



Let's Celebrate

Autumn Term 1:2

Core Books to be used:

- 'Kipper's Birthday' by Mick Inkpen,
- 'My Diwali' by Monica Hughes
- 'The Story of Diwali' by Malachy Doyle
- 'You Must Bring a Hat' by Simon Philip
- Non-Fiction books on Diwali and Celebrations

| Areas of Learning | Detailed Knowledge Content | Vocabulary |
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| Personal, social and emotional development | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to select and use resources appropriately • How to sit during group time • To know emotion words - happy, sad, cross, excited • They are a valuable individual and can have own thoughts and views • That people celebrate special events - Diwali, Baptisms, Bonfire Night and birthdays • Some of the celebrations they celebrate <p>Reception Children to know:</p> <ul style="list-style-type: none"> • That people celebrate special events - Diwali, Harvest, Baptisms and birthdays • That Diwali is the Hindu festival of lights • That Hindus are people who follow Hinduism which is an Indian Religion • The story of Rama and Sita • Diva lamps are placed around the home to remember how Rama and Sita were welcomed home • People celebrate Diwali by spring cleaning, decorating the houses with lights, wearing new clothes, exchanging presents, eating special food and having a firework display. • That the harvest festival is a time to celebrate all the produce that is gathered in by the farmers. | <p>Nursery Vocabulary Celebrate, party, birthday, wedding, bonfire night, Diwali, christening, baptised, gathering, special</p> <p>Emotion words - happy, sad, cross, excited</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Diwali, special, decorations, festival of light, Hindu, Rama and Sita, gifts, spring-cleaning, fireworks, diva, rangoli patterns, mendhi patterns, Hindu, food, presents, festival, light, dance, dress</p> <p>Harvest, food, collecting, gathering</p> <p>Firework night, safety, rules, food, bonfire</p> <p>Birthdays, age, older, cake, parties, food, games, special people, cards, food</p> <p>Baptisms, church, font, family, friends, God, special, cross, water, Christian</p> <p>Happy, sad, angry, worried, excited</p> |

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| <p>Communication and Language</p> | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to understand a question or instruction that has two parts i.e. 'Get your coat please and wait at the door' • How to start a conversation with an adult or friend • How to discuss familiar books and stories • How to use talk to organise play with others • How to participate in conversations with others • An increasing range of vocabulary • They can use words to compare their experiences to others <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use the connective 'and' in conversations with others. • New vocabulary linked to the topic and use this in conversations with others • How to use role-play to re-enact experiences with others i.e. a family birthday celebration • How to use non-fiction books to find out more about different celebrations i.e. Diwali, bonfire night, Harvest • How to ask questions to find out more using 'why' and 'what' | <p>Nursery Vocabulary Conversations, listen, look, pay attention, friend, talk, question, answer, respond, compare,</p> <p>Questions - what, why, when, how</p> <p>Pretend, imagine, listen, take turns</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Conversation, take turns, connect, and, respond, smile, nod, comment, question, information, listener, why, what</p> <p>Play, pretend, imagine, roles</p> <p>Celebrate, party, birthday, wedding, christening, gathering, Diwali, decorations, bonfire night, festival</p> <p>Diwali - diva, rangoli patterns, mendhi patterns, Hindu</p> <p>Describing words for fireworks i.e. bang, screech, pop, bang, colourful, bright etc.</p> <p>Non-fiction, information, contents page, photographs</p> |
| <p>Physical Development</p> | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to choose the right resources to carry out own plans • How to use sequences and patterns of movements that are related to music • How to use mark making equipment in different ways - chalk, ribbons, large brushes, water, crayons, pencils • That we listen to music and then can move our bodies in time to the beat • They need to squeeze and open scissors to make them work <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use the resources in the classroom to achieve a planned affect. • How to explore different ways of joining and assembling the materials they are using • The rules that keep us safe and how to use the equipment both indoors and outdoors safely. • How to carry large equipment safely both individually and with others i.e. a large plank, a hollow block etc. • How to take turns and share with others. • How to use a pencil correctly using the tripod grip. • How to form letters using the correct sequence of movements when writing own labels and captions. • How sit correctly when seated at a table for writing - bottoms to the back of the chair and feet flat on the floor • How to sit correctly in the dining room when eating and know that we use the cutlery sensibly when eating | <p>Nursery Vocabulary Resources, ideas, movement, music, change, beat, rhythm</p> <p>Mark making, ribbons, crayons, brushes, chalk, water, plans, discuss, try, make, change</p> <p>Run, walk, skip, gallop, climb, tip toe</p> <p>Scissors, squeeze, open, close, snip</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Join, assemble, glue, fix, cellotape, fasten, plan, discuss, create, improve</p> <p>Equipment, safety, carry, together, heavy, rules, share, take turns, help, support, helpful, kindness</p> <p>Pencil, grip, finger, thumb, seated, correct, comfortable, chair, classroom, dining room, rules, cutlery</p> |

