



St Stephen Churchtown Academy



Medium Term Overview



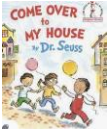

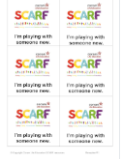
Term: Autumn 2 2024/2025


How Do you Celebrate?

Class: Polkerris

	How do you celebrate? Week 1	How do you celebrate? Week 2	How do you celebrate? Week 3	How do you celebrate? Week 4	How do you celebrate? Week 5	How do you celebrate? Week 6	How do you celebrate? Week 7
Oracy Theme	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group	To Display emotion when speaking to a group
Oracy	Social and Emotional  Group discussion What did you...?	Social and Emotional  Group discussion What did you...? How did you...?	Social and Emotional  Group discussion What did you...? How did you...? How did you...?	Social and Emotional  Group discussion What did you...? How did you...? How did you...?	Social and Emotional  Group discussion What did you...? How did you...? How did you...?	Social and Emotional  Group discussion What did you...? How did you...? How did you...?	Social and Emotional  Group discussion What did you...? How did you...? How did you...?
Communication and Language	Daily routine songs. Morning routine / lunch routine Introduce  Wellcomm Targets (see CP planning)	Daily routine songs Introduce  Wellcomm Targets (see CP planning)	Daily routine songs Introduce  Wellcomm Targets (see CP planning)	Daily routine songs Introduce  Wellcomm Targets (see CP planning)	Daily routine songs Introduce  Wellcomm Targets (see CP planning)	Daily routine songs Introduce  Wellcomm Targets	Daily routine songs Introduce  Wellcomm Targets

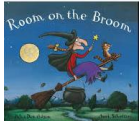
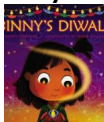
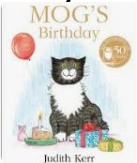
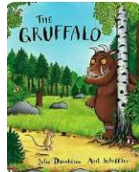
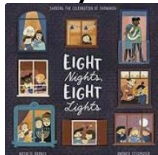


						(see CP planning)	(see CP planning)
Communication and Interaction	<p>Develop vocabulary: Story language Listening and responding to stories</p> <p>Circle time / COOL time- Talking about Half term holidays/ Halloween/ Bonfire night</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p>	<p>Develop vocabulary: Following instructions Takes part in discussion</p> <p>Circle time / COOL time – Diwali</p> <p>Poem a day Tiger Tiger Burning Bright &</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p>	<p>Develop vocabulary: Understand how to listen carefully and why listening is important</p> <p>Circle time / Cool time – Talking about how we celebrate birthdays,</p> <p>Poem a day Tiger Tiger Burning Bright</p> <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Ring O' Roses 	<p>Develop vocabulary: develop vocabulary.</p> <p>Circle time / COOL time – talking about how we celebrate achievements</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga Learn to sing nursery rhymes and action songs:</p>	<p>Develop vocabulary: Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Circle time / COOL time – Christmas/the nativity/ Christmas lists/ letter to Father Christmas</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga</p>	<p>(see CP planning)</p> <p>Develop vocabulary: Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Circle time / COOL time- Christmas/the nativity/ Christmas lists/ letter to Father Christmas</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Charanga</p>	<p>(see CP planning)</p> <p>Develop vocabulary: Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Circle time / COOL time - Christmas/the nativity/ Christmas lists/ letter to Father Christmas</p> <p>Poem a day Tiger Tiger Burning Bright</p>  <p>Songs and Rhymes Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Nativity Performance</p>

