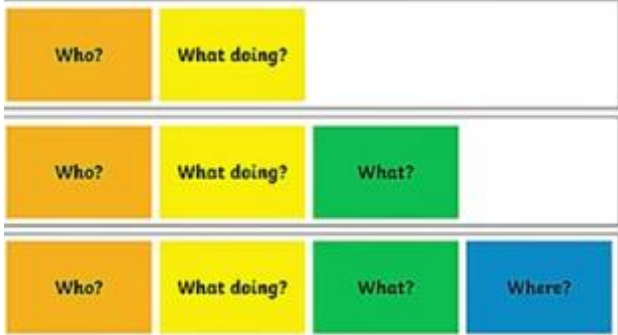


Autumn 2: Key Driver Question: What is a celebration?		
Literacy Focus Text: The Runaway Chappati Linked EOD Texts: Recipes (NF) The Gingerbread man My Santa, your Santa 10 Little Elves Binis Divali My Hair Stick Man Linked Rhymes/songs: Twinkle Twinkle I'm a little snowman Snow Flake, Snow flake Star hunt songs	SEND Alternative text: That's not my santa/reindeer/fairy Gingerbread man board book	ELGs PCC: Know some similarities and differences between different religious and cultural communities PP: Knows some similarities and differences between things in the past and now. S: Participate in class discussions, offering their ideas C: Anticipate – where appropriate – key events in stories; C: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play EUM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design. BIE: Invent, adapt and recount narratives and stories with peers and their teacher. Performs songs, rhymes and poems with others. W: writes words/sentences using sounds they have been taught.
	Differentiation of speech expectations 	
Taught Vocabulary: Taught Vocabulary: the past, along time ago, baby, celebration, party, present, Eid, Christmas, God, Jesus, Church, Mosque, Quran, Bible, Christmas Tree, Santa Claus, Snowman, Gingerbread man, decorations, balloons. run, Gingerbread man, fox, dog, man, women, baking, ingredients, eyes, nose, mouth, buttons, fast, catch, eat, farm		
First 100 words taught: Mum, Dad, brother, family, baby, cat, coat, hat, socks, tv, light, tree, grass, there, in, on, off, bath, bed, house, light, phone tv		
Cold task: Write a pictorial/emergent writing list Hot task: Write a pictorial/emergent/using phonics list		
Our Big Create: At the end of this theme, children will create their own celebration bag of gingerbread biscuits for a party! We will perform the production of 'Going on a star hunt'		
Enrichment: Outs: Church Ins: Library bus		
PSED Sequence: Healthy living/ body parts Me and my friends		
Week 1: Firework Safety. All children will talk about their experiences of fireworks. All children will learn about handling sparklers safely and firework safety. KP: All children will say who they have played with and what they played (collaborative cat)	Week 2: All children will know the names of their body parts. All children will understand the names of our body parts. KP: All children will say who they have played with and what they played (collaborative cat)	Week 3: All children will know which body parts are private. All children will know the pant rule. KP: All children will say who they have played with and what they played (collaborative cat)
Week 4: All children will name a variety of food names. All children will reflect on their experiences of food at home. KP: All children will say who they have played with and what they played (collaborative cat)	Week 5: All children will sort food into healthy and not healthy. All children will create a healthy plate. KP: All children will say who they have played with and what they played (collaborative cat)	Week 6: All children will sort food into healthy and not healthy. All children will create a healthy plate. KP: All children will say who they have played with and what they played (collaborative cat)

Communication and Language Sequence: Story Invention

Week 1: Once upon a time.... Who+what doing They lived in a + where	Week 2: Once upon a time.... Who+what doing They lived in a +where	Week 2: Once upon a time.... Who+what doing They lived in a +where
Week 4: One early morning... Who +what doing Where	Week 5 One early morning... Who +what doing Where	Week 6 One early morning... Who +what doing Where

