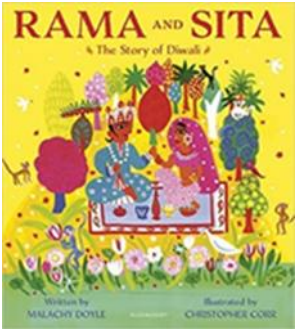



Who's afraid of the dark?

Early Years

Autumn 2 – Cycle B



<p>WOW</p>	<p>The children will share their experiences of half term- Halloween, Bonfire Night with each other. We will have a Diwali celebration day.</p>
<p>Week 1</p> <p>What goes bang in the night?</p>  	<p><u>Communication and language</u> The children will share their memories of half term and Bonfire Night They will listen to each other as they talk using sentences and encouraged to use adjectives to describe what they did using photos from home to support them.</p> <p><u>Physical development</u> The children will complete different craft activities using tools and fine motor skills to create Rangoli patterns, Clay Diva Lamp tea light holders and firework pictures and crafts. They will work in small and large scale by using large sheets of black paper to explore mark making, creating different lines, shapes and patterns for fireworks in the night sky. The children will have opportunity to dance and move in various ways to explore the sounds of fireworks and to dress themselves, ready for Bonfire Night – for example gloves, hats, scarves and coats - if they have buttons and zips all the better!</p> <p><u>Personal, social and emotional development</u> The children will have opportunities to work and play together after having a week away from school. We will reinforce routines and settle the children back into school.</p> <p><u>PSHE:</u> What I am good at? Reception children will reflect on what they are good at and understand everyone is good at different things.</p> <p><u>Literacy</u> The children will learn the rhyme: 'Remember, remember the fifth of November, Gunpowder treason and plot. I see no reason why Gunpowder treason should ever be forgot!' and be introduced to the 'er' phoneme. After watching a fireworks video, they will listen and think of onomatopoeic words to describe the sounds we hear, such as Bang! Pop! Whizz! They will learn to think of adjectives to describe fireworks using their senses and create in groups a list poem about their experience of Bonfire night.</p> <p><u>Phonics</u> Reception children will learn the sounds ck and e. They will practice the common word the.</p> <p><u>Mathematics</u> In maths mastery sessions Reception children will continue to engage with activities that underline the purpose of counting – to find out 'how many' objects there are altogether. They will reinforce their understanding of cardinality – that the last number in the count tells us 'how many' things there are altogether in a set of objects – and they will further practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects.</p>

A key focus this week is deepening their understanding of 5 as a quantity by linking the number itself to the 5 fingers on one hand. The children will also begin to explore ways to represent numbers to 5 using both their fingers and the Hungarian number pattern. These key representations will help to underline the 'fiveness' of 5 and provide structures that will support later exploration of its composition and its relationships with other numbers.

All children will also explore 2D and 3D shapes by making rocket pictures/ models and to create rangoli pictures and patterns, exploring tessellation.

They will also explore and sing the number rhyme Ten Fat Sausages learning countback to zero.

Understanding the world -What are fireworks? Why do we have bonfire night?

The children will learn how to keep safe on Bonfire Night and around fire and fireworks. We will watch Fireman Sam's safety video, and record key safety messages. Children can make posters to match e.g. wear gloves, stay back etc. The children will be encouraged to discuss whether they celebrate Bonfire Night and what they do and talk about things that they like and things they don't like about fireworks. We will have a camp fire and use our senses to experience a fire.

What is Diwali? Who celebrates Diwali? Why do they celebrate Diwali?

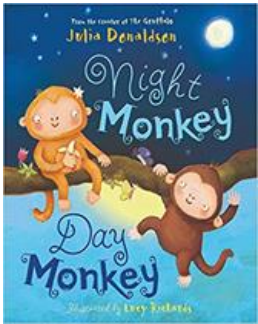
We will explain there is another festival that has fireworks and light too. The children will be encouraged to taste some Indian foods (with parental permission) e.g. chapatti, naan breads, vegetable curry, barfi or drinks like mango lassi.

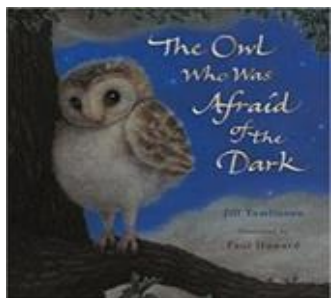
Expressive arts and design

The children will create different arts and crafts based around Bonfire night and Diwali such as making mendhi patterns, creating their own role play Diva Lamps and lanterns. They will explore colours and colour mixing to paint a bonfire picture. The children will use a variety of materials to create their own firework models and pictures and design bonfire night hats, scarves and gloves using different collage materials.