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| <p>Mathematical Development</p> | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to recognise a group of up to 3 objects, without having to count them individually (subitising) • The last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • That each object they count or point to, they say one number • Numbers in order to 5 and beyond • That in some celebrations, people create their own patterns <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of some 2D and 3D shapes and how to use these to make pictures and models. • That shapes have different properties and we can use words to describe these. • How to count objects carefully and know the last number in the count signifies how many there are. • To know how to use own fingers to show an amount. • To know how to use a 5 Frame and a 10 Frame to show different amounts • How to use a whole / part / part model to show number bonds to 5 • To know how to represent numbers to 5 and then 10 using different resources. • The pairs of numbers that make amounts to 5 and how to show this using a variety of resources | <p>Nursery Vocabulary Subitise, see it, say it</p> <p>Position, - on, next to, behind, in front of, under</p> <p>Amount, recognise, subitise, how many, set</p> <p>Count, how many, total, order, sequence, next, after</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Numbers, show, represent, count, subitise, glance, count, check, more, less, sequence, after, number line, before, next</p> <p>Names of 2D and 3D shapes - triangle, square, circle, rectangle, sphere, cube cone, pyramid and everyday language to describe them i.e. pointy, round, flat, 3 sides, straight etc.</p> <p>Number names 1 to 5. five frame, ten frame, number bonds, whole/ part/part model.</p> <p>Number bonds, pairs, add, equals, altogether</p> <p>Pattern, symmetrical, Rangoli</p> |
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| <p>Understanding The World</p> | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • That when we celebrate special times, we gather with friends and family. • Celebrations that they celebrate in their family • About their past experiences of celebrations • There are different countries in the world and can talk about the differences they have experienced or seen in photos • That festivals and celebrations take place for special events and talk about some of the ways these are celebrated - Diwali, Christmas, birthdays, bonfire night <p>Reception Children to know:</p> <ul style="list-style-type: none"> • That festivals and celebrations take place for special events - Diwali, Christmas, Harvest, birthdays, bonfire night and the significance of these • That harvest is the main time when farmers gather in the things they have grown to sell • That a long time ago people used to have big celebrations and feasts to celebrate the harvest • That sometimes we go to special places to celebrate events i.e. church, mandir (Hindu Temple) • That Diwali is the Hindu festival of light • That Hindus are people who follow Hinduism which is an Indian religion • That they celebrate the story of Rama and Sita • That people celebrate by spring cleaning, decorating the house with lights, wearing new clothes, exchanging presents, eating special food and having a firework display • The significance of the key items related to events i.e. Diva, fireworks, rangoli patterns, special food, special clothes • How to make own diva using clay. • That a candle is made of wax and you light the wick of a candle • That wax melts when it is hot (observe a candle burning and wax melting) and discuss the safety of this. | <p>Nursery Vocabulary Names of Special event / occasion - bonfire night, Diwali, Christening, Wedding, Birthday, Harvest, celebration, party, special, past,</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Celebration, special event, family, friends, happy, joy, food, gathering, gifts, cards, dancing, clothes, special places, objects, routines</p> <p>Hindu, Hinduism, mandir, temple, rangoli pattern, mendhi pattern, diva, lamp, festival of light, gifts, fireworks, spring cleaning</p> <p>Christian, church, Harvest Gather, farmer, collect, produce, fruits, vegetables, carrot, potato, cauliflower, broccoli, sweetcorn, root vegetables, apple, banana etc.</p> <p>Clay, mould, wax, melts, hot, wick, candle</p> |