Literacy Sequence: The Runaway Chapatti T4W

<p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week Growing up! Shared writing focus: List of things that you might need at a birthday party Sentence level writing focus: Drawings/Print has meaning: pictures and single words to write a list of party items Aims: L/U/S/FM/W/R/PP/PCC Differentiated by CS All Children will; Point at a picture and show an interest Use the language of before and later Name food items (100 words) Talks about events from their own experience Know that they were once a baby Gesture or talk about social times with family Some children might Know what Aqiqah is Know that different food is used at different celebrations Use language to share feelings experiences and thoughts about past celebrations. Talk about past and present with reference to their own life experiences Speak about a past event Use a range of tenses to talk about a past event in their life</p>	<p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: List of ingredients to make chappatis Sentence level writing focus: Make pictures/marks that represent a list of ingredients Aims: L,U,S,R, W,PCC,C All Children will; Tune into the story Know what a chapatti is Understand the word 'run' and 'chase' Name the 4 main characters (what). Join in with the repeated refrain Represent a list with pictures Answer a what question Some children might Answer a how/why question Say what is happening in the story (who-what-what doing) Predict the next event in the story Draw the story characters and make marks to represent their names with letters Show understanding of a list genre through pictures and emergent writing Show awareness of initial sounds through writing</p>	<p>Week 3 Adult led T4W Text focus: Imitate Learn the Story map and actions Shared writing focus: List of characters in the story Sentence level writing focus: Make pictures/marks to represent a list of characters (check list) Aims: C, LU, S, TW, All Children will; Name the whos and whats in the story Say the repeated refrain Show in own way (verbal or gesture) the next event in the story Make marks to represent an the characters in the story Copy actions to retell the story Play with puppets to show the story sequence Some children might Retell the story using actions and words Answer why questions about the story Put the puppets in the right order to tell the story Write a pictorial list of characters with emergent writing or initial sounds Represent the story using pictures and letters as labels.</p>
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<p>Week 4 Adult led Non-fiction week: Celebrations Shared writing focus: List of toys for santa Sentence level writing focus: Make own list of toys for santa Aims S/C/PCC/W: All Children will; Know which celebration they participate in Know how they might take part in a celebration Know 3 things that take place at Christmas Know if they do/do not celebrate Christmas Draw to represent a celebration Some children might Say why they do/don't celebrate Christmas Understand that people all over the world have different celebrations and do so in different ways Help to scribe a sentence that explains their picture. Write a list of toys for santa/Eid</p>	<p>Week 5 T4W Text focus: Innovate Learn the new story/sensory story Shared writing focus: List of ingredients for Gingerbread man Sentence level writing focus: Make list of own ingredients including sweets for decoration. Aims: LU, S, C, W, EAD, FM, PCC All Children will; Give one idea to change the 'what' character based on what we have learnt about celebrations using small world to scaffold. Join in with the new repeated refrain Order the events in the story using props Draw the new characters using their own representations Draw a gingerbread man with own design features Some children might; Make suggestions to change the characters in the story Change the 'where' in the story Order the events in the story with the new characters and whats. Make links between celebrations they have experienced and the new characters. Make a list of ingredients for their gingerbread man</p>	<p>Week 6 T4W Text focus: Innovate Change the characters and setting Shared writing focus: List of steps to make a Gingerbread man Sentence level writing focus: Own list of instructions (new item new line/very simple) Aims: LU, S, C, W, EAD, FM, PCC All Children will; Put the props in the correct order of the new story; add words or gestures. Say a who and what doing sentence to say a new character is running/jumping/climbing Explore new vocab (celebration food) Change one character independently (box up) Make own pictorial list Some children might Make their own innovations using the box up grid. Retell the new stories with props and story maps. Retell the new story with actions Draw their own story map Use drawings and letters to create own lists of choice</p>

Past and Present Sequence: When I was a baby...

<p>Week 1 All children will learn the word past (actioned) and use it in a sentence based on own experiences. All Children will talk about things that have happened in the past based on familiar experiences such as breakfast and bedtime. They will use visuals to help.</p>	<p>Week 2 All children will learn the word baby. All children will know that all people including themselves and others used to be a baby in the past. All children will look at photos of themselves and their teachers as babies and talk about differences.</p>	<p>Week 3 (CC PCC) All children will learn about the celebration 'Aqiqah'. All children will know that this celebration happens in the past, when we are babies. Some children will understand that not all children celebrate Aqiqah when they are babies, only those of Muslim faith.</p>
<p>Week 4 All children will learn that the celebration 'Birthday' happens in the past and present. All children will reflect on their own experiences of Birthdays and share these. Some children will understand that we get 'older' every Birthday and use this vocabulary in relation to the past.</p>	<p>Week 5 (CC maths) All children will explore things that happen on a birthday, including birthday cards. All children will identify numerals as ages and talk about these. Some children will know when someone is older than them based on age.</p>	

All families will be invited in to share stories about their children or themselves in the past (photos)

People, Culture and Community Sequence: Celebrations in my past, present and future...Eid...Christmas...Divali...Aqiqah