The children will explore their imaginative play through working in a Diwali role play area including Indian clothes, Diva Lamps, boxes to wrap as presents, role play foods, Rangoli patterns and cards to write on.

There will also be a role play bonfire area using sticks and twigs and some coloured paper or cellophane. Pretend to heat marshmallows over the fire!The children will explore percussion instruments to make the sounds of different fireworks. Encourage the children to think about which instrument would be best for each type of firework and how they should be played (quiet/loud, slow and fast).

	<p><u>RE</u></p> <p>This term, Reception children will begin to learn that the real meaning of Christmas for Christians is the birth of Jesus. Our first lesson is thinking of giving. We will think of Mrs Kennedy's new baby and children's younger siblings in class and what a new baby would want or need as a present.</p>
<p>Week 2</p> <p>Who's afraid of the dark?</p> 	<p><u>Communication and language:</u></p> <p>This week we will be looking at the differences between Day and night as the nights are getting longer. We will discuss dreams that the children may have had when asleep. We will encourage the children to share their favourite dreams with the class. They may also like to share worries about the dark or dreams, which could be discussed as a group or individually. The children will be able to listen to others ideas and share their thoughts and feelings when describing the differences between day & night. The children will listen to a number of 'bedtime' stories.</p> <p><u>Physical development:</u></p> <p>Through the song "This is the way we..." we will discuss daily routines such as waking up, stretching and yawning, brushing teeth and hair, eating breakfast, going to school/nursery. The children can mime day and night routines and guess what they are. The children will learn the importance of sleep, brushing teeth and eating healthily. We will play games movement games such as when it is daytime, the children run around, jump, hop, etc. but when it is night-time, they lie down as though they are asleep. We will introduce aspects of time by talking about parts of the day such as morning, afternoon, evening and night time. By playing the game 'What's the Time, Mr Wolf?' we will introduce the idea of o'clock times. We will play timer games where children have 1 minute challenges. The children will have opportunities to create simple dream catchers using fine motor skills to wrap and thread the catcher.</p> <p><u>Personal, social, emotional:</u></p>



We will look at how we manage ourselves by having discussions about daily routines – cleaning, washing, looking after ourselves. We will also think of what makes us feel safe and what scares us and think of ways to stay calm or be braver when faced with our fears.

Literacy:

The children will listen to stories and learn to empathise with the characters and discuss the themes of day and night from the text and illustrations. Read the story *The Owl Who Was Afraid of the Dark*. Look at all the various things that happen at night time. The characters all say 'Dark is?' Can we think of other ways of describing the dark?

The author describes Plop as fat, fluffy, soft and perfect. Can we think of other adjectives?

Read *Night Monkey Day Monkey* then children will compare the differences between day and night time. The children will learn and collect night time and day time words which we can display as opposites. They will learn new words such as nocturnal and what that means.

Phonics:

Reception children will learn the sounds **u** and **r**. They will practice the common word **to**.

Mathematics:

The children will explore time through a range of activities such as sequencing routines of the day and sorting objects into day and night things. We will use timers/stop watches to complete challenges e.g. how many pompoms can you pick up in 60 seconds? How many star jumps in a minute?

Sing the rhyme 'Ten in a Bed', taking away one each time.

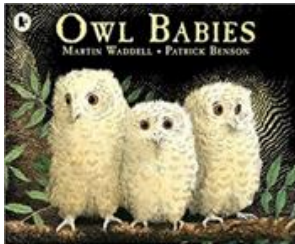
Reception children will be looking at comparing amounts by noticing attributes and beginning to understand similarities and differences. This week's activities focus on further developing these innate skills. The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal. Language is a key focus and adults will need to reinforce the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set. As the focus this week is on countable things, 'fewer than' is used rather than 'less than' and 'more than' is used rather than 'greater than'.

Understanding the World:

The children will explore light and dark by looking at light resources and reflective materials in the dark den.

