

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p>WEEK 1 Understanding the world – People, culture and communities (PCC)</p> <p>Recognise that people have different beliefs and celebrate times in different ways. (YR)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (YR)</p> <p>Understand that some places are special to members of their community. (YR)</p>	<p>Ask the following questions:</p> <ul style="list-style-type: none"> - What is Easter? - Who celebrates Easter? - How is Easter celebrated? <p>Explain that during this topic, we will learn about different celebrations and today, we will learn about Easter.</p> <p>Read 'The Easter Journal PowerPoint' to the class. Teacher overview of story: <i>Jaya and Ali have brought the class toy, Riley Rabbit, home for Easter. With an egg hunt, a visit to Church and Grandpa staying too, the twins have lots of activities and traditions to share in Riley's special journal.</i></p> <p>Explain that Christians celebrate Easter.</p> <p>Look at the 'All About Easter PowerPoint': <i>Why do people celebrate Easter? The Easter Story, Who celebrates Easter?, Where do people celebrate Easter?, How do people celebrate Easter? and the true meaning of Easter.</i></p> <p>Show children the 'Easter around the world PowerPoint', which shows how different countries celebrate Easter (<i>Poland, Scotland, Germany, Italy and Ethiopia</i>).</p> <p>Ask the following question: What would you like to do, from the activities that other countries do, to celebrate Easter? Why?</p>	<p>Easter Celebration Christianity Communities Sunday School Church Religion Easter Sunday Good Friday Feasts Festival</p>

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>Look at 'Easter display photos'. Why do you think we celebrate Easter with these items?</p> <p>WEEK 1 AND 2 - 1:1/SMALL GROUP TASK</p> <p>Together, look at 'Special places in the community display photos'. The photos are: <i>church, mosque, gurdwara, Hindu temple, Buddhist temple, school, library, park, playground, woodland, hospital, beach, allotment and museum.</i></p> <p>Ask the following questions: Which places are we familiar with? Which places are you nor familiar with? Do you know anyone who might visit this special place? Can you think about why this place might be special within the community? Do you have a special place? What makes the place special to you?</p> <p>In topic books, on 'Special places in the community' worksheet, children are to draw a place that is special to them and write why the place is special to them. They are to add why Chowbent Chapel is a special place for members within our community too, underneath the photograph of the Chapel.</p>	<p>Special places Community Religion Worship Familiar Unfamiliar Chapel Prayers Hymns Bible readings</p>
<p>WEEK 2 Understanding the world – People, culture and communities (PCC)</p> <p>Recognise that people have different beliefs and celebrate times in different ways. (YR)</p>	<p>Recap on previous week's learning by asking how Easter is celebrated in this country and in other countries in the world.</p> <p>Look at the 'Easter Story PowerPoint' together. Explain this is what Christian believed happened and this is why Easter is celebrated.</p> <p>Ask the following questions: (Slide 2) Where is Jerusalem? <i>Show children on a world map.</i> (Slide 3) Who are priests? Why might they be jealous?</p>	<p>Palm Sunday Jerusalem Priests Betrayed Judas Passover Last Supper Deny Prayer</p>