	<ul style="list-style-type: none"> I'm A Little Teapot 	<ul style="list-style-type: none"> The Grand Old Duke Of York 	Nativity songs / practise	<ul style="list-style-type: none"> Hickory Dickory Dock Nativity songs / practise	Learn to sing nursery rhymes and action songs: Action song - Not Too Difficult Nativity songs /practise	Learn to sing nursery rhymes and action songs: <ul style="list-style-type: none"> The ABC Song Nativity songs/practise	
Personal, Social and Emotional Development	I'm special you're special Tolerance & Respect + 1x focus on black history month	I'm special you're special Tolerance & Respect I'm special your special 	I'm special you're special Tolerance & Respect Same and different Same and different (coramlifeeducation.org.uk)	I'm special you're special Tolerance & Respect Same and different families  Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of	I'm special you're special Tolerance & Respect Same and Different Homes  Adult-guided activities (individual or small groups) Activity 1 - My home Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've	I'm special you're special Tolerance & Respect I am Caring  I feel left out Using a class toy/mascot/character, explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. You could even have a letter	I'm special you're special Tolerance & Respect I am a friend  During child-initiated play Help develop friendships by asking children when lining up to go somewhere to find a friend and stand next to them. They could also hold hands, if both of them are ok doing this (ask children to seek permission

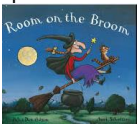
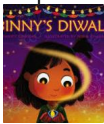
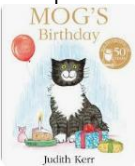
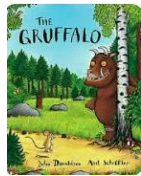



		<p>carefully. Support children to build their faces and their friends' faces by putting the correct strips together. Keep the pieces loose, like a jigsaw, so the activity can be repeated with different faces each time. As you do the activity, encourage the children to think about what makes each face different and each face special.</p>	<p>continuous provision. Some children may like to share their retelling and you could record this as part of an online learning journey. Following this, the children could draw a picture of one of the friends Harold helps. They can have the option to write or mark-make some words or sentences re-telling the story.</p>	<p>people that live in their house (including any siblings), any pets that they have etc. Encourage the children to think about how to present this information to the whole class.</p>	<p>put in their house. Give children the opportunity to extend by writing labels.</p>	<p>written from the toy. Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder. In a circle, the children can pass the toy around and tell it something kind. Alternatively they could suggest something to help the other toys be kinder.</p>	<p>before doing this). Encourage and give directed praise to children for acts of kindness and for being friendly e.g. "You're helping your friend to put their coat on. That's very friendly." Plan time to observe how friendships are developing and give support to those who need it, especially if you're doing this activity earlier in the school year.</p>
<p>We Thinkers- Social Thinking Theory</p>	<p>Book 1 Thoughts and feelings</p>  <p>Introduce the characters and read the book</p>	<p>Book 1 Thoughts and feelings</p>  <p>Teaching Moments Page 7 Dice Roll: What Can Your Body Do? Before</p>	<p>Book 1 Thoughts and feelings</p>  <p>Page 13 Music Activity. "Where You Think a Thought" (Track 1) •</p>	<p>Book 1 Thoughts and feelings</p>  <p>I'm Thinking of Something...Find It Game To begin, everyone stands</p>	<p>Book 1 Thoughts and feelings</p>  <p>Page 16 Ask your students: "What other names for</p>	<p>Book 1 Thoughts and feelings</p>  <p>Pages 22-25 As you read these pages, use props to act out</p>	<p>Book 1 Thoughts and feelings</p>  <p>Music Activity. "Show Me What You're Feeling" (Track 2) Act</p>

