



Understanding of The World

1	To know that birthdays are celebrated in different ways.	Promoting inclusivity and diversity
2	To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, and Christmas is celebrated by Christians.	Festivals celebrated by different religions, sharing own experiences
3	Children to begin to talk about significant events in their life.	Making links, similarities and differences etc between their peers.
4	To learn about the different stories related to Autumn festivals.	Providing a wide range of culture etc.
5	To make Rangoli patterns on the computer.	Building on technology skills.
6	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image	Demonstrating knowledge of how basic technology works.
7	Shows an interest in technological toys.	Building curiosity of how things work. Cause and effect.
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Key People/Places/Facts

1	Family members	Mother, Father, mum, dad, brother, sister, auntie, uncles, cousins
2	Father Christmas	The story of Father Christmas
3	The Nativity characters	Jesus, Mary and Joseph, Kings, Innkeepers, Shepherds, Angels
4	Christmas	The Christmas story, own experiences of Christmas, Christmas around the World.
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Big Questions

1	Do you celebrate Christmas?	Do you spend time with your family at Christmas?
2	How do you celebrate Christmas?	Why do we buy and receive presents at Christmas?
3	Does everybody celebrate Christmas?	
4		

Vocabulary

	Tier 2	Tier 3	
	Celebrate	Christmas	
	Joy	Father Christmas	
	Movement	Santa Claus	
	Effect	Sleigh	
	curious	Elves	
	Similar	Present	
	different	Family	

Literacy

Reading:

- To find and identify familiar letters, e.g. letters in their names.
- To talk about and retell a range of familiar stories.
- To begin to explore initial sounds in familiar words
- To know that letters are used to make up words.
- To know that each letter makes a sound – focussing on sounds in their names.
- To learn that stories have a sequence; beginning, middle and end.
- To know that text is read from left to right and top to bottom in English.
- To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages
- To begin to acknowledge initial sounds and their relevance in the environment

Writing Opportunities:

- Name writing
- Mark making in provisions- letters, postcards, santa lists, colouring, design sheets tracing, stencils
- Letter of the week formation practise
- Number forming

Phase 1 Phonics every morning. Letter sound practise every afternoon.

MATHS

SKILLS

- To count out a group of up to 5 objects.
- To match number of objects to numeral.
- To show an understanding of 1:1 counting to 5.
- Knowing that the last number you count represents the total number of objects
- Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners

KNOWLEDGE

- To say number names to 10 in order.
- To know that a group of objects can also be represented by a number
- Singing a range of number songs.
- To know that the last number said represents the total number of objects
- To show an awareness and name some 2D shapes in the environment.

Physical Development

- To independently put on their coats, with some support for the zipper and buttons.
- To copy Christmas dance moves and to move to different kinds of rhythms.
- To use mark making resources with increasing independence.
- To hold jugs and containers confidently and pour from one container into another.
- To show confidence in dressing up and self-care activities.
- To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.
- To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.

Year:2023/2024

Term: Autumn 2

Theme: Festivals and Celebrations

PSED

- To learn about daily routines and classroom rules.
- To be aware of behavioural expectations in the Nursery.
- To select and use activities and resources, with some support if needed.
- To show respect for others beliefs.
- To take care of toileting needs independently.
- To know how to adapt behaviour to suit classroom routines.
- To show confidence in asking adults for support.
- To understand that we have different beliefs.

Communication & Language

- To talk about celebrations at home.
- To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to talk about them and why they are celebrated.
- To listen to, and follow simple instructions.
- To talk about past events.
- To know that stories have a beginning, middle and an end.
- To be able to understand simple instructions.
- To begin to use the correct tense.

Expressive Arts

- Sing familiar Nursery Rhymes and Christmas songs.
- To make salt dough Diva's
- To make Christmas cards, hats and decorations for friends and family using a range of media.
- To make patterns with paint and different objects, exploring what happens when you mix colours.
- Joins construction pieces together to build and balance.
- To know how different colours and materials can be used to create things.
- To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.

