



Theme / Topic: Celebrations and Traditions

Big Question: What and why do we celebrate? What and why do other people celebrate?

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| Year Group: | Nursery |
| Focus of Learning / linked to topics: During the topic 'Celebrations and Traditions' children will learn about popular celebrations. They will learn about celebrations within their own culture and families and also within other cultures in our community and around the world. They will learn about traditions within their own families at this time and find out about each others family traditions. Within the topic 'Celebrations and Traditions' children will have the opportunity to talk about what and how they celebrate. They may bring photos in, share news from home and talk about family traditions. We will learn about the festivals and celebrations within different cultures and religions within our community. During this topic we will learn about: Diwali; Bonfire Night; Remembrance Day; Christmas, and Baptism. | Prior Learning / linked to topics: During the last half term children have learnt about some of the differences between themselves and their families. This half term we will find out more about the celebrations within our families and will celebrate some key festivals and events together. Children will know about some celebrations they might not have known before. In Autumn 1 the children learnt about preparing for Diwali. Children will be able to share details of how and what their family celebrate. Children will find out about their own family traditions and that of their friends. Children may be aware of differences between people. Children will understand the meaning of Baptisms, Christmas, Diwali, Remembrance Day and Bonfire Night. |
| Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands) | |
| Prime Areas: | |
| Personal, Social and Emotional Development <ul style="list-style-type: none">• To begin to follow some of the golden rules in nursery, sometimes with prompt from adults.• To begin to use vocabulary related to feelings such as; happy, sad, angry and worried.• To be able to put on own coat with minimal adult assistance.• To begin to learn about some of the things they can do to stay safe near roads. (Road Safety Week)• To develop relationships with new adults and children in nursery.• To know one another's names. | Key vocab / key questions: Family, Celebrate, Baptise, Marry, Party, Birth, Birthday, Christmas, Diwali, Remembrance, Bonfire, Fireworks, Tradition, Celebrate, Enjoy, Happy, Together. What is a celebration? Who do you celebrate with? What do you celebrate at home? How do you celebrate at home, what happens, where do you go, who with? |
| Communication and Language <ul style="list-style-type: none">• To respond to simple instructions.• To become familiar with some traditional stories. | Key vocab / key questions: |

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| <ul style="list-style-type: none"> • To sing some familiar rhymes. • To begin to develop greater clarity in their pronunciation of sounds in words during play. | <p>Good sitting, good looking, good listening, rhyme, turn taking, instructions, song of the week, storytime, tell us, sing.</p> <p>Can you tell me what happened in the story? Lets sing... Can you tell you family the story we have been listening to? What can you tell me about how your family celebrate? Tell me about your celebrations? What did you do? Where did you go? Who came?</p> |
| <p><u>Physical</u></p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • To be able to sit on a trike and move along with feet on the floor. • To continue to develop gross motor skills for by mark making using the floor, walls and easels to stimulate large shoulder and arm movements. • To develop confidence in using the climbing equipment, this may be whilst holding the hand of an adult or a friend for support. • To be able to thread thick string through some large holes. • To use pegs to clothes and items on a line. • To be able to use flexible easy grip scissors with increasing independence. • To further develop mark making skills using chunky pens and whiteboards. • To further develop manipulative skills during dough gym activities. | <p><u>Key vocab / key questions:</u></p> <p>Balance, ride, catch, throw, drop, climb,snip, cut, draw, paint, coat, fasten, peg. Can you put your coat on? Can you hang your coat up on you peg? What are you going to paint? Who is in your drawing? What have you made with the Playdough? Can you snip the paper? Can you ride the pedal bike? Can you ride the balance bike? Can you balance on the beam? Can you climb?</p> |
| <p><u>Specific</u></p> | |
| <p><u>Literacy</u></p> <ul style="list-style-type: none"> • To begin to understand that the front cover tells us what the book is about. • Learn the key vocabulary: Cover. • To begin to recognise some familiar environmental print. • To listen to some rhyming books. • To be able to mark make and identify their marks. | <p><u>Key vocab / key questions:</u></p> <p>Draw, paint, tell me, book, title, author, front cover, pages, hold, words, pictures, tell me. What do you think this book is about? What can you see in the picture? Show me one like this? Where is the...? Tell me about your drawing/painting? Which story do you like best? What happened in the story? Who are the characters? What do you think will happen next? How do you think they feel?</p> |

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| <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • To show finger numbers up to 3. • To begin to recognise some numerals in the environment. • Say one number for each item in order: 1,2,3. • To begin to name some 2d shapes and be able to identify a triangle, square, rectangle and circle from an assortment of shapes. • Recite the days of the week in order. • To begin to understand words including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. | <p><u>Key vocab / key questions:</u></p> <p>Shapes, Circle, Square, Triangle, Rectangle, sides, corners, straight, flat, round, edge, bigger, smaller, pattern, stripey, spotty, lines, shapes, dots.</p> <p>How many.....should be here? How many children are in our class today? How many children are in our line? What happens first? What happens next? What day is it today? What day was it yesterday? What day will it be tomorrow? What shape is it? What comes next in this pattern? Can you find a pattern?</p> |
| <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • To begin to share news from home. • To bring in artefacts linked to significant events in their life and talk about what happened. E.g. Birthdays and Baptism. • Be aware of the people who help us around school and in our community and their occupations. • To know that everyone has a birthday and that they are usually celebrated in similar ways around the world. • To know that some celebrations are specific to some cultures. E.g. Diwali. • To begin to sort natural materials according to properties using new vocabulary such as, hard, soft, rough, smooth. | <p><u>Key vocab / key questions:</u></p> <p>Diwali, Christmas, Bonfire Night, Fireworks, Remembrance Day, birthdays, weddings, celebrations, traditions.</p> <p>What do you celebrate? What did you see? How does you family celebrate? What will you do at Diwali? What will you do at Christmas?</p> |
| <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • To begin to think about what they are making and have some idea about what to use for that purpose. • To begin to add narrative to their play. • To add to their repertoire of songs. • To be able to play some percussion instruments loudly or quietly. | <p><u>Key vocab / key questions:</u></p> <p>Colours, make, mix, listen, hear, sounds like, sing, decorate, lights, celebrate, gifts.</p> <p>What will you make? What are you making? What colour is this? What colour have you made? What can you hear? What does it sound like? Lets sing... How can we decorate?</p> |

Safe Messages

A1-A3, B1, B2, B4, B6, B9, C1-C6, H1, H4.

Topic Resources:

Clay, paint and craft materials to make decorations to celebrate different events. Cbeebies- my first festivals videos, non-fiction books about festivals and celebrations, fictional stories linked to celebrations.

Other resources will be highlighted in the fortnightly continuous provision planning and the weekly carpet time planning.