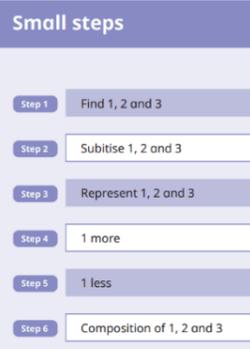
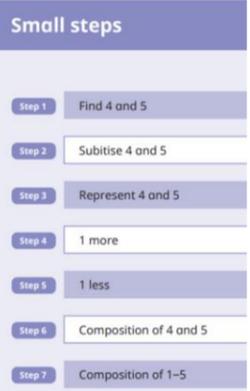




**Sandal Primary School
Reception Curriculum map
Autumn 2 2023-2024**

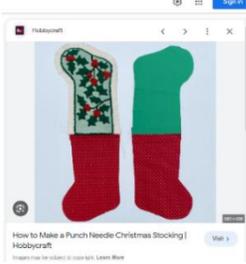
Theme: Celebrations Topic: How do people celebrate around the world?

	Week 1 30.11.23 Halloween 31st	Week 2 6.11.23 Bonfire night Sunday 5th Remembrance Day 11th	Week 3 13.11.23 Anti-Bullying week	Week 4 20.11.23	Week 5 27.11.23 Parents Evening 29th, 30th	Week 6 4.12.23	Week 7 11.12.23 Christmas Dinner 11th Nativity Wed 13th
<p>JIGSAW Unit Celebrating Difference</p> <p>Sandal Root of Learning Working together</p> <p>British Value Mutual Respect</p>	<p>What am I good at? Weekly Celebration: Accept that everyone is different.</p>	<p>I am special, I am me Weekly Celebration: Include others when working and playing.</p>	<p>Families Weekly Celebration: Know how to help if someone is being bullied.</p> <p>Anti- Bullying week- 1 or 2 lesson focus</p>	<p>Houses and Homes Weekly Celebration: Try to solve problems.</p>	<p>Making friends Weekly Celebration: Try to use kind words.</p>	<p>Standing up for yourself Weekly Celebration: Know how to give and receive compliments.</p>	<p>Nativity practise</p>
Physical Development	<p>Hands 2 Ball Skills- Lesson 1: The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Pupils will start to learn why we need to aim when we are throwing</p>	<p>Hands 2 Ball Skills- Lesson 2: The focus of learning is to explore throwing (underarm) a beanbag.</p> <p>Pupils will develop their understanding of why we need to aim when we are throwing.</p>	<p>Hands 2 Ball Skills- Lesson 3: The focus of learning is to explore throwing (overarm) a beanbag.</p> <p>Pupils will explore how they can use their bodies to throw with greater distance.</p>	<p>Hands 2 Ball Skills- Lesson 4: The focus of learning is to explore different ways of rolling a ball using our hands.</p> <p>Pupils learn why we need to be accurate when we are rolling a ball towards a target.</p>	<p>Hands 2 Ball Skills- Lesson 5: The focus of learning is to explore different ways of stopping a ball using our hands.</p>	<p>Hands 2 Ball Skills- Lesson 6: The focus of learning is to explore catching a beanbag and a small ball.</p> <p>Pupils will develop their understanding of why we need to catch a ball and a beanbag.</p>	<p>Nativity practise</p>
Phonics	<p>Assessment Week from Autumn 1</p>	<p>Little Wandle- Autumn 2, week 1 ff, ll, ss, j</p> <p>Group reading practice x3 a week</p>	<p>Little Wandle- Autumn 2, week 2 v, w, x, y</p> <p>Group reading practice x3 a week</p>	<p>Little Wandle- Autumn 2, week 3 z, qu, plural words, ch</p> <p>Group reading practice x3 a week</p>	<p>Little Wandle- Autumn 2, week 4 sh, th, ng, nk</p> <p>Group reading practice x3 a week</p>	<p>Little Wandle- Autumn 2, week 5 Words with s at the end, words with s at the end as 'z' Review</p> <p>Group reading practice x3 a week</p>	<p>Assessment week</p> <p>Group reading practice x3 a week</p>
Literacy	<p>Halloween- focus story- Pumpkin Soup</p> <p>Prediction- pumpkin, soup tin, Halloween objects. What could the story be about?</p> <p>Read the story, asking questions throughout.</p>	<p>Bonfire Night-Non fiction</p> <p>What do you know about bonfire night? What are your experiences of Bonfire Night? What happens?</p> <p>Introduce the non-fiction 'Bonfire Night'. What is a non-fiction book? Look at the contents page etc</p>	<p>Diwali- Non fiction</p> <p>What is a non-fiction book? Look through the contents page to see what information we can find out about. Select a few pages to read and discuss. Do this over several days.</p>	<p>Focus story- Cake Prediction of cake book.</p> <p>Has anyone made a cake before? How? Shall we make one? Write a list of ingredients. (make cake before reading the story)</p> <p>To read the story cake, were predictions correct? What happened in the story?</p>	<p>Focus story- Cake Beginning middle and end. Show pictures on IW discuss what is happening in each picture modelling story language.</p> <p>Re-read the story and sequence 4 pics in house teams for books and question.</p>	<p>Plan a Christmas party! What do we need for a party? Where would we get it from? How can we write all the things down? Introduce a list ad what it looks like. Show a variety of different lists.</p> <p>Model how we would write a simple list, using numbers for each item.</p>	<p>Focus story- The Nativity Story Prediction of what the story could be and read story</p> <p>Read story again and ask comprehension questions about it.</p> <p>Read the story again, can we put the story in the right order to retell the story?.</p>

