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| **SCHOOL VALUE:** | **GOLDEN THREADS:** | **BRITISH VALUES:** | **DIVERSITY:** | **HOOK AND CELEBRATION:** | **EXPERIENCES / VISITORS:** |
| - Courage  - Friendship  - Respect  - Trust | - Guardian of our  Environment  - Heritage of our area  - Forest School  - Gardening | - Democracy  - The rule of law  - Individual liberty  - Mutual respect  - Tolerance of those  of different faiths or  beliefs | Take part in pretend play – different families, homes, different celebrations  To learn that everyone is different but we are all valued.  To learn a few religious and non-religious celebrations that happen across the world  To understand that all celebrations are a time of joy, sharing and making special memories | * Firework poetry * Diwali lamp clay workshop * Hannukah craft * Christmas baking and sewing | -Parent and Grandparent readers.  -Parents maths workshop  - Inviting family and friends to share their family/cultural celebrations  - Christmas Nativity |

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| **Literacy**  Recognising Names – self-registration, writing letters in name, mark making in sand, chalk, paint, pens, crayons etc. Reading area with posters and labels around room for topic key words.  Story of the week, sandpaper letters to trace.  Non- fiction books –  Little Wandle Phonics phase 2  Writing cards, labels and captions  Describing sounds  Using a phonics mat and topic mat to create simple captions  Using sound mats to write CVC words independently  Story maps for our Book of the Week  Story sequencing and small world play  The Nativity  I can add to a sentence.  I can use descriptive language.  I can communicate with my peers about what I would like for Christmas. I know the real meaning of Christmas.  I can write a wish list  I can write a Christmas message  I can retell the story of Christmas. | | **Maths**  Week 8,9- It’s Me 123!   * Representing 1,2&3 * Comparing 1,2&3 * Composition of 1,2&3 * Circles and Triangles * Positional Language   Week 10,11,12- Light and Dark  Consolidation of T1 and T2  Key times of day, class routines.  Exploring the continuous provision inside and out. Where do things belong?  I can count to 5 using different mathematical resources  I can match numeral and quantity to 5  I can quickly say how many there are (up to 3) in different arrangements  I can start to show how numbers can be made up  e.g. 1 and 3 is 4 and know there is more than one way of doing this  I can count to 10 by rote  I can compare manipulatives (e.g. saying when one tower is bigger/smaller)  I can find one more/ one less using resources  I can count or subitise groups of up to four objects.  I can subitise up to five objects and count forwards and backwards.  I can show five on a five-frame and understand that the five-frame is full.  I can see a link between the one more and one less pattern.  I can recognise that squares and rectangles of different sizes and orientations have four straight sides and four corners.  I can talk about day and night. | | **UTW**  What do we need when we celebrate Bonfire Night?- Hats, gloves, etc.  Read Stickman and start to talk about the changes that we see in the story  Use the class calendar to talk about the seasons  Explore a range of artefacts from various celebrations to explore and discuss  What is the weather like at Christmas?  I can name the seasons  I can talk about some of the changes that happen during each of the seasons  I make careful observations of the environment around me  I can talk about the dangers of bonfires  Christmas takes place in the winter in Britain. Investigate what snow and ice is like- freeze a tray of water and see what happens. Provide materials to break the ice and also mark making materials and cameras to record findings.  Is it cold at Christmas in other countries?  The Christmas Story  Discuss the Christmas Story with the children. Link to the bible and other faiths… religion, people, communities andrespect.  Compare pictures of people celebrating Christmas– can children talk about what they can see and make comparisons?  What’s in the stocking? what children used to have and what they have now– how is it different?  Encourage children to go home and talk to their parents and grandparents– how has Christmas changed or stayed the same?  I am learning to describe the lives of my own family  I am learning about my own life story and what has happened in my own family  I am learning to talk about changes I have seen in photographs or from stories  I can talk about events that have happened  I am beginning to find out about the past by asking questions  I can ask questions to find out about the past | |