They will learn about the historical side of light and how electric lights that we have in our homes were invented in 1879 and before that, people used candles or gas lights. The children will have opportunities to make simple circuits

	<p>using batteries and wires and a bulb. We will discuss how electricity in their home works and how this is what happens when they turn on a switch. We will also discuss being safe near electricity.</p> <p>Discuss different festivals that use light and encourage children to share their experiences, e.g. candles on birthday cakes, diva lamps for Diwali or fireworks for Chinese New Year.</p> <p>We will look at who works at night time- what jobs need to be done when others are asleep?</p> <p>The children can use the dolls' house and home corner to think about rooms during the night and day.</p> <p>Plop makes an 'EEEEEEK' sound for the young lady. The children will think about the different noises that animals make. How do they use these to communicate with each other?</p> <p>The children could use a telescope to look at the stars, like the man in the story or kaleidoscopes to see how colours and shapes can be reflected.</p> <p><u>Expressive arts and design:</u></p> <p>Mrs Barn Owl explains that the dark can be 'silver or blue or grey or lots of other colours'. The children will explore creating different dark colours using black to make shades.</p> <p>The children will explore making night pictures by making wax resist pictures and coloured chalks for the children to create night-time images.</p> <p><u>RE:</u></p> <p>This week we will reflect on saying thank you and the importance it has in making other people feel special. The children will practice saying thank you to each other and make the thank you specific e.g. "Thank you for being my friend/Thank you for sharing the reading corner with me".</p> <p><u>PSHE:</u> I'm Special, I'm Me!</p> <p>Reception children will reflect on how to include others when working and playing and understand that being different makes us all special.</p>
<p>Week 3</p> <p>Who can I hear at night time?</p>	<p><u>Communication and language:</u></p> <p>Take turns to play a game of 'Barn Owl Hunting', a great listening game. One child (the owl) sits in the centre of the circle with their eyes closed. The other children then pass a noisy object (the mouse) around the circle, e.g. a set of keys. The owl must listen carefully and point in the correct direction if they hear the mouse moving round the circle. The children will be encouraged to retell the story using props.</p> <p>Play recordings of the different types of sounds that owls make, for example barn owls screech and tawny owls hoot the children will be encouraged to use their voices to copy the sounds. Barn owls talk to each other, one says Twit the</p>



other answers Twoo, the children could play a listen and respond game to hear when their owl friend is getting closer-like “creep up on the teacher”.

Physical development:

The children will have opportunity to create owls with dough by rolling the clay into balls and then squash gently into an owl shape. The children can then pinch the clay to make ‘feathers’ and use clay tools to sculpt a beak. Add googly eyes, buttons or beads for the eyes.

Fine motor skills will be honed by providing some objects linked to the ‘Owl Babies’ story, for example, feathers, twigs and leaves and the children use tweezers to move the objects from one pot to another.

Personal, social, emotional:

The children will be encouraged to explore how their faces and bodies change to show different emotions. Can they make an expression to show they are feeling scared like the owl babies in the story? Can they show a happy expression like the one the owl babies might show when the mummy owl returns?

In the story ‘Owl Babies’, the babies’ mother goes hunting to get food to feed the babies. The babies take care of each other when they are scared. We will have a circle time activity in which children talk about how families take care of each other. Discuss how the owl babies must have felt when they were on their own on the branch. Have the children ever felt scared? What could the babies do to make themselves feel better? Why do you think Sarah suggested that all of the owls sat together? Does it feel better when you have your friends and family around you?

Literacy:

Read ‘Owl Babies’ by Martin Waddell. Discuss how brave the owls were, but that it is normal for owls to be awake at night and asleep in the day.

Together as a class write missing posters describing the mother owl using descriptive words.

Write repeated refrains from the story in speech bubbles.

Write using feathered quills and ink.

Make some mini-books with photographs of owls inside and space to write captions underneath. Make them available within provision and encourage the children to make some non-fiction books about owls.

Share a letter from the owlet Bill in the story and write a group letter back, the children will then have opportunity to do their own free writing to respond to Bill in their free choosing time.

Phonics:

Reception children will learn the sounds **h** and **b**. They will practice the common word I.

Mathematics:

The children will explore opportunities to explore number by playing counting games such as Feed the owlet – (provide pink string and tweezers) to count correct amounts to each owl!
 Explore size by ordering items by length or height relating to the three Owl babies.
 They will explore 2D shapes with the children by creating collage pictures of an owl, for example, a large oval for the body, 2 circles for the eyes, a triangle for the beak and 6 small rectangles for the toes.
 They will use and listen to positional language for the children to hide or find some soft toy owls around the outside area. For example, “Hide the owl under the bench”.


