

# Unit 4 Celebrations

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*LCP*

# History

## Resource File Foundation Stage

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# Introduction

## The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

## How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

*Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.*

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

### Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

## Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

**Many of the songs and musical rhymes can be found in the following publications:**

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


## LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

## Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

## Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

## Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

**DA** – Dispositions and attitudes (*Personal, social and emotional development*)

**SD** – Social development (*Personal, social and emotional development*)

**ED** – Emotional development (*Personal, social and emotional development*)

**LCT** – Language for communication and thinking (*Communication, language and literacy*)

**LSL** – Linking sounds and letters (*Communication, language and literacy*)

**R** – Reading (*Communication, language and literacy*)

**W** – Writing (*Communication, language and literacy*)

**NLC** – Numbers as labels and for counting (*Mathematical development*)

**C** – Calculating (*Mathematical development*)

**SSM** – Shape, space and measures (*Mathematical development*)

**KUW** – Knowledge and understanding of the world

**PD** – Physical development

**CD** – Creative development

# Celebrations *Medium-term plan*

## Expectations

<p><b>At the end of the unit, most children will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<p><b>Some children will not have made so much progress and will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<p><b>Some children will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>
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**Key question:** How are celebrations linked to events or stories in the past?

Learning objectives	FS profile	PoS	Stepping stones	Teaching & learning ideas	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
<p>Children learn to:</p> <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions;</li> <li>name and talk about celebrations in their own life;</li> <li>name and talk about celebrations in the lives of others;</li> <li>recognise that events we celebrate have their basis in stories or events from the past.</li> </ul>	<p><b>ED</b> 4, 5, 6  <b>KUW</b> 4, 5, 6, 7, 8, 9  <b>CD</b> 4, 6, 7, 8  <b>W</b> 4, 6, 7, 8  <b>LCT</b> 4, 5, 6, 7, 8, 9  <b>PD</b> 4, 5, 9  <b>NLC</b> 4, 5, 6, 7, 9</p>	<p><b>1a</b>  <b>1b</b>  <b>2b</b>  <b>4a</b>  <b>4b</b>  <b>5a</b></p>	<p><b>Step 1</b> Talks about celebrations they have been part of.  <b>Step 2</b> Shows interest in other children's experiences of celebrations.  <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to the basis of celebrations.  <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology and can distinguish between stories or events from the past that are the basis of modern celebrations.</p>	<p>Children:</p> <ul style="list-style-type: none"> <li>discuss celebrations in their own lives;</li> <li>sequence the months of the year;</li> <li>participate in a lion dance with music and movement;</li> <li>make fortune cookies;</li> <li>make a Chinese dragon puppet;</li> <li>recreate role-play experiences.</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>sequence the months of the year;</li> <li>understand that stories or events from the past are the basis of their own celebrations and those from other cultures.</li> </ul>	<p><b>Art and design</b> Exploring and developing ideas, 1a, b; Investigating and making, 2c  <b>English</b> En 1: Speaking and listening, 1, 2; Group discussion and interaction, 3  <b>Geography</b> Geographical enquire and skills, 1a, 2d; Knowledge and understanding of places, 3a  <b>ICT</b> Finding things out, 1a, b; Sharing information, 3 (digital photography)  <b>Maths</b> Ma1: Using and applying number, 1e, g (Sequencing months, Block graph)  <b>Music</b> Listening and applying knowledge, skills and understanding, 4a, c, d; Controlling sounds through singing and playing – performing skills, 1a, b, c  <b>RE</b> Learning about religion, 1a, b, e  <b>Science</b> Sc4 Light and sound, 3 a, b</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>use vocabulary of time in discussions?</li> <li>ask questions about celebrations in the past?</li> <li>make a simple dragon puppet?</li> <li>use knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>use numbers to assist in the understanding of time?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# Celebrations

## Unit overview

In this unit, children learn about the passing of time in the context of celebrations. It is recommended that this unit is taught at the time of the Chinese New Year (which is celebrated in January or February). Please be aware that parents and carers who are Jehovah's Witnesses may prefer it if their children do not participate in the activities in this unit.

