

YR Celebrate With Me Learning Sequence

Synopsis: Children will explore a range of world religions through different celebrations. They will look at similarities and differences between themselves and others in their community. They will begin writing for a clear purpose using initial sounds which are clear. They will have the chances to perform in a production, go on an autumn walk and meet a variety of religious leaders.

In **Literacy**, children write initial sounds and develop their letter formation to write recognisable letters

In **Understanding The World**, children show interest in the lives of others and begin comparing themselves and their communities. They develop respect for others through their experiences

In **Expressive Arts and Design**, children explore a range of techniques and understand how they can be used in different ways to enhance their work. They explore performances and build a repertoire of songs

In **Communication and Language**, children build their ability to listen to others and respond to their ideas/opinions with accuracy

In **Physical Development**, children continue to develop their fine- and gross-motor skills in order to support their handwriting

In **Personal, Social and Emotional**, children adapt their behaviour to different situations, and begin to understand that their own actions affect others

In **Mathematics**, children count objects to 10 and recognise numerals to 10. They subitise.

Literacy

OBJECTIVES

Children in Reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

LEARNING SEQUENCE

- When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through individual school phonics programmes.
- Write instructions to make a witch's potion; make a potion; record using pictures and tablets; write about what happens with the potion (experiment); label witch's broomstick; label the witch and the cat.

	➤ Firework safety instructions; explore firework safety and why it is important; label pictures of fireworks with colours; write sounds to match the fireworks (pop, whizz, bang, zoom). ➤ Write about the beginning, middle and end of 'Rama and Sita'; explore through role-play; label the characters; compare 'good and evil'. ➤ Using the Menorah as an example, write about the one thing that is most special/important to you; explore the meaning of the menorah; label the candles with different special moments; talk about being thankful and what that means; label drawings of things you are thankful for. ➤ Write a wedding invitation. ➤ Write a letter to Santa; write a Christmas card; write the beginning, middle and end of the Polar Express; write present labels; label pictures from the story; make and label Santa/his reindeers.
--	--

Understanding the World

OBJECTIVES	LEARNING SEQUENCE
Children in Reception will be learning to: • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways. • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past	➤ Go on an autumn walk and record your findings; leaf printing with colours; seasonal changes of plants; seasonal changes of the weather; create a 'witch's potion' experiment. ➤ Use tablets to create firework pictures; use tablets to record ribbon dancing as fireworks. ➤ Create a comparison picture with Diwali one side and children's own celebration on the other; compare celebrations using photos; compare own celebrations and that it is OK to be different; explore religions of the world and how everyone had different beliefs. ➤ Look at food/toys from WW2 and compare them to toys/food now.

	➤ Star of David; make a Star of David; look at religious symbols and what they mean; what would you have as a symbol to represent you?; create their own symbols. ➤ Compare weddings from different religions; highlight any experiences the children have had; ask different faith leaders to visit and discuss weddings/their religions. ➤ Learn about the Nativity; read the story; learn about Christianity; compare to another religion focused on this term (Judaism, Hinduism), role-play or perform the Nativity as a class/year.
--	---

Expressive Arts and Design

OBJECTIVES	LEARNING SEQUENCE
Children in Reception will be learning to: • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore, use and refine a variety of artistic effects to express their ideas and feelings.	➤ Colour mixing using different resources to create leaves; explore colour mixing with paint/chalk/oil paint. ➤ Firework pictures using PVA and glitter; firework splat pictures (comparing these to Pollock). ➤ Use clay to create a Diwa lamp; create lanterns with different materials focusing on how to join them; create Mehndi hands using paint/chalk. ➤ Create poppies using lolly-sticks and tissue paper; create collage pictures as a class (encouraging children to work together). ➤ Make Star of David; make a class menorah; make stained glass windows. ➤ Make tissue paper flowers; design wedding cakes; design outfits from different religious weddings. ➤ Christmas performance; Christmas cards; Christmas present; Santa's grotto; Polar Express; create golden tickets; explore Christmas sensory tray.

Communication and Language

OBJECTIVES

Children in Reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

LEARNING SEQUENCE

Through the theme and learning opportunities, children develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language should be considered when planning other areas of the curriculum and be a central part of linking the curriculum together. Weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Nativity performance/Christmas production
- Read/tell stories without showing the images in the books
- Explore the language of comparison
- Vocabulary lists for world religions

Physical Development

OBJECTIVES

Children in Reception will be learning to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

PE session focus;

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

LEARNING SEQUENCE

- Pumpkins with pins and hammers; wool wrapped card leaves; use wands to write letters in black sand trays.
- Fireworks sensory tubs using hair gel and sparkly resources; threading coloured pipe-cleaners through colanders; PVA glue firework pictures.
- Rangoli patterns using coloured pasta and tweezers; painted firework bread using pipettes and food colouring.
- Playdoh poppies; sewing poppies.
- Dreidels, star stickers on Star of David.
- Stuff scarecrows using hay; create straw hats using weaving; bead trees using pipe cleaners; wedding cakes made with playdoh.
- Bead threaded candy canes; snowflake cutting; cut and make Christmas wreaths and paper chains
- Experiment with movement: Dancing/moving like fireworks

FORMATION (Objective): Develop the foundations of a handwriting style which is fast, accurate and efficient

Focus should be in place for handwriting/fine motor, but this will need to be considered in line with individual school's handwriting/phonics policies.

Personal, Social and Emotional Development

OBJECTIVES

Children in Reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

LEARNING SEQUENCE

Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour e.g. turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child- and adult-led activities. Each child will have developing needs which will need to be planned for accurately.

Some supporting ideas for this term are as follows:

- Christmas performance – self-confidence
- Circles times focused on differences and similarities
- Parents invited in to support Christmas props
- Grandparents' day celebrated
- Parents invited to share their celebrations too

Mathematics

OBJECTIVES

Children in Reception will be learning to:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers

LEARNING SEQUENCE

- Counting and matching numeral to quantity to 10; firework picture for matching; counting rockets and finding the number to match; counting autumn leaves/objects and matching to the correct numeral; give children a number and ask them to find that many of a type of object in the environment; match the present to the right door by counting dots on the present.
- Counting arrangements; count the bows for presents asking children to get a certain amount for the right number of presents; put up to 6 wheels on the Polar Express; count out marshmallows for hot chocolate; create Christmas cookies with different numbers of baubles (Smarties).
- Subitise; using tens frames to look at different numbers, place

	bows on tens frames and match with numeral without counting, prompt children to say how many they can see without counting ➤ Compare numbers; different piles of presents, who has the most/least – can we make them equal, different amounts of objects in jars for children to compare, use different objects throughout the term to compare more/less/equal – can you make it equal and fair?
--	--