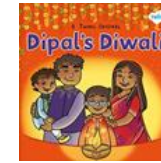




Festivals and Celebrations

Key Texts: Non-Fiction texts – Diwali, Christmas Nativity

Fiction texts - The Little Red Hen, Gingerbread Man



| Foundation Stage Curriculum | Skills | Overview |
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| <p>Autumn 2 – This half term, we will explore festivals including Autumn, Diwali and Christmas. We will compare and contrast different traditions and cultures. Children will have the opportunity to explore the traditions of Autumn and the harvest festival. We will talk about how the Little Red Hen felt when her friends would not help her bake the bread. We will focus on our listening skills and develop our understanding of rhymes through stories and nursery rhymes.</p> | <p>Key Vocabulary – Autumn, Hindu, Bonfire Night, fireworks, Diwali, festival, Remembrance Day, slow, fast, Christmas, Jesus, Pray, Colour vocab (red, blue, green, yellow etc.), who, what, where, when.</p> <p>Hands on learning opportunities –</p> <ul style="list-style-type: none"> - Visit poppy display at front of school - Experience Hindu cultures (food tasting, clothing, money) - Bake bread - ‘Road safety week’ visitor (crossing patrol) - Prepare classroom for Santa to visit - Christmas sing-along (Parents/carers invited) | <p>This grid displays some of the learning opportunities that will offered to the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous learning opportunities.</p> |
| <p>Communication and Language</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a who, what, where, when question. • Understand an instruction that has 2 parts | <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen to teacher and peers during carpet time, respond appropriately to questions asked. • Understand a range of instructions - <i>For example: ‘put your coat on and wait at the door’</i> | <p>Communication and Language</p> <ul style="list-style-type: none"> • To enjoy listening and responding to a range of text including non-fiction and fiction. For example: Talk about who helps ‘The Little Red Hen.’ (Who, what, where, when?) |



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| <ul style="list-style-type: none"> • Use a persons name to get their attention • Enjoy listening to longer stories and remember most of what happens | <ul style="list-style-type: none"> • Listen to stories with attention and re-call (<i>joining in with text- For example: Who will help me cut this corn? Not I said the..</i>) • Develop listening skills and wait for their turn most of the time. | <ul style="list-style-type: none"> • To talk about different traditions around the world. • Take part in Nursery Rhyme week, learning a variety of songs (Traditional and modern). • To learn our Christmas songs for the performance |
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Follow our class rules without reminders • Participate in looking after our classroom and gain some understanding of why this is important. • Talk about their feelings using words such as happy, sad, worried etc. | <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Understand why class rules are needed. E.g. if we run inside then we may hurt others or ourselves. • Encourage children to tidy up the classroom after the session (adult modelling). • Use focus texts to understand character feelings. (For example, <i>How did the Little Red Hen feel when her friends would not help her?</i>) • Talk about real life experiences. Things that make make us feel sad. | <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Look after our class pet - Fish and Stick insects • Tidy up song (<i>'Tidy up and put away, ready for another day'</i>) • Self-portrait - To talk about how we are all different but equal (hair, eye, skin colour). • Circle time experiences – talk about key text (take turns to speak, look at the person when talking etc.) |
| <p>Physical Development</p> <ul style="list-style-type: none"> • Continue to develop gross motor skills. Use ribbons, chalks, paintbrushes and water in the outdoor area. • Use large outdoor equipment for climbing and balancing. • Fine motor skills development activities • Choose resources for the task in question • Start taking part in some group activities which they make up for themselves, or in teams. | <p>Physical Development</p> <ul style="list-style-type: none"> • Continue to support children with their fundamental movement skills. • To strengthen their hands ready for mark making and general tasks (E.g. zipping coat up) • Adult to model physical activities to support confidence. (E.g. adult to balance on the beam) • Provide open ended resources and a range of resources for children to choose during their play. | <p>Physical Development</p> <ul style="list-style-type: none"> • Join in with 'Squiggle whilst you wiggle' to develop gross motor skills. • Join in with 'Dough disco' to develop fine motor skills. • Join in with 'First funs' to explore a range of physical activities. • Explore outdoor area to climb and balance. |



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| <p>Literacy</p> <ul style="list-style-type: none">• Know the difference between writing and pictures in books. Understand vocabulary top page, bottom page, up, down etc.• Understand the five key concepts about print – Print has meaning, print can have different purposes. | <p>Literacy</p> <ul style="list-style-type: none">• Continue to look after books• Provide areas for books to live• Create a love for reading environment | <p>Literacy</p> <ul style="list-style-type: none">• Staff to model looking after books (E.g. not writing in books, standing on books)• Explore the book before reading – What type of book is it? Does it have words? What do the pictures show us? Lets read the blurb. |
| <p>Mathematics</p> <ul style="list-style-type: none">• Learn to recognise up to 3 objects without count i.e. subitising• Count in sequence to 5 then past 5.• Say one number for each item, counting 1:1• Know that the last number reached when counting tells you how many.• Show finger numbers up to 5 Link numerals and amounts | <p>Mathematics</p> <ul style="list-style-type: none">• Subitise to 3 (know that there are 3 objects without counting 1-1)• Count in sequence 0-5• Touch each object when counting 1-1• Show fingers and say the quantity | <p>Mathematics</p> <ul style="list-style-type: none">• Join in with counting songs• Understand that anything can be counted (jumps, claps, people etc.)• Ensure counting is included in play and areas. (E.g. 3 cars belong in this box – match the quantity)• Play show me... (Show me...3 fingers, show me 2 fingers) |
| <p>Understanding the World</p> <ul style="list-style-type: none">• Recognise that people have different beliefs and celebrate special times in different ways.• Explore natural materials eg. Leaves and twigs.• Explore how things work eg, torches. | <p>Understanding the World</p> <ul style="list-style-type: none">• To learn about the festival of Diwali.• To learn about Christmas, understanding why Jesus' birth was known as a special event.• Explore natural object tuff tray (conkers, sweet chestnuts, different leaves, twigs, acorns etc.) | <p>Understanding the World</p> <ul style="list-style-type: none">• Children will explore the 'Hindu box' which includes clothing, food, money, non-fiction texts, diva lamps (diya) and rangoli patterns.• Children will explore the autumn tuff tray and suggest what they think objects are. Greater knowledge will be added by adult.• Curiosity items such as torches/ will be available for children to explore and understand independently. |



Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Expressive Arts and Design

- Explore objects and use their imagination to create their own play (E.g. a pinecone – this is an apple)
- Small world equipment frequently changes on the tuff tray and within the construction area.

Expressive Arts and Design

- Children have the opportunity to explore open-ended resources within the home area to fuel their play and imagination.
- Children can explore the Diwali, Road safety and Nativity tuff tray that includes small world, natural objects, a book and open ended resources.
- Staff encourage child-led play to enable children to use their imagination within small world.

Home – School Links

- Curriculum pic-collage to update parents on learning
- Seesaw photos
- Christmas sing-along (videos on seesaw for parents to join in)
- BLAST – Home/School sheet