		<p>beginning this activity, show your students the pictures on the dice of the various body parts.</p>	<p>Hand out thought bubble props to all children. • Before starting the music, tell your group they will be listening for the word "thought." When they hear this word, they can hold the thought bubble props above their heads. • Page 15 Point out how every character in the story is thinking about the game and thinking about the other kids while they are together.</p>	<p>up. Hold your thought bubble prop above your head. Place a colored square in the thought bubble and say to the group, "I'm thinking of something (red)." Tell your students to find something (red) and touch it with their hand. For example, one child might touch a red chair, another a red ball. More than one child can touch the same item. When everyone is touching a (red) item say, "We are all thinking about something (red)!" Continue the game with a new color.</p>	<p>feelings do you know besides happy, sad, mad, and scared?" Page 20 Discuss the different characters, point to their hearts, and the associated feelings in each character.</p>	<p>the scene. Blow bubbles, make a spider puppet or toy crawl around, rip a page of artwork in half, and drop a scoop of toy ice cream on the ground. At each page, ask your students to imagine how they would feel in the situation. Stop and Do Stop and Notice Stop and Do Stop and Discuss Stop and Notice Stop and Do 2 We Thinkers! e remembering what the different emotions look like, copy pages from the story, use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song.</p>	<p>out lyrics with children as you listen together so the children can practice demonstrating the various feelings with their faces and bodies. If children need help remembering what the different emotions look like, copy pages from the story, use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song. Page 27 Ask your students: "How can Molly tell that Jesse is mad? What are the clues from his body and face?" Page 30 Draw the children's attention to each character's</p>
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							own thoughts. How does Evan want to add to the block city? Ellie? Jesse? Molly?
Physical Development	<p>Games for understanding The focus of the learning is to understand why it is important to take turns when playing a game.</p>	<p>Games for understanding The focus of the learning is to understand why we need to keep the score during a game.</p>	<p>Games for understanding The focus of the learning is to understand why we need to follow the rules during a game.</p> <p>Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed.</p>	<p>Games for understanding The focus of the learning is to explore different ways of avoiding a defender.</p> <p>Pupils will explore simple principles (evasive skills) to avoid being tagged.</p> <p>Pupils will start to understand what the consequences are if they are tagged in a game</p>	<p>Games for understanding The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.</p> <p>Pupils will explore simple principles to prevent the attackers from scoring.</p> <p>Pupils will start to understand what the consequences are if they do not tag an attacker in a game.</p>	<p>Games for understanding The focus of the learning is to bring together the suggested sequence of learning into mini games.</p> <p>Pupils will apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game</p>	Games for understanding Assessment
Physical development	<p>Dance The focus of the learning is to explore different movements using different parts of the body.</p>	<p>Dance The focus of learning is to create their own movement ideas relating to specific words.</p>	<p>Dance The focus of learning is to create simple movement sequences that</p>	<p>Dance The focus of learning is to explore larger scale travelling movements,</p>	<p>Dance The focus of learning is for pupils to respond to words and</p>	<p>Dance The focus of learning is to explore character movements with a partner.</p>	Dance





		Pupils will start to add movements together to form a sequence	relate to specific words. Pupils will add their movements together to form a sequence.	responding to words or music.	music using their bodies.		
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Anno's Counting Book by Mitsumasa Anno • How to Count to One by Caspar Salmon • Goldilocks and the Three Bears •	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi •	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi	Understand the names of different parts of a book. When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities.	Understand that : We read from left to right and top to bottom Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon Klassen • Shapes, Shapes,	Understand that: Print has meaning. Read four books a day Weekly book  before writing / CP input. Maths linked story book before maths activities. Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon

		<p>Poem a day before lunch Linked to the date / day of the week</p> <p>Book vote book at the end of the day from recommended reads</p>	<p>Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p>Poem a day before lunch Linked to the date / day of the week</p> <p>Book vote book at the end of the day from recommended reads</p>	<p>• Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p>Poem a day before lunch</p> <p>Linked to the date / day of the week</p>	<p>Witches Four by Marc Brown • Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin • Kipper's Birthday by Mick Inkpen • The Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock and Philip Hopman • Anno's Counting Book by Mitsumasa Ann</p> <p>Poem a day before lunch Linked to the date / day of the week</p>	<p>Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green</p> <p>Poem a day before lunch Linked to the date / day of the week</p>	<p>Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green</p> <p>Poem a day before lunch Linked to the date / day of the week</p>
Literacy Phonics	<p>ff, ll, ss, j GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic</p>	<p>V,w,x,y GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase</p>	<p>Z,qu, ch and words with s at the end (Plural and verb) GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic</p>	<p>Sh, th, ng and nk GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic</p>	<p>Words with 's' at the end (plurals and verb forms) ords with 's' /z/ at the end (plurals and verb forms) GPCs Pronunciation phrase</p>	<p>Review s a t p i n m d g o c k c k e u r h f l l l ss ff j v w y z zz qu th sh ch ng nk s/z/</p>	<p>Assessment</p>

