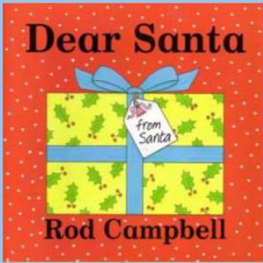


Sandgate School – Sandgate Theme – Knowledge Organiser

Topic: Spirit of Christmas	Key Stage EYFS	Term: Autumn 2 - 2025
What I know already	Vocabulary and Rhymes	My skills
All: - Have experienced hearing and singing the days of the week song each day. - Have experienced hearing and singing the months of the year song. - Have taken part in rhyme times (head, shoulders, knees, toes) to explore body parts/face, - Experienced a birthday each year and heard/sung happy birthday to other people. - Have someone/something special to them Some: - Know they have a special birthday - Know that other people have birthdays - Know how old they are. - Know the days of the week - Know some of the months of the year - Sing happy birthday and well known nursery rhymes. - Have heard of Sana/ Baby Jesus	<u>Vocabulary</u> Celebrations Light Months of the year Seasons of the year (Autumn) Celebrate Same/different Party Cake Present Balloon Christmas Santa/Baby Jesus Celebrate/Special Party Decorations Bauble/tinsel 	Communication and Language: - To use individual schedules to engage with the class routine and activities. - To demonstrate favourite rhymes e.g. by expression, use of symbol/object. - To listen and engage in a variety of situations (1:1 hall/intensive interaction/Sensory Massage) - To engage in daily group sessions with repetitive songs and actions (up to 3 minutes) - PECS phase 1 – communication board - Choice Cupboard with objects of ref. and communication board Personal, Social, Health and Emotional: - Self-awareness through mirrors - Build relationships with key worker / adults in the environment. - Receive positive praise for behaviour and achievements. - Adult modelling of engaging in choice cupboard. - Support to develop self-help skills with cutlery, clothing. - Situations that provide the opportunity to experience different moods, feelings and emotions. Physical Development: - throw and catch a big ball –roll between a peer/adult - To move a bike backwards and forwards - To development fine motor skills in sensory playdough tray - To begin to hold a pen in a palmer grip/tripod(mark making opportunities in provision) - To accept being near new foods/textures(Fun with Food/School Dinners) - Squeeze scissors –ripping paper and snipping paper (adapted scissors)  Literacy: - Experience / find printed name in hello sessions. - To engage with props during the sensory story(Dear Zoo –Dear Santa) - Singing Hands (Choice from 2 symbols -daily) - Bearfoot Books (Reading session with books to share along with screen) - Weekly sensory stories - Dressing up box - Button and flap books: Press parts or lifts flaps to achieve effects such as sounds. Maths: Number: - To experience number names through rote counting, songs, rhymes and stories in continuous provision - To engage in number lines in the environment. - To be supported to count, copy, clap, stamp, tap numbers to 5. - To use blocks to build and knock down –supporting pictures encourage critical thinking Understanding The World: - To explore their face: photos/mirrors(People) - To experience how they celebrate / how others celebrate (People) - To access to home corner celebrations topic box (World) - To access to UTW seasons continuous provision tray (World) - To begin to use wind up/pull back toys as part of Choice(Technology) - To engage in cause and effect interactive floor games (Technology)  Expressive Art and Design: - Copes well with messy/dirty hands - Reaches out to different materials and textures with interest. 
What I will know by the end of the unit -	Make it real	
All: - Will experience ways of celebrating something special through songs, baking, party games and celebrations and stories. - Will assist with one to one matching-biscuit/plate. - Begins to listen to or join in rhymes or songs(Xmas) - Explore different materials and textures in crafts. - Will begin to use props appropriately in counting songs, taking a bun away in song '5 Current Buns - Will experience smells and tastes associate with celebrations and Christmas. Some: - Some will talk about how they celebrate. - Some will begin to become curious about other people, similarities and differences. - Some know that there are different times of year. - Beginning to categorise objects (put plate/cup together) - Some will use cutlery independently to mix/chop/eat. - Begins to make comparisons between quantities and start to say which is more/less.	RRSA: Article 28: Every child has the right to an education. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Fun With Food(sequencing and maths) - Making celebration cakes-tasting flavours - Special Christmas cakes: mince pies etc. Life skills(Progression Pathway skills) - Being supported to use cutlery to slice, mix. - Putting on socks and shoes Celebration activities(Art and social skills) - Making decorations. - Making cards - Decorating a Christmas tree. - Listening and dancing to party music (copy actions) Community links - Visit to Xmas tree display at Parish Church - Weekly local walks and shop visits	