**St Alban’s Catholic Primary and Nursery School – Advent Curriculum Overview**

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| **Year Group/Class: Rosedale FS2** | |
| **How do people prepare for special celebrations?** | |
| Immersion- links to nativity: A huge star appears in the classroom with a message saying. ***Hello Rosedale class, My name is the star of Bethlehem and I have fallen from the sky. I think I have a very special job to do but I cant remember because I’ve had a little bump. Can you help me to find out where I belong? I know my name is the same as a place near Nazareth called Bethlehem.***  ***“****I think I have heard about a place called Bethlehem before have you? I remember I think it was in a story all about a very special journey. I think I have that story somewhere in the classroom.”* Look for the book in the reading area and find the nativity story. Read the story and confirm the stars character and its purpose. *“I have a great idea of how we can help the star. We could re create the nativity story and become performers and then the star would feel like he was home and he would get to go back up in the night sky do its special job.* “ Explain we need to learn the story, learn new song songs, dress up as the characters, acting, etc. The star can be linked throughout the whole topic and eventually the star will become a part off the nativity performance taking its pride of place in the night sky.  The nativity scence will also be set up in the classroom when the children come in.  Prior learning- In Forest School the week before the children will be leanring about stars. | |
| **English (Writing):**  Poetry/Narrative  **Objectives**  **I can write some initial sounds**  **I can use marks and letter to write**  **I can write some lower case letters correctly**  **I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)**  **I can write simple labels**  **I can demonstrate good listening behaviours**  **I engage in story times**  **Im starting to share my ideas with familiar adults**  **I can retell the key events in stories**  **I can talk about what has happened in the story so far**  **I can start to blend the sounds together**  Writing the main characters from the story using phonetic knowledge, Children to write some or the ones they remember using the pictures as Prompts-**Jesus, Mary, Jospeh, Angel, donkey, Shepherds and Kings/Wise Men.**  Write their Chirtsmas cards. **To, from/love**  **Merry Christmas**  Nativity Story-Ordering the story using pictures cues and retelling the story.  <https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>  To have characters and words around the provision to match.  Use puppets to retell the nativity story.  Nativity role play: Use costumes and props to retell the story. Have this set up next to tunnel to create stable.  Have nativity story books to support retelling around the provision.  Home Corner- How do we get ready for the birth of Jesus- What do the children do to prepare for Christmas? Children ideas to feed into the home corner.  Speaking parts for the nativity story- learning the lines and speaking infront of an audience. | **R.E. (Includes other Faiths):**  **Objectives:**  To begin to **talk about** their own feelings as they wait for a birthday.  To begin to **talk about** their own experience of celebrating a birthday.  To begin to **wonder** at the joy of birthdays.  To **begin to recognise** the Christmas story.  To **begin to recognise** that the Advent Wreath, the crib and other signs indicate the approach of Christmas.  To **begin to use and develop** a vocabulary of religious words and phrases.  **Come and See: Birthdays:**  Looking forward to Jesus’ birthday.  Birthdays- Waiting for a birthday or waiting for a celebration- make birthday card, decorations and buns.  The first Christmas: How people celebrate Jesus’ birthday each year. Retell the Christmas story using characters and props.  Respond Booklet  Jesse tree and scripture stories read daily to the children and children decorate the tree.  Sikhism-Places of Worship and celebrations- Gurdwara (Temple) Look at the pictures of the outside of the temple and compare with the church.  Look at the inside of the temple and what are the features- How do Sikhs show respect in the temple.  Guru Nanak Gurpurab- The birth of Sikhism- Learn about the birth of Sikhism and make comparisons with the Nativity.  Watch the story of how Sikh’s prepare for  Vaisakhi  <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaisakhi>  Dance and movement along to traditional Sikh music.  Building temple in the construction area. |
| **Music**  **Objectives:**  I can recount and retell familiar stories with my friends and adults (small world/ role play)  I can role play imaginary scenarios linked to experiences  I know some popular songs and can sing them supported by an adult  I can listen and respond to sounds  I can sing with others and supported by an adult  Wriggly Nativity- Sing the nativity songs and perform to an audience. To learn movements to go along with the music.  Play musical instruments along to Christmas related music/ Winter music. | **Computing**  **(Purple Mash):**  **Skills to use as part of the Advent adventure**  Linked to Sikhism- Mehndi pattern Ipads.  Ordering the Nativity story using Ipads.  Draw Nativity characters on the interactive whiteboard and Ipads. Label the characters.  Children to take picture of temples in construction, role play and any work related to advent to load onto SEESAW. |
