

Theme: Christmas	Starter: Nativity Story		Week: 4,5,6,7 Date: 26 ^h Nov, 3 rd Dec, 10 th Dec, 17 th Dec 2018	How will we know who has learned what?
	What do we want the children to learn?		How will we enable this learning to take place?	
	Learning intentions based on stepping stones/learning goals (40-60m)	Vocabulary	Activities/Routines Provision	Assessment
Personal, Social & Emotional Development	<ul style="list-style-type: none"> To talk about their own experiences To have a developing respect for their own culture To consider the consequences of their words and actions for themselves and others. To enjoy joining in with family customs and routines. To understand why wishes may not always be met To share in Xmas celebrations SEAL- conflict resolution 	<ul style="list-style-type: none"> Christmas, celebration, cards, presents. Jesus, Christmas, characters Speaking loud, appropriate behaviour, team work, turn taking, patience, thoughtful Christmas, customs, traditions, celebration, advent How did they feel? What did they do to be able to work together? Win, Lose, good sport, Next, before, after, patiently, turn taking, share Cut, stick, Santa 	<ul style="list-style-type: none"> Discussing our experiences of Christmas and why we have it in Circle time. Listen to the nativity story. Writing about Christmas. Rehearse the Christmas play. Discuss appropriate and supportive behaviour in different situations – production Sitting still, standing smartly, Listening, Northern Stage Visit, party Card making, Sending cards through the class postal system. Putting up the class Christmas Tree, Advent calendar Making Santa's Going to see Three Bears At christmas at Northern Stage Read and discuss story of Miriam and Sanjit Discussing how we handle conflict Play party games. Join in games winning and losing with good grace 	<ul style="list-style-type: none"> Observations Children's work Discussion
Communication & Language	<ul style="list-style-type: none"> To understand what good listening looks like. To know how to reproduce it. To listen to others in a range of situations To express themselves effectively To speak clearly with confidence and control showing awareness of the listener. 	<ul style="list-style-type: none"> How do I listen carefully? What should we do? A long time ago, today, tomorrow, yesterday What are you...What will you... 	<ul style="list-style-type: none"> Staff role play good/ not good listening and children to discuss. How does good listening look and feel. Speaking with awareness of an audience. Rehearsing Christmas Play Developing language associated with time – a long time ago, today and tomorrow. Link to the Christmas story To share plans, hopes and dreams for the Christmas holiday 	<ul style="list-style-type: none"> Observations Discussion
Physical development	<ul style="list-style-type: none"> To use space and be aware of others. To travel around, under, over and 	<ul style="list-style-type: none"> Over, under, through and up, down. 	<ul style="list-style-type: none"> Outdoor climbing frame Play rehearsals & production 	<ul style="list-style-type: none"> Observations Children's work

	<p>through balancing and climbing equipment.</p> <ul style="list-style-type: none"> • Play rehearsals (PSE) • To develop confidence in trying new activities and speaking in a familiar group. • To hold a pencil effectively • To begin to make anti-clockwise movements • To handle tools safely and with increasing control 	<ul style="list-style-type: none"> • Speak, volume, move, still, character, acting • Clockwise, anti-clockwise • Cut, snip, turn, hold 	<ul style="list-style-type: none"> • Party and Party games • Writing first/second name with correct formation • Colouring activities • Writing name with correct formation • Making Christmas cards • Making Santa • Making Party Hats • Making Placemats • Writing Christmas Cards • Writing about Christmas • Writing a letter to santa • General classroom activities 	
Literacy	<ul style="list-style-type: none"> • To listen in a small group • To know how to handle a book and retrieve information from non-fiction books. • To attempt writing for a variety of purposes. • To reinforce Oxford Reading Tree characters • To link some sounds to letters. 	<ul style="list-style-type: none"> • Book language – page, front/back cover, blurb, words, pictures • Sentence, word, full stop, capital letter, finger spaces. • Biff, Chip, Kipper, Floppy, Mum, Dad • Wilf, Wilma • Grapheme, digraph, sound, silver sound box • Jolly Phonics • Book language – 	<ul style="list-style-type: none"> • Looking at non-fiction books Christmas/traditions • Nativity story – different versions • Reading – The Jolly Christmas Postman & Xmas stories • Shared writing – Teacher modelling a sentence. • Writing letters to Santa, a list, a sentence about Christmas • Writing inserts of cards • Labelling characters • Matching game • ORT games e.g snap • Re-visit all sounds daily • Re-teach digraphs • Finding words with each digraph • Teach digraphs qu, ou, oi, ue, er, ar 	<ul style="list-style-type: none"> • Observations • Children's work • Discussion • WALT book update
Understanding the World	<ul style="list-style-type: none"> • To begin to know about their own culture and that of others. • To use simple programmes • To look closely at similarities and differences • To know similarities and differences in relationship to time. 	<ul style="list-style-type: none"> • See PSE • mouse, monitor, keyboard, whiteboard • Shiny, dull, rough, smooth, soft, hard • Same as, different to. • A long time ago, now, in the past 	<ul style="list-style-type: none"> • Discussing why we celebrate Christmas • Putting up the Christmas decorations, trees, advent calendar, post box • Look at a variety of materials and introduce appropriate vocabulary. • Children to sort materials • Christmas decorations, trees, advent calendar, post box • Christmas production • Santa Visit • Giving Xmas cards • Xmas party 	<ul style="list-style-type: none"> • Observations • Children's work • Discussion

			<ul style="list-style-type: none"> • Dress the Xmas tree • Make Rudolph • Talking about Xmas in the past. Comparing Santa now to Santa in the past 	
Expressive Arts & Design	<ul style="list-style-type: none"> • To use available resources to develop role play • To express ideas using a range of materials and suitable tools. • To sing simple songs from memory • To use simple tools and techniques 	<ul style="list-style-type: none"> • Grotto, post, presents, fairy • Mixed materials, marble, stick, glue, decorate • Sing, clear, high, low • scissors, glue, cut, follow the line, snip, glue, assemble 	<ul style="list-style-type: none"> • Post office • Making cut and stick Santa's, Christmas Cards • Singing Christmas production songs. • Learning Christmas songs • Using scissors, glue etc to make Santas (see PSE) • Making Party Hats, Placemats, Party Invitations • Free painting of Santa, nativity etc 	<ul style="list-style-type: none"> • Observations • Children's work • Discussion