

### Knowledge and Understanding of the World

Exploring faces with touch – finding nose, eyes, mouth and ears (RFL)  
Experiencing and responding to textures, tastes, smells and sounds of parties and food from different cultures (RFL)  
Investigating light and dark – turning torches on and off. Tracking moving lights. Making shadows with hands  
Time-sequencing daily routines. Anticipation of actions, actions or places (objects of reference)  
Community and Place – exploring different environments such as Gurdwara or church. Visit to party shop.  
ICT – use of switches and Big Mac to join in with a rhyme. Listening to topic songs on CD.  
Completing a simple game on the Smartboard such as “Making a Face” (topicbox.co.uk), typing name on keyboard, using mouse to activate a cause and effect game (fireworks game – [www.maylin.net/fireworks.html](http://www.maylin.net/fireworks.html))

### Communication Language and Literacy

Listening to different topic sounds eg party horns, fanfares, drums  
Imitating mouth movements and sounds (REACH)  
Exploring different textures with hands and feet – tinsel, wrapping paper, ribbon  
Responding to name and familiar voices (RFL)  
Listening to and responding to stories such as “Kipper’s Birthday”, “Happy Birthday Sam”, “Hullabaloo”, “Spot’s Harvest” “Lighting a lamp” (Diwali) by J Zucker and J Barger and “Sikh Gurdwara” by K Kaur Singh “My Presents” Rod Campbell  
Listening to and joining in with finger rhymes and songs such as “Round and Round the Garden”, “Slowly Slowly” and “Pat-a-cake”  
What’s in the Box... surprise! Anticipation and suspense (REACH)  
Card making and writing names  
Linking picture of a particular celebration to word eg “Harvest”  
Collecting and sorting words which begin with same sound “f” for “fireworks”

### Creative Development

Hand or body painting  
Looking at self in mirrors – pointing to body parts  
Exploring materials with whole bodies – bubbles, sparkly Play Doh, dry or wet rice, silk fabric, CD’s hung from the trees  
Move with streamers and ribbons. Make patterns in the air-aided / unaided  
Using tools such as glue sticks or scissors to make collages or tactile pictures  
Experiencing and responding to light and dark and coloured party lights  
Creating music and dance – responding or moving to party music or music from other cultures. Making own sounds using simple instruments or Soundbeam  
Dressing up in Saris or party clothes. Imitating actions with objects (REACH) such as combing hair  
Making and tasting different Celebration foods – popcorn, bonfire toffee, vegetables from Harvest, Christmas pudding  
Making bracelets for Diwali. Threading beads

### Physical Development

Sensory exploration of the immediate environment (RFL)  
Moving in a variety of ways – sliding, climbing, rolling, shuffling. Moving fast / slow or backwards/forwards in wheelchairs and on feet.  
Balance and hold a shape. Imitating an adult’s rolls eg forward roll  
Joining in with party games such as Musical Chairs or Musical bumps. Stopping and starting on request.  
Show awareness of the effect of exercise on bodies eg use a “rest” period after “Action Time”  
Splash-using different body parts to splash. Look what I can do in swimming!  
Using tools eg spreading, mixing, stirring, painting  
Play parachute games together. Move in circles or bounce balls on the canopy. Ready Steady... (fill in a vocalisation – REACH)

## Celebrations!

### Personal Social and Emotional Development

Celebrating being me – what I look like and how I am similar or different to others  
Celebrating what I can do – engagement and interaction (REACH) responding to sensory stimuli (RFL), physical skills and independence (including MOVE and personal care routines)  
Expressing likes / dislikes and communicating choices- choosing activities or snacks using PECS, gestures, vocalisations or eye pointing  
Showing awareness of own and others emotions (REACH)  
Taking part in social games such as “Peek-a-boo” and “Chase”  
Sense of community – celebrating own and other family member’s birthdays / celebrating Harvest, Diwali, Bonfire Night and Christmas / experiencing and reacting to different environments such as a Gurdwara or church

### Problem Solving Reasoning and Number

Number rhymes “5 little snowmen”. Counting backwards from 10 to 0 to set off a firework!  
Counting number of candles or lights on Christmas tree  
Ordinal number – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> birthday  
Reaction to stimuli-favourite toy or noisy rice shaker (RFL)  
One to one correspondence – setting the table for a tea party  
Wrapping different sizes boxes and ordering by size. Describing shapes  
Making patterns on wrapping paper  
Filling and emptying containers. Filling a box with bricks up to the top. Emptying and then filling again! Back and forth interaction (REACH)