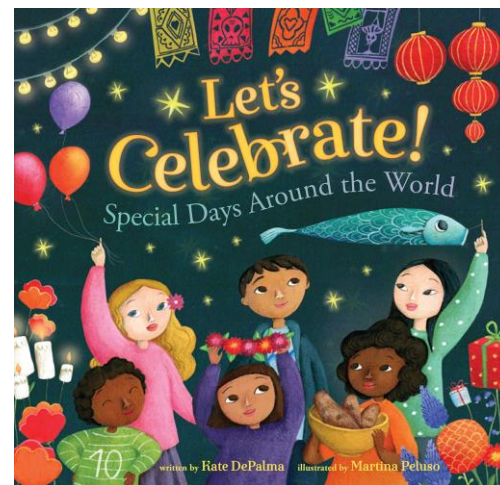




Boarshaw Primary School

Autumn Term 2 Topic Unit Pack



What do Different People Celebrate?

Children explore traditional English celebrations and celebrations from around the world. They will explore major events from the past and learn about how these have shaped the world we live in today. They will think about how they celebrate birthdays and how this is different around the world and in different religions. Children will experience different foods and cultures.



What do different people celebrate?

Essential Knowledge

By the end of this unit our pupils will know...

- How different communities and religions celebrate.
- About different communities and cultures.
- That everyone is different and have different beliefs.
- The reasons why we celebrate different things.
- How the past has impacted us.
- How we celebrate birthdays and Christmas.
- Different foods are eaten in different countries.

Launch

Boarshaw Bear sets off around the world to visit different communities.



Explore

Boarshaw Bear will send back artifacts, food and information from different countries, communities and cultures.



Celebrate

Children will plan and resourcs their own celebration.

Vocabulary

Celebration
Festival
Diwali
Guy Fawkes
NHS

EYFS Curriculum Objectives

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters Objectives	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To be able to talk about how different people celebrate.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>To use new vocabulary in play scenarios.</p> <p>To sustain attention for longer periods of time.</p> <p>To follow instructions and commands from adults and peers.</p> <p>To express a view and give reasons for their point of view.</p> <p>To participate in conversations one to one and in small groups.</p>	<p>Coram Scarf Unit: Valuing Difference</p> <p>To recognise and talk about the ways in which we are similar and different.</p> <p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p> <p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p> <p>To begin to persevere when facing a challenge.</p> <p>To recognise and talk about different emotions they are experiencing.</p> <p>To accept the needs of others and wait for longer periods of time.</p>	<p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To know which hand to write with.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p> <p>To know how to use the trim trail and outdoor equipment safely.</p> <p>To know how to use scissors effectively to cut in a straight line.</p> <p>To understand the need for safety when tackling new challenges.</p> <p>To know about fire safety.</p> <p>To show confidence and control kicking a ball.</p> <p>To show control and co-ordination when using a fork.</p>	<p>To orally blend and segment words.</p> <p>To write initial sounds for words.</p> <p>To learn letter sounds and corresponding formation.</p> <p>To recognise sounds taught on a sound mat, in books and in the environment.</p> <p>To use phonics knowledge to write letters/groups of letters to represent what they want to write.</p> <p>To listen to stories and recall events talking about characters, settings and events.</p> <p>To recall information from non-fiction texts</p> <p>To form taught letters correctly.</p>	<p>To represent numbers 1, 2 and 3 in different ways.</p> <p>To compare numbers and amounts 1, 2, 3.</p> <p>To know numbers bonds and composition of numbers 1, 2, 3.</p> <p>To represent numbers to 5.</p> <p>To develop understanding of number bonds to 5.</p> <p>To know one more and one less than numbers to 10.</p> <p>To use positional language to describe the position of objects.</p> <p>To recognise, name and describe 2D shapes.</p> <p>To understand different times of the day and measure short periods of time in different ways.</p> <p>To know that patterns are repeated designs.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.</p> <p>To make Rangoli patterns on the computer.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that the emergency services exist and what they do.</p>	<p>To design different patterns.</p> <p>To use role play to act out familiar events and stories.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To learn how to play each instrument correctly.</p> <p>To learn and perform songs for the Christmas nativity.</p> <p>To make up actions and movements to go alongside music.</p>

