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|  | **Topic – Where in the World?**    **These activities are for a guide only. Staff can use and adapt activities to go with the children’s interests. Activities are designed to cover several weeks, if needed.** | | |
| **Communication and Language** | Listening and Attention | Engage in storytimes.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * ‘Night Before Christmas’ by Clement Clarke Moore * ‘One Snowy Night’ by Nick Butterworth * Kipper’s Christmas Eve’ by Nick Inkpen * ‘Little Robin Red Vest’ by Jan Fearnley * ‘The Christmas Show’ by Rebecca Patterson * ‘The Nativity, The Story of Baby Jesus’ by May Elliot * ‘The Fox’s Tale – The Story of the First Christmas’ by Nick Butterworth |
| Speaking | Learn new vocabulary.  Use new vocabulary throughout the day. | * Children will be introduced to the following vocabulary during this project. * Celebration, Nativity, Jesus, Bethlehem, Manger, Stable |
| Speaking | Articulate their ideas in well formed sentences.  Understand how to listen carefully and why listening is important | * With all of the stories above can the children discuss their favourite parts of the book? * Why did they like it? * PP work to talk together and listen to each others ideas. * Share their thoughts with the group. |
| Listening and Attention | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * Re-cap on ‘The Nativity’ * Can they re-tell the story together? * PP to discuss the following questions. * Who were the main characters? * Where was the story set? * Look at picture sequence cards from the story. * Can they sequence the story using the pictures? * Can they use the picture cards to discuss the story? |
| **Personal, Social and Emotional Development** | Self-Regulation | Express their feelings and consider the feelings of others. | * After the Nativity, have a circle time session to discuss how they felt in the show. * Use the worry monster to share their feelings. * Were they excited, worried, nervous, happy, scared or sad? * Can they show these feeling using their faces and bodies. |
| Managing-Self | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | * Can the children put on a show for their families. * We will rehearse a Nativity and ensure children are well prepared and ready for the show. |
| **Physical Development** | Gross Motor Skills | Progress towards a more fluent style of moving, with developing control and grace. | * Can the children follow a series of moves which require balance, focus and concentration * Use Cosmic Kids ‘A Christmas Yoga Adventure’ |
| **Literacy** | Writing | Write recogniseable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing sounds with a letter or letters | * How do you celebrate Christmas? * On a large piece of paper, can they write down ideas about how they celebrate Christmas in their house? * Sound out each of the words. What sounds can they hear? * Use the sound mat to help you write down the words. |
| * Look at images from the Christmas story. * What is happening in each picture? * Can they re-tell the story in their own words? * Now choose a key word from the story to write down – sound it out . * Use a sound mat to help with sound recognition. |
| * At Christmas people buy gifts for each other. * What would they like for Christmas? * Together we will write a letter to Father Christmas * Sound out each of the words. What sounds can they hear? * Use the sound mat to help you write down the words. |
| **Understanding the World** | Geography | Draw information from a simple map. | * In the Nativity, we talk about baby being born in Bethlehem. * Where is Bethlehem? * Can we find it on a map of the world? * What language do they speak there? * What does the flag look like? |
| RE | Recognise that people have different beliefs and celebrate special times in different ways. | * What is Christmas? * How do people celebrate it? * Draw up a list of ideas from each child. * Remind the children that everyone celebrates in different ways and traditions are special to each family. |
| **Expressive Arts and Design** | Role Play | Recount narratives and stories with their peers and teachers. | * Using the dressing up clothes, can they act out the Nativity in their own words? |
| Music | Sing in a group or on their own.  Explore and engage in music making and dance, performing solo or in groups. | * Teach the children a variety of different Christmas songs, from the production and separately. * Jingle Bells, We Wish You A Merry Christmas, Rudolph the Red Nosed Reindeer, When Santa Got Stuck up the Chimney. * Can they use the musical instruments to accompany them? |
| Creating with Materials | Safely use a variety of materials, tools and techniques , experimenting with colour, design, form and function. | * Using Salt Dough can the children make Christmas Tree decorations? * Roll out the dough and use the Christmas Shape cutters to make decorations. * Once dry, paint and decorate them. |
| Art | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | * Look at pictures of Father Christmas. * Can they paint their own portrait of him? * What colours do they need? |