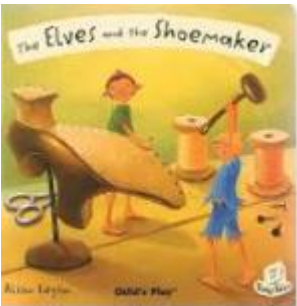
Reception children will begin to explore composition by focusing on the preliminary skills: the concept of ‘wholes’ and ‘parts’. By investigating their own bodies and familiar toys they will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts. Key language in this area can be tricky; clarity around a ‘whole’ and how it is different from a ‘hole’ needs to be made explicit.

Understanding of the world:
 The children will be introduced to the term nocturnal. In the story ‘Owl Babies’, the hole the owls live in has twigs, leaves and feathers the children will explore the best way to use the resources to create a comfortable home for the owl babies. The children will learn facts about owls. What is their habitat? What do they eat? What special abilities do they have? What different types of owl are there? How are they similar / different?
 Make a list of animals that come out in the daytime and a list of animals that come out at night.
 Research owls using the Internet or some simple non-fiction texts and write some simple fact cards together using the information they have learnt.

Expressive arts and design:
 The children will have opportunities to use natural resources such as leaves or pine cones to create nocturnal animals. Children will have opportunities using twigs and sticks of various sizes to make sculptures looking at photographs of sculptures made by Patrick Dougherty or Andy Goldsworthy.
 Children will have opportunities to create collages, masks and pictures of nocturnal animals.
 They will have opportunities to use woodland animal puppets and masks to role play and act out stories.

RE:
 The children will look at different Christmas cards focusing on the imagery of Christmas and thinking what Christmas means. They will then listen to the story of the Nativity.

PSHE: Families

	<p>The children will learn that we are all different but the same in some ways by comparing similarities and differences about their families.</p>
<p>Week 4</p> <p>Who is awake at night?</p>  	<p><u>Communication and language:</u> We will discuss the importance of sleep and the routines we have before going to bed. We will play a listening and attention game with the children by placing a number of items that we need before we go to sleep (toothbrush, pyjamas, teddy, blanket) on a tray and cover with a sheet. Ask the children to guess how many are there, then double-check by counting. Remove one of the objects – can they say which one has been removed?</p> <p><u>Physical development:</u> The children will practice finger control by creating hedgehogs by shaping playdough and then adding prickles by carefully adding pieces of dry spaghetti to its back. The children can practice scissor skills by snipping the back of paper hedgehogs to create prickles. Play sleepy, gentle music for the children to create a sleepy movement dance too.</p> <p><u>Literacy:</u> The children will help with a shared writing activity to write signs for sleeping hedgehogs, such as, 'Shh! Sleeping hedgehogs!', or, 'Quiet, please!' for the hedgehog houses in the 'secret garden'. The children will use dry autumn leaves and markers to write letters and key words on. These writing leaves could be hung from the ceiling on fishing wire, like falling leaves. Draw large hedgehog shapes on the ground with chalk, ensuring the hedgehog has zigzag spikes, a circle nose and a straight bottom edge. The children can paint over these with water and brushes, following the different lines. At the end of the week when we enter December the children will be introduced to the story of The Elves and the Shoemaker. Why did they come out at night? Do they know of other elves? Where do they live and who do they help?</p> <p><u>Phonics:</u> Reception children will learn the sounds ff and l. They will practice the common word go.</p> <p><u>Mathematics:</u> The children will practice their number sense skills through a variety of autumn themed tasks such as counting and finding different quantities of natural autumn objects, such as conkers and acorns, finding a selection of story-themed toys around the setting. Can they count them? Place number leaves all around the outside area. How many can the children collect in a set time?</p>

The children will explore shape and measures through, making nocturnal animals of different sizes out of playdough. weighing a variety of autumn items, such as acorns, leaves or conkers and creating hibernation homes for soft toy animals.

We will explore the idea of pairs by sorting socks, gloves and shoes into matching pairs. We will look at groups of two and see if we can count the totals of two or three pairs.

Reception children's mastery will focus on activities that build on their understanding of the composition of numbers by investigating the composition of 3, 4 and 5. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 3 can be composed of 1 and 2. Through practical experience, they will consolidate their understanding of a whole being made up of smaller parts. They will begin to recognise that numbers can be made by combining parts in different ways. A key focus will be the spatial arrangements that can be made with different combinations of the same number of objects.