	Link to the celebration of Halloween.	Task: To label items linked to Bonfire Night.		What if we wanted to tell a friend how to make it? discuss what instructions are as a class write 4 instructions for making the cake. Task: To write a set of simple instructions to bake a cake.	Display a picture of cake as a character. What did he do in the story, put words on the board circle which apply to him. Children create their own cake character.	Write a list of what we will need for our party! TASK:To write a list for a party, eg hat buns	Act out the story of the nativity.
Hook or experience linked to the book			Diwali day- Make Diwali Sweets Rangoli patterns outside with chalk Lanterns. Thursday 16th November	 Making a cake 'Stay and Play' for parents- Friday 24th November 2.30-3.20pm		Christmas Craft parent afternoon- Wednesday 6th December 1-3pm	Nativity Performance for parents- 9.30-10.30am and 2-3pm Wednesday 13th December
Mathematics Weeks 1+2  Weeks 3+ 4 + 5  *each step will be completed within each number	White Rose- It's Me 1,2,3 Numbers of the week- 1 and 2 Book- How to Count to One by Casper Salmon Rhymes- When I was One I banged my Thumb, Hickory Dickory Dock - Children learn to identify representations of 1 and 2. -Subitise to 2. -Use their own mark making to represent 1 and 2 -Have plates with 1 and 2 spots on. -Children to match the correct numerals to the plates by subitising. -Have a number hunt inside and outside -how many ways can they find to represent 1 and 2? -Show a larger group of objects.	White Rose- It's Me 1,2,3 Number of the week- 3 Rhyme- Three Blind Mice, Three Little Speckled Frogs Books- Goldilocks and the Three Bears -- Children learn to identify representations of 3. -Subitise to 3 using the subitising song and different resources. -Use their own mark making to represent 3. - Use the number 3 picture as a stimulus for discussing different ways of making 3 - Looking at 1 more and 1 less than 1,2,3 -Have a number hunt inside and outside. - Use 5 frame to work out 1 more or 1 less. - Use feely bag with objects in- can they count by feeling? - Have 3 beanbags and a drum. Children listen to how many times you	White Rose- It's Me 1,2,3,4,5 Number of the week- 4 Books- Pete the Cat and his 4 Groovy buttons, Witches Four by Marc Brown Rhyme- 1,2,3,4,5 once I caught a fish alive - Count to 4, represent 4 in different ways, subitise to 4 - Show 4 on a 5 frame - Circle game counting to 4- children sit in a circle and count round the circle. The children that say number 4 sit down each time. - Number hunt with numbers to 4 - Number blocks number 4 video and power point slides - Number 4 picture stimulus from twinkl to find different ways of representing 4 - 1 more than 4, 1 less than 4 - In provision- sorting objects out according	White Rose- It's Me 1,2,3,4,5 Number of the week- 5 Books- Kipper's Birthday, Five Little Fiends by Sarah Dyer Rhyme- 1 man went to mow - Count to 5, represent 5 in different ways- use numicon - Show 5 on a 5 frame and understand that it is full when there is 5 objects on it - Number 5 counting songs and rhymes for mental and oral starters - Subitising to 5 - Number blocks number 5 video and power point slides - Number 5 picture stimulus from twinkl to find different ways of representing 5 - In provision- set up a number rhyme table so children can re-enact the song e.g, 5 little men - 1 less than 5, 1 more than 5	White Rose- It's Me 1,2,3,4,5 Exploring compositions of numbers to 5 