



# The First Christmas

4 Weeks



## Rationale

Christmas is a magical time of year, and we aim to capture this awe and wonder. In this project the children learn about how to appreciate the world, cultures and traditions. They will also experience awe and magical experiences through different shared experiences in school. We will also be looking at Christmas around the world and all the different ways people celebrate Christmas with their families, as well as studying the story of the Nativity. The children will become performers and put on a magical Nativity show for a real audience.

## Hook

The children receive a gift and letter from 'The Elf'. The Nativity scene has been wrapped up and they come and unwrap the gift collectively and wonder what they could be being asked to do.

## Outcome

Our outcome for this project will be our Nativity play. We will be working really hard, practising lines, singing songs, and dressing up! This is a great opportunity for the children to practise their speaking and listening skills, to work together as a team, and show all their special grown-ups just how much they have learnt this year already.

## Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using Talk for Writing, to successfully achieve the main writing outcomes for the project.

## Main writing outcomes

### Week 1 - LI: To write a label/phrase

1. I can identify the different characters in the story
2. I can write an initial sound to show the name of 3 of the characters.
3. I can label each part of the scene.

Ext: I can write a caption about a part of the story.

### Week 2 - LI: To write a label/phrase

1. I can talk about a present that they would give to Jesus.
2. I can write an initial sound to show what present begins with.
3. I can write a simple phrase/caption to describe the present.

### Week 3 - LI - to write a card insert.

I can write who my card is to.  
I can write my own name at the end.  
I can write Happy Christmas.  
I can write an extra message.

### Week 4 - LI: To write a Christmas list to Santa

I can tell you 3 things I'd like for Christmas.  
I can write an initial sound for each item.  
I can write a whole word for each item.  
Ext: I can tell you **why** I'd like that item (adult to scribe).

## Talk Through Stories

A little Bit Brave  
The Wonky Donkey  
The Dinosaur that pooped  
Christmas  
One Snowy Night

## Extra Texts to Support

The Nativity  
The Christmas Story  
The Night Before Christmas  
Father Christmas  
The Snowman

<b><u>Writing skills to cover</u></b> <ul style="list-style-type: none"> <li>• Mark Making</li> <li>• Pencil Grip</li> <li>• Letter formation</li> <li>• Name Writing</li> <li>• Initial Sounds/CVC words</li> <li>• Label writing</li> <li>• Simple Phrases</li> </ul>			
<b>Specific Areas</b>			
<b><u>MAIN FOCUS</u></b> <b><u>Understanding of the World</u></b>  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<b><u>MAIN FOCUS</u></b> <b><u>Expressive Arts and Design</u></b>  Sing a range of well-known Christmas songs and songs.  Make use of props and materials when role playing characters in narratives and stories.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<b><u>Mathematics - Power Maths</u></b>  Numbers to 5 Comparing groups within 5 Shape 3D/2D Change within 5 Number bonds within 5 Space	
<b>Prime Areas</b>			
<b><u>PSED</u></b> <b><u>SCARF – Valuing Difference</u></b> Same and different homes I am caring I am a friend Practising Lines for the play. <b><u>Being confident to stand on stage.</u></b>  Confident to speak to others about own needs, wants, interests and opinions.  To be able to use the toilet independently, managing their own basic hygiene and organising themselves when dressing.  Can describe self in positive terms and talk about abilities.  Show sensitivity to theirs and other's needs.  Understand the importance of healthy food choices. Set simple goals.	<b><u>Communication &amp; Language</u></b> <b><u>Retell - The Christmas Story</u></b>  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<b><u>Physical Development</u></b> <b><u>Dance routines for the Show</u></b>  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.	
<b>Visits and Visitors- ELF?</b> <b>Sing to Old People's homes?</b> <b>Visit to Poole Lighthouse to watch the Pantomime.</b> <b>What does a good show look like?</b>			
<b>Cultural capital; IT</b> <b>Mini Mash.</b> <b>Maths – See Power Maths Planning.</b>			
<b><u>Home Learning</u></b> <b>Learning Lines</b> <b>Christmas Cooking</b> <b>Letter to Santa</b>			