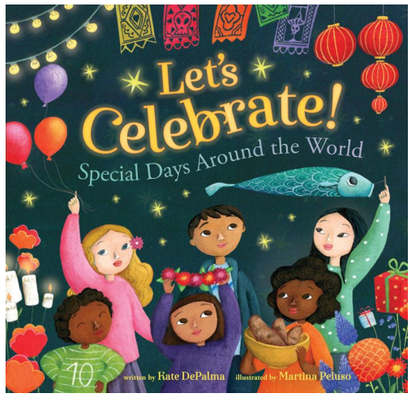
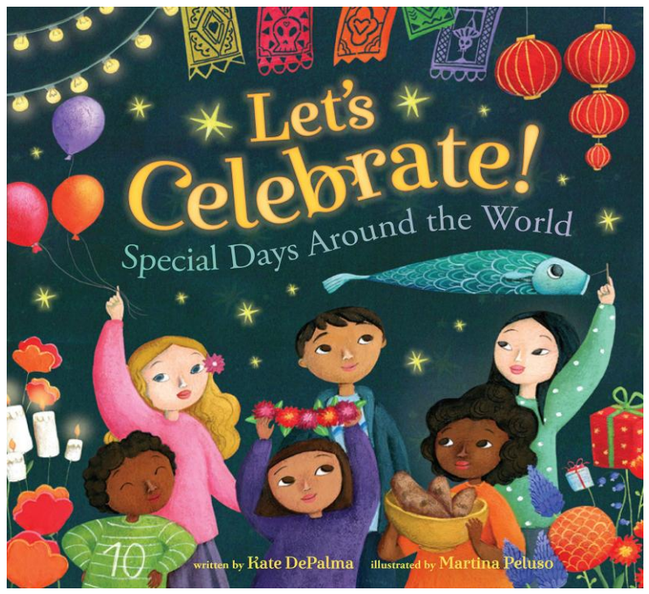
Boarshaw Primary School

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…

- About different communities and cultures.
- About how these different communities and religions celebrate.
- That everyone is different and has 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 make resources for their own celebration.

Vocabulary

Celebration
Festival
Diwali
Guy Fawkes

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters Objectives	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspective of others. • Manage their own needs.	• Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions and other physical disciples including gymnastics and sport. • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, cutlery). • Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. • Confidently and safely use a range of large and small apparatus, outside, alone and in a group. • Develop the foundations of a handwriting style which is fast, accurate and effective. • Further develop the skills they need to manage the school day successfully: • Lining up • Mealtimes	• Read individual letters by saying the sound for them. • Begin to blend sounds into words, so the they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonics programme. (I, the, go, to, no, into). • Read simple phrases and sentences made up of a few words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower case letters correctly (ck, e, u, r, h, b, f, ff, l, ll, ss). • Spell words by identifying the sounds and then writing the sounds with letters.	• Count objects, actions and sounds. • Subitise. • Link number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/less than' relationship between consecutive numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compare length, weight and capacity.	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they can see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

