

Unit planner: What can I celebrate? FS2 Weeks: 8

<p>Key Concepts: heritage, monarchy, diversity, citizenship, beliefs, morals, equality and belonging</p>	<p>Intent: To understand about different faiths, cultures, festivals and celebrations and how these shape and contribute to our everyday lives.</p>	
<p>Communication and Language (Reception) Listening, attention and understanding Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. 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.</p> <p>Speaking 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 explain how things work and why they might happen. Develop social phrases. 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.</p>	<p>Starter: Giant box containing items that relate to different celebrations, e.g. present, crown, veil, pumpkin and decorations Outcome: At the end of each celebration golden time will reflect what has been learnt, e.g. birthday cake, spooktacular disco, wedding breakfast, gingerbread men and Christmas party.</p>	
<p>PSED(Reception) Self regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p>Managing self Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p>Building relationships Build constructive and respectful relationships. Think about the perspective of others.</p>	<p>Communication and Language Different words linked to the sound fireworks make Can I practise making a call the fire brigade (999) using toy phones and role play? Can I dress up in special clothes? (Diwali party) Circle time - discuss celebrating different festivals - food, clothes, presents, music, routines etc</p>	<p>Key Vocabulary/songs Pop, bang, fizz, whizz, crackle, 999 safety, help, emergency, fire</p>
<p>Physical Development (Reception) Gross motor skills 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. 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. 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. Combine different movements with ease and fluency.</p>	<p>PSED Can I speak in a group about what is special to me? Can I talk about a special event I have celebrated? Think about bonfire night - what dangers might there be and how can we stay safe? Can I take part in collective worship? Can I take part in yoga and mindfulness activities? Can I respect that other children might have different beliefs?</p>	
<p>PD Can I understand the need to stay safe on Bonfire night / Diwali? Can I respond to music from different festivals? Can I develop my fine motor skills doing things like painting outside using large brushes, chalking round lines, digging and planting seeds and bulbs, threading beads? Can I balance, climb, crawl under and explore different ways of moving?</p>	<p>PD Can I understand the need to stay safe on Bonfire night / Diwali? Can I respond to music from different festivals? Can I develop my fine motor skills doing things like painting outside using large brushes, chalking round lines, digging and planting seeds and bulbs, threading beads? Can I balance, climb, crawl under and explore different ways of moving?</p>	
<p>Understanding the world Can I join in with different celebrations at school? Can I talk about what I celebrate at home? Can I talk about who Queen Elizabeth II is? Can I talk about Autumn changes? Can I explore different stained glass windows in a church? Can I understand where ingredients come from? Can I visit the local shop? Can I bake gingerbread biscuits? Can I create a pic collage for my calendar?</p>	<p>Understanding the world Can I join in with different celebrations at school? Can I talk about what I celebrate at home? Can I talk about who Queen Elizabeth II is? Can I talk about Autumn changes? Can I explore different stained glass windows in a church? Can I understand where ingredients come from? Can I visit the local shop? Can I bake gingerbread biscuits? Can I create a pic collage for my calendar?</p>	
<p>Art and Design Can I create a Fire work picture using different techniques? Can I create different shades of orange to match the leaves? Can I create a stained glass leaf? Can I make a simple celebration card? E.g. Diwali, Birthday and Christmas Can I learn the names of different instruments? Can I understand how to play a range of different instruments? Can I play instruments to the tune of twinkle twinkle little star? Can I role play different celebrations, e.g getting married, giving presents out Can I retell simple celebration stories using puppets? Can I learn a dance for Diwali?</p>	<p>Art and Design Can I create a Fire work picture using different techniques? Can I create different shades of orange to match the leaves? Can I create a stained glass leaf? Can I make a simple celebration card? E.g. Diwali, Birthday and Christmas Can I learn the names of different instruments? Can I understand how to play a range of different instruments? Can I play instruments to the tune of twinkle twinkle little star? Can I role play different celebrations, e.g getting married, giving presents out Can I retell simple celebration stories using puppets? Can I learn a dance for Diwali?</p>	

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 Develop overall body-strength, balance, co-ordination and agility.
 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
 Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian
 Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.
Fine motor skills
 Develop the foundations of a handwriting style which is fast, accurate and efficient.

Understanding the World (Reception)

Past and Present

Comment on images of familiar situations in the past.
 Compare and contrast characters from stories, including figures from the past.

People, culture and Communities

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Draw information from a single map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Expressive Art and Design (Reception)

Creating with materials

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

Being Imaginative & expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Literature:	Text types:	Maths links:	Published outcomes:
<ul style="list-style-type: none"> The Birthday Crown Room on the broom The scarecrows wedding Gingerbread Man Animals of the nativity Nonfiction - Diwali / Bonfire night / Christmas 	<ul style="list-style-type: none"> Complete a birthday card Labelling potions Invitation List of ingredients Letter to Santa 	<ul style="list-style-type: none"> Money - buying ingredients Measuring and weighing ingredients Christmas Maths Paper chain decorations 	<ul style="list-style-type: none"> Firework Art Stained glass leaves Nativity performance
<p>Enrichment: Trips: Visit to the Co-op to buy ingredients for gingerbread men School environment: Playground to explore sparklers / rangoli patterns.</p>			