

# *Term 2 - Frozen Fun and Festive Lights*

This term we will be working towards the  
3-4 Framework working on PSED2, CL2,  
PD2, L2, M2, EAD2 and UTW2



**Overall Topic Intention:** Children will explore celebrations, seasonal change and winter environments through stories, play and investigation. They will develop awareness of different traditions, use descriptive vocabulary about hot/cold and light/dark, build creativity and imagination, and strengthen early skills across all areas of the EYFS curriculum, progressing towards the Early Learning Goals (ELGs).

Our topic "*Frozen Fun and Festive Lights*" provides an engaging context for EYFS children, many of whom have limited access to wider world experiences. Through this theme, children explore seasonal change, develop imagination and language, and build social connections through shared joy and collaboration.

We are currently working within the *Birth to Three* framework while extending provision to the 3-4 framework, adapting our environment to promote independence, communication, and physical development.

Recognising children's high exposure to technology outside the setting, we have chosen to focus on hands-on, play-based learning that stimulates creativity and problem-solving. This approach ensures a responsive, inclusive environment that supports curiosity, confidence, and strong foundations for future learning and school readiness.

| Week                                    | WOW moments and engaging experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Literacy                                                                                                                                                           | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EAD                                                                                                                                                                                                                                                     | UTW                                                                                                                                                                        | PD - Fine Motor                                                                                                                                                                               | PD - Gross Motor (PE)                                                    | PSED                                                                                                                                  | CLL                                                                                               |
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| 1<br><b>Halloween Room on the Broom</b> | <p>Transform the classroom (or outdoor area) into a magical woodland!</p> <p>Children could discover clues around the room (sparkly footprints, feathers, fur, a ribbon from the witch's hat) leading them to story-themed challenges—mixing potions in the water tray, building broomsticks from sticks and string, or creating spells with natural materials.</p> <p>This creates a sense of awe and curiosity, drawing children into the story world before you even read the book together</p> <p><b>Pumpkin picking Trip</b></p> | <p>Writing a Witch's Spell.</p> <p><i>Use some of their print and letter knowledge in their early writing.</i></p> <p><i>Write some letters accurately. L2</i></p> | <p>It's me 1,2,3.</p> <p><i>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to</i></p> | <p><b>Making potions - mixing, colour mixing, etc.</b></p> <p><b>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</b></p> <p><b>Explore colour and colour-mixing.</b></p> <p><b>EAD2</b></p> | <p><b>Pumpkin Carving</b></p> <p><b>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</b></p> <p><b>UTW2</b></p> | <p>Wrap the Mummy - Wool/String around a doll</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><b>PD2</b></p> | <p>Manipulation and Coordination - Unit 1 Lesson 1</p> <p><b>PD2</b></p> | <p>Playing Together</p> <p><i>Play with one or more other children, extending and elaborating play ideas.</i></p> <p><b>PSED2</b></p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>CL2</b></p> |

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|                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                         | match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. <b>M2</b>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |                                                            |                                                                                                                                                                                         |                                                    |
| 2<br><b>Diwali &amp; Guy Fawkes</b><br><br><b>Come and Play</b><br><br><b>Floorbook - Cultural week</b> | Have a "special visitor" (perhaps a staff member or parent from the local community) arrive in traditional clothing to tell the story of Rama and Sita or to share how their family celebrates Diwali. They could bring simple artefacts such as a diya lamp, a sari or dupatta, bangles, and sweets for the children to see and touch.<br><br>This creates a sense of wonder, | Comprehension - Ordering what you do on Bonfire night. <i>Understand the five key concepts about print.</i> <b>L2</b><br><br>Writing activity - Diwali. <i>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> <b>L3</b> | It's me 1,2,3. <i>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</i> | Firework Pictures - Blowing through straws. <i>Explore colour and colour-mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <b>EAD2</b> | <b>Sparklers - Discuss safety.</b> <i>Talk about what they see, using a wide vocabulary. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i> <b>UTW2</b><br>Creating Diva lamps and comparing | Firework Biscuits. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <b>PD2</b><br><br>Cutting Mandala Patterns <i>Develop their fine motor skills so they can use a range</i> | Manipulation and Coordination - Unit 1 Lesson 3 <b>PD2</b> | Discuss diversity. <i>Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people.</i> <b>UTW2</b> | <i>Use a wider range of vocabulary.</i> <b>CL2</b> |