| **Expressive Arts and Design**  **Christmas calendar and cards**  **Joining Materials:** Teach children about attachment techniques. Discuss attachment techniques: Why do they think we have these techniques? When would some work better than others? Challenge the children to use some of these techniques when creating structures in the creative area.  **Christmas cards.**  **Objectives:**  I can use scissors to create artwork.  I can attach paper and card together using glue or tape.  I can choose the materials I would like to create with**.**  Baby Jesus in a manger star or night sky shaped card.  Children will have the choice of which shape card they would like to make. use cutting skills to cut lines of light brown paper for the hay. They will cut around a manger template and attach this to the front of their card using glue. They will then attach the strips of paper on top of the manger using glue. Children will cut out a circle of paper and attach this to a white piece of card and draw a sleepy face on it and add lines this will be their baby Jesus. They will then roll the paper and join it using tape. They will then add this to the card on top of the paper hay they will fold up the hay around the baby Jesus and then add glitter or star stickers to the edge or rest of their card using glue. Children will add a written template inside their card.  **Calendars:**  **Objectives:**  I can choose my own materials to create with.  I can use a weaving or threading attachment techniques to create artwork.  I can say what I like about my artwork.  Circle or square weaving artwork.  Children can choose the shape for their calendar circle or square.  The circle weaving tasks involve choosing different colour and thickness wool and wooden beads. The children will then use an over under repeating technique to weave in a circular motion stopping at different points to thread on wooden beads. threading on wooden beads at different stages.  The square weaving task involves choosing different type: corrugated, smooth, shiny, material, colour and thickness pieces of card paper or ribbon and weaving them through a piece of sewing hessian using an over under repeating technique. Children will then choose buttons to glue on to the blank squares on top.  These creations will be added to a card frame and the calendar tab will be attached.  **Party Hats**  **Objectives:**  I can use Joining and attaching techniques.  I can make marks in a clockwise and anticlockwise direction.  I can use mathematical language to describe a semi-circle and a cone.  How to make a cone hat?  Take a semi-circle of construction paper and allow children to decorate it with using coloured pens use pen disco technique this will create a swirly colorful background this can be done in pen disco time. Children will then be shown how to bring both points of the semi - circle together to create a cone shape. With adult support his will be stuck with double sided tape. Again with adult support the children will put two holes in at opposite sides and some elastic string will be attached to the bottom so that it can be strapped under the chin. Children can attach foil streamers or ribbons to the top using tape. | **Science, Maths, PE, RHE**  **Science: Linked text Stick man. Pzaz :Potions Changes.**  **Objectives:**  Pupils can recognise that substances can be changed using heat.  Pupils can describe the characteristics of substances.  **Activities:**  Ice is the same as water.  Melting Ice  Children will complete these science activities and stick man will become part of them by going for a swim in the water and then getting frozen overnight. The children will help stick man to get out of the ice.  Other activities: Making Christmas cookies or making star toast. |
| **Maths: White Rose maths:**  I can count to 5 using different mathematical resources  I can match numeral and quantity to 5  I can quickly say how many there are (up to 4) in different arrangements  I can start to show how numbers can be made up.  I can count to 10 by rote  I can find one more/ one less using resources  **Block 5: 1,2,3,4,5**  1 more and 1 less  Composition of 4 and 5  Composition of 1-5. |
| **PE:**  **Objectives:**  I can use lots of different ways of moving appropriately  **Lesson 3:** At the fireworks display: To explore movement using a prop with control and co-ordination.  **Lesson 4:** At the fireworks display: To move with control and co-ordination expressing ideas through movement. |
| **RHE:**  **Objectives:**  That there are natural life stages from birth to death, and what these are.  Change is a part of growing up  God is with them every step of the way as they grow and change.  Lesson 1: Growing up. Children will explore the natural cycle of life their development so far and what will happen as they get older. Children will complete the when I grow up I want to be extended activity.  Lesson 2: Growing up focus on feelings, changes and experiences. learning about changes and how they can feel safe and secure.  Children will complete a how I have grown activity. |