

PSED

Emotions, feelings, facial expressions - Talk about how the children think each of the characters will be feeling in the Nativity Story.

2..Children to use their facial expressions and body language to show how they are feeling.

3..Children invited to talk about their own excitement etc as Christmas approaches - also include children's feelings about participating in Nativity Play - apprehension etc

Literacy

1. Listen and respond to a variety of 'Christmas Stories including The Nativity.
2. Help the children identify and talk about the rhyming patterns in various Santa Story books
3. Mark making/writing - letters to Santa in role-play and writing 'wish lists' for Christmas.
4. Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name on their Santa Letter/ picture.
5. Listen and respond to stories read by an adult at the end of each session.
6. Sharing/independent looking at books in book corner including special basket of Christmas Stories.
7. Encourage children to look at print in the environment - see labels in Santa's Workshop.

Understanding the World

1. Exploring how Christmas is prepared for and celebrated by Christians around the World.
2. Sharing of experiences/traditions- how are the children and their families preparing for Christmas.
3. Special customs at Christmas. Giving/receiving of presents, family gatherings, special food.
4. Understanding of why Christians celebrate Christmas - Jesus Birthday
5. Reindeers - where live, habitats and food (Including magic reindeer food for Santa!)
6. ICT - CBEEBIES Let's Celebrate watch and discuss

Communication & Language

1. Encourage children to listen to instructions for making Christmas Cards, Salt Dough Decorations, Calendar, Reindeer food and other activities in all areas of provision.
2. Introduce and explore vocabulary - Christmas, Nativity, Stable, Angel, Advent Calendar, pantomime etc
3. Children to talk about their own/families preparations for Christmas - visiting Santa, pantomime, making lists, shopping, special food
4. Children to 'express how they feel' - what makes them sad/happy.

Foundation 1 planning Celebrations and Festivals Theme: Christmas (Preparation and celebration)

Spontaneous activities

Physical Development

1. Playdough/clay and salt dough Christmas tree decorations- tree and star cutters
2. Fine motor skills - using pencils, crayons and paints in mark making, art areas and role-play Santa's Workshop..
3. Gross motor skills - construction, bicycles, climbing / outdoor
4. Engaging in role-play area activities - wrapping presents and 'making' toys.

Mathematics

- 1... Counting - through songs, rhymes and games counting to and beyond 10 and 1:1 correspondence.
- 2...Recognising and naming 2d shapes - Christmas Decorations, shape pictures, shape games
- 3...Recognising and naming colours
- 4...Sand area - finding and counting counting reindeers
- 5...Recognising numbers in the environment- frog numberline in outdoor area.

Expressive Arts

- 1.Singing songs and nursery rhymes including learning new songs for Nativity Play and Christmas Fun songs.
2. Making Christmas Cards- Forming initial letter of name by pencil, decorating letter - sequins and finger paint, writing name/ hand print greeting.
- 3, Making Calendars
4. Salt Dough Tree Decorations- Tree and Star
5. Engage in role-play area - enhance home corner with decorations, Santa costumes n presents.
6. Participate in Foundation Stage Nativity and whole school Christmas Carols service.
7. Creating Nativity display.

PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour · Shows affection and concern for others who are special to them (22-36)

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)
- Shows confidence in asking adults for help. (30-50 months)
- Confident to speak to others about own needs, wants, interests & opinions (40-60 months)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50months)

Literacy : Reading / Writing · Shows awareness of rhyme AND Recognises rhythm in spoken words.

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listen to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.(30-50 months)
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places (30-50)

Communication & Language : Listening and attention Understanding / Speaking · Listens to others one to one or in small groups, when conversation interests them.

- Listens to stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50months)
- Is able to follow directions (if not intently focused on own choice of activity). (30-50months)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50 months)
- Responds to instructions involving a two-part sequence (40-60months)
- Beginning to understand 'why' and 'how' questions.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what
- Builds up vocabulary that reflects the breadth of their experiences

Understanding the World: People and communities / The world / Technology · Enjoys joining in with family customs and routines (40-60 months)

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work over time.
- Shows care and concern for living things and the environment (30-50)

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

Initiating activities

- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active learning – motivation

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and thinking critically – thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal

Physical Development: Moving and handling / Health and self-care ·

Moves freely and with pleasure and confidence in a range of ways (22-36 months)

- Experiments with different ways of moving
- Handles tools, objects, construction and malleable materials safely and with increasing control (40-60 months)

Draws lines and circles using gross motor movements.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Can copy some letters, e.g. letters from their name(30-50)

Mathematics : Numbers / Shape, space and measure

- Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60 months)
- Uses positional language.(30-50 months)
- Recites some number names in sequence (22-36months)
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.(30-50 months)
- Counts up to three or four objects by saying one number name for each item.(40-60months)

Expressive Arts : Exploring and using media and materials / Being imaginative

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music..
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.(30-50months).
- Constructs with a purpose in mind, using a variety of Resources (40-60months)