


EYFS Autumn 2 - EAD – [Let's Celebrate!] (Celebrations)

VOCABULARY:		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Attach	Tier 3 Half Recipe Ingredients Diva Hygienic	<ul style="list-style-type: none"> Lighting a Lamp – Jonny Zucker Celebrations Around the World by Katy Halford 	<ul style="list-style-type: none"> Owl Babies – Martin Wadell The Cat in a Manger The Christmas Promise The Jolly Christmas Postman Lighting a Lamp – Jonny Zucker 	<ul style="list-style-type: none"> Children write an invitation for the Nativity performance Children write Christmas cards Children write a Christmas list Children label their Christmas wish list Children write a letter to Father Christmas
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<p>NATIVITY:</p> <ul style="list-style-type: none"> Children will build up a repertoire of songs and dance Children will perform to an audience <p>Diva Lamp:</p> <ul style="list-style-type: none"> Children know how to mould the clay to achieve a desired effect Children know how to check their Diva is the correct size by trial and error using a tea light to support Children know that clay needs time to dry Children know the changes that happen to clay when it dries Children know how to attach loose parts to their Diva (children choose and are able to explain their choice which adhesive is best) Children know what is good about their design and what they could do better next time. <p>Christmas Card:</p> <ul style="list-style-type: none"> Children know to fold the piece of card in half accurately Children know how to use scissors safely (use, hold and carry) Children choose which type of scissor (straight, zig zag, serrated) depending on the result they want to achieve Children know how to attach loose parts to their card (children choose and explain which is best, glue, sticky tape etc.) Children know what is good about their design and what they could do better next time <p>Christmas Cookies:</p> <ul style="list-style-type: none"> Children know why it is important to wash your hands before cooking, it is hygienic Children know that a recipe is a set of instructions to help you make food Children know scales are used to weigh ingredients Children know how to roll using a rolling pin Children know how to cut using a cutter Children know how to use a knife safely (use, hold and carry) and to accurately cut Children know the changes that happen to the ingredients once they are baked Children know what is good about their design and what they could do better next time 			<p><u>EAD – Using Media & Materials</u> <u>UTW – The Natural World</u></p> <p>Reception:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore the natural world around them. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>ELG: Being Imaginative & Expressive:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories 	
POSSIBLE EYFS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
<p>EAD: children design and create Rangoli patterns SSM: Children include different 2D shapes in their rangoli partners SSM: children sort and wrap different 3D shapes in the Christmas workshop SSM: children weigh presents, use money and sort presents in the post office SSM: children use 2d shapes to make firework rockets PSED: children take turns in the role play area EAD: children use their imagination in the small world bonfire night set up EAD: children construct different small world areas relating to each celebration C&L: children discuss the similarities and differences between their own and others celebrations UTW: children discuss the importance of hygiene when baking. UTW: children discuss the importance of following instructions and using the correct amount of ingredients when using a recipe to ensure we get the desired outcome.</p>		<p>Prior Learning: Talk about the differences between materials and changes they notice. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Explore colour and colour mixing. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>		<ul style="list-style-type: none"> Clay Card – Green/Red White paint Biscuit ingredients – butter, sugar, flour & icing Glue Variety of scissors Sequins & glitter Googly eyes
<p>WIDER CURRICULUM LINKS</p> <ul style="list-style-type: none"> Celebrating Christmas (links with KS1 and KS2) <u>Divali</u> (links with KS2 Year 4 RE, Jesus light of the world and symbolism of light in world faiths). 		<p>Next Stage: <i>Cooking & Nutrition: talk about what he/she eats at home and begin to discuss what healthy foods are, say where food comes from and give examples of food that is grown, uses simple tools to prepare food safely,</i> <i>Processes: create simple designs for a product, use pictures and words to describe what he/she wants to do, select from a range of tools and equipment to perform simple tasks (cutting, shaping, joining and finishing), uses a range of materials to cut, join and combine materials and components, ask simple questions about existing products and those he/she has made</i></p>		

Learning plan:

Week	Learning	COEL
Week 1	NATIVITTY - MUSIC	<p>Playing & Exploring</p> <ul style="list-style-type: none"> - Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them, children show curiosity about what happens to the ingredients as they are combined and bake, the smells as they cook and the clay as it dries</i> - Playing with what they know: <i>children use the equipment as they have seen in the home when family members cook/ bake, they may take on the role or discuss what they have seen</i> <p>Creating & Thinking Critically</p> <ul style="list-style-type: none"> - Having their own ideas (<i>thinking of their own ideas when designing their biscuits, Christmas cards, Diva lamps</i>) - Making links between what they have learnt about how to stick things together, combine ingredients, changes that are made when cooking - Choosing ways to do things <i>following their own direction when creating their own diva lamps and Christmas cards</i> <p>Active Learning</p> <ul style="list-style-type: none"> - Keeping on trying <i>children will persist when following instructions on how to create biscuits, diva lamps and Christmas cards</i> - Being involved and concentrating <i>children will maintain their focus when creating their biscuits, diva lamps and Christmas cards, they will show high energy and fascination when learning about how to make their creations and will pay attention to the finer details of their biscuits, diva lamps and Christmas cards</i> - Enjoying achieving what they set out to do <i>children will show satisfaction when they complete their biscuits, diva lamps and Christmas cards and will be proud of what they have achieved. They will enjoy meeting the challenge with their outcome rather than external praise e.g sending their Christmas card home for somebody, using their diva lamp at home and sharing the biscuits they have created</i>
Week 2	NATIVITTY – MUSIC	
Week 3	DIWALI- Diva Lamps	
Week 4	NATIVITTY – MUSIC	
Week 5	NATIVITTY – MUSICS	
Week 6	Christmas- Cards	
Week 7	Christmas- Cards	