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|  | introduces cultural awareness, and provides real-world connections that children in deprived areas may not otherwise experience. |  | <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</i></p> <p><b>M2</b></p> <p>Circles and triangles. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p><b>M2</b></p> | <p>Henna art on a friend's hand. Create collaboratively sharing ideas, resources and skills.</p> <p><b>EAD2</b></p> | <p>them to other festivals. Recognises and describes special times or events for family or friends.</p> <p><b>UTW2</b></p> | <p><i>of tools competently, safely and confidently.</i></p> <p><b>PD2</b></p> |  |  |  |
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| <p>3</p> <p><b>The Little Polar Bear (Antartica)</b></p> | <p>Transform your classroom into a frozen Arctic landscape! When children arrive, they discover that <b>Lars the Little Polar Bear</b> has "visited" overnight — leaving snowy footprints, a letter, and a soft polar bear toy hidden in the snow.</p> <p>Use white fabric, cotton wool, or instant snow to create a snowy scene.</p> <p>Play gentle Arctic sounds (wind, ice cracking, waves) to set the mood.</p> <p>The letter from Lars could ask for the children's help finding his lost friends or building him a new icy home.</p> <p>This magical discovery</p> | <p><b>Label a polar bear.</b><br/> <i>Form lower-case and capital letters correctly. L2</i></p> | <p>1,2,3,4,5.<br/> <i>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p> | <p>Create puppet show to tell a polar bear story<br/> <i>Create collaboratively sharing ideas and resources.</i><br/> <b>EAD2</b></p> | <p>Polar Bears and their blubber - Lard and cold water.<br/> <i>Talk about the differences in materials and the changes they notice.</i><br/> <b>UTW2</b></p> | <p>Winter scene - Colour within the lines.<br/> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i><br/> <b>PD2</b></p> | <p>Manipulation and Coordination - Unit 1 Lesson 3<br/> <b>PD2</b></p> | <p>What would happen if all of the ice melted?<br/> <i>Express their feelings and consider the feelings of others.</i><br/> <b>PSED2</b></p> | <p>Use longer sentences of four to six words.<br/> <b>CL2</b></p> |
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|                                            | immediately captures children's curiosity, introduces key story themes (friendship, exploration, the Arctic), and inspires language and imaginative play.                                                                                                                                            |                                                                                                                                                                            | <b>M2</b>                                                                                                             |                                                                                                           |                                                                                                                                        |                                                                                                                                                                       |                                                                          |                                                                                                                                                                                     |                                                                                                                                           |
| 4<br><b>If You were a Penguin (Arctic)</b> | <p>Transform the classroom or reading area into an Antarctic environment:</p> <p>Scatter blue and white fabrics, cotton wool "snow," and silver or blue paper to create ice and water.</p> <p>Play ambient sounds of penguins, sea waves, and icy winds.</p> <p>As children enter, they discover</p> | <p>Make fact file for a penguin.</p> <p><i>Use some of their print and knowledge in early writing.</i></p> <p><i>Form lower-case and capital letters correctly. L2</i></p> | <p>1,2,3,4,5.</p> <p><i>Understand the 'one more than/one less than' relationship between consecutive numbers</i></p> | <p>Ice Painting</p> <p><i>Explore use and refine a variety of artistic effect.</i></p> <p><b>EAD2</b></p> | <p>Free items frozen in ice.</p> <p><i>Talk about the differences in materials and the changes they notice.</i></p> <p><b>UTW2</b></p> | <p>Playdough Penguin.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><b>PD2</b></p> | <p>Manipulation and Coordination - Unit 1 Lesson 4</p> <p><b>PD2</b></p> | <p>How would we care for a penguin? Why should we not throw items into the ocean?</p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><b>PS2D2</b></p> | <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. CL2</p> |

