



Bishop Perrin C of E Primary School

Communication and Language

Children will listen and respond to ideas expressed by others and begin to demonstrate an understanding of humour through the telling of Christmas cracker jokes. They will listen to increasingly longer stories whilst maintaining attention, concentrating and sitting quietly during appropriate activity such as the retelling of the Nativity story, or when discussing other familiar books. They will sequence ideas and events and explore the meaning of new words relevant to the context of their play.

Literacy

Key Texts: The Jolly Christmas Postman by Janet and Allan Ahlberg, Christmas in Exeter Street by Diana Hendry and John Lawrence, Dear Santa by Rod Campbell, Harvey Slumfenburger's Christmas Present by John Burningham

Key Outcomes: Reading— to read repetitive phrases in greeting cards and stories

Writing— to write a simple message in a Christmas card and to write a simple letter

To help your child, you can: notice text and print in different places including in greetings cards, on envelopes, in shops, on presents etc. Share stories relating to festive traditions and discuss how people celebrate at Christmas time. Children should be encouraged to practise writing key words, such as 'to' and 'from' independently and they can copy names using capital letters for the first letter.

Home challenge: Write a letter to Santa using pictures from a catalogue. Can children write the initial sound of each word themselves?

Understanding of the World

Children will look at the different countries that Father Christmas visits in the books they share using world maps, globes and Google Maps. They will plan journeys using Bee-bots for the Jolly Christmas Postman and use different vehicles to recreate the route Harvey Slumfenburger takes in the story. They will compare different traditions such as Hannukah and Diwali and talk about their own experiences of festivals during winter time. Children will talk about what is needed for a Christmas party and work together to plan a festive celebration.

Home challenge: Look at a map to find countries important to your family.

Physical Development

Children will use rollers, knives and cutters to form and cook Christmas biscuits and salt dough to make decorations using tools safely and with increasing control. They will use scissors with increasing control to make paper chains, snowflakes and Christmas cards and will build constructions linked to the key stories—a sleigh for Santa, vehicles for the Jolly Christmas Postman. They will refine their fine motor skills by making Christingles and continue to practise accurate letter formation in seasonal ways holding their writing tool correctly.

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Christmas

RE

Why is Christmas special for Christians?

Children will learn about the story of Jesus' birth; the emotions of the characters in the Christmas story; how Christians prepare for Christmas; that Christmas is a special time for Christians; and why God came to earth in human form.

Other information

School Library visits will take place on Friday mornings.

Children's reading books will be changed once per week—please read with children daily. This can be a mixture of their own reading book and books that you share to build their language and engagement in the reading and storytelling process.

Personal, Social and Emotional Development

Children will be encouraged to initiate conversation, and take account of what others say. They will explain their own knowledge and understanding by talking about their learning and reflecting on their constructions and creations. They will be encouraged to speak confidently about their own needs and interests in relation to wishes for Christmas for themselves and others. They will follow an Advent calendar of kindness and reflect on kind acts through the time of Advent. Children will talk about how it feels to give and receive gifts and cards.

Maths

Focused learning: Composition of the numbers 3, 4 and 5

Key vocabulary: compose, decompose, part-part-whole, combine, smaller parts,

The children will have experience of subitising small quantities and will use their skills to identify the numbers within 5. They will have previously made towers of blocks in different ways, and will begin to recognise that 3, 4 and 5 can be made by combining parts in different ways. When the children can compose and flexibly de-compose numbers mentally, they will become more fluent in their knowledge of number bonds and they can use these to become efficient when calculating in KS1 and KS2.

We will also look at giving change within 5 when children are role playing in the 'Post Office' to buy stamps, cards and envelopes etc. They will be taught that when the longest handed is pointing to the 12, it is 'o'clock'.

Possible misconceptions: children may misunderstand the meaning of the words whole and hole; they may be confused that when a whole is split into parts it can be re-joined;

To help your child you can: give children 3 or 4 interlocking cubes or use small toys to join together in different ways. Is your way different? How is it different?

Ask the children to create potato or cork prints with paint. How many ways can you print 4 dots? You can use one colour or two colours.

Home challenge: Bake some Christmas biscuits—can children arrange the biscuits (or the decorations in different ways using 3, 4 or 5 items); challenge children to tell you when it is ___ 'o'clock'.

Expressive Arts and Design

Children will make paper snowflakes, paper chains, Christmas cards, wrapping paper and Christmas tree decorations. They will sing and perform a range of Christmas songs and poems. Children will plan their creations and talk about how they could improve them as well as taking photographs using the camera. They will be encouraged to experiment with a range of media including paint, pastels, crayons, and collage. Children will look at a range of Christmas cards and design and make their own.

Home challenge: make, write and send a Christmas card to someone you love.