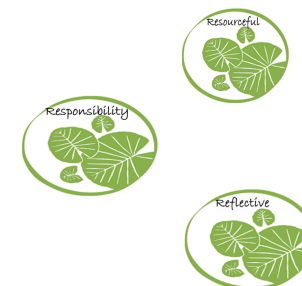


O/INTENT

Developing an understanding of celebrations throughout the world and celebrating each other's differences is a key aim for this learning experience. The children will learn about the different celebrations that might happen during the year, Bonfire Night, Christmas, and Birthdays, and how we celebrate them at home and how other people might celebrate them differently. Our learning journey will also be about celebrating ourselves. We will spend time talking about our similarities and differences and how this makes us unique. During the lead up to Christmas, our learning will look at the traditions of Christmas and the Christmas nativity. We will learn about the celebration and even work in our elves' workshop, helping to wrap presents and make Christmas decorations to put up around the classroom. The children will work together to create a carol performance and learn multiple songs, practising the lyrics and keeping in time with the music.



HOOK

Granny's 80th Birthday will take place and Foundation are going to help celebrate it by making cards and finding out what you do on a birthday.

Lines of Inquiry

How do we celebrate birthdays? How is Christmas celebrated around the world? Why do we have bonfire night?

OUTCOME

Children to contribute to displays, make a Christmas card for their family, perform a Christmas concert for their adults.



EXPERT INPUT

LEARNING THROUGH ROLE PLAY

Home corner— cooking equipment, table chairs, babies, cot, pet, pegging washing numbers, decorate house for granny's birthday.

Elves workshop – a gift wrapping area using wrapping paper, gift building and bunting making.

EYFS

Let's celebrate!

Autumn 2

<p><u>PSED:</u></p> <p>ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG - Work and play cooperatively and take turns with others</p> <p>Learning about each other's differences and similarities Working with others to accomplish a goal How to be kind to each other Discussing what makes everyone special and unique</p> <p>Key vocabulary:</p> <p>Celebrate, traditions, uniqueness,</p> <p><u>Knowledge:</u></p> <p>I understand how it feels to belong and that we are similar and different I understand why we have celebrations I am starting to show respect and tolerance to others I am learning about how celebrations are different all over the world</p> <p><u>Skills</u></p> <p>I can start to use my voice to convey how I am feeling I enjoy working with others to achieve a common goal I can start to venture out of my comfort zone and challenge myself within the classroom</p>	<p><u>Understanding the World</u></p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>We will: Discuss Celebrations that are important to me and celebrations that are important to other people in our community and in other countries.</p> <p>Name a variety of different celebrations that happen each year (Christmas, Birthdays, Bonfire night).</p> <p>Look at the nativity story and how its events happened a long time ago, discussing how things that have happened are considered the past.</p> <p>Continue to observe changes that happen each day to the natural world, looking at the temperature and whether it is getting warmer or colder as we get closer to December.</p> <p>Key vocabulary:</p> <p>Celebrate, traditions, temperature, England, the world, countries, community.</p>	<p><u>Books we will explore:</u></p> <p>Pumpkin Soup The very helpful hedgehog The Tiger Who Came To Tea Kipper's Birthday Spot's Birthday The Toy's Party Rosie's Walk</p> <p>Rhymes/songs to introduce:</p> <ol style="list-style-type: none"> 1. Days of the week song (signing) 2. 5 little speckled frogs 3. The Wheels on the bus 4. Ten in a bed 5. Classic Christmas carols (determined by the children) 6. Incy wincy spider 7. Row row row your boat 8. Patta cake 9. One finger, one thumb, keep moving 10. Ten green bottles <p>*Christmas songs will be sung during December, however these will be decided with the children. Some might include: knock at the door, silent night, away in a manger, the 12 days of Christmas.</p>
<p><u>Maths:</u></p> <p>ELG - Subitise (recognise quantities without counting) up to 5</p> <p>ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>It's me, 1, 2, 3! We will be looking at the numbers 1, 2, 3, how we can represent them and use them during counting. We will compare 1, 2, 3 and develop our understanding of one more and one less.</p>	<p><u>Communication & Language</u></p> <p>ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Learn new vocabulary Use new vocabulary through the day. Develop social phrases Retelling the Christmas story and other celebrations</p>	<p><u>Literacy</u></p> <p>ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>ELG - Read words consistent with their phonic knowledge by sound-blending</p> <p>ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>