## Foundation stage profile

**ED** 4, 5, 6 **LCT** 4, 5, 6, 7, 8, 9 **W** 4, 6, 7, 8 **NLC** 4, 5, 6, 7, 9 **KUW** 4, 5, 6, 7, 8, 9 **PD** 4, 5, 9 **CD** 4, 6, 7, 8

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them

*Talks about celebrations they have been part of.*

### Step 2

Show interest in lives of people familiar to them

*Shows interest in other children's experiences of celebrations.*

### Step 3

Begin to differentiate between past and present

*Shows some evidence of emerging sense of chronology relating to the basis of celebrations.*

### Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

*Shows evidence of emerging sense of chronology and can distinguish between the stories or events that are the basis of modern celebrations.*

## Links to KS1 History

### Children should be taught to:

**1a** place events, and objects in chronological order;

**1b** use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

**2b** identify differences between ways of life at different times;

**4a** find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

**4b** ask and answer questions about the past;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).



## KS1 cross-curricular links

**Art and design:** Exploring and developing ideas, 1a, b; Investigating and making, 2c

**English:** En1: Speaking and listening, 1, 2; Group discussion and interaction 3

**Geography:** Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

**ICT:** Finding things out 1a, b; Sharing information, 3 (digital photographs)

**Mathematics:** Ma1: Using and applying number, 1e, g (sequencing months, block graph)

**Music:** Listening, and applying knowledge and understanding 4a, c, d; Controlling sounds through singing and playing – performing skills, 1a, b, c

**Religious education:** Learning about religion, 1a, b, e

**Science:** Sc4 Light and sound, 3 a, b

## Learning objectives

### Children learn to:

- use the vocabulary of time in discussions;
- name and talk about celebrations in their own life;
- name and talk about celebrations in the lives of others;
- recognise that events we celebrate have their basis in stories or events from the past.

## Learning outcomes

### Children:

- sequence the months of the year;
- understand that stories or events from the past are the basis of their own celebrations and those from other cultures.

## Resources

- **Activity sheet AS 4.1** *Letter home*
- **Activity sheet AS 4.2** *Which month?*
- **Activity sheet AS 4.3** *Celebrations*
- **Activity sheet AS 4.4** *Rangoli patterns*
- **Activity sheet AS 4.5** *Fortune cookie*
- **Activity sheet AS 4.6** *Chinese puppet*
- CD player
- coloured paper, including two red sheets for each child in your group
- crayons

continued...

## Resources (continued)

- digital camera
- **Flipbook, pages 5 and 6**
- glue
- graph paper
- **History Foundation Stage Audio CD**, track 6
- large box, decorated with shiny paper
- scissors
- sequins
- vocabulary cards

## Vocabulary

celebration; Chinese; dance, diva; Divali; dragon; fortune cookie; lion; new year; party; Rangoli

## Practical activities

### **Introductory activity**

**Activity sheet AS 4.1** *Letter home*; **Flipbook, page 5**; large decorated box.

Prior to this unit, a large box should have been decorated with shiny paper. At the start of this session, play the children some happy party music.

Show the children **Flipbook, page 5**. Tell them that you are going to be thinking about celebrations. Ask the children what they think a celebration is. Look at the pictures and encourage the children to talk about what they see. Tell the children that celebrations are often about things that happened long, long ago. Explain briefly the stories behind the pictures.

Explain to the children that there are many different celebrations and that you are all going to find out about the celebrations that the children in your group have. Show the children the decorated box and explain that it is a Celebrations box. In it, you are going to place interesting things related to the festivals that people in your group celebrate.

Give out **Activity sheet AS 4.1** *Letter home* and read the letter with the children. Get the children to sign their name and the colour the border.

At the end of the day, remind the children to give the letter to their families.

 **Celebrations box** 

**Resources:** digital camera; Celebrations box; additional adult help; paper; pencils; crayons; scissors; glue; flashcards of relevant vocabulary

In this session, the children begin to fill their Celebrations box. It is recommended that no more than five children place an item in the box each day. This will allow the children and accompanying adults to talk a little about the item that they have brought. Where possible, take a digital photograph of the child and the item that they have brought.

If an adult offers to come to talk to the children, ask them if they can say a few words about the name of the festival, the story behind it, and the way it celebrates the passing of time. If the festival involves wearing special costume, ask if it can be shown to the children, and take a photograph of it.

