



Theme / Topic: Let's Celebrate!

Big Question: How do people and communities celebrate in Autumn and Winter?

Year Group: EYFS - Reception	Reception
<p><u>Focus of Learning / linked to topics:</u></p> <p>This topic allows children to develop an understanding of different celebrations during the Autumn and winter.</p> <p>Children will explore different cultures, traditions and find out why and how people celebrate at this time of year.</p> <p>They will compare and contrast different celebrations.</p> <p>Children will know the importance of these celebrations to different people, communities and religious groups.</p>	<p><u>Prior Learning / linked to topics:</u></p> <p>Children will have done some work on Christmas and Nativity story in Nursery.</p> <p>Children will be familiar with celebrations their own family celebrate.</p> <p>Children may be aware of celebrations held by different cultures to their own.</p> <p>Children may have some knowledge about the reason for celebrating different days in Autumn and winter and how people do this.</p>
<p><u>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills):</u> (covering progression strands)</p>	
<p><u>Prime Areas:</u></p>	
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • To talk about how they are feeling. • To begin to consider the feelings of others. • To adapt behaviour to a range of situations. • To develop class rules and talk about why we need to have rules (link to Bonfire/Firework safety) • To develop an understanding of our class and school values. • To put shorts and t-shirt on for P.E, with some adult support. • To have confidence to try new activities. • Begin to develop patience for what they want and during turn taking activities • To play with children who are playing with the same activity. • To begin to develop friendships and identify what makes a good friend. • To have positive relationships with all Reception staff. 	<p><u>Key vocab / key questions:</u></p> <p>Friends, kind, sharing, rules, safe, danger, global family, loving, caring, responsibility, respect, community, turn taking, recycle.</p> <p>What makes me a part of this community?</p> <p>How does ____ make you feel?</p> <p>How would they feel if...?</p> <p>What am I responsible for?</p> <p>How can we work together to...?</p> <p>Who should look after our classroom, school, community?</p> <p>Where should we put our rubbish?</p> <p>Who can help if we fall out with our friends? What should we do?</p> <p>How can we all help to look after of wonderful world?</p>
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • To understand who, where and when questions. • To respond to instructions with more than one step. • To answer who, where and when questions in front of whole class. 	<p><u>Key vocab / key questions:</u></p> <p>Good listening, turn taking, good sitting, please, thank you, you're welcome, rhyme, rhythm, wow words, description, why?, because, story time, personal experiences, problems.</p>

<ul style="list-style-type: none"> • To talk about different characters and settings. • To use new vocabulary throughout the day linked to different areas of learning • To use complete sentences when talking. 	<p>What does mean? When would we use this new word? How could you describe...? Who knows how to sing . . . Twinkle Twinkle Little Star? Can you think of a rhyming word? Tell me about what happened in the story. Who were the main characters? Where did they live? Who should look after our Earth? Tell me what you know about how the world changes during winter. How can we help? What words should we use to show others how to be polite?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> • To develop balance and shifting weight to different body parts. • Recognise and copy different body shapes during gymnastics. • To be able to move and stop confidently, negotiating the space around them effectively. • To develop rocking and rolling. • To explore different ways to travel using equipment. • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • To sit, run and balance using a balance bike. • To copy and create sequences by linking actions together. • To begin to use anticlockwise movement and retrace vertical lines. • To gain confidence in using a tripod grip when using mark making tools. • To accurately draw lines, circles and shapes to draw pictures. • To write taught letters using correct formation when following a model. • To begin to hold a knife correctly and use to cut food with support. 	<p><u>Key vocab / key questions:</u></p> <p>Gymnastics, balance, control, core strength, lift, carry, grip, push, pull, stack, climb, squeeze, roll, small, tall, wide, thin, straight and curved, rock and roll.</p> <p>What have you made from the Playdoh? How did you do it? Eg. rolling, pinching, squashing etc Where should your arms be when we do a pencil roll? What gymnastics move did you learn today? How should we hold the scissors to cut along this line? Who can tell me about different body shapes we can make? Can you hold this balance for 5 seconds? What muscles can you feel working? How should you hold a pencil?</p>
<p><u>Specific</u></p>	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • To engage in story times, joining in with repeated phrases and actions. • To begin to answer questions about the stories read to them. • To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. • To recognise the first 25 set 1 sounds. (a-z, excluding q) • To recognise on sight some 'red words – 'go, so and no' • To be able to orally blend VC and CVC words using Fred Talk. • To begin to read VC and CVC words from 1.2 and 1.5 on flash cards. • Review reading 1.1 words. 	<p><u>Key vocab / key questions:</u></p> <p>Rhyme, story, letter, grapheme, sound, phoneme, prediction (Patty the Predictor) summarise/retell (Rhonda the Reteller) book, page, beginning, middle, end, front cover, author, initial sound, segment, blend, title, character</p> <p>What is the initial sound in...? Can you segment this word? What is the first sound you can hear? What phoneme comes next? Can you predict what might happen next?</p>

