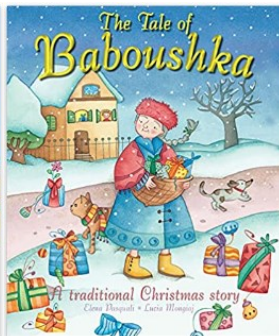
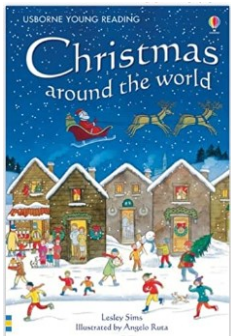


Theme Overview

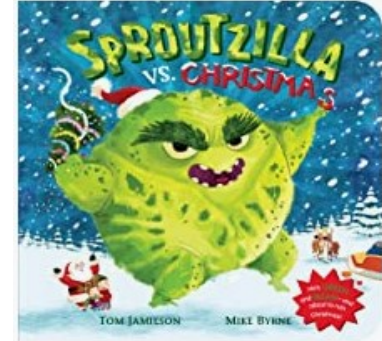
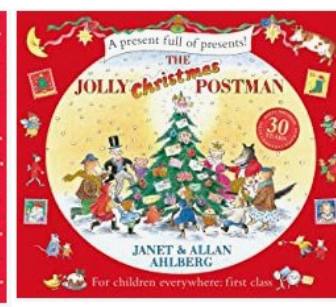
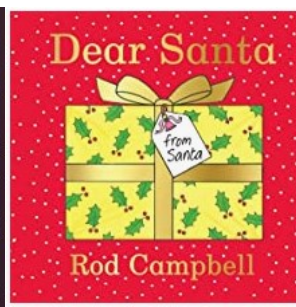
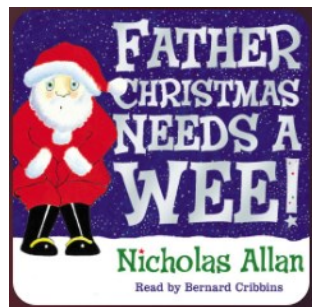
The next unit of learning is a 3 week unit called, 'The Spirit of Christmas'. During this unit the children will investigate all things Christmas. They will learn about the Christmas story and what it means to Christians. The children will learn about stars and constellations. They will also learn about other festivals such as Diwali, which is the Hindu festival of light. There are so many lovely books you can read with your children about Christmas, please add any that you read to their reading message books and Tapestry.

Recommended Reading...



Encourage your child to join in when sharing rhyming books and talk about what you have read.

Discuss unusual words and teach your child to ask what something means if they don't know.



Overview

Themes

| | |
|---------------------|---|
| Focus | What you could do at home |
| Love, Peace and Joy | Talk about the words; 'Love', 'Peace' and 'Joy'. Discuss what the words mean? What do you think about when you hear the words? How do these words make you feel? When have they heard these words used? |
| Animals | Encourage you child to start counting in groups by looking at eyes, ears and legs on the nativity animals individual-ly and in groups. Can they count the total numbers of eyes? Ears? Legs? Work together to complete addition and subtraction problems using the number of eyes, ears and legs. |
| Food | Set up a blindfold tasting session, using some or all of the following:- turkey stuffing, Christmas pudding, sprouts, mince pie. Can you think of adjectives to describe the foods and their tastes? Which is their favourite? Are there any they don't like? |
| Stars | Give your child a range of triangles to draw around and then cut out. Can they move them around to make star shapes? Perhaps you could stick them onto the front of a Christmas card? |
| Light | Google Diwali images with your child and ask them what they can see. Do they have candles in their house? Research about the Hindu festival of light. How does this compare with Christmas? What is similar and what is different? |
| Gifts | Using a box covered in gift wrap, place 3 objects inside. Your child should count how many are in there. Add one more. How many are there now? Repeat this activity several times, starting with different amounts of objects inside the gift box. Use language relating to one more or one less. |



During the 3 week unit we will be learning to;

Communication and Language

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems
- participate in small groups, class and one-to-one discussions, offering their ideas, using recently introduced vocabulary
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Physical Development

- demonstrate strength, balance and coordination
- negotiate space and obstacles safely, with consideration for themselves and others
- begin to show accuracy and care when drawing
- use a range of small tools, including scissors, paint brushes and cutlery
- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Mathematics

- verbally count beyond 20, recognising the pattern of the counting system
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- subitise up to 5
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed
- automatically recall number bonds up to 5 and some number bonds to 10, including double facts
- use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer

Literacy

- continue a rhyming string
- write simple phrases and sentences that can be read by others
- spell words by identifying sounds in them and representing the sounds with simple letter or letters
- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Understanding the World

- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- explore the natural world around them, making observations of animals and plants
- understand some important processes in the natural world around them
- know that science links to other areas of learning

Expressive Arts and Design

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- know what they are designing and making and say what its purpose is

| | | | | | | |
|-----------------------|-----------|-----------|--------------|-----------------|----------------|----------|
| Key Vocabulary | light | crib | present | cow | napkins | Rudolph |
| | candle | shepherds | gift | sheep | celebration | reindeer |
| | Christmas | kings | gold | inn keeper | family | |
| | Christian | wise men | frankincense | turkey stuffing | tradition | |
| | Diwali | star | myrrh | pudding | digraph | |
| | Hindu | message | hay | sprouts | grapheme | |
| | festival | sign | straw | mince pie | Father Christ- | |
| | animals | baby | donkey | dinner | mas | |
| | stable | character | goat | crackers | Santa | |

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.