Understanding of the world:

Explain there are not just owls that are awake in the night time.

Do we know of any other animals that are awake at night time? Take the children's ideas, and read 'Night Animals'. Make a list of animals that come out at night time. We will explain how nocturnal animals use their senses to navigate life in the dark. As humans, we rely heavily upon our sense of sight. Complete some activities where we have to use some of our other senses;

-Have a number of small drawstring bags, each containing a mystery object. Children are encouraged to engage their sense of touch in order to describe and identify each mystery object without looking inside the bags. Children then discuss what they can feel in the bags using adjectives to describe the texture, weight and shape of the mystery object.


-Children use sense of smell to sniff mystery items inside containers. What do we think is inside?

Children listen to sound recordings of different animals and try to match the sounds to the images of animals on the whiteboard.

In the activities children have their eyes shut to encourage them to rely solely on their other senses to identify the objects, smells and sounds. At the end show the children what the objects were- it's easier when we can see!

Look at how various nocturnal animals have adapted to being awake in the night time to compensate e.g bats echo location, owls' placement of their ears etc.

Cut, sort and label animals into daytime and night time animals.

	<p>Learn and share facts about nocturnal animals. The children will be encouraged to notice how autumn is moving towards winter and how we can look after the animals that don't hibernate over the winter like feeding the birds. Learn about animals which migrate and hibernate over winter and how we can help them.</p> <p><u>Expressive arts and design:</u></p> <p>The children will have opportunities to observe animals from photographs and models to draw and paint them carefully. They could use junk-modelling materials to create their own hibernation houses for animals in the story. The children can create dens to make a cosy, safe place to read!</p> <p><u>RE:</u></p> <p>This week we will think about the shepherds and angels in the Nativity and how the angels gave them good news.</p> <p><u>PSHE:</u> Houses and Homes</p> <p>I can tell you why I think my home is special to me.</p>
<p>Week 5</p> <p>Who else is awake at night?</p> 	<p><u>Communication and language:</u></p> <p>It's not just animals that are about at night- Santa comes out at night time too! Why does Santa do his deliveries at night? Place a number of Christmas items on a tray and cover with a blanket. Ask the children to guess how many there are, then double check by counting. Remove one of the objects, can they say which one has been removed? Talk about different Christmas foods and talk about likes and dislikes e.g. mince pies, Christmas pudding and Yule Log.</p> <p><u>Physical development:</u></p> <p>The children will practice their scissor skills by cutting and sticking brown paper to make a stick man and cutting out pictures of things they would like for Christmas from toy catalogues. Maybe they could write name labels for each item too? There will be some Christmas outfits available in the role play area to dress themselves. The children can use tweezers to move mini presents into Santa's sacks. Children use boxes, wrapping paper, ribbons and tape to wrap and create presents. The children can carry different sizes and masses of parcels to load his sleigh. They can practice writing letters on frosty ground with paintbrushes dipped into salt or water.</p> <p><u>Personal, social, emotional:</u></p> <p>We will talk about giving gifts at Christmas time. Do the children give or receive gifts during other festivals or celebrations? We will sensitively discuss that not all children are lucky enough to get presents and make a special box</p>

of goodies to donate a local charity. Can we think of a time we've given someone a special present, or surprised a family member for their birthday or Christmas? How did they feel? How did it make us feel?

Why was Stick Lady Love feeling sad about Stick Man missing Christmas? What is important about Christmas time- discuss how it's a time for family and friends, not just food and presents!

Literacy:

Read the story 'Stick Man', what happens in the story? Who were the characters we met? Re-read and encourage the children to join in with Stick Man's repeated refrain- I'm a Stick Man, I'm a Stick Man that's me! Shared writing, write Stick Mans speech bubble together with the children. We will listen to other Christmas stories, including those involving letters: Jolly Postman and Dear Father Christmas. We will look at the features of Letters by receiving some letters in the post from various people in school/ story book characters/ Santa etc. can we write replies?

The children will write their important Christmas list/ letter to Santa.

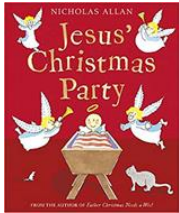
Phonics:

Reception children will learn the sounds **ll** and **ss**. They will practice the common word **no**.