Rhymes- 5 Little Men in a Flying Saucer, 5 Little Speckled Frogs Book- Anno's Counting Book by Mitsumasa Anno - 1 less than 5, 1 more than 5 - Sing and act the 5 currant buns song as a class. What happens to the number of buns each time? - Use blocks in different colours to represent different ways of making number 5 - Each child to have 5 cubes. How many different ways can you build a tower using the 5 cubes? Children may build the same shape in different orientations. - Ask the children to explore different	White Rose- Shapes with 4 sides Step 1- Identify and name shapes with 4 sides Book- Bear in a square - Introduce squares and rectangles. Can you notice them in our environment? - Introduce the language such as 'sides' 'straight' 'corners' - Begin to understand that squares are a special kind of rectangle, where each of the 4 sides are equal in length. - Show children a selection of rectangles and squares in different orientations. What do you notice? - Make rectangles and squares from sticks. Talk about their properties. - Identify and sort rectangles, squares and triangles.	White Rose- Shapes with 4 sides Assessment week Step 4- My Day and Night Rhyme- This is the way we brush our teeth Book- Night Monkey, Day Monkey - Talk about and distinguish between key events in their daily routine. - Use language such as 'first' 'then' 'after' 'before' 'today' 'tomorrow' 'afternoon' 'morning' - Children begin to measure time in simple ways by counting how many days or sleeps are left until an important event. - Reference to our daily class timetable. - Make their own visual timetable of events in their school day - Look at a morning or bedtime routine.

	<p>-Demonstrate how to count out 1 or 2 objects from the group. -Can they line 2 objects up? -2 claps, 2 jumps, 2 hops -Compare number 1 and 2. Explain that 2 is 1 more than 1 and 1 is 1 less than 2. -Sings songs that count on or back. E.g. 5 little ducks -Play simple number track games. -Children roll the dice and collect 1, 2 or 3 counters. Who can fill their number track first? Subitise -Show the children the numicon pieces for 1 and 2. How else could number 2 be made? -Subitising songs.</p> <p>-In books- (practical) Using the A3 number mat, children gather things to represent number 1 and 2. Can they talk about what they have found? Can they compare the amounts?</p> <p>Task- Explore different representations of number 2</p>	<p>beat the drum and count the same number of beanbags. - Read the story of Goldilocks and the 3 Bears to subitise items to 3. - Play 'What's the Time Mr Wolf' asking what is 1 more than 1,2 or 3 - Model the rhyme Three Little Speckled Frogs to demonstrate 1 less. Children to identify the quantity left each time. - Count out 3 items. Hide some. Children show fingers to guess how many are hidden. Reveal the counters and see if they were correct. - Find dominoes that represent 1, 2 or 3 spots.</p>	<p>to the numerals 1, 2, 3, 4 - Using buttons on a 5 frame, subitise different quantities up to 4. Work in pairs to challenge each other.</p> <p>Task- Use multi-link cubes to show different representations of number 4. Children explain the composition.</p>	<p>- Provide picture cards with representations of 4 and 5. Can they sort them into 2 hoops? - Join 4 or 5 multi link cubes together in different ways using 2 colours - Number cards around outdoors to subitise quantities</p>	<p>shapes/ towers they could make using 2, 3, 4 blocks - (see White Rose guidance) - Numberblocks series1, episode 11 Stampolines looks at different ways of making 5 - Problem solving with number 5- word problems and teaching the children the techniques to unpick the problem to be able to find the answer. - Put children into groups of 4 and 5. Place 2 hoops and pose questions such as, do you like apples? How many children in each hoop?</p> <p>Task- Using numicon, investigate using 2 parts to make a whole number, with numbers 1-5.