



Sensational Celebrations – Knowledge Organiser.



Key Vocabulary:

Jesus, Christmas, nativity religion, bible, Mary, Joseph, Angel Gabriel and the other key nativity characters. Diwali, preparations, diwa lamp, Rangoli, Rama and Sita, Hinduism, birthday, party, celebrate, celebration, Father Christmas, fireworks, bonfire.

Core Books



During this half term we explore what it means to have traditions and celebrations. The children will learn about bonfire night and its history, then move onto some different religious celebrations including a focus on Diwali and Hindu traditions. We will also look at different birthday celebrations and discuss the children's' memories of their birthdays so far. We of course have a big focus on Christmas this half term. We will be reading, learning and retelling the story of nativity and exploring the Christian meaning of Christmas. We look forward to welcoming you into school and presenting our Nativity performance!

Things to Remember:

Label all school uniform. Bring your book bag, a named water bottle and coat every day.

Please send reading books, sound books and reading records into school every day.

PE day – Wednesday. Please send your child to school in PE kit every Wednesday.

Key Knowledge Taught

Phonics:

| | Phase 2 graphemes |
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| Week 1 | ff ll ss j |
| Week 2 | v w x y |
| Week 3 | z zz qu words with s /s/ added at the end (hats sits) ch |
| Week 4 | sh th ng nk |
| Week 5 | • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) |

New tricky words:

and, as, has, his, her, go not to, into, she he, of, we me, be

Literacy:

- To learn to read and write sounds with correct formation.
- Read simple phrases and sentences using known letter-sound correspondences.
- Spell words by identifying the sounds in them.
- Write short sentences using known letter-sound correspondences with a capital letter and a full stop.
- Engage in non-fiction books.

Maths:

- Count and subitise (know how many without counting) 1, 2, 3 objects.
- Matching numerals to quantities and writing numerals correctly.
- Touch counting and counting accurately.
- Comparing numbers and using vocabulary more, fewer, one more and one less.
- Different compositions of 2 and 3 ie 2 and 1, 1 and 1 and 1.
- 2D shape.
- Positional Language.
- Length and height

Physical:

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Hold tools and pencils correctly in a tripod grip with right or left hand.
- Combine different movements with ease and fluency.
- Develop overall body strength, balance, coordination and agility.
- Wednesday PE unit – Dance and movement focus.

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| <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none">• Separate from parents with confidence.• Manage our own needs such as going to the toilet, hand washing, tidying up and putting coats on.• Show curiosity and independence.• Express our feelings and consider the feelings of others.• Develop confidence and resilience, underpinning positive mental health.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others. <p>Jigsaw unit: Celebrating Difference</p> <ul style="list-style-type: none">• Accepting that everyone is different• Including others when working and playing• Know how to help if someone if being bullied• Solving problems• Using kind words. | <p>Communication and Language:</p> <ul style="list-style-type: none">• Use new vocabulary though the day.• Ask questions to find out more and to check they have understood.• .Listen to and talk about stories• Read, retell and explore familiar stories including The Christmas Pine, Peace at Last, the Nativity Story, Remember Remember the 5th November, The Best Diwali Ever, Sparks in the Sky, Mrs Christmas, The Jolly Christmas Postman, The Night before Christmas..• Describe events in some detail. | <p>Expressive Arts and Design:</p> <ul style="list-style-type: none">• Develop colour mixing techniques to enable them to match the colours they see and want to represent.• Listen attentively, move to and talk about music, expressing feelings and responses.• Sing in a group following the melody.• Develop storylines in their pretend play.• Bonfire night paints and textures• Diwali art• Exploring chalk art• Christmas crafts, cards and decorations• Explore and engage in music making and dance, perform with others. | <p>Understanding the World:</p> <ul style="list-style-type: none">• I can listen to, understand, retell and explain the Christmas Nativity story• I understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways:• Interfaith Week – Mrs Khan to come into class and talk about Islam and some Muslim celebrations.. Comparison of Islam and Christianity from what we have already learnt.• Learning about different celebrations – family celebrations, birthdays and celebrations in other cultures (including Diwali).• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Understand the effect of changing seasons on the natural world around them. |
| <p>Key Dates and Events:</p> <ul style="list-style-type: none">• Nov- Sponsored Obstacle Course• 9th and 13th Nov – Parents Evening• 21st Nov- Reception Visit from the Fire Service in school. (subject to service being available)• 28th November 2.15pm - Stay and Play afternoon (parents invited to 4join us in reception).• 14th December 2.00pm – Reception Nativity Performance | <p>Things to Talk About and Find Out:</p> <ul style="list-style-type: none">• How do you celebrate Christmas?• Can you retell the Nativity story?• Why is Christmas important to Christians?• What else do you celebrate at home?• What can you tell me about Diwali?• What stories have you been reading at school? | <p>How else can I help?</p> <ul style="list-style-type: none">• Talk about the day with your child to continue their learning at home.• Practise the sounds they have learnt each day with their flashcard book.• Read your child’s reading book daily and fill out their reading record. | |