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>(Slide 4) What does 'betrayed' mean?</p> <p>(Slide 5) What does 'Passover' mean? What does it look like is being eaten at the Passover meal?</p> <p>(Slide 6) What does it mean, 'Jesus broke the bread'?</p> <p>(Slide 7) Explain what is meant by: 'Peter would deny him before the cock crows.'</p> <p>(Slide 8) What do you think that Jesus might have said in his prayer? Have you ever said a prayer?</p> <p>(Slide 9) Why do you think that Judas told the high priests where Jesus was?</p> <p>(Slide 10) Why do you think that Peter said that he did not know Jesus?</p> <p>(Slide 11) Have you ever heard a cock crow? What do you think that this means?</p> <p>(Slide 12) Why did the crowd want Jesus punished?</p> <p>(Slide 13) Have you ever seen a cross like this before? Where have you seen it? Explain that crosses are often worn by Christians to remember Jesus.</p> <p>(Slide 14) Explain to the children what crucified means.</p> <p>(Slide 15) What is a temple?</p> <p>(Slide 16) What is a tomb? Why do you think that a stone was pushed in front of the cave entrance?</p> <p>(Slide 17) Is it usual for people to rise from the dead?</p> <p>(Slide 18) What do you think it means by, 'Jesus appeared'?</p> <p>Look at 'Easter story sequencing cards' and ask children to put them in order (as a class). There are 8 cards in total.</p>	<p>Garden of Gethsemane</p> <p>Cock crowing</p> <p>Pontius Pilate</p> <p>Barabbas</p> <p>Punished</p> <p>Cross</p> <p>Crucified</p> <p>Temple</p> <p>Tomb</p> <p>Angel</p> <p>Mary Magdalene</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>WEEK 1 AND 2 - 1:1/SMALL GROUP TASK</p> <p>Together, look at 'Special places in the community display photos'. The photos are: <i>church, mosque, gurdwara, Hindu temple, Buddhist temple, school, library, park, playground, woodland, hospital, beach, allotment and museum.</i></p> <p>Ask the following questions: Which places are we familiar with? Which places are you nor familiar with? Do you know anyone who might visit this special place? Can you think about why this place might be special within the community? Do you have a special place? What makes the place special to you?</p> <p>In topic books, on 'Special places in the community' worksheet, children are to draw a place that is special to them and write why the place is special to them. They are to add why Chowbent Chapel is a special place for members within our community too, underneath the photograph of the Chapel.</p>	<p>Special places Community Religion Worship Familiar Unfamiliar Chapel Prayers Hymns Bible readings</p>
<p>WEEK 3</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (BI –ELG)</p>	<p>Watch 'The Easter Journal' PowerPoint again. Who are the main characters within the story? Jaya and Ali. Can you name other characters within the story? Dad, Grandpa, Mayor Pirez, Reverend Tasha, Mr Murphy and Riley Rabbit.</p> <p>Can children sequence and summarise the story: <i>Good Friday – late breakfast in PJs with Riley Rabbit –decorate eggs – Grandpa arrived – made Easter garden – Easter egg hunt (park) – Easter Sunday – church - hymns, prayers and Sunday school – flower</i></p>	<p>Good Friday Easter Celebration Christianity Communities Sunday School Church Religion Easter Sunday</p>

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

<p>1:1/SMALL GROUP TASK EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (BI –ELG)</p> <p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p>	<p><i>cross – church garden (plants/new life) – home (photos/journal) – Easter meal – Easter eggs.</i></p> <p>WEEK 3 AND 4 – 1:1/SMALL GROUP TASK</p> <p>Working in pairs, children are to take on the role of one of the main characters from ‘The Easter Journal’ PowerPoint story – Jaya or Ali. Print off Slide 11 from ‘The Easter Journal PowerPoint’ to show the children what they will be doing today, but in the roles of Jaya and Ali. Give each child a sticky label with their character’s name on it. Text: <i>‘Then he showed them how to make a flower cross using sticks and colourful tissue paper.’</i></p> <p>Provide children with lollipop sticks, a large cross cardboard outline, PVA glue, glue sticks, (a glue gun – to be used by the adult) and tissue paper. Model how to make a tissue paper cross, using the lollipop sticks. Explain that the children will make one cross together today – TEAMWORK!</p> <p>What might Jaya and Ali be talking about whilst they make the cross? What have they done recently that they could talk about? How do you think that they would help each other with the crosses?</p> <p>Encourage children to role play, whilst making the cross. If children are not confident doing this, adult plays the role of Grandpa to create a storyline – wear a sticky label with ‘Grandpa’ written on.</p>	<p>Good Friday Feasts Festival Hymns Prayers Sequence Characters Key events Summarise</p> <p>Characters Role play Props Create Teamwork Tissue paper Lollipop sticks Outline Good Friday Easter Celebration Christianity Communities Sunday School Church Religion Easter Sunday Good Friday Feasts Festival Hymns</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