Week/Topic Question	Communication Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	Topic focus task	Physical Development	Boarshaw Bear/PSHE	ICT/Music Song of the term -
<p>Week 1- 1/11/21 What Autumn festivals do we celebrate?</p> <p>4th Nov – Diwali 5th Nov – Bonfire Night</p>	<p>Mon, Tues, Weds, Halloween – Spooky, Spooky, Spooky. REad the story and recognise rhyme. Making rhyming pairs and rhyming chains. Children to make up simple rhymes using alliteration and rhyming words. FT – Rhyming Potion Thurs – Diwali- Share a non-fiction text and recall information. Friday – Guy Fawkes- REad non-fiction text and recall information.</p>	<p>NCETM Week 4 Subitising Subitising to 4. Making different arrangements with 4 blocks and talking about the numbers they can see within them. Representing quantities on their hands. FT - Counting out a given number of objects.</p>	<p>How do we celebrate Halloween?</p>	<p>How do we celebrate Diwali?</p>	<p>How do we celebrate Bonfire night?</p>	<p>Friday – Fire as a whole class. Talk about bonfire night. How can we keep safe at Bonfire night?</p> <p>Diva Lamps - Children to create their own Diva Lamp from clay. Children to talk about the festival of Diwali.</p>	<p>Gross Motor - moving with ribbons to music like fireworks.</p> <p>Fine Motor - creating rangoli patterns</p>	<p>PSHE/C SCARF Valuing Difference Lesson 1 I am special</p> <p>RE- How do we celebrate Diwali?</p>	<p>Music- listening to traditional music from celebrations of Diwali</p> <p>ICT- firework pictures on Purple Mash</p>
<p>Week 2- 8/11/2021 What has happened to the world around us?</p> <p>11th – Armistice Day</p>	<p>Ouch! Children to retell the story using props and story prompts. Children to sequence story events. FT- Children to write a list of the objects that got stuck to the hedgehog P- Reading CVC words Acting out the story</p>	<p>NCETM Week 5 Comparison Children to compare items using the language 'fewer than' or 'more than.' Talking about who has more or less. Subitising and recognising which has more. FT - Pairs game. Children both turn over a card with dots on and the child with the most dots takes both the cards.</p>	<p>How has the world around us changed? Possible Walk</p>	<p>What has happened during Autumn?</p>	<p>What has happened with the animals?</p>	<p>Create their own leaf art. Children to use leaves they have collected to create their own pictures.</p>	<p>Fine motor- making clay animals- pushing in match sticks to make spikes.</p>	<p>PSHE/C SCARF Valuing Difference Lesson 2 Same and different</p> <p>RE- What special times do you have? What do you celebrate?</p>	<p>Music- Moving to music like autumn leaves enhance music with instruments.</p> <p>ICT - taking pictures on the I-pad of signs of Autumn.</p>
<p>Week 3- 15/11/21 How do we celebrate birthdays?</p>	<p>We're going on a bear hunt Read and act out the story. (2 days) Write stuff day 1 (plot point 1) Writing sentence about the grass FT- acting out the story and sequencing story cards</p>	<p>NCETM Week 6 Counting, ordinality, cardinality. Children will develop a deeper understanding of the number 5. They will explore different ways of making 5. HA- counting in 5s FT- Having two groups and counting all of them.</p>	<p>What do you do for your birthday?</p>	<p>How do people around the world celebrate birthdays?</p>	<p>What do we need for our own party?</p>	<p>Baking cakes Children to follow a recipe to make their own cakes for a celebration.</p>	<p>Gross motor- climbing through different materials from the bear hunt.</p>	<p>PSHE/C SCARF Valuing Difference Lesson 3 Same and Different families</p> <p>RE- What happens at Sukkot and why?</p>	<p>Music - creating music to match the sounds from the Bear Hunt.</p>

<p>Week 4- 22/11/21 How has transport changed?</p>	<p>We're going on a bear hunt Write stuff day 2 and 3 (Plot points 2/3) A touch sentence and a thinking sentence. FT- read a simple caption and match to a picture</p>	<p>NCETM Week 7 Comparison Children will compare amounts and use the language 'more than' 'fewer than' 'equal number' FT- One more and less of numbers to 5.</p>	<p>What transport do we use?</p>	<p>What did transport look like in the past?</p>	<p>How has transport changed? Compare and contrast.</p>	<p>People who help us and what they do. Children to explore influential people who have changed our world in the past and people who help us today. Children to share their experiences.</p>	<p>Scissor skills- cutting straight lines and around simple shapes.</p>	<p>PSHE/C SCARF Valuing Difference Lesson 4 Same and Different homes RE- What happens at Christmas and why?</p>	<p>Music - creating music to match the sounds from the Bear Hunt. ICT -</p>
<p>Week 5- 29/11/21 How has medical care changed?</p>	<p>We're going on a bear hunt Write Stuff Day 4 and 5 (Plot point 4/5) A sound sentence about the woodland. A sentence about characters emotions. FT- write words/sentence/caption about a part of the story,</p>	<p>NCETM Week 8 Composition Children will begin to explore the concept of whole and part. FT - Game - if this is my part, what is my whole?</p>	<p>What does a doctor do?</p>	<p>What does a dentist do?</p>	<p>Who is Florence Nightingale and Mary Seacotte?</p>		<p>How to keep our teeth healthy. Teeth cleaning.</p>	<p>PSHE/C SCARF Valuing Difference Lesson 5 I am caring RE- What can we say about Christmas, Diwali and Sukkot.</p>	<p>Music - Nativity ICT - Explore the Doctors section on Purple Mash.</p>
<p>Week 6- 6/12/21</p>	<p>Christmas Story Retell and cut out the story. Recall main events and sequence story. FT- write a sentence about the Christmas story.</p>	<p>NCETM Week 9 Composition Children will investigate the composition of numbers using part whole models. FT - children to use part part whole grids to create numbers.</p>	<p>How do we celebrate Christmas?</p>	<p>How do people around the world celebrate Christmas?</p>	<p>How do people around the world celebrate Christmas?</p>	<p>Christmas crafts</p>	<p>Fine motor skills- threading</p>	<p>PSHE/C SCARF Valuing Difference Lesson 6 Kind and caring</p>	<p>Music - Nativity and Christmas Carols ICT - creating a green screen Christmas image.</p>
<p>Week 7 – 18/10/21 What can I do with my body?</p>	<p>Christmas Story Read Christmas stories.</p>	<p>NCETM Week 10 Counting, ordinality, cardinality. Children will begin to explore verbal counting to larger numbers. Counting together to numbers larger than 20 will begin to expose the pattern of number names beyond the tricky 'teen' numbers. FT - ordering numbers.</p>	<p>Christmas Cards</p>	<p>Christmas Craft</p>	<p>Christmas Party</p>	<p>Christmas crafts</p>			