| **Key concepts to understand**  Which celebrations are important to different people?  How did our grandparents celebrate Christmas?  How do they celebrate Christmas in other parts of the world?  How do celebrations change throughout the year? | **KEY VOCABULARY**  Celebration  Light  Bonfire or Guy Fawke’s Night  Remembrance Day  Poppy  Fireworks  Diwali  Rangoli  Candle  Hanukkah  Menorah  Religion  Christian  God  Jesus  Nativity  Bethlehem  Christmas  Donkey | | **PSED**   * Role play area – Celebration kitchen * Show and Tell and ‘WOW’ Wednesday will be celebrated weekly. * Charlie Bear two night sleepovers will continue, writing in his Diary. * Firework Safety – creating posters to make others aware of the dangers of fireworks   •Look at Diwali, Hannukah and Christmas. Compare traditions and celebration styles– what is the same? What is different?  •Explore weddings– compare weddings from around the world. Personal experiences of family weddings.  •Invite visitors from other cultures to come to school and talk about what celebrations are important to them and how they celebrate.  •Discuss friendships and relationships between people- respect!  I am learning to identify differences between people and see them positively  I am learning to value the differences between people  I can talk about how others celebrate  I am learning to identify similarities and differences between people and cultures and discuss them respectfully  I can think about the perspectives of others I can show empathy to others– cultural diversity I can show understanding of others– cultural diversity.  I can listen to different points of view | | **Sequencing**  **Week 1**  Sparks in the Sky  **Week** 2 The Best Diwali Ever  **Week 3**  Gordon  **Week 4** Little Glow  **Week** 5 Light the Lights  **Week 6 The Christmas Story**  **Week 7**  The Christmas Story | |
| **Communication and Language**   * Sharing ‘Show and Tell’ based on Celebrations. Talking about own family customs and traditions – noting similarities and differences * Discussing stories, re-telling stories * Weekly Comprehension based around a focus text for the week * Reflecting on job squad and making changes where needed * Roleplay – Home corner, Celebration baking, laying the table and sharing a meal * Songs, rhymes and poems. * Books and stories. * Discussing stories, re telling stories, * Songs, rhymes and poems. * Exploring, asking questions.   I can demonstrate good listening behaviours  I can follow simple instructions (with two or more parts) reliably  I engage in story times  I like to join in with familiar songs and rhymes  I can wait and take turns in conversation  I am starting to share my ideas with familiar adults  I can talk to others (adults and children)  I use talk to organise my thoughts  I can listen to and talk about stories, rhymes and non-fiction  I can share my ideas using talk as a tool  I can say how I feel using talk as a tool | | | |
| **Physical Development**   * Self care routines – handwashing, toileting, putting on coat, putting on shoes, * Dressing – putting on coat and shoes/wellies * Mark making, Cutting, Gluing, Pencil control, Playdough, writing names, pouring, stirring, threading, scooping, using tongs, role play, messy play- foam, sand. * Letter formation from week three-Little Wandle, Phase 2 * I can skip, hop, stand on one leg- games I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb * I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running * I am showing a preference for a dominant hand * I am developing my small motor skills to use a range of tools competently * I can use a range of small tools confidently * PE with Mr Luckhurst * Dance with Mrs Hazeldine and Miss Jenner * Forest School every Friday morning with Mrs Williams and Mrs Casse | | | | | |
| **Expressive Art and Design**  Roleplay – Home corner, celebration baking/feasts. Enhancement boxes- link to different celebrations and different communities  Music – Following Kapow scheme  Music linked to celebrations from other cultures  Learning songs and performing in our KS1 and Reception Christmas performance  Seasonal and celebrational baking  Exploring balloons and papier mâché  Creating celebratory craft.  Sewing  Exploring different paint techniques – straw blowing, printing, repeat patterns, colour mixing  Creating cards and gifts  I can name a range of colours  I am starting to describe colours e.g. dark blue  I can begin to discuss colours linked to primary, mixing, lighter and darker.  I can use vocabulary linked to colour and colour mixing.  Skills Progression  I am learning to explore colours and colour mixing  I am learning to explore artistic techniques in colour  I am learning to use different techniques related to colour | | | | | |