</p>	<p>Step 2- Combine shapes with 4 sides</p> <p>Book- Square by Mac Barnett and Jon Klassen</p> <ul style="list-style-type: none"> - Investigate how shapes can be combined to make new shapes. - Look at different sized shapes to join together to make a larger shape of the same shape. - Fold paper squares and rectangles predicting what shape they will find. - Explain that a shape can have other shapes within it. - Ask children to create a small, medium and large square/ rectangle from flat paper shapes. - Printing using different sized lego bricks. - Fill in a shadow with rectangle and squares. They are not able to overlap the shapes. <p>Step 3- Shapes in the environment</p> <p>Book- Shapes, Shapes, Shapes by Tana Hoban</p> <ul style="list-style-type: none"> - Provide different opportunities for children to notice shapes on the flat surface of objects in the classroom, outside and on walks around the local area. Encourage them to find shapes within other shapes. - Shape hunt around school. Can they describe what they see? - Provide a selection of real-life scenes to show children, such as buildings or street 	<p>Order images in groups. - Sort images into 2 piles- day and night - Reference to nocturnal animals, as we sleep some animals are waking up.</p> <p>Task- Sequence a set of images to show the correct routine.</p>
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						scenes. Task children to find the squares and rectangles in the pictures	
Outdoor Learning			14.11.23 Diwali- making Diva lamps using clay			5.12.23 Making Christmas decorations out of natural materials	
Understanding the World	<p>Halloween</p> <ul style="list-style-type: none"> - To talk about how we celebrate Halloween and compare to how others celebrate it. <p>Talk about what Halloween is and why it is celebrated.</p> <p>Look through the Halloween powerpoint to explain how people might celebrate it.</p> <p>Have you celebrated Halloween before? What kind of activities have you done?</p> <p>How might children in another country celebrate Halloween?</p> <p>Question- 'How do people celebrate around the world?'</p> <p>Create a mind map of what children know already.</p>	<p>Bonfire Night</p> <ul style="list-style-type: none"> - To learn about Guy Fawkes the story of the Gunpowder Plot. <p>Introduce the story of Guy Fawkes to explain why people in the UK celebrate Bonfire Night. https://www.youtube.com/watch?v=I9JW-RE4-ZE</p> <ul style="list-style-type: none"> - To compare how other countries might celebrate Bonfire Night. <p>How do people celebrate it around the world? Why/ when does it happen?</p> <ul style="list-style-type: none"> - Explain that the countries of New Zealand, Canada and South Africa celebrate Bonfire Night but not many others. - Watch a video of people celebrating Bonfire Night. - Compare to the celebrations we had at the weekend. Is it 	<p>Diwali</p> <ul style="list-style-type: none"> - To find out about the festival of Diwali and how it is traditionally celebrated. <p>Introduce Diwali. What is it? How do people celebrate it in our country compared to other countries? Cbeebies/Bitesize video clips.</p> <p>Tell the Hindu story of Rama and Sita using pictures, props or film clip e.g. www.bbc.co.uk/programmes/articles/1pYRg2f202rqWHrp3ywhTyX/religions-of-the-world</p>	<p>Birthdays</p> <ul style="list-style-type: none"> - To share their experiences of how birthdays are celebrated in their families. <p>How do people celebrate birthdays? What is a birthday, why do we have them, why might we celebrate them?</p> <p>Create a mindmap of children's ideas.</p>	<p>Birthdays</p> <ul style="list-style-type: none"> - To compare and contrast how birthdays might be celebrated. <p>Look at or talk about how other people might celebrate birthdays around the world. Is it different around the world? Explain that some children are not as fortunate as themselves.</p> <p>*powerpoint from Twinkl</p> <p>Comparison of two places in the world around birthdays.</p>	<p>Christmas</p> <ul style="list-style-type: none"> - To share their experiences of how Christmas is celebrated in their families. <p>What celebration is coming up in December? What do you know about Christmas? How do you celebrate it in your family?