		Prayers Sequence Characters Key events Summarise Attach Join
<p>WEEK 4</p> <p>Understanding The world – People, culture and communities (PCC)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (PCC – ELG)</p> <p>Recognise that people have different beliefs and celebrate times in different ways. (YR)</p>	<p>Explain that people in our country have different beliefs and celebrate special times in different days. Today, we will be learning about an Islam celebration called ‘Eid-al-Fitr’ which is celebrated by members of our community called Muslims.</p> <p>Look at the ‘What is Eid-al-Fitr? PowerPoint.’ Ask the following questions: Slide 2 - What do you already know about Islam? What do you already know about Eid? Slide 3 – Explain new vocabulary. Can you think of a bad habit that you would try to give up? Slide 4 – Do you think fasting would be difficult to do? Why? Why not? Slide 5 – Have you seen a thin crescent shaped moon before? Can you think of other shapes that you have seen? Slide 7 – Can you think of a time when you celebrate by wearing your best clothes and decorating your home? Are the clothes in the photograph similar or different to your best clothes? How are they similar/different? Slide 8 – What is a mosque? Can you think of a place that you might visit and join in with/say special prayers?</p>	Eid –al-Fitr Ramadan Bad habits Qur’an Good deeds Fasting New moon Feast Festival Crescent Bible Self-control Allah

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>Slide 9 – Can you think of time when you celebrate by eating delicious food, which is different to what you eat every day? Do the meals in the photographs look like the meal that you eat?</p> <p>Slide 10 – Can you think of a time within the year when you give and receive presents to celebrate?</p> <p>Slide 11 – What is the Qur’an? Do Christians read a book that is special to them?</p> <p>Slide 12 – Who do you think Allah might be? What does self-control mean? How do you think that people have been self-controlled?</p> <p>WEEK 3 AND 4 – 1:1/SMALL GROUP TASK</p> <p>Working in pairs, children are to take on the role of one of the main characters from ‘The Easter Journal’ PowerPoint story – Jaya or Ali. Print off Slide 11 from ‘The Easter Journal PowerPoint’ to show the children what they will be doing today, but in the roles of Jaya and Ali. Give each child a sticky label with their character’s name on it.</p> <p>Text: <i>‘Then he showed them how to make a flower cross using sticks and colourful tissue paper.’</i></p> <p>Provide children with lollipop sticks, a large cross cardboard outline, PVA glue, glue sticks, (a glue gun – to be used by the adult) and tissue paper. Model how to make a tissue paper cross, using the lollipop sticks. Explain that the children will make one cross together today – TEAMWORK!</p> <p>What might Jaya and Ali be talking about whilst they make the cross? What have they done recently that they could talk about? How do you think that they would help each other with the crosses? Encourage children to role play, whilst making the cross. If children are not confident doing this, adult plays the role of Grandpa to create a storyline – wear a sticky label with ‘Grandpa’ written on.</p>	<p>Characters Role play Props Create Teamwork Tissue paper Lollipop sticks Outline Good Friday Easter Celebration Christianity Communities Sunday School Church Religion Easter Sunday Good Friday Feasts Festival Hymns Prayers Sequence Characters Key events Summarise Attach Join</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

