Chronology- Autumn term 2nd half term: Celebrations

Year Group: Reception

Hooks for learning	Key texts	Key vocabulary	Trips / visitors	Additional Learning
'Hook' - party up in role play. What special day is it? Overtime, add various enhancements – what are we celebrating now?	The Monster's party Witch Witch Dear Santa Non-fiction: Celebrations	-Tier 1 – I am… It is… He/she is… he/she can… I can… I can see… simple character names… Firework, monsters, to / from, Santa -Tier 2 – spin, dot, red, up, Big, bad, sad, little, fun, Run, hop, sit, lick, party, Dear, too bouncy, messy, noisy… -Tier 3 – jump in the jelly like a kangaroo. Baboon, unicorn, scarecrow…invite, wrapped up…	IDEA store trip Christmas show at St Lukes	Christmas, Hannukah, Diwali, Winter, Remembrance Day, Eid.

Communication & Language		Personal, Social & Emotional Development				Physical Development	
Listening, Attention & Understanding	**Speaking**	**Self-Regulation**	**Managing Self**	**Building Relationships**	**Jigsaw**	**Gross Motor Skills**	**Fine Motor Skills**
Components: Daily story sessions (encourage children to join in with actions and repeated phrases) Shared attention, Respond, Engage, Conversation) during Learn & Explore time Look at non-fiction books about different celebrations and compare with our own Listen to peers talking about how they celebrate Share 'class celebrations' display. Encourage children to make comments on what they hear **End Point:**	**Components:** Shared attention, Respond, Engage, Conversation during Learn & Explore time Introduce Helicopter Stories Small group/Whole class carpet discussions – How do you celebrate? Talking about own celebrations using photos on class display Plan a party for Class Pet Christmas performance Wow Word Wall – refer to and	**Components:** Discuss the feelings of the characters in the key texts and how they are feeling at certain points in the story Support children during Child Initiated Play when issues arise Develop use of zones of regulation to talk about feelings and how we can moderate our emotions Jigsaw **End Point:** I can talk about how I am feeling I am beginning to consider the feelings of others	**Components:** Play party games (musical statues, pass the parcel, etc). Support children to understand and be mindful of their emotions (if they don't 'win', etc.) Noticing effects of exercise in PE **End Points:** I can help to develop class rules and understand the need to have rules I can dress and undress for PE with support I can talk about what happens to body after exercise I am confident to try new activities	**Components:** Playing party games as a group – support understanding around emotions children might have (disappointment, etc.) Play a variety of board games **End Points:** I can play with children who are doing the same activity I am developing my friendships I can form positive relationships with Reception staff	<u>Celebrating differences</u> **End points:** I will accept that everyone is different I will include others when working and playing I know how to help if someone is being bullied I will try to solve problems I will try to use kind words I know how to give and receive compliments	**Components:** Moving in different ways (indoor PE – Fireworks) Play 'Dance, Freeze' games (party games) Outdoor PE using beanbags **End Points:** I can move about the space safely I can listen to and follow instructions I can use beanbags safely I understand the different ways of using a beanbag I can work cooperatively with a partner with help I will move in different ways I will perform a short dance	**Components:** Make decorations from threading and cutting paper Wrapping 'presents' Make party hats Encourage children at lunchtimes to cut food Make party food – support children to make fruit salad Copy henna patterns Create rangoli patterns using shapes **End Points:** I can thread beads I am beginning to use anticlockwise movements and retrace vertical lines I can hold scissors correctly and cut along a

I can engage in story sessions and join in with repeated refrains and actions I can respond to more complex instructions (with more than 1 step) I can answer how and why questions	celebrate children exploring new words **End Point:** I can answer questions during whole class/group times I can learn rhymes, poems and songs	I can adapt my behaviour in a range of situations					straight and zigzagged lines I use a tripod grip when using mark making tools I can accurately draw lines, circles and shapes to draw pictures I can write taught letters using correct formation I can hold a knife and fork correctly and use to cut food with support

Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
Comprehension	**Word Reading**	**Writing**	**Number & Numerical Patterns**	**Shape, Space & Measures**	**Past & Present**	**People, Culture & Communities**	**The Natural World**	**Creating with Materials**	**Being Imaginative & Expressive**
Components: Whole class / Guided reading – ask children who, why, what, where questions about the stories Act out key texts e.g. The Monsters Party Retell stories and make changes to stories **End Points:** I can engage in story times, joining in with repeated phrases and actions I am able to answer questions about the stories I hear I enjoy an increasing range of books including fiction, non-fiction, poems and rhymes I can make up my own version of the story	**Components:** Guided reading 2x weekly sessions in attainment groups See Phonics Planning (Phase 2) **End Points:** To identify sound set 1-5 To blend CVC words using these sounds To read all tricky words and decodable words in Phase 2 To read pink books using these sounds	**Components:** Party lists – food, games, etc. Write party invitations Write Christmas cards/ Diwali cards Handwriting practice **End Points:** I can write my name I use the correct letter formation of taught letters I write words and labels using taught sounds I am beginning to write sentences using taught sounds	**Components:** NCTEM Mastery Maths **End Points:** -continue from first -subitise within 5, perceptually and conceptually, depending on the arrangements -continue to develop their counting skills -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand -begin to count beyond 5 -begin to recognise numerals, relating these to quantities they can subitise and count -explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot -explore the composition of numbers within 5 -compare sets using a variety of strategies	**Components:** Exploring 2D shapes & pattern Creating shape patterns Exploring money (Bunny money) **End Points:** I know some of the properties of 2D shapes I can use shapes to create pictures I can use shapes to continue and create repeating patterns I can use pennies to buy an item	**Components:** Look at how Christmas has been celebrated throughout different periods of history Photos of parents/carers during their own celebrations as children Discuss the nativity story – how do we know it was set a long time ago? What was different? (what people wore, how they travelled) **End Points:** I know some similarities and differences between things in the past and now	**Components:** Look at how Diwali is celebrated Discuss celebrations in our own families – what are they special times of year for your family? Weddings focus – relate to children's experiences Christmas performance **End Points:** I can talk about how I celebrate my special day I am familiar with Diwali and Christmas stories I know that people around the world have different religions / celebrations I am aware of different wedding ceremonies	**Components:** Explore the Wild Garden and notice any changes – trees without leaves. Talk about squirrels and hibernation. Talk about Winter Look at non-fiction books around autumn / Winter **End Points:** I know about and recognise the signs of autumn and winter I know about features of the world and Earth I can ask questions about the natural environment I show respect and care for the natural environment	**Components:** Make party food Make decorations for the classroom Make party hats Support children to use the iPad to take photos of each other dressed up, celebrating, class party Create rangoli patterns using shapes **End Points:** To use colours for a particular purpose I know how to work safely and hygienically. I can use some cooking techniques (cutting, peeling, mixing) – Fruit salad	**Components:** Helicopter Stories Learn words, melody and actions for Christmas songs Explore the musical instruments and discuss pitch – is it a high/low sound? Move to the sound e.g. sit down for low, stand up for high **Role Play:** Party Place – invitations, play food, balloons, party hats, etc. **End Points:** I can perform songs at the Christmas Performance I can learn and perform songs for the Christmas Performance I can experiment with different instruments and their sounds I am building up a repertoire of songs I can use costumes and resources to act out narratives