<ul style="list-style-type: none"> • To write their name. • To begin to use the correct letter formation of taught letters. • To write CVC words using taught sounds, during adult led RWI lessons. • To begin to write some VC words independently. 	<p>What clues are on the front cover? What is the title of the story? What does the author do? What might we ask this character? How might this character feel? Why? Where does every letter start when we write them? How do we hold our pencils? (Nip, flip, there's my grip)</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • To recognise numerals beyond 5 • To begin to subitise to 5. • To find one more or one less from a group of up to five objects. • Find the total number of items in two groups by counting all of them. • To explore the composition of 4 and 5 • To begin to use the vocabulary involved in adding and subtracting. • To recite numbers in order to 15. • To recite numbers within 10 from different starting points. • To compare quantities to 5 and above. • To compare equal and unequal groups. • To use comparative language: more than, less than, fewer, equal to, the same as. • To count up to 10 objects. • To investigate how shapes can be combined to create new shapes e.g. two triangles can make a square, folding a paper circle in half makes a semicircle. 	<p><u>Key vocab / key questions:</u></p> <p>Numerals/numbers, compare, Numicon, counting, growing, showing, equal, one more, one less, shapes, circle, square, triangle, rectangle, properties, same as, subitise, 5 frame, 10 frame</p> <p>How many objects can you see? How can we check? How do you know that is three? What is one more than...? What is this number? If I add one more, how many will I have? How many are there altogether? Which 2 numbers make 5? What number does the 5 frame show if there is one empty box? Which group has more?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • To know about figures from the past linked to Bonfire Night (Guy Fawkes and King James). • To know some similarities and differences between things in the past and now, linked to Christmas. • To know some different ways that people can communicate with each other (internet etc) and how they did so in the past. • To talk about the changes they observe in their environment – Seasons link. • To talk about how Hindus celebrate Diwali. • To know that Mendi and Rangoli patterns are created to celebrate Diwali. • To talk about key events in the Christmas Story and how it is celebrated now. • To learn about how different people celebrate Christmas and different family traditions. • To know that people around the world have different religions. • To learn about Diwali. • To know and talk about some features of the immediate environment. • To know about and recognise the signs of Autumn. • Look closely at natural objects linked to Autumn and record what they see through drawings. • To begin to link changes in weather to the seasons by completing a Weather chart, observing and describing the daily weather patterns. 	<p><u>Key vocab / key questions:</u></p> <p>Mum, dad, grandparents, family, past, present, seasons, autumn, winter, Christmas, Diwali, Hanukkah, Bonfire Night, King Charles, Guy Fawkes, celebrations, changes, similarities, differences.</p> <p>What season are we in now? Can you describe this season? What happens in nature? How do we celebrate Christmas? How did your parents celebrate Christmas when they were younger? Who was Guy Fawkes? What is Bonfire Night? How can we tell that Guy Fawkes lived in the past? What similarities/differences can you see between King Charles and our Queen Elizabeth? What is the celebration of Diwali / Hanukkah? How do people celebrate? Can you think of any similarities/differences to how Christians celebrate Christmas? What beautiful things can you see in our world? Have these things changed as the seasons have changed? Can you describe what you can see/hear/feel when outside? How can we care for our Earth?</p>