<p>We will explore different compositions of 2 and 3, and how they can be composed of ones and twos.</p> <p>Light and Dark</p> <p>We will look at the number 4 and then the number 5, counting to 4/5 and counting back from 4/5.</p> <p>We will be able to subdivide objects to 4 and then 5.</p> <p>We will use a 5 frame to represent numbers and predict how many there will be if we add one more or take one away.</p> <p>We will also be looking at shapes and discussing how many sides and corners each shape has.</p> <p>We will look deeper at Night and Day and use language to describe when events take place.</p> <p>Key Vocabulary:</p> <p>1, 2, 3, 4, 5, composition, one more, one less, 5 frame, subdivide, shapes, sides, corners, night, day, morning, afternoon, evening.</p>	<p><u>We will...</u></p> <p>Explore what celebrations are important to us.</p> <p>Look at how celebrations are celebrated differently around the world.</p> <p>Discuss using words what makes us unique and compare of similarities and differences.</p> <p>Key Vocabulary</p> <p>Good morning, good Afternoon, birthday, Christmas, the world, believe, important, differences, unique, similarities.</p>	<p>Reading</p> <p>We will begin to retell stories and remember what comes at the start, in the middle and at the end.</p> <p>We will blend and segment with letters at school during word time in phonics and at home with our choice books.</p> <p>Read individual letters by saying the sounds for them before blending them into words.</p> <p>Writing</p> <p>We will record CVC words on paper both independently and during guided activities.</p> <p>We will start to write independently using our phonics in order to Fred talk a word and write the sound we hear.</p> <p>We will continue to form letters correctly and develop our handwriting.</p>
<p><u>Expressive Art & Design</u></p> <p>ELG - Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><u>We will:</u></p> <p>Look closely at stories and how they are made up of 3 parts. We will learn Christmas stories, such as the nutcracker, and begin to retell some of the story in order.</p> <p>Learn a range of Christmas songs and rhymes, including performing multiple songs for our adults. This will include: Silent night, little donkey, away in a manger.</p> <p>Build on our ability to choose the right material for the job and give reason behind our choices during craft activities.</p> <p>Use scissors to cut wrapping paper and use Sellotape to gift wrap.</p> <p>Create gingerbread men, decorating carefully with icing.</p>	<p><u>Physical Development</u></p> <p>Use a range of materials and equipment to develop gross motor and fine motor skills.</p> <p>Use one-handed tools and equipment confidently and safely, for example, cutting out shapes from paper and drawing more detailed pictures.</p> <p><i>NB – Ensure that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently</i></p> <p><u>We will:</u></p> <p>Build on the children's fine motor skills, developing our tripod grip when using a pen/pencil.</p> <p>Learn to fold wrapping paper and use Sellotape to secure it.</p> <p>Strengthen our arms, wrists and hands by engaging motor activities, including painting on big sheets of paper while stood up at arms length, carry heavy objects in teams, use Lego to design and build an object, such as a house or animal.</p>	<p><u>PE Focus:</u></p> <p>Ball skills</p> <p>ELG - Demonstrate strength, balance and coordination when playing</p> <p><u>We will:</u></p> <p>Learn to work in a team during sports activities.</p> <p>Develop our control of holding and throwing a ball.</p> <p>Look at the different ways you can throw a ball.</p> <p>Learn about our bodies and how our heart rate changes with exercise.</p> <p>Learn a dance to a piece of music for a performance.</p>

How we evaluate?

*Thinking Hats will be used to reflect upon our overall outcomes at the end of the learning experience in addition to individual pieces of work.

The children will be introduced to the hats in steps, beginning with our yellow hat (positive thinking) and the red hat (all about feelings).



What stuck with you?

- Children will develop understanding of working with others to complete a task.
- Children will be able to identify different celebrations and some of the things that people might do.
- Children will be able to retell part of the Christmas story.
- Children will be able to sing a range of Christmas songs.



Deeper Thinking

- Children will be able to describe some of the differences between celebrations in the UK and other countries.
- Children will begin to write independently and attempt to write a Christmas card.
- Children will be able to discuss the similarities and differences between themselves and their peers, and why that makes them unique.

Characteristics of effective learning:

Playing and exploring engagement	Active learning motivation	Creating and thinking critically Thinking
<p>Finding out and exploring</p> <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing a particular interest	<p>Being involved and concentrating</p> <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy and fascination• Not easily distracted• Paying attention to detail	<p>Having their own ideas</p> <ul style="list-style-type: none">• Thinking of own ideas (new/meaningful to child)• Finding ways to solve problems• Finding new ways to do things

<p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experiences • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	<p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experiences • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect 	
<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a can do attitude • Taking a risk, engaging in new experiences and learning by trial and error 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	