</p> <p>Adult to share how they celebrate Christmas in their homes with their family- bring photos in to share with the class.</p> <p>Children talk to their partners then share their views with the class.</p>	<p>Christmas</p> <ul style="list-style-type: none"> - To explore items used to celebrate Christmas in our country. <p>Look at objects from Christmas- what we might use to celebrate.</p> <p>Discussion on what each item is used for at Christmas and what they symbolize (where appropriate).</p> <p>Make a mind map of all children's comments.</p> <p>*have the Christmas tree then for the children to decorate</p>

		<p>the same/ different?</p> <p>Remembrance Day- Discussion about the day. Why do we talk about it?</p> <p>Leave out activity for them to do. Make poppy use straws and tissue paper.</p> 					
Expressive Arts and Design	<p>To cut and assemble straws to create a piece of art.</p>  <p>Pumpkin art-observational drawings/ paintings of pumpkins</p> 	<p>Printing- firework pictures using pipe cleaners (then use for calendars)</p> 	<p>To mould a diya lamp using clay and add patterns using clay tools.</p> 	<p>To learn and sing songs from the nativity performance.</p>	<p>To use split pins to join paper together to make a party bag.</p> 	<p>-To use binca and a needle to sew a Christmas card.</p> 	<p>To speak and sing on stage in the nativity performance.</p>
RE	<p>(carried over from Autumn 1) Are some objects more important than others?</p> <p>Which objects are really important? How do you look after them? How do objects help us to remember others? Special times?</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Teacher could introduce a 	<p>What is a celebration?</p> <p>How are festivals celebrated?</p> <p>Talk about celebrations in which the children have participated. What did they do? How did they feel? Did they have new clothes, presents? Special food? Did they go to a place of worship as part of the celebration?</p>	<p>How and why is Diwali celebrated?</p> <p>Talk about what people do when they are feeling happy and want to celebrate. Some people light candles and sing at a birthday party or dance at a wedding. The Hindu celebration of Diwali includes music, dancing and light.</p>	<p>How and why is Eid ul-Fitr celebrated?</p> <p>Eid ul-Fitr is the festival which marks the end of the period of fasting in the month of Ramadan (during daylight hours). It is a lunar festival so the timing varies each year. Talk about the idea of fasting; how might it feel to be hungry? Would you enjoy your meal more, knowing you had waited for it? How might Eid</p>	<p>How and why is Eid Al Adha celebrated?</p> <p>Eid al-Adha (Festival of sacrifice) is a lunar festival which coincides with the Hajj pilgrimage to Mecca each year. It remembers the story of the Prophet Ibrahim and his son Ismaeel . Muslims share meat with family, friends and those in need; it is a</p>	<p>How and why is Christmas celebrated?</p> <p>How and why do Christians celebrate the birth of Jesus?</p> <p>Ask children to talk about anything they know about their own birth and how they celebrate their birthday. How do parents get ready for the birth of a baby? (Make a display -</p>	<p>How do Christians tell the story of Christmas? (nativity)</p> <p>Use nativity figures to introduce children to the Christmas Story. Begin with Mary and Joseph. How did they prepare for their new baby? How was his name chosen? Talk about the long journey and the birth of Jesus in Bethlehem. How does the story show that Jesus is special? Angels,</p>

