

Communication and Language	Personal, Social and Emotional Development	Physical Development	
<ul style="list-style-type: none"> • What do the children think Santa does on Christmas Eve? Encourage them to share their ideas. Can they say what they think Santa does and explain why? • Focus on learning new vocabulary; Christmas, nativity, celebration using role play opportunities, stories and visual aids. In addition to this teach key words: gold, silver, bauble, tinsel, shiny, sparkle, glitter- using baubles in the water tray, rolling using tubes and pipes etc. • In a tuff tray create a shaving foam/coloured tape/chalk Christmas tree for children to decorate with baubles etc. Encourage the children to talk about what they are doing and the materials they are using. • Invite children to talk about their experience of posting their Christmas card. What did they notice on the walk? What did they see/hear? 	<ul style="list-style-type: none"> • Set up a 'good deed box'. Take out a good deed from the box each day of the Advent period and share it with the class. Encourage the children to carry out their good deed that day. Can they talk about how good deeds affect the feelings of others? • Invite children to talk about how Mary and Joseph may have felt when there was no room for them at the inn and how everyone felt when Jesus was born. • Practise turn taking through various activities: making cards, calendars and decorations. Support children to wait for their turn. • As a class, collaborate to make your own Christmas decorations for the Christmas party. Can the children work as a team to share ideas and achieve a desired outcome? 	<p>Gather the children around a parachute. Throw in objects to represent snowballs, such as white balls, large white pom-poms or lots of cotton wool balls. Encourage children to keep the snow inside the parachute.</p> <p>Encourage children to take their own shoes off when changing into costumes. Support children to put on coats, hats and gloves independently.</p> <p>Provide children with fresh sprouts for them to twist, pull, chop and peel. Provide other vegetables associated with Christmas for the children to explore and practise mentioned skills.</p> <p>Where appropriate, encourage the correct pencil grip when children are using mark making tools such a pencils, pens and crayons.</p>	
Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Set up a Christmas Post Office. Encourage the children to write names and messages inside the Christmas cards and put them in an envelope, addressing them. • Read the nativity story and make links to the songs we are learning. Encourage children to talk about the story and what happens. • Provide small world and role play opportunities for children to tell and act out the nativity story. • Read a wide selection of short stories centred around Christmas. Encourage children to pay attention throughout the story. Invite children to talk about what they liked and disliked about each story. 	<ul style="list-style-type: none"> • Provide the children with white pipe cleaners and coloured beads. Encourage the children to create their own AB candy cane patterns on the pipe cleaner. Repeat with pompoms and tweezers in a tuff tray. • Use different baubles to discuss shape, colour and pattern. Explicitly teach vocabulary linked to shape and size. Invite children to find different ways to sort the baubles. E.g; by size, colour etc. • Wrap wooden blocks in tissue paper to create presents. Invite children to count the presents, share them fairly between friends/teddies, sort them into size order. Match the numeral to quantity and label them. • Provide children with 3D shapes and other objects to wrap. Discuss the properties of the shape. E.g; round. 	<ul style="list-style-type: none"> • Discuss with the children why we give presents at Christmas. Ask the children to think up the perfect present for someone in their family. Why do they think that person would love that present? • Use videos and visual aids to show children how Christmas is celebrated. • Compare the Christmas celebration to other celebrations the children have experienced or learnt about. E.g; compare to Diwali. What is the same? What is different? • Think about the season Winter. How has the weather changed? How might you dress differently? Make links e.g; what is happening to the leaves on the trees now? Are there any left? 	<ul style="list-style-type: none"> • Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with. They may even like to make up their own songs. • Learn the words to Christmas songs and add actions. • Make cards, calendars and decorations where children aim to make a desired outcome. • Provide many materials and opportunities for children to create their own cards and decorations following their own ideas. • Invite children to act out the nativity story and use their imagination to collaborate with peers and act out their own stories.

Date: 06/12/21

Theme: Christmas

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