**Autumn 2 – How do people celebrate in different ways?**

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|    | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   | Week 7   |
|   Key question    | **What does celebrate mean?**  | **Have you celebrated before?**  | **How do people celebrate Diwali?**  | **How do people celebrate Eid?**  | **How do people celebrate advent?**  | **How do people celebrate Christmas?**  | **What is different about celebrations?**  |
|   Understanding the World.     | Look at the Autumn vocabulary and talk about each word. What does it mean? Can you use it in a sentence?     **Autumn festival!** What is Autumn like? Take children outside and draw their attention to the  changing season    Bonfire night safety and art.      | Children to share pictures and props and tell the class how they celebrated their birthday. e.g.  Who came to your birthday party? What did you eat?    Note the differences in the class and discuss.    What would birthday parties have been like in the past?     | Visitor in school to talk about Diwali.    Have a Diwali party at the end of the week.    * clean and decorate the classroom
* make Rangoli

patterns  * watch a firework display
* hear the story of Rama ad Sita.

   | Visitor in school to talk about Eid.     How is Eid celebrated?    What special places are visited at Eid?    Are there any similarities between the celebrations? Can you explain what they are?   | Nativity     Visit to a church- see the advent candle and wreath and look at Nativity scene.     How is the church important to the community, especially at Christmas?       | Visitor in school to talk about Christmas.  What is your experience of  Christmas? Do we all celebrate in the same way? Do people around the world celebrate differently?    Children discuss their experiences of Christmas and what they like most about  this time of year     | Pictures to sort and explain how they are different, and what similarities there are.    Make a class mural of different celebrations.      |
|   Talk for writing    | Hook  What is a surprise?  Surprise fruit tasting lesson.     Read the story of  Handa’s Surprise.  Learn the story off by heart.    Cold task: Can you write a story? Children to invent story using 5 sentence story structure .      | Make a class story map and actions for Handa’s Surprise.     Discuss and clarify vocabulary in the story.     Writing task:  Create and label a story map for Handa’s Surprise.   | Use chopping board to segment sounds and write them down.    Hot task: Write down the story (or part of the story) of Handa’s Surprise.        | Learning about adjectives and create word banks.    Writing task: Fill in the gap activity from the story with adjectives.   | How to write a list: bullet points, new line for each point   Writing task: Describe an animal from Handa’s Surprise by writing a list.      | Class model text, writing a list for Handa’s Surprise.  Pause a story, write a warning for Handa!   Writing task: Make a shopping list for Handa, what fruits does she need?   | Thinking of your own ideas and writing them down.      Hot task:  Write a Christmas letter to Santa which includes a list.    |
| Maths   | Representing 1,2,3  Maths challenge: composing 3 using 3 double sided counters. Shae the counters and then drop them together. How many are red/blue? Is it the same every time?  | Circles and Triangles   Maths challenge: which 3D shapes will print a circle or triangle? Can you make a pattern?  | Positional Language  Maths challenge: follow the pictorial clues to go on a treasure hunt, describing where you find the next clue.    | Representing numbers to 5  Maths challenge: put numbers 1-5 in order and then attach that many objects to the number.  | One more and less   Maths challenge: adding objects and taking them away from the 5 frame. Using a number line to say what is one more and one less.  | Shapes with 4 sides   Maths challenge: go on a shape hunt. What 2D shape can you see?  | Time   Maths challenge: order the pictures to say what will come next to make a cake.   |
| Handwriting   | Developing fine motor skills through daily writing activities and name writing activities.   |
| PE  | Get Set 4 PE: Ball Skills Unit 2, Lesson 1  To develop rolling and tracking a ball    | Get Set 4 PE: Ball Skills Unit 2, Lesson 2  To develop accuracy when throwing to a target   | Get Set 4 PE: Ball Skills Unit 2, Lesson 3  To develop dribbling with hands   | Get Set 4 PE: Ball Skills Unit 2, Lesson 4  To develop throwing and catching with a partner    | Get Set 4 PE: Ball Skills Unit 2, Lesson 5  To develop dribbling a ball with your feet    | Get Set 4 PE: Ball Skills Unit 2, Lesson 6  To develop kicking a ball to a target   | Get Set 4 PE: Ball Skills Unit 2, Lesson 7  To consolidate ball throwing skills    |
|   Provision    | Role play:  * Party celebration dinner table/ then Christmas post office with letter writing station.
* Gift wrapping station Story telling area
* Handa’s Surprise puppets and props.

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