



# Community & Culture

## Let's Celebrate!

### Subject Drivers:

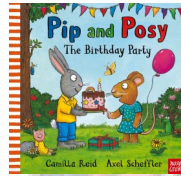
Understanding the World (RE, Geography and History).

**Enrichment:** Baby visit, Christmas Singing Performance, Baking for Christmas, Christmas cards and calendar making, Christmas party day.

### Foundation Stage 1

Autumn 2 2022

#### Stories



#### Songs and rhymes

Head Shoulders Knees and Toes, If You're Happy and You Know It. **Christmas** -We Wish You a Merry Christmas, 5 Mince Pies, Jingle Bells, When Santa Got Stuck Up the Chimney.

#### Personal, Social and Emotional Development

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

#### Communication and Language

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

#### Physical Development

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

#### Literacy

##### Phonics

- Phase One
- Develop their phonological awareness, so that they can spot and suggest rhymes

##### Reading

- Understand that print has meaning.
- Engage in extended conversations about stories, learning new vocabulary.

##### Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name

#### Maths

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

#### Understanding the World

- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people.

#### EAD

- 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.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').

### Literacy

- Begin to recognise own name and form some of the letters.
- Explore stories linked to their own lives and families and be able to retell these stories.
- Share stories with others and talk about what they can see.
- Develop listening skills in the environment.

### Maths

- Continue to count in everyday opportunities such as at register times, transition to and from lunch time, counting how many children at nursery each day, daily calendar etc.
- Count objects and also things that can't be moved and say each number for each item in order up to 5 and then 10.
- Identify and name some 2D shapes and use them in continuous provision.

### Topic

- Exploring the characteristics and features of babies and young children.
- Talking about the differences between each other and each others families.
- Observing photographs of themselves as babies and discussing how they have changed over time. What can they do now that they couldn't do then?
- Opportunities for the children to engage in pretend play with babies, feeding them, caring for them etc. to find out about the history of themselves.
- Exploring Bonfire Night, Diwali and Christmas through a range of creative and imaginative activities.

### PSED

- Group times linked to whole school focus on Celebrations. Children will be encouraged to explore the different ways in which our school community celebrate festivals and events throughout the year.
- Sharing stories about celebrations (Birthdays, Diwali, Christmas etc.) and provide opportunities for children to share things about themselves with the group and develop relationships.
- Continuing with small group games/ activities to help develop and nurture relationships between children and staff.

### Role Play and Small World

- Role Play—Home with babies
- Small World—Play house and tuff tray linked to Diwali, Bonfire and Christmas. Tuff tray to include sensory opportunities.

### Fine Motor

- Dressing and undressing babies, baby bath time in the water tray using spray bottles and sponges.
- Using beads, tweezers and threading to develop fine motor skills.

### Gross Motor/PE

- Get Set 4 PE to develop ability to move safely around a space and begin to explore different movement skills such as rolling, crawling, walking and jumping.

### Learning at Home

- Work through your home learning and nursery rhyme packs. See ideas of how to use these packs on Tapestry.
- Experiment with drawing different shapes and lines with any pens or pencils you have at home. You could even do this outside with chalks on the ground.
- Practise forming the letters in your name.
- **Count count count!** Count steps, claps, natural objects, toys, socks anything you can find! Concentrate on counting accurately to 5.