	<p>personal/special object e.g. souvenir, photograph. Children ask questions about the object to find out as much as they can about it and the reasons why it is so important.</p> <p>- Circle time: encourage the children the time to think about something that is special to them and then take turns to say what is special to them and why.</p>	<ul style="list-style-type: none"> • Cbeebies 'Let's Celebrate' has a series of programmes introducing young children to different celebrations www.bbc.co.uk/cbeebies/shows/lets-celebrate • Learn simple songs linked to festivals. • Talk about the party role play area- what celebration could this be for? Have you been to a birthday party before? Share their experiences. • BBC Teach 'Religions of the World' has a series of short films including Christmas, Diwali and Hannukah as well as other stories suitable for EYFS www.bbc.co.uk/programmes/articles/1pYRg2f202rqWHrp3ywhTyX/religions-of-the-world 	<p>Watch the CBeebies clip about Diwali celebrations: www.bbc.co.uk/cbeebies/watch/lets-go-club-diwali-song How many different ways can they see people celebrating?</p> <ul style="list-style-type: none"> • Create brightly coloured 'dandiya' sticks from wooden sticks or tightly rolled newspaper wrapped in brightly coloured fabric or paper. • Children can create simple tapping patterns using their dandiya sticks as they move in time to some suitable music. Create a Diwali 'circle dance'. • Use drums, bells and other percussion instruments to create celebration music to dance to. 	<p>celebration meals feel after a month of fasting? At Eid, children enjoy looking out for the new moon, having presents and new clothes and sharing family celebrations.</p> <ul style="list-style-type: none"> • Look at images of mendhi patterns on hands, used for celebration. Draw around hands and make patterns, or ask a parent/visitor to come in and demonstrate mendhi. Talk about 'helpful hands': during Ramadan, Muslims think about those in need and try to help them. • Prepare a 'talking tub' collection of artefacts and pictures linked to Eid ul-Fitr e.g. prayer mat, qur'an, head coverings, presents, a picture of the new moon, dates etc. Children talk about these items and explore ideas. 	<p>reminder to be thankful for what they have and to share with the poor.</p> <ul style="list-style-type: none"> • Make a 'talking tub' with props from Eid celebrations e.g. picture of Ka'ba, aeroplane, map of Mecca, new clothes, lamb, money for charity etc. Children talk about items which spark their interest and learn how they are linked to the festival. 	<p>cot, bath etc.) Think about names and why they are important; ask children to find out about their own names. What gifts would they give to a baby?</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Bring in baby pictures - guess whose baby • Using photos of themselves as babies the children try to match these with contemporary photos. Discuss the changes they notice. <p>How do we celebrate Christmas in our homes? Discussion of children's experiences.</p>	<p>Shepherds, gifts of the Magi/Wise men emphasise Jesus' status.</p> <ul style="list-style-type: none"> • Make a Nativity scene using playdough or other materials. Tell the story of St. Francis and the first Christmas crib. What might Jesus and his family have looked like? • Explore Christmas cards and talk about how they tell the story
Computing	Sherston- Problem solving, Jelly Bods- red house, Children to select an activity to complete and listen to the instructions to complete the activities, independently navigate from game to game.	2paint, to think about Bonfire and Diwali and create a picture of fireworks in the night sky. Use the tools on Pm to fill the background and select different tools to create different features.	Maths Focus on the Number 4, "paint, children to use the mouse to draw a number 4 and draw 3 objects to represent this.	Create a birthday card on PM with the number 5. What different features can you use to make your card?	Introduce Beebots and the word algorithm and using directional language move the beebots around the mat. On the PC access Paddingtons scrap book on Sherston and use the arrows to move Paddington around the town.	Introduce Beebots and the word algorithm and using directional language move the beebots around the mat. On the PC access Paddingtons scrap book on Sherston and use the arrows to move Paddington around the town.	To design a Christmas Jumper, select colours, change the thickness of the pens.