<p>WEEK 5</p> <p>Understanding The world – People, culture and communities (PCC)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (PCC – ELG)</p> <p>Recognise that people have different beliefs and celebrate times in different ways. (YR)</p>	<p>Recap on previous week's learning based on Eid-al-Fitr.</p> <p>Look at 'Different Beliefs PowerPoint' throughout the week. Ask children questions based on similarities and differences between different religious groups and also, ask children if they would like to experience some of the things people from other religions experience. Why?</p> <p>Today, look at 'Rameena's Ramadan story PowerPoint'. Ask the following questions:</p> <p>Slide 3 – What does 'fast' mean?</p> <p>Slide 4 – Do you have a calendar that you open that leads up to a celebration? How many doors do you open on your calendar? How many doors are shown on Rameena's calendar? Do you have a message or something else inside your calendar?</p> <p>Slide 5 – What is a community centre?</p> <p>Slide 6 – What is Eid? Who celebrates Eid?</p> <p>Slide 7 – What acts of kindness have Rameena and her family shown so far?</p> <p>Slide 8 – What are volunteers? Have you ever volunteered to do something to help at home? Within the community?</p> <p>Slide 9 – What is sheer khurma? (Rice pudding)</p> <p>Slide 10 – What is Iftar? (an evening meal at the end of Ramadan). What is the Maghrib prayer? (a prayer said after sunset) What is a crescent moon? Why do you think that Rameena felt disappointed? Do you think that she should be disappointed with herself? Why/why not?</p> <p>Slide 11 – What is a mosque? (A Muslim place of worship) What special clothes are the family wearing? Do you have special clothes? When do you wear them? What does 'Allahu Akbar' mean? (God is the greatest)What does an imam do? (worship leader)</p> <p>Slide 12 – Did Rameena give to others? What did she give?</p>	<p>Ramadan</p> <p>Eid-al-Fitr</p> <p>Fasting</p> <p>Calendar</p> <p>Community</p> <p>Volunteers</p> <p>Acts of kindness</p> <p>Sheer khurma</p> <p>Iftar</p> <p>Maghrib prayer</p> <p>Crescent moon</p> <p>Mosque</p> <p>Imam</p> <p>Allahu Akbar</p> <p>Eid Mubarak</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

<p>WEEK 5 AND 6: 1:1/SMALL GROUP TASK</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p>	<p>Slide 13 – Do you ever celebrate with your relatives? When? Have you ever had a feast? When? What did you eat?</p> <p>Slide 14 – Have you ever seen fireworks? When did you see the fireworks? Do you ever watch fireworks as part of a celebration? What does ‘Eid Mubarak’ mean? (Blessed feast/festival)</p> <p>WEEK 5 AND 6: 1:1/SMALL GROUP TASK</p> <p>Explain that we are going to create our own Ramadan lanterns, which are the ‘symbol of hope to light the way from the darkness’. The lanterns are created for the holy month and are called Fanous or Fanoos, which means ‘lamp’ or ‘light’.</p> <p><u>RAMANDAN DATES FOR INFORMATION</u> <u>(correct from February 2021)</u></p> <ul style="list-style-type: none">- 2022 – Saturday 2nd April (evening) to Sunday 1st May (evening)- 2023 – Wednesday 22nd March (evening) to Thursday 20th April (evening)- 2024 – Sunday 10th March (evening) to Monday 8th April (evening)- 2025 – Friday 28th February (evening) to Saturday 29th March (evening) <p>Show children lantern display photographs (1) and (2). Why do you think that the lanterns have holes and patterns cut at the side?</p> <p>Use the ‘Fanoos lantern templates’ and provide children with ribbons, scissors, hole punch, stapler, PVA glue, glue sticks, felt tip pens, crayons, coloured pencils, rulers, coloured card, sticky tape, etc.</p>	<p>Lanterns Holy month Ramadan Fanous/Fanoos Diagonal line Horizontal line Vertical line Thick line Thin line Straight line Wavy line Dashed line Dotted line Zigzag line Spiral line Patterns Repeating patterns</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p>	<p>Before children start creating their Fanous, show children the Ramadan pattern photos. What colours are popular? Can children use their line drawing techniques from prior lessons, to create patterns on the side walls of the lanterns? Show children the different lines posters to remind them of the variety of lines that can be used.</p> <p>Children create their own fanous. Complete the sheet in their topic book for WWW/EBI.</p>	
<p>WEEK 6</p> <p>Understanding the world – People, culture and communities (PPC)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (PCC – ELG)</p>	<p>Look at 'Families Around the World PowerPoint'.</p> <p>Slide 3 – Are all families the same? Do all families live in the same types of houses? How do you know this? Do all families eat the same types of meals? How do you know this?</p> <p>Slide 4 – Where do you think in the world these photographs of houses have been taken? Why do you think this? Are all of the houses built of the same materials? Can you think of other houses that are different to the one that you live in and are different to the photographs shown?</p> <p>Slide 5 – Which foods can you see? Do you eat these foods for your meals? Where in the world do you think that they might eat these meals? Why do you think this? Would you like to try any of these meals? Why? Why not?</p> <p>Slide 6 – Where in the world do you think that these people live? Why do you think this? What is similar to you? What is different to you? Are the clothes similar or different to the clothes that you wear? Why do you think the reason is for this?</p>	<p>World UK Similarities Differences Huts Flats Skycrapers Detached house Semi detached house Terraced house Bungalow Cottage Igloo Siblings Household Home Internet Inuits Igloo Greenland Mexico China Cousins</p>

TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>Slide 7 – Where is the United Kingdom? Show on world map. Explain that we live in the UK. Read the information on the slide to the children.</p> <p>Who? - Who do you live with in your home? What's home? - Do you have your own bedroom or do you share it with someone? What's for dinner? – Who cooks the meals in your household? Do you go shopping for your groceries or are they delivered to you because an adult orders your shopping on the internet?</p> <p>Slide 8 – Where is Greenland? Show on the world map. Explain that it would take 4 hours and 30 minutes to get from Manchester Airport to Greenland.</p> <p>Who? - Who are Inuits? How many Grandparents and cousins do you have? How many people would that mean living in one house in Greenland? Do you think you would like this or not? Why? Why not? What's home? – Which materials are your homes made out of? Have you ever been in a tent? Did you like it? Why? Why not? Has Atherton got lots of roads? What's for dinner? – Why do you think ice stops fruit and vegetables growing in Greenland? Do you plant vegetables and fruit at home? What do plants and vegetables need to grow? Do you go hunting for your meals? Do you think that you would like to go hunting? Why? Why not? Are you named after any of your family members?</p> <p>Slide 9 – Where is China? Show on the world map. Explain that it would take 12 hours to travel from Manchester Airport to China.</p>	<p>Materials Tents Manchester Airport Respect Obey Great grandparents Chopsticks Wok Courtyard Tortilla</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>Who? - What does 'respect' mean? What does 'obey' mean? Who are 'great-grandparents'?</p> <p>What's home? – Have you ever been in a flat? What do you think you would enjoy if you lived in a flat?</p> <p>What's for dinner? – Have you ever eaten food by using chopsticks? Show children chopsticks. What do you use to eat your meals with? Have you ever seen a wok? Show children a wok and explain how food is cooked using it.</p> <p>Look at the roundhouse – How is this different to the house that you live in?</p> <p>Slide 10 – Where is Mexico? Show on the world map. Explain that it would take 10 hours and 30 minutes to travel from Manchester Airport to China.</p> <p>Who? – Do you ever meet up with other families for weddings? Which other celebrations might you meet up with other families?</p> <p>What's home? – What is a courtyard? Is your house painted a bright colour? What colour is your house? If you lived in Mexico, what colour would you paint your house? Why?</p> <p>What's for dinner? – Have you ever eaten corn, spicy chilli peppers and beans? Have you ever eaten a tortilla? Did you enjoy these foods? Can you practise showing 'yes' in Mexican, by pointing a finger up, then curling it up and down quickly.</p> <p>Record on speech bubbles, answers to questions (above) and also when asking the final question:</p> <p>If you lived in one of these countries, what would you like to do?</p>	
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>WEEK 5 AND 6: 1:1/SMALL GROUP TASK</p> <p>Explain that we are going to create our own Ramadan lanterns, which are the 'symbol of hope to light the way from the darkness'. The lanterns are created for the holy month and are called Fanous or Fanoos, which means 'lamp' or 'light'.</p> <p style="text-align: center;"><u>RAMANDAN DATES FOR INFORMATION</u> <u>(correct from February 2021)</u></p> <ul style="list-style-type: none">- 2022 – Saturday 2nd April (evening) to Sunday 1st May (evening)- 2023 – Wednesday 22nd March (evening) to Thursday 20th April (evening)- 2024 – Sunday 10th March (evening) to Monday 8th April (evening)- 2025 – Friday 28th February (evening) to Saturday 29th March (evening) <p>Show children lantern display photographs (1) and (2). Why do you think that the lanterns have holes and patterns cut at the side?</p> <p>Use the 'Fanoos lantern templates' and provide children with ribbons, scissors, hole punch, stapler, PVA glue, glue sticks, felt tip pens, crayons, coloured pencils, rulers, coloured card, sticky tape, etc.</p> <p>Before children start creating their Fanous, show children the Ramadan pattern photos. What colours are popular? Can children use their line drawing techniques from prior lessons, to create patterns on the side walls of the lanterns? Show children the different lines posters to remind them of the variety of lines that can be used.</p> <p>Children create their own fanous. Complete the sheet in their topic book for WWW/EBI.</p>	<p>Lanterns Holy month Ramadan Fanous/Fanoos Diagonal line Horizontal line Vertical line Thick line Thin line Straight line Wavy line Dashed line Dotted line Zigzag line Spiral line Patterns Repeating patterns</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

