

YEAR: RECEPTION

Theme: Celebrations (throughout the year)

Related Units: Diwali, Christmas, Chinese New Year, Easter

Unit overview	Vocabulary		Related Books/Resources
Celebrations Enquiry Question: How do I celebrate with my family Throughout the year, children learn about different festivals and cultural celebrations. They listen to the stories that are linked to the festival or event in question and find out about the ways that festivals or events are celebrated within the communities for whom they have special meaning. Children are encouraged to think about what it means to 'celebrate' and what events they celebrate at home. They identify similarities and differences between festivals and celebrations from different traditions and make links to their personal experience. Festivals and celebrations we usually consider include: • Diwali • Christmas • Chinese New Year • Easter But other events, festivals or celebrations could also be the basis for a discussion, such as Bonfire Night, Eid, Hanukah, Mothering Sunday and Father's Day.	New Vocabulary • celebration • festival • faith • Hindu • Diwali • Rangoli • mendhi • Christian • Nativity • Ordinal number • Easter	Vocabulary to Revise	• The Story of Rama and Sita • The Nativity • The Chinese New Year story – The Naming of the Years • The Easter Story. Role Play/Small World • Home corner – decorated according to the festival or celebration (e.g. rangoli patterns on the doorstep for Diwali, Indian cookware, diva lamps. Door painted red for Chinese New Year). • Christmas bakery • 'Sweet shop' at Easter • Florist or garden centre. • Small world to suit story from festival – e.g. Rama and Sita in the forest – Ravana's Island, the Jade Emperor, animals from the Chinese New Year + river. Nativity scene.

Themes and Cross Curricular Links	Key Opportunities
• <u>British Values / Philosophy / SMSC</u> • Reflects on own opinions, likes and dislikes. • Shares and discusses practices, celebrations and experiences • Demonstrates tolerance and respect for others' opinions, practices and celebrations • Willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities.	Circle Time Class discussions Stories and resources that provide opportunities to practice tolerance and respect and challenge social stereotypes. Local walk to Clayponds hospital to sing Christmas songs for patients.
• <u>Communication and Language</u> • Maintains attention, concentrates and sits quietly during appropriate activity • Two channelled attention – can listen and do for a short span • Responds to instructions involving a two-part sequence • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks
• <u>PSED</u> • Initiates conversations, attends to and takes account of what others say • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions	Circle Time Class discussions Stories and resources that provide opportunities to practice tolerance and respect and challenge social stereotypes. Role-play opportunities
• <u>Physical Development</u> • Experiments with different ways of moving • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	Rangoli patterns, mendhi patterns Cards, wrapping presents, cooking Painting, playdough, clay – diva lamps. Chinese dragons and lanterns Writing tasks. Music and movement: Indian and Chinese dancing. Lion/dragon dance
• <u>Maths</u> • ...Children place numbers in order ... • Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models • Orders and sequences familiar events • Measures short periods of time in simple ways	Diwali: Rangoli patterns, mendhi patterns, symmetry Christmas: 2D shapes – Christmas cards – snowmen, trees, baubles, stained glass windows. Wrapping presents for Secret Santa. Chinese New Year - Ordinal numbers (Chinese New Year Story), Racing: language of time and measuring time. Chinese dragons Easter: egg hunt – sorting, ordering, counting.

• EAD • Experiments to create different textures • Manipulate materials to achieve a planned effect. • Creates simple representations of events, people and objects. • Plays alongside other children who are engaged in the same theme:	Cards: Diwali, Christmas, Chinese New Year, Easter, Mother's Day, Father's Day, Valentine's Day Rangoli patterns – coloured rice. Chalk and stencils. Mendhi patterns Clay divas Chinese lanterns, dragons. Firework painting – printing with straws. Music and movement: Indian/Chinese dance Small world to suit story from festival – e.g. Rama and Sita in the forest – Ravana's Island, the Jade Emperor, animals from the Chinese New Year + river. Nativity scene.
• Understanding the world • PC (ELG) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions:	Class discussion 1:1 and small group discussion Adult-led tasks Role-play: Chinese restaurant. Home corner – decorate for Diwali/Christmas. Birthday party.

Literacy Curriculum Coverage	Writing Outcomes
Reading ◦ Links sounds to letters, naming and sounding the letters of the alphabet. ◦ Hears and says the initial sound in words ◦ Can segment the sounds in simple words and blend them together and knows which letters represent some of them ◦ Begins to read words and simple sentences Writing ◦ Gives meaning to marks as they draw, write and paint ◦ Begins to break the flow of speech into words ◦ Hears and says the initial sound in words. ◦ Writes own name and other things such as labels and captions ◦ Attempts to write short sentences in meaningful contexts	• Write captions or labels /attempt to write simple sentences (as appropriate) • Write own name. - Cards - Letters (e.g. to Santa) - Recount/label pictures of family celebrations – e.g. Easter egg hunt - Sequence/re-tell stories – e.g. the story of Rama and Sita, the Chinese New Year Story, the Nativity - Writing linked to role-play – e.g. menu, taking orders in Chinese restaurant. Invitations and lists for celebrations (such as a birthday party)