<ul style="list-style-type: none"> • To know that animals behave differently in different seasons e.g. gathering food, hibernating. • To observe and learn vocabulary linked to their local natural environment and begin to describe simple characteristics. 	
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • To use colours for a particular purpose. • To share their creations. • To explore different techniques for joining materials (Glue Stick, PVA) • To learn about Jeff Hanson and his use of colours in nature. • To investigate how colour can be made lighter or darker by adding white/black paint. • To recall need for hygiene when handling and preparing food - decorate ginger bread men. • To perform a song in the Christmas Play. • To learn and perform a poem at the Christmas Concert. • To join in with year group singing time. • To pitch match. • To sing the melodic shape of familiar songs. • To begin to build up a repertoire of songs. • To sing entire songs. • To use costumes and resources to act out narratives 	<p><u>Key vocab / key questions:</u></p> <p>colour, mix, change, new, draw, paint, detail, shapes, texture, pattern, listen, sing, together, harmony, pitch, high, low, singing voice, calm, excited, peaceful, feelings/emotions, share, talk, discuss, recycle. pitch,</p> <p>Tell me how you mixed this colour. How could you make this colour lighter? What colours do you need for this pattern? What shapes can we use to create...? What is your favourite Christmas carol? How does this music/song make you feel? How does this song make you feel? What does this music make you think of? What can we make from these materials? How will you join these materials together?</p>
<p><u>R.E</u></p> <p>Branch 2 Prophecy and promise</p> <p>HEAR</p> <p>Mary was going to have a baby.</p> <p>His name will be Jesus (Lk 1:26-31, 38).</p> <p>Jesus was born in Bethlehem (Lk 2:4-7).</p> <p>Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).</p> <p>BELIEVE</p> <p>Mary had a baby called Jesus.</p> <p>Mary was chosen by God to give birth to his Son.</p> <p>Jesus was born in a stable and laid in a manger.</p> <p>Shepherds were told by angels to visit him.</p> <p>CELEBRATE</p> <p>Advent wreath.</p> <p>The tradition of the crib.</p> <p>Nativity celebration.</p> <p>LIVE</p> <p>Celebrate Advent, it is a time to get ready for Christmas.</p> <p>God sent Jesus to love us all.</p>	

RSHE

Life to the full:

Created and loved by God: Religious Understanding

Story Sessions: Handmade with Love

Created and loved by God: Me, my body, my health

Session 1: I am Me

Session 2: Head, Shoulders, Knees and toes

Session 3: Ready, Teddy?

Anti-Bullying week

Road safety

Safe Messages

A1, A2, A3, A4, A7, A9

B1, B2, B3, B4, B5, B6, B7, B8, B9, B10

C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

D2, D3, D5

F3, F4

G1

H1, H2, H3, H4

I1, I2, I4

Topic Resources:

Books to be used: (Literacy) What a Wonderful World by Bob Thiele, After the Storm by Nick Butterworth; George Saves the World by Lunchtime by Jo Readman; Room for a Little One by Martin Waddell.

Sparks in the Sky – Twinkl Original; Tyrannosaurus Drip by Julia Donaldson; One World by Michael Foreman; Mr Rush by Roger Hargreaves; Pete the Cat and His 4 Groovy Buttons by Eric Litwin; Peace at Last by Jill Murphy; The Christmas Promise by Alison Mitchell; Little Robin Red Vest by Jan Fearnley.

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.