	<p>Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>		
<p>Literacy Writing</p>	<p>Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon – Sat on top Tues – A big dog Wed – In a pot Thurs- It is wet Fri – Pen disco</p>	<p>Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon – On the van (add a Jalbis on the van) Tues – In the box (put a sweet in the box, tissue paper scrunched up)</p> <p>Wed – It is wet (add a flame on the oil lamp) Thurs- We had fun (stick on Binny with her friends) Fri – Pen Disco</p>	<p>Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon – Mog on top (put mog on the chair) Tues- Mog is sad (add two tear drops) Wed – On a lap (add Mog onto a lap) Thurs - Mog in bed (cut out Mog and stick in bed) Fri –Pen Disco</p>	<p>Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon – A fat fox (Cut out the fox and stick on) Tues- . On a log (cut out an owl and add to the log) Wed- He can hiss (place the mouse next to the snake)</p>	<p>Name writing Book vote Letter formation ,3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon –. It is hot (add a flame onto the candle) Tues – Put it in, (add a candle to the Menora) Wed – In the box (add some tissue paper to the box)</p>	<p>Name writing Book vote Letter formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Mon – It is full (add an animal to the nativity scene) Tues – Put it on (add the star to the scene) Wed- up the hill (add the donkey onto the road) Thurs- . Let us go (stick on stars) Fri – pen Disco</p>	<p>Name writing / portrait assessment. Book vote formation 3 word phrase using VC and CVC words based on phase 2 phonemes</p>  <p>Assessment week Portraits Name writing</p>

				<p>Thurs –. It is big (add on a wart on his nose) Fri – Pen Disco</p>	<p>Thurs – We can go (add glitter (frost) onto the scene) Fri- Pen disco</p>		
Maths	<p>Songs and Rhymes WRM It's me 1,2,3</p> <p>Step 1 Find 1, 2 and 3</p> <p>Step 2 Subitise 1, 2 and 3</p> <p>Step 3 Represent 1, 2 and 3</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p>	<p>Songs and Rhymes WRM It's me 1,2,3</p> <p>Step 6 Composition of 1, 2 and 3</p> <p>Circles and Triangles</p> <p>Step 1 Identify and name circles and triangles</p> <p>Step 2 Compare circles and triangles</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 Describe position</p>	<p>Songs and Rhymes WRM 1,2,3,4,5</p> <p>Step 1 Find 4 and 5</p> <p>Step 2 Subitise 4 and 5</p> <p>Step 3 Represent 4 and 5</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p>	<p>Songs and Rhymes WRM 1,2,3,4,5</p> <p>Step 6 Composition of 4 and 5</p> <p>Step 1 Find 4 and 5</p> <p>Step 2 Subitise 4 and 5</p> <p>Step 3 Represent 4 and 5</p> <p>Step 4 1 more</p>	<p>Songs and Rhymes WRM 1,2,3,4,5</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 4 and 5</p>	<p>Songs and Rhymes WRM Shapes with 4 sides</p> <p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>	<p>Songs and Rhymes WRM Consolidation Re-cap an misconceptions</p>
Understanding the World History, Geography, RE and Science links	<p>How Do you Celebrate?</p> <p>Circle time and COOL time</p> <p>Science links</p> <p>Room on the broom:</p> <p>Explore the natural world around them – wind, engineering</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time Science links</p> <p>Rama and Sita:</p> <p>Explore the natural world around them – light/shadows</p> <p>Geography links –</p> <p>Encourage the children to notice the different lives people lead,</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time</p> <p>History links</p> <p>Encourage the children to think about transport and how they would navigate using a map, think about how transport changed over time?</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time</p> <p>Science links</p> <p>The Gruffalo: Explore the natural world around them – materials</p> <p>Geography</p> <p>Children to create their own map of a journey – around the</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time Geography links</p> <p>Encourage the children to notice the different lives people lead, where are they on the map.</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time History</p> <p>Geography links</p> <p>Encourage the children to notice the different lives people lead, where are they on the map.</p> <p>History Links –</p>	<p>How Do you Celebrate?</p> <p>Circle time and COOL time History</p> <p>Geography</p> <p>Encourage the children to notice the different lives people lead, where are they on the map.</p> <p>History Links –</p>