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|  | <p><b>penguin footprints</b> leading to a "nest" with a soft penguin toy and a note from a penguin inviting them to explore the Antarctic.</p> <p>Optional: Staff can dress as a penguin and waddle into the room, handing out "penguin hats" or flippers for the children to wear.</p> <p>This immediate sensory experience sparks curiosity, excitement, and engagement, connecting children directly to the story world.</p> |  |  |  |  |  |  |  |  |
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| <p>5</p> <p><b>Can't You Sleep Little Bear</b></p> <p><b>Reindeer Centre - Floorbook</b></p> | <p>Transform the classroom into a cozy, nighttime forest:</p> <p>Dim the lights and add soft fabrics, blankets, and cushions to create a "bear cave."</p> <p>Play gentle night sounds (crickets, rustling leaves, wind).</p> <p>As children enter, they discover <b>Little Bear's bed</b> with a note asking for help to get to sleep, along with a soft toy bear.</p> <p>Optional: Project a soft night sky on the ceiling or wall using fairy lights or a star projector.</p> <p>This immersive experience immediately draws children into the</p> | <p>Speech bubble from the Big Bear.</p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. L3/L2</i></p> | <p>1,2,3,4,5.</p> <p><i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i></p> <p><b>M2</b></p> | <p>Create a lantern using junk modelling materials.</p> <p><i>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i></p> <p><b>EAD2</b></p> | <p>How to make the lightbulb work. Use the circuit boards to create electricity.</p> <p><i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</i></p> <p><b>UTW2</b></p> | <p>Switches and buttons - Turning on and off. Talk about what they see, using a wide vocabulary. Explore how things work.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><b>PD2</b></p> | <p>Manipulation and Coordination - Unit 1 Lesson 5</p> <p><b>PD2</b></p> | <p>Discuss bedtime routine.</p> <p><i>Make healthy choices about food, drink, activity and toothbrushing. Become more outgoing with unfamiliar people, in the safe context of their setting.</i></p> <p><b>PSED2 PD2</b></p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><b>CL2</b></p> |
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|                                | story world, encouraging empathy and anticipation for Little Bear's bedtime journey.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                                                                                                                                         |                                                                                                                      |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                |                                                                                                                                                                                     |                                                                                                                                 |
| 6<br><b>Sneezy the Snowman</b> | <p>Transform the classroom into a snowy winter wonderland:</p> <p>Cover a table or area with white fabric, cotton wool, and fake snow to create Sneezy's icy home.</p> <p>Play soft winter sounds (wind, snow crunching).</p> <p>Children arrive to find <b>Sneezy the Snowman</b> (soft toy or cutout) has "melted" slightly, with a note asking for their help to</p> | <p>Order 'How to make a snowman' - using Widgit pictures.</p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab. L3</i></p> | <p>Shapes with 4 sides.</p> <p><i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</i></p> <p><b>M2</b></p> | <p>Adding white to different coloured paints.</p> <p><i>Explore colour and colour mixing.</i></p> <p><b>EAD2</b></p> | <p>Handling ice/snow and discussion about melting.</p> <p><i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</i></p> <p><b>UTW2</b></p> | <p>Snowman race - dress the snowman, Snow dodgeball</p> <p><i>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. PD2</i></p> <p>Body Management Unit 1 Lesson 3</p> | <p>Manipulation and Coordination - Unit 1 Lesson 6</p> <p><b>PD2</b></p> <p>Threading buttons.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><b>PD2</b></p> | <p>Can we work together to create a class snowman? Should we share the resources?</p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><b>PSED2</b></p> | <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p><b>CL2</b></p> |