<p>WEEK 7 Understanding the world – People, culture and communities (PPC)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (PCC – ELG)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (PCC – ELG)</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI) Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (BI – ELG)</p>	<p>Look at the slide about China from the PowerPoint used in last week's lesson: 'Families Around the World PowerPoint'. Recap on and discuss the key facts.</p> <p>Discuss: Which foods might people living in China eat? Explain that people who originate from China and who now live in England, still might eat Asian food, as part of their culture. People living in England, also enjoy eating Asian food.</p> <p>Look at the 'Asian food display' photographs.</p> <ul style="list-style-type: none">• Noodle soup• Dim sum• Noodles• Rice• Spring rolls• Stir fry• Sushi• Tea• Curry <p>Have you ever tried any of these foods and drinks? Who made you the food/ drink? Did you enjoy the taste of the food? Why? Why not?</p> <p>Watch the video link – 'Chinese Culture for Kids' - https://www.youtube.com/watch?v=WQK4tAKNllo&feature=youtu.be</p> <p>Give a brief description of Chinese New Year. Do we do any of these activities during the year? What do you celebrate? How do you celebrate? - Practise saying 'Hello' and 'Goodbye' in Chinese.</p>	<p>Asia Asian Food Noodle soup Dim sum Noodles Rice Spring rolls Stir fry Sushi Tea Curry Like Dislike Chinese New Year Chopsticks Celebrations Compare Role play Storyline Character Menu Wok</p>
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TOPIC PLANNING: SPRING TERM 2

PEOPLE, CULTURE AND COMMUNITIES

	<p>Give each child a pair of chopsticks and model how to use them. Children practise using chopsticks. Are you finding this easy to do or difficult?</p> <p>Show children the 'China role play area' – wool to represent noodles, craft made spring rolls and dim sums, chopsticks, bowls, cups, rice, Chinese costumes, Chinese food menus, etc.</p> <p>1:1/SMALL GROUP TASK</p> <p>Group children in groups of 6 and give them the opportunity to play in the China role play area. What role are you going to have? Is somebody going to be Mum or a waitress/waiter? Support children to create a storyline, and if needed, play a character role, such as waitress in a restaurant, to model playing a character.</p>	
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