Week Topic Question	Communication Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	Topic focus task	Physical Development	Music PSHE ICT	Nursery Rhyme of the Week
Week 1- **3/11/26** **How do people celebrate Bonfire Night?** Halloween 31st October Bonfire Night 5th November Diwali 8th November	**Drawing Club** We're Going on a Bear Hunt by Michael Rosen Vocabulary: wandering, joyful, obstacle, courageous, tiptoe, panic, flee, hide. Day 1: The Bear. Day 2: The Bear's cave with furniture. Day 3: The Bear is trying to get in through the upstairs window. How can he get up? Day 4: The family escape but the river is flooded. How can they get across? Day 5: Make a flag to put up to warn people about the bear. **Focus Task** Rhyming Potions **Rocket Phonics** Wk 7 – ck and e CEW - the	**It's me 1, 2, 3** Find 1, 2, and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 **Focus Tasks** 1. Matching 1, 2 and 3 to different representations. 2. Writing the numerals 1, 2 and 3. 3. Counting out 1, 2 and 3 objects. 4. Subitising 1, 2 and 3.	INSET DAY	How do we celebrate Bonfire night? How can we keep safe at Bonfire night?	How is Diwali celebrated?	Bonfire picture	**Gross Motor** – moving with ribbons to music like fireworks. **Fine Motor** – firework painting. **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My Stories. Step 1 **PSHE** – My Happy Mind + Places Lesson 1 Emotion Pairs. **ICT** – Firework pictures on Purple Mash.	I'm a Little Teapot.
Week 2- **9/11/26** **What is special about 11th November?** Armistice Day 11th November Nursery Rhyme Week 9-13th November Anti-bullying Week 16-20th November Children in Need 13th November	**Drawing Club** Giraffes Can't Dance by Giles Andreas Vocabulary: confidence, bullying, festival, pirouette, frolicking, encourage, belief, brave. Day 1: Gerald. Day 2: The Jungle dance. Day 3: Gerald needs new dancing shoes. Day 4: Gerald needs a dancing costume. Day 5: Design a trophy for the best dancer. **Focus Task** Reading cvc words and captions **Rocket Phonics** Wk 8 – u and r CEW - to	**It's me 1, 2, 3** 1 more 1 less Composition of 1, 2 and 3 **Focus Tasks** 1. Counting out amounts to match numerals. 2. Board game with 1-3 dice. 3. Matching 1, 2 and 3 to different representations. 4. Under the Sea scene listening and counting activity.	How many nursery rhymes do we know? Talk about and practise the Nursery Rhyme Week songs.	Why do we have Remembrance Day?	What is bullying and how can we stop it?	Make a nursery rhyme prop	**Gross Motor** – draw chalk lines outside. Can you 'pinhead' along the line? **Fine Motor** – loose part poppies **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My stories. Step 2 **PSHE** – My Happy Mind + Places Lesson 2 Places Sorts. . **ICT** – Use the iPad to take photographs of signs of Autumn.	The Grand Old Duke of York.

Week 3- 16/11/26 **What is a celebration? What happens when it is your birthday?**	**Drawing Club** Little Red Riding Hood Vocabulary: traipse, crafty, disguised, concealed, menacing, rescue, flee, gratitude. Day 1: The wolf. Day 2: The cottage in the woods. Day 3: Invent a way for LRRH to travel through the woods safely. Day 4: Grandma is still hungry. Invent a way to make her lots of cakes. **Focus Task** Put the objects into Grandma's baskets – sorting by initial sounds. **Rocket Phonics** Wk 9 – h and b CEW - I	**1, 2, 3, 4, 5** Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 **Focus Tasks** 1. Part, part, whole models of numbers to 5. 2. Writing the numerals 1 to 5. 3. Counting out objects to 5. 4. Subitising 1 to 5.	What is a celebration? What do you celebrate? How do you celebrate? Read 'Little Glow' Discuss and list the variety of celebrations. What is the same? What is different?	What do you do for your birthday? What would we need for a party? Read 'Let's Celebrate' Discuss and list the variety of celebrations. What is the same? What is different?	Christmas Performance Rehearsal	Baking cakes Children to follow a recipe to make their own cakes for a celebration.	**Gross motor** – Skittles **Fine Motor** – make birthday cakes and put candles in playdough **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My stories. Step 3 **PSHE** – My Happy Mind + Places Lesson 3 Strategy Hunt.	Ring a Roses
Week 4- 23/11/26 **What special clothes do you wear?**	**Drawing Club** Stick Man by Julia Donaldson Vocabulary: versatile, adapt, separated, faith, imagination, threat, unfortunate, advice Day 1: Stick Man Day 2: The Family Tree. Day 3: What would you use Stick Man for? Day 4: How does Father Christmas get down the chimney? Day 5: What will the stick family do to celebrate Dad's return? **Focus Task** Writing cvc words and captions **Rocket Phonics** Wk 10 – f, ff and l CEW - go	**1, 2, 3, 4, 5** 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 **Focus Tasks** 1. Matching 4 and 5 to different representations. 2. Sorting 4 and 5 spot ladybirds. 3. Making playdough eggs for the 4 and 5 dinosaurs. 4. Subitise 4 and 5 conkers.	What cultural clothes do people wear for different celebrations?	What is a hijab and why do people wear them? The rainbow Hijab story or The Proudest Blue	Christmas Performance Rehearsal	Make nativity hats/props with the children.	**Gross Motor** – Sweeping leaves. **Fine motor**- cutting out clothes to dress the children. **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My stories. Step 4 **PSHE** – My Happy Mind + Celebrate Lesson 1	Hickory Dickory Dock