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| Literacy | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to give meanings to marks/drawings made and discuss these with others • How to use a variety of resources to make marks • That print has meaning • What their own name looks like • How to discuss familiar stories using new vocabulary modelled • How to recall characters and key events from stories <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The features of different books and to use the correct terms i.e. author, illustrator, fiction, non-fiction, blurb, character etc. • How to use own words and pictures to re-tell key events in a story. • That we can use our phonic skills to read simple words and phrases • That we can use our phonic knowledge to help us sound out words when writing own labels to accompany our work. • The Story of Rama and Sita and the special significance of this in Diwali celebrations • The features of a non-fiction book i.e. contents, headings, glossary, photographer • How to use a non-fiction book to find out about Diwali and Harvest. • How to apply phonic knowledge when writing own labels and captions to accompany their pictures. | <p>Nursery Vocabulary Draw, discuss, marks, share, pencil, brush, water, chalk, name, letters</p> <p>Books, story, print, words, letter, share, discuss, character</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Author, illustrator, fiction, non-fiction, blurb, character, beginning, middle, end, setting, event, re-tell, sequence, spine, library, non-fiction, fiction</p> <p>Diwali, weddings, Christening / Baptism, church, vicar, temple, diva, lamp, festival of light, rangoli pattern, mendhi patterns, celebrate, Rama and Sita</p> <p>Word, letter, write, sounds, finger space, label, list, invitation, note, card, message</p> <p>Non-fiction, information, facts, find out, research, photographs, celebrations, contents page, vocabulary, word meanings, page, title, spine, cover, author, Harvest, Diwali</p> |
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| Expressive Arts and Design | <p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to express ideas and feelings through making marks • How to give meaning to marks they have made • How to create closed shapes with continuous lines and begin to use these shapes to represent objects • The names of colours and how to explore colour mixing • They can use drawing to represent ideas like movement or loud noises • That sometimes colours turn into other colours • That they can use resources and props to create small world play and in imaginative play with others <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use shapes and lines to represent objects. • How to add improving detail to pictures. • How to use drawing programs on the computer to create picture - use different tools on the 2Simple program to create pictures i.e. fireworks, rangoli patterns, diva lamps • How to use different materials to represent their ideas • The names of different percussion instruments - tambourine, claves, triangle, bells, rainmaker, drums • How to use a variety of percussion instruments and that we can use our bodies to make a sound by clapping, tapping, stamping and singing. • That sounds can be fast and slow and be able to recognise the difference • Different songs and nursery rhymes by heart i.e. Humpty Dumpty, Baa Baa Black Sheep, Dingle Dangle Scarecrow, Autumn Leaves • How to develop storylines in pretend play. • How to make a Diva lamp out of clay to celebrate Diwali • How to manipulate the clay for different effects and how to add small amounts of water to keep it pliable for moulding • That the artist Wassily Kandinsky is famous artist from Moscow, Russia • Some of the famous works of art by Kandinsky i.e. Squares with Circles, Several Circles, Accent on Rose and use these to explore line, shape and colour | <p>Nursery Vocabulary Nursery Rhymes, rhyming words, listen, join in</p> <p>Ideas, feelings, marks, drawings, discuss, meaning, pictures</p> <p>Lines, marks, create, draw, colours, change, imagine, world, create</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Plan, make, join, idea, detail, features, colour, shape, listen, look, observe, pattern, repeat, draw, programme, select, choose, adapt, improve</p> <p>Pretend, imagine, create, resources, perform, dance, move, role, group, share, decide, plan</p> <p>Clay, diva, lamp, soft, mould, pliable, water, dry, hard, breaks, natural material</p> <p>Fast, slow, loud, quiet, clap, stamp, time, together, beat, rhythm</p> <p>Computer, mouse, click, select</p> <p>Percussion, triangle, tambourine, shaker, rainmaker, drum, claves</p> <p>Artist, Kandinsky, line, shape, colour, famous, comment, opinion</p> |
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