Mathematics:

Reception maths mastery sessions will focus on continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. Adults will need to continue to name the objects being counted to emphasise the numerosity of the set, e.g. Would you please collect 6 crayons and bring them to me? The children will revisit the concept of 1:1 correspondence by making sure that they match collections of objects to their representations. They will develop their understanding of the concept of cardinality – that the last number in the count tells us 'how many' things there are altogether – and begin to apply this concept to count more abstract things, such as claps and jumps.

The children will also begin to explore verbal counting to larger numbers. Counting together to numbers larger than 20 will begin to expose the pattern of number names beyond the tricky 'teen' numbers. Singing counting rhymes will give them opportunities to hear, join in with and develop their knowledge of the counting sequence. The children will also have opportunities to begin to link quantities to 5 with their corresponding number and to explore conservation of number by investigating what happens to quantities of objects when they are rearranged.

	<p><u>Understanding of the world:</u></p> <p>Draw maps of where the Stick Man went on his journey</p> <p>Make 'Filter Paper Snowflakes to explore how to create beautiful paint effects using watery paint and filter paper.</p> <p>Encourage children to help Santa deliver the presents! Draw simple maps, showing houses for Santa to visit and encourage children to program the Bee-Bot Santa to reach each house.</p> <p>Provide snow or ice in a tray (or snow powder) with small world polar animals or Santa toys for the children to explore.</p> <p><u>Expressive arts and design:</u></p> <p>The children will have opportunities to be a postie by sorting the Christmas post at the post office and making deliveries. They will use natural materials to make arrangements to create Stick Families. We will learn to sing a variety of Christmas themed songs, rhymes and carols and of course create Christmas decorations & crafts.</p> <p><u>RE:</u></p> <p>This week the children will reflect on the Three Wise men and the gifts they gave to baby Jesus.</p> <p><u>PSHE:</u> Making Friends</p> <p>The children will reflect on how to be a kind friend</p>
<p>Week 6</p> <p>How do we celebrate Christmas?</p> 	<p><u>Communication and language:</u></p> <p>The children will have opportunities to learn to sing Christmas songs and play games where they listen and follow instructions.</p> <p><u>Physical development:</u></p> <p>The children will have opportunities to improve their fine motor skills by making Christmas decorations and using their gross motor skills to play games like pass-the-parcel, Pin the Nose on the Snowman and Christmas Freeze!</p> <p><u>Personal, social, emotional:</u></p> <p>The children will reflect on what is good behaviour to show Santa & the elves!</p> <p>They will share the Christmas preparations that are going on at home with each other and look at similarities and</p>



differences they have.

Literacy:

The children will be able to write orders for the Christmas café/ hot chocolate shop and act out roles from Santa's workshops and make lists and check orders.

Phonics:

This week Reception children will learn about double letters and two syllable words. We will recap the common word **into**.

Mathematics:

The children will have many opportunities to explore and investigate shapes by printing 3D shapes on rolls of paper to create our own wrapping paper and looking at which shaped presents slide, stack and roll whilst stacking the sleigh.

They will be able to explore size in a number of ways such as ordering sticks or tinsel by length or presents by mass.

Of course they can practice their counting through sorting and collecting various Christmas objects.

The children will count scoops of reindeer food for the different reindeer.

Sing the carol 'The Twelve Days of Christmas' and count the number of presents given each day.

Have a present hunt- find presents with numbers on, unwrap and record what's inside on clipboard

Understanding of the world:

The children will look at how Christmas is celebrated around the world and compare to how they celebrate.


Talk about New Year and needing a new calendar.

Expressive arts and design:

Use percussion instruments to make the sound of the reindeer. Encourage the children to think about which instrument would be best for each activity (e.g. flying, walking on the rooftops, eating carrots). How should they be played? The children will have opportunities to create Christmas gifts and crafts.

RE:

The children will reflect on the story of the Nativity and how it is important to Christians. We will think of other aspects of Christmas and why people like to celebrate and how.

	<p><u>PSHE:</u> Standing Up for Yourself</p> <p>The children will learn which words to use to stand up for themselves when someone says or does something unkind</p>
<p>Week 7</p> 	<p>We will read the story Norman the slug who saved Christmas and think how we can help others this Christmas.</p> <p>The children will be asked to go to Elf school and do challenges to help others have a lovely Christmas.</p> <p>Elf School</p> <p>The children will learn that Santa is in need of extra elves this year and has asked them to attend 'Santa School' to earn their elf ears. He has set out a series of tasks that need to be completed with the children helping each other</p> <p>When all of the children have earned their ears we will celebrate good team work and be ready for Christmas!.</p>