Week 5- 30/11/26 **What is Eid? What is Hanukkah?**	**Drawing Club** The Jolly Christmas Postman by Janet and Allan Ahlberg Vocabulary: deliver, treacherous, reliable, correspondence, postal service, invitation, communication, relax. Day 1: The Postman. Day 2: Santa's workshop. Day 3: Father Christmas is too busy. How will the Postman get home? Day 4: The sleigh has broken down. How will Santa deliver his presents? Day 5: What would the Postman like for Christmas? **Focus Task** Assessed Write for Continuity Books **Rocket Phonics** Wk 11 – ll and ss CEW - no	**Shapes with 4 sides** Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night. **Focus Tasks** 1. Shape hunt. 2. 4-sided shape sorting. 3. Creating pictures with shapes. 4. Day and night activity sorting.	How do people celebrate Hanukkah?	How do people celebrate Eid?	Christmas Performance Rehearsal	Lolly stick star of David or Star of David suncatcher.	**Gross Motor** – throwing beanbags into a hoop from varying distances – how many points can you score? **Fine motor** – make a snowflake. **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My stories. Step 5 **PSHE** – My Happy Mind + Celebrate Lesson 2	Not Too Difficult
Week 6- 7/12/26 **How do people celebrate Christmas around the world?**	**Drawing Club** The Nativity Story Vocabulary: Bethlehem, innkeeper, carpenter, wise men, shepherds, census, manger, stable. All groups to draw the nativity scene and retell the story. **Focus Task** Assessed Write for Continuity Books **Rocket Phonics** Wk 12 – double letters and 2 syllable words CEW - into	**Mass and Capacity** Compare mass. Find a balance. Explore a capacity. Compare capacity. **Focus Tasks** 1. Weighing numicon with the balance scales (1 – 5). 2. Mass challenge – can you find me something heavier than x? Lighter than y? 3. Explore full, nearly full, half-full, nearly empty and empty with sand and cups. 4. Container challenge. How many pebbles/ bricks/pinecones etc can you fit in this box? Why is it more or less than other objects?	How do we celebrate Christmas?	How do people around the world celebrate Christmas?	How do people around the world celebrate Christmas?	Christmas Crafts Cards Calendars Decorations	**Gross Motor** – Holiday dance daily https://www.youtube.com/watch?v=9Cg79KqD8q4 **Fine Motor** – Cut and stick Christmas lists. **Handwriting** Teaching Block 2 Ladder Lemur	**Music** – Charanga. Autumn 2. My stories. Step 6 **PSHE** – My Happy Mind + Celebrate Lesson 3	ABC Song

Week 7- 14/12/26	**Drawing Club** The Nativity Story Vocabulary: Bethlehem, innkeeper, carpenter, wise men, shepherds, census, manger, stable. All groups to draw the nativity scene and retell the story. **Focus Task** Label the nativity characters **Rocket Phonics** Consolidation	**Consolidation** Teaching and learning based on assessments and needs of the children. **Focus Tasks** Dependant on the needs of the children.	Christmas Crafts Cards Calendars Decorations	Christmas Crafts Cards Calendars Decorations	Christmas Party	Christmas Crafts Cards Calendars Decorations	**Gross Motor** – Party dancing. **Fine Motor** - Wrapping presents. **Handwriting** Teaching Block 2 Ladder Lemur		