	<p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Reflect and re-cap on the learning so far in the big book. Consider what the word Christian means and the meaning of the Christian cross.</p> <p>Linking with the topic of 'How Do We Celebrate' have a pretend birthday present in the room, use this to link into understanding why we some Christians celebrate Christmas and the birth of Jesus.</p>	<p>where are they on the map</p> <p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Watch the Christian story of the First Christmas BBC Teach The Christian Story of the First Christmas Religions of the World - YouTube</p> <p>Explain why some people re-enact the story every year. Children to then create their own nativity scene.</p> <p>Vocab – Christian, story, star, celebrate, nativity, Jesus, Birth, Mary, Joseph, Baby, Manger, Animals, Kings, Shepherds,</p>	<p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Watch the story of the first Christmas re-capping on previous learning.</p> <p>Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story.</p> <p>Children can then write their own lists about what they would like for Christmas.</p> <p>Vocab – Gift, Gold, frankincense, Muir, present, birth, kind, celebrate, list, write</p>	<p>classroom / outdoor area.</p> <p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Watch the story of the first Christmas re-capping on previous learning.</p> <p>Discuss as a group, why do you think we give gifts at Christmas, allow the children to think about what gifts were given during the nativity story.</p> <p>Children can then write their own lists about what they would like for Christmas.</p> <p>Vocab – Gift, Gold, frankincense, Muir, present,</p>	<p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Re-cap on the Christmas story and then watch John Rutter's Dormi Jesu, performed by King's College Choir.</p> <p>Discuss why we sing Carols then look at the clip Why do we sing Christmas carols? - CBBC Newsround</p> <p>Children talk about what they like to do at Christmas.</p>	<p>Consider the nativity story what is different between then and now? What did the people use as transport?</p> <p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?</p> <p>Watch the clip telling the story of Jesus. God's Story Jesus - YouTube</p> <p>In discussion talk about how Jesus died but he was incarnated.</p> <p>Then look at what a Christingle is focusing on how it is a celebration of the life of Jesus. Explain that next week we will</p>	<p>Consider the nativity story what is different between then and now? What did the people use as transport?</p> <p style="text-align: center;">RE</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? Christingle celebration.</p> <p>Re-cap on last weeks learning. Children to then create their own Christingle.</p>
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	<p>Children to then design their own Birthday card.</p> <p>Vocab – Christian, Cross, Birth, Celebrate,</p>			<p>birth, kind, celebrate, list, write</p>	<p>Linking with the topic Why Do We Celebrate look at Christmas cards of old.</p>	<p>create our own Christingle.</p>	
<p>Expressive Arts and Design</p>	<p>Skill - Independently follow instruction, cut and attach materials to create a chosen design. Know what shape a triangle is.</p> 	<p>Skill- Independently follow instruction, cut and attach materials to create a chosen design. Create a design for a purpose (UW / DT)</p> <p>Diwali lanterns</p>	<p>Skill – ordering size Independently create a cake cutting strips and ordering the strips from largest to smallest. Shape - rectangles</p> <p>Birthday cake</p> 	<p>Skill – use their artistic designs to develop story lines in their pretend play</p> <p>Cut and attach materials independently.</p> <p>Gruffalo headbands</p>	<p>Skill – To create an accurate design using small tools Create a menorah light</p> 	<p>Create a card for someone</p> <p>Christmas cards</p> 	<p>Create a card for someone</p> <p>Christmas cards</p> <p>Write the card inserts</p> 