Computing-Cross Curricular links	Maths/ UW- Halloween https://www.twinkl.co.uk/resource/eyfs-halloween-ghost-	Bonfire night jigsaw https://www.twinkl.co.uk/resource/eyfs-fireworks-interactive-	PD- Fine Motor https://www.twinkl.co.uk/resource/drag-the-car-fine-motor-skills-game-tq-t-tp	Phonics- Initial Sounds game https://www.twinkl.co.uk/resource/initial-sounds-	Phonics- th https://go.educationcity.com/content/index/34647/2/1/1/null/null/false/false/null/0	Nativity jigsaw https://www.twinkl.co.uk/resource/nativity-interactive-jigsaw-t-re-1666352697	Phonics- Read to blend https://www.twinkl.co.uk/resource/blending-to-read-phonics-level-2-tg-t-e

	<p>shape-matching-pairs-game-t-tp-1664534238</p> <p>Skill- Identify and match pairs of objects</p> <p>Maths/ UW/ CL- Autumn memory game; play SNAP to find the matching Autumn picture cards</p> <p>https://www.digipuzzle.net/digipuzzle/autumn/puzzles/memory.htm?language=english&linkback=../../education/autumn/index.htm</p> <p>Skill- Talk about the features in Autumn.</p>	<p>jigsaw-game-t-tp-1666101947</p> <p>Skill- Manipulate shapes to create a given image</p> <p>Phonics- ss https://www.goeducationcity.com/content/index/34330/2/1/1/null/null/false/false/null/0</p> <p>Skill- To hear and read words with 'ss' in</p>	<p>Skill- To co-ordinate a movement on a screen (fine motor skills)</p> <p>Phonics- double letters https://www.goeducationcity.com/content/index/34565/2/1/1/null/null/false/false/null/0</p> <p>Skill- To spell cvc words with double letters in</p>	<p>interactive-matching-activity-tg-435</p> <p>Skill- To identify and match initial graphemes to pictures</p> <p>Maths- counting to 5 https://www.goeducationcity.com/content/index/25633/2/2/1/null/null/false/false/null/0</p> <p>Skill- 1:1 correspondence when counting out objects up to 5</p>	<p>Skill- To hear and identify 'th' within words</p> <p>Maths- Counting order 1-5 https://www.goeducationcity.com/content/index/42652/2/2/1/null/null/false/false/null/0</p> <p>Skill- To count and order numbers 1-5</p>	<p>Skill- Manipulate shapes to create a given image</p> <p>Maths- How many fingers game https://www.twinkl.co.uk/resource/eyfs-how-many-fingers-to-5-interactive-game-t-m-1696844527</p> <p>Skill- To subitise to 5</p> <p>PD- Fine motor https://www.akidsheart.com/holidays/christmas/count/gingerbread-man-game/xmas</p> <p>Skill- To co-ordinate a movement on a screen (fine motor skills)</p>	<p>Skill- To read simple cvc words, with taught phonemes.</p> <p>Maths- Complete the pattern https://www.topmarks.co.uk/ordering-and-sequencing/christmas-patterns</p> <p>Skill- To complete the repeating pattern</p> <p>Maths- The Gingerbread Man game https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game/xmas</p> <p>Skill- To count and order sets of objects 1-5</p>
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Education for a connected world	<p>On going through the year...</p> <p>Copyright and ownership</p> <p>-I know that work I create belongs to me.</p> <p>-I can name my work so that others know it belongs to me.</p>  <p>Self-image and identity</p> <p>-I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> 
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Music-	Discuss idea of Christmas Nativity-take list of children who would like to speak on the stage. Begin to introduce songs.	Lesson 1: Diwali music Children learn about the festival of Diwali and respond to music through movement	Lesson 2: Hanukkah music Children learn some of the dances and instruments from the festival of Hanukkah.	Lesson 3: Kwanzaa music Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and	Lesson 4: Traditional Christmas music Children take part in a christmas group song involving singing, creating vocal sounds and playing instruments	Lesson 5: Christmas action songs Children create and perform appropriate actions to represent Christmas song lyrics	Perform Christmas production
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		Practise nativity songs	Practise nativity songs	find classroom objects to use as drums. Practise nativity songs	and sing and move to a Christmas song. Practise nativity songs	Practise nativity songs	
Ideas for challenges and provision	 	  