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|                                                                                | <p>keep him cold and build new snow.</p> <p>Optional: Add scarves, hats, or carrot noses for children to dress Sneezy.</p> <p>This immersive scene immediately sparks curiosity and excitement, linking them emotionally to the story and Sneezy's predicament.</p> |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                        |                                                                                                                                      |                                                            |                                                                                                                            |                                                                                                  |
| <p>7<br/>Traditional Christmas story</p> <p>Floorbook - Christmas/Nativity</p> | <p>Transform the classroom or hall into a Bethlehem scene:</p> <p>Use straw, fabric, and soft lighting to create a stable corner.</p> <p>Play gentle background music or sounds (soft sheep</p>                                                                     | <p>Retell the story of Jesus' birth.<br/><i>Form lower-case and capital letters correctly.</i><br/><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i><br/><i>Write short sentences with words with known</i></p> | <p><i>Recite numbers past 5.</i><br/><i>Count objects, actions and sounds.</i><br/><i>Subitise.</i><br/><i>Link the number symbol (numeral) with its cardinal number value.</i><br/><i>Explore the composition of numbers to 10.</i></p> | <p>Act of the true meaning of Christmas.<br/><i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls</i></p> | <p>Christmas around the world.<br/><i>Know that there are different countries in the world and talk about the differences they have experience</i></p> | <p>Make a Christingle.<br/><i>Develop their small motor skills so that they can use a range of tools competently, safely and</i></p> | <p>Manipulation and Coordination - Unit 2 Lesson 1 PD2</p> | <p>Christmas in my house.<br/><i>Begin to make sense of their own life-story and family's history.</i><br/><b>UTW3</b></p> | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> |

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|                | <p>bleating, night-time ambiance).</p> <p>As children arrive, they find a <b>mysterious package or scroll</b>: a message from the angels inviting them to help retell the Nativity story.</p> <p>Optional: Staff or older children can dress as Mary, Joseph, or shepherds, leading children on a "journey" through the story, discovering props like a toy baby, animals, or gifts for the manger.</p> <p>This immersive experience sparks awe, excitement, and curiosity while linking directly to the story's main events.</p> | <p><i>letter-sound correspondences using a capital letter and full stop. Recognise that people have different beliefs and celebrate special times in different ways. L3</i></p> | M2                  | <p><i>houses etc. EAD2</i></p> | <p><i>d or seen in photos. UTW2</i></p> | <p><i>confidently. PD2</i></p> |                               |                         |                           |
| 8<br>Christmas | Santa's Magical Visit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Christmas list to Santa.                                                                                                                                                        | Consolidation week. | Decorate a Christmas tree.     | Testing the best                        | Preparing dinner for Rudolph - | Manipulation and Coordination | Talk about celebrations | Learn new vocabulary. CL3 |

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| <p><b>The Tiny Tree</b></p> | <p>Transform the classroom with twinkling lights, a "chimney" corner, and festive music.</p> <p>Children discover a note from Santa asking for their help to prepare presents or decorate the North Pole.</p> <p>Optional: A staff member or visitor dressed as Santa (or an elf) arrives to leave small surprises, sparking awe and excitement.</p> <p><b>Christmas Countdown Surprise</b></p> <p>Each day, reveal a "mystery gift" or festive activity in a decorated advent calendar.</p> <p>Could include a sensory item (snow, bells, tinsel) or a small story prompt related to</p> | <p><i>Write some or all of their name. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. L3</i></p> |  | <p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. PD3</i></p> | <p>wrapping paper. <i>Explore collections of materials with similar and/or different properties. UTW3</i></p> | <p>Cutting and grating carrots. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD3</i></p> | <p>n - Unit 2 Lesson 2 <b>PD2</b></p> | <p>, family and traditions. <i>Begin to make sense of their own life-story and family's history. UTW3</i></p> |  |
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|  | Christmas, keeping<br>curiosity high<br>throughout the<br>week. |  |  |  |  |  |  |  |  |
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### Weekly Activity Ideas for Key Areas of Learning