Binis Divali

My Santa your Santa

Range of NF books about the celebrations covered

<p>Week 1: All children will know what is meant by the word 'celebration'. All children will reflect and talk about their own experiences of joining celebrations with their families.</p>	<p>Week 2 All children will know that Christians celebrate Christmas. All children will know that Christians believe that Christmas day marks the birth of Jesus. All children will name 3 ways that Christmas is celebrated. Some children will understand that church is a place of worship for Christians. Some children will know if they are Christian or not.</p>	<p>Week 3 All children will know that Muslim children celebrate Eid and Aqiqah. All children will know and name 3 ways that Muslim families celebrate these occasions. Some children will understand that Muslim families go to mosque to pray. Some children will know if they are Muslim or not.</p>
<p>Week 4 All children will know that some children celebrate Divali. All children will know 3 ways that Divali is celebrated. Some children will know if they celebrate Divali or not. Some children will know that the Gurdwara is the place of worship of Sikhism.</p>	<p>Week 5 All children will talk about what they celebrate and why (using visuals of own celebrations as a support). All children will learn that our friends and teachers might not celebrate the same things. Some children will make comparisons between the different faiths and celebrations.</p>	<p>Week 6 All children will choose a celebration to celebrate at our class party. Some children will say why they have chosen this celebration, reflecting on prior learning and experiences.</p>

Fine Motor sequence: Perfect writing position

<p>Week 1 Pattern: crosses All children will write the sound spelling t</p>	<p>Week 2 Pattern: nnnn All children will write the sound spelling n</p>	<p>Week 3 Pattern: circles All children will write the sound spelling o</p>
<p>Week 4 Pattern: circles All children will write the sound spelling p</p>	<p>Week 5 Pattern: curved sticks All children will write the sound spelling b</p>	<p>Week 6 Pattern: ccccc All children will write the sound spelling c</p>

EAD Sequence: working towards star hunt performance/gingerbread bags

<p>Week 1 All children will explore drawing figures with body parts: legs, arms, head. All children will learn new songs, singing in a group and matching pitch and melody</p>	<p>Week 2 All children will explore cutting out shapes with scissors using a variety of materials. All children will learn new songs, singing in a group and matching pitch and melody</p>	<p>Week 3 All children will add features to a face/body shape using own materials and skills. All children will learn new songs, singing in a group and matching pitch and melody</p>
<p>Week 4 All children will explore pattern through rangoli patterns. All children will join materials to make divali wands. All children will engage in learning a dance routine to perform at the star hunt show, performing in time to music.</p>	<p>Week 5 All children will design and bake gingerbread men, drawing their design and decorating once baked. All children will engage in learning a dance routine to perform at the star hunt show, performing in time to music</p>	<p>Week 6 All children will design and create party bags for their chosen celebration using pattern, figures and sticking own cut shapes. All children will engage in learning a dance routine to perform at the star hunt show, performing in time to music</p>

Possible Paths of Play

<p align="center"> Create (Mark Making) Word read Writing FM CL EAD Lists Letters Drawings with labels Celebration cards (birthday/Eid) Story maps Boxing up grids Dandelion book characters Recipes </p>	<p align="center"> Create (DT) Word read writing EAD FM CL Sequin pictures (link with maths) Cutting own shapes Design and do Divali wands Divali hands Christmas cards Stick men Gingerbread bags Gingerbread men </p>	<p align="center"> Relax Word reading Comprehension PCC/PP CL Celebration books Key word cards Word of the week Sounds write resources Magnetic letters Teddies to read to </p>	
<p align="center"> Messy CL M EAD Divali painting Symbols in sand Party in sand Potions Who has more Tea party </p>	<p align="center"> Construct CL EAD PSED Creating own stories Creating worlds Story inventions with new vocab from stories read 100 word animals Small world parties </p>	<p align="center"> Imagine EAD PSED Comprehension CL Role play parties Role play cafes Role play takeaways Phones Chapatti play Gingerbread men </p>	

<p>Maths Number Numerical Pattern Rangoli patterns 3,4,5 composition Comparison of numbers Positional language Shape arrangements Collections Parties Links with birthdays (cards, candles etc)</p>	<p>Phonics Word Reading Lists of cvc words that start with unit 1 and 2 Symbol search, flash cards, Word build with unit 1-4 SW books if appropriate Characters from dandelion books: read, write, play</p>	<p>Finger Gym Fine Motor Coloured pegs (sort link) Dough out every day Pipe cleaner wraps Nails and wood threading</p>
<p>Outdoors Move Gross Motor PSED Footwork and balance Jump and land Running safely linked to story</p>	<p>Outdoors Create NW/PCC Maths CL EAD Word read Autumn Mud café Words outside for word hunt Stream play Role play: wasjing cars, taxis. Takeways,</p>	<p>Outdoors messy Gross motor Fine motor EAD Word Reading Paint Mud and water Paintbrush large scale Chalk words and letters Water words Sand castle cakes Flags</p>
<p>Outdoors: Imagine/Construct EAD PCC/PP CL PSED Takeaways Cafes Eid and Divali party Car wash Taxis</p>	<p>Outdoors Funky Fingers Fine Motor PSED Wood Work: nail and board with lid</p>	<p>Outdoor Maths, maths maths! Number Numerical pattern Make collections Count Sticks Order size Fill and pour: capacity Problems in the pit</p>

