



## 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	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.
6	Shows an interest in technological toys.	Building curiosity of how things work. Cause and effect.
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## Key People/Places/Facts

1	<b>Family members</b>	Mother, Father, mum, dad, brother, sister, auntie, uncles, cousins
2	<b>Father Christmas</b>	The story of Father Christmas
3	<b>The Nativity characters</b>	Jesus, Mary and Joseph, Kings, Innkeepers, Shepherds, Angels
4	<b>Christmas</b>	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	Who is Father Christmas?	Why do we buy and receive presents at Christmas?
3	Does everybody celebrate Christmas?	What is Diwali?
4	How do you celebrate Christmas?	

## Vocabulary

	Tier 2	Tier 3	
	Celebrate	Christmas	
	Predict	Father Christmas	
	Movement	Santa Claus	
	Effect	Sleigh	
	Tradition	Elves	
	Similar	Present	
	Different	Family	
		St Nicholas	

## Literacy

### Reading:

- To recognise and identify familiar letters, especially those in their own names.
- To discuss and retell a variety of familiar stories.
- To explore initial sounds in familiar words, linking sounds to letters.
- To understand that letters combine to form words.
- To know that each letter represents a specific sound, with a focus on sounds in their names.
- To learn that stories follow a sequence (beginning, middle, and end).
- To understand the directionality of text in English (left to right, top to bottom).
- To identify and name the parts of book, such as the front cover, back cover, spine, and pages.
- To recognise and relate initial sounds to familiar objects or environmental print.

### Writing Opportunities:

- Name writing: practicing writing their own names regularly.
- Mark-making Activities: Engaging in creative mark-making opportunities.

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

## MATHS

### SKILLS

- To count out a group of up to **5 objects** accurately.
- To match a set of objects to the correct numeral (e.g., matching 3 objects to the numeral 3).
- To demonstrate an understanding of **1:1 correspondence** when counting up to 5.
- To understand that the last number counted represents the total quantity in a set (**cardinal principle**).
- To explore and describe **2D shapes** using appropriate mathematical vocabulary

### KNOWLEDGE

- To recite number names in order from 1 to 10
- To recognise that a group of objects can be represented by a numeral.
- To engage in singing a variety of number songs and rhymes to reinforce counting.
- To understand and identify that the last number said in a count gives the total.
- To notice and name common 2D shapes.

### Physical Development

- To put on their coats independently, with support for zippers and buttons as needed.
- To use mark-making tools with increasing independence.
- To develop tool skills
- To confidently hold and manipulate jugs and containers, pouring from one container to another with control.
- To copy simple dance moves, including festive routines such as Christmas dances.
- To move in response to a variety of rhythms, demonstrating control.
- To show growing confidence in dressing up and engaging in self-care tasks such as putting on shoes or hats.

**Year: 2024/2025**

**Term: Autumn 2**

**Theme: Festivals  
and Celebrations**

## PSED

- To learn and follow daily routines and understand classroom rules.
- To adapt behaviour to suit classroom routines.
- To select and use activities and resources independently, seeking support when needed.
- To manage toileting needs independently with confidence.
- To understanding and respect that others may have different values and beliefs.
- To demonstrate respect for others' beliefs.
- To be aware of and follow behavioural expectations in nursery.

### Communication & Language

- To listen to stories about celebrations and discuss their significance.
- To listen to and follow simple instructions in the classroom.
- To understand that stories have a clear structure.
- To demonstrate understanding of simple instructions and respond appropriately.
- To talk about celebrations and traditions experienced at home.
- To share and discuss past events.
- To begin using 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.