#### Week 1 - Room on the Broom

| Area of Learning | Lesson Idea                                                                      |
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| Literacy         | Sequence the story using picture cards; children retell using repeated refrains. |
| Fine Motor       | Stir "potions" with spoons and pipettes (picking, squeezing, pouring).           |
| EAD              | Make wands and hats using craft materials.                                       |
| UTW              | Explore materials - mixing vinegar/bicarb to make "magic potions."               |

## Week 2 - Diwali & Guy Fawkes

| Area of Learning | Lesson Idea                                                             |
|------------------|-------------------------------------------------------------------------|
| Literacy         | Create a class Diwali story book - children draw and dictate sentences. |
| Fine Motor       | Make rangoli patterns with tweezers and coloured rice.                  |
| EAD              | Firework art (splatter painting, chalk on black paper).                 |
| UTW              | Explore light sources - torches, fairy lights, lamps.                   |

## Week 3 - The Little Polar Bear (Antarctica)

| Area of Learning | Lesson Idea                                            |
|------------------|--------------------------------------------------------|
| Literacy         | Label polar animals and create a class fact book.      |
| Fine Motor       | Free animals from frozen ice blocks using small tools. |
| EAD              | Build an igloo with sugar cubes or marshmallows.       |

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| UTW | Ice melting investigation (test warm vs cold water). |
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### Week 4 – If You Were a Penguin (Arctic)

| Area of Learning | Lesson Idea                                                   |
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| Literacy         | Write/scribe "If I were a penguin I would..." sentences.      |
| Fine Motor       | Peg penguin clothes on a washing line (pincer grip).          |
| EAD              | Create penguin collages using black, white, and orange paper. |
| UTW              | Floating/sinking experiment with "icebergs."                  |

### Week 5 – Can't You Sleep Little Bear

| Area of Learning | Lesson Idea                                                              |
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| Literacy         | Write thought bubbles for Little Bear (e.g., "I am scared of the dark"). |
| Fine Motor       | Thread stars and moons onto string (beads/sequins).                      |
| EAD              | Shadow puppet theatre using the story.                                   |
| UTW              | Explore light and dark with a torch in the dark den.                     |

## Week 6 - Sneezzy the Snowman

| Area of Learning | Lesson Idea                                                                         |
|------------------|-------------------------------------------------------------------------------------|
| Literacy         | Shared writing - What happens when snowmen melt? (Prediction and recount).          |
| Fine Motor       | Build snowmen with playdough, loose parts for buttons/scarves.                      |
| EAD              | Make snowflake prints with paint and sponges.                                       |
| UTW              | Hot vs cold experiment - test which melts ice fastest (sunlight, salt, warm water). |

## Week 7 - Traditional Christmas / Christmas Around the World

| Area of Learning | Lesson Idea                                                                 |
|------------------|-----------------------------------------------------------------------------|
| Literacy         | Compare Christmas traditions in two countries; create a simple class chart. |
| Fine Motor       | Write Christmas cards/envelopes for role play post office.                  |
| EAD              | Nativity role play or create costumes and props.                            |
| UTW              | Explore maps - mark where Christmas is celebrated globally.                 |

## Week 8 - Fun Christmas

| Area of Learning | Lesson Idea                                                                        |
|------------------|------------------------------------------------------------------------------------|
| Literacy         | Write letters to Santa (adult scribing where needed).                              |
| Fine Motor       | Wrapping presents - cutting paper, using tape.                                     |
| EAD              | Christmas party dances and carol singing.                                          |
| UTW              | Baking festive biscuits - talk about changes when ingredients are mixed and baked. |



