

Personal, Social and Emotional

- Use specific books, story times and props to help understand a range of emotions.
- Build warm, supportive relations with children which also have clear boundaries.
- Continue to discuss our class and school rules and link them to our Christian values and British Values. Children to learn them through direct teaching, modelling and praise.
- Highlight exemplary behaviour – narrating what has happened.
- Increasingly take more responsibilities in the classroom.
- Plan time to share information about themselves and their families and how they celebrate through messages and photos on dojo from home and as opportunities arise.
- Welcome questions about differences and answer them in an open and straightforward manner.
- Continue to set out more resources clearly, including tools and materials that children can use independently.

Communication and Language

- Use books and props to help describe feelings. Model and support children by suggesting words to describe their feelings.
- Comment on interests and activities, echo back to children what they have said adding new vocabulary and with corrected pronunciation and tense if necessary.
- Extend vocabulary, explaining unfamiliar words and concepts and make sure children understand through stories, activities, guided learning and direct teaching. Use books that introduce new vocabulary connected to topic and interests.
- Plan time for regular conversations and discussions (circle times) and as opportunities arise throughout the day around themes and interests.
- Model talking about what is happening and what you are observing and thinking.
- Use picture books twice daily to encourage extended conversations with comments and questions.
- Daily dialogic story time and sharing of core books, rhymes and poems.
- Opportunities for storytelling inside and outside using props, puppets etc.
- Indoor and outdoor role play and small world activities relating to themes and interests.
- Use open ended questioning during play and guided learning.

Physical Development

- Provide a wide range of opportunities in the outdoor environment to build GMS and FMS skills.
- PE lessons: Dance – Nativity Performance.
- Support children to build independence with outdoor activities such as scooting.
- Encourage, model and praise skills needed to do things independently such as putting on coats and washing hands.
- Discuss sleep routines in relation to staying healthy as we approach winter.
- Provide a range of mark making tools and materials to explore such as playdough, sand and water.

Understanding the World

- Have visitors from the school community and local community with a range of different occupations.
- Talk about occupations they would like to do, share books and stories about them and set up activities around them such as small world and role play.
- When looking at different occupations in the community and different celebrations, ensure that children see diversity through resources that show differences in ethnicity, religion, gender and ability, reflective of our society.
- Guide children to explore the changing season around them thinking about the changing weather, the days getting shorter and the changes in trees and plants.
- Explore how we can support animals and nature in our outdoor environment as the season changes.
- Learn and talk about how we celebrate Bonfire Night and commemorate Remembrance Day.
- Learn about the different ways that Christmas is celebrated here and around the world.
- Have opportunities to observe changing materials such as when heating and cooling during cooking and the freezing of water and melting of ice.
- Explore different types of technology that are used at home and school.

Topic/ Theme: Culture and Celebrations



Child Centred Focus: Seasons and Celebrations

Literacy

- Ensure regular singing and rhyme time. Have a class rhyme bag with props for children to remember core rhymes and songs.
- Daily dialogic reading at story time and sharing books regularly with children.
- Ensure enticing reading areas to share books in with high quality books and have books in themed and learning areas such as role play areas.
- Explore favourite books through linked activities such as dressing up and small world activities.
- Explain new vocabulary through stories and books and provide opportunities to embed new words.
- Ensure children are ready for mark making by encouraging a wide range of physical skills through indoor and outdoor GMS and FMS activities.
- Provide a wide range of stimulating equipment to encourage mark making.
- Point out print in the environment in a variety of contexts e.g. books, menus, lists, guides, newspapers etc. Model reading text to show its meaning and purpose.
- Direct teaching of daily phonic sessions based upon 'Jolly Classroom' phonics.
- Independent opportunities will be provided to practise and embed phonic skills.
- Fiction texts: Dear Santa, The Jolly Christmas Postman, The Nutcracker, Paddington's Christmas Post and The Christmas Pine.
- Non-fiction texts on Seasons, Celebrations and Christmas.
- Rhymes and Poems: Traditional Christmas songs including 'Twas the night before Christmas, When Santa got stuck up the chimney and Jingle Bells.

Expressive Art and Design

- Provide children with instruments and with found objects to make sounds with particularly in the outdoor environment.
- Regular rhyme and singing time.
- Music lessons.
- Have opportunities to make and explore sound makers.
- Indoor and outdoor role play and small world activities including building site, celebration home corner and Nativity scenes.
- Encourage pretend play by modelling and sensitively joining in and making suggestions to extend and develop play.
- Provide a range of materials for children to explore and manipulate linked to a range of Christmas crafts.
- Stimulate interest in model making by providing a range of found materials and appropriate joining materials such as glue and tape. Continue to show how to use these.
- Provide a wide range of stimulating equipment to encourage mark making.

Mathematics

- Develop the key skills of counting through direct teaching, guided learning, daily routines, singing, rhymes, games and opportunities as they arise throughout the day. Point out small amounts often e.g. 2 apples, 3 pencils.
- 'Essential foundations for counting' will be used to source activities and guide teaching, particularly in the area of subitising.
- When counting objects, repeat the final number so children know that this number is the amount.
- Provide a range of inset puzzles.
- Free play and activities with blocks and shapes, shape sorters and shape puzzles.
- Continue to teach 2D mathematical vocabulary through direct teaching and guided learning with games, sorting, building and making.
- Observe and describe different patterns in the environment and be shown different patterns relating to our topic and the different celebrations.

RE

- Discovery RE syllabus – Theme 'Christmas'
- Please see programmes for lessons and activities
- Discovery RE enquiry on 'What is Christmas?' Will be linked to our Christmas activities and Nativity.
- Our learning about how Christmas is celebrated around the world will be linked to our RE learning.
- Lessons about giving and being thankful will be linked to our Christian Values.

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward learn about our focus Christian value, trust, as well as other Christian values and how to express them.
- Adults will model Christian values in their building of caring and supportive relationships with children and their families.
- Join in our school prayer and our lunch time prayer.
- Learn how to listen during collective worship and join in by observing others.
- Through our RE syllabus and collective worship times listen to stories about Jesus.
- Learn about and take part in Nativity play and Christmas service.

British Values

- Our learning about Remembrance Day will be linked to our British values.
- Through our Christian value children will be learning the importance of being honest.
- As we learn about Christmas traditions and beliefs from around the world we will be learning to be respectful of differences.

Wider Opportunities

- Visit to church for Christmas Service
- Performing Nativity Play
- Seasonal walk
- Christmas fair
- Odd socks day

Home Links

- Library books sent home weekly to be shared.
- Use of class dojo to share learning and successes.
- Learning links on school website.
- How do you celebrate Christmas in your house? Children will be invited to share their own family's special Christmas traditions.

CofE

- Respond to new experiences that are provided such as styles of music and art, whole school Christmas traditions and the Nativity performance.
- Increasingly bring own fascinations into the setting now they are fully settled.
- Begin to plan and think ahead how they will explore and play with objects.