If you do not have children from a range of ethnic backgrounds in your group, contact your local multicultural support services. They may be able to provide a collection of objects or arrange a visit to your setting.

When a child has placed their object in the box, ask them to stick their photograph to a sheet of paper and then draw and/or write about the object. Provide flashcards of relevant vocabulary.

 **Which month?**

**Resources:** **Activity sheet AS 4.2** *Which month?*, one for each child; **Activity sheet AS 4.3** *Celebrations*, one for each child; A4 cards of months of the year; scissors

To reinforce the names of the months of the year, repeat the activity *Sequencing the months* from Unit 1, *Ourselves*.

When you are confident that children know the names of the months, give out **Activity sheet AS 4.2** *Which month?* and **Activity sheet AS 4.3** *Celebrations*. Ask the children to cut out the pictures representing celebrations and then to stick them on to the time line. Supervise the children carefully as they use the scissors, and remind them where they must place their celebrations. Model this yourself. If there are a large number of children from an ethnic background that is not represented, give out a photograph or picture that symbolises that religion for the children to add to the time line.

 **Divali**

Share with the children the story of Divali, explaining that it is a festival that Hindu and Sikh people celebrate. Say:

*Divali is the festival of lights, and is one of the most important festivals celebrated in India. It is celebrated every year on the darkest night of the year (it varies from year to year, but is always in October or November).*

*Everywhere is decorated with lights and earthenware lamps filled with oil. These lamps are called divas. They are lit to bring good luck and good fortune and to banish the dark.*

*People dress up in their new clothes, meet their friends and relatives, eat good food, give each other sweets and gifts, decorate their houses with flowers and lights, and set off fireworks. They also draw traditional colourful designs, which are called Rangoli.*

*There are many stories behind Divali. One is that it celebrates Lord Rama's victory over the evil demon king Ravana, who had kidnapped Lord Rama's wife, Sita. The people lit lamps in every home to welcome their king Lord Rama and celebrate his defeat of the evil Ravana and the safe return of Queen Sita.*

If there are any Sikh or Hindu children in your group, ask them to share their Divali stories. Ask: *Do your family have any special traditions? Do you eat special foods or wear special clothes?* Make comparisons between Divali and festivals from other religions.

## Rangoli patterns

**Resources:** Activity sheet AS 4.4 *Rangoli patterns* for younger or less able children; individual whiteboards; pens; paint; sheet of blank paper for each child

Tell the children that during the festival of Divali, Hindu and Sikh families sometimes decorate their homes with Rangoli patterns. These patterns or designs are made on the floor or walls near to the entrance, to welcome visitors to the house and encourage the goddess Lakshmi into their homes. The patterns can be round, square or rectangular. They can also show pictures; favourite pictures are drawings of flowers and leaves, birds (such as peacocks, swans and eagles) or animals (such as elephants and horses).

Traditionally, Rangoli patterns are made from coloured sand, flour or rice grains. Explain that things are symmetrical if they are exactly the same on one side as on the other. Take the piece of paper and fold it in half. Place a large blob of paint in the middle of the paper then fold the paper in half again and smooth it down. Open up the paper and show the children that the shape is symmetrical. Now ask the children to work in pairs and give each pair a whiteboard and pen. Ask one of the pair to draw a line down the middle of the board, then draw a simple shape on one side of the line. Then tell them to give the board to their partner and ask the second child to try to make the drawing symmetrical by drawing exactly the same thing on the other side. When the children have both had a chance to draw a mirror image, show the children some examples of simple Rangoli patterns. These can be found at [www.asianz.org.nz/education/legacy/unit\\_plans/rangoli/bground/easy1.pdf](http://www.asianz.org.nz/education/legacy/unit_plans/rangoli/bground/easy1.pdf) and [www.asianz.org.nz/education/legacy/unit\\_plans/rangoli/bground/easy2.pdf](http://www.asianz.org.nz/education/legacy/unit_plans/rangoli/bground/easy2.pdf)

Give each child a square of paper and ask them to fold it in half and then in half again to make four squares. Now ask them to draw a shape in one of the four squares and then draw the same shape into each of the squares to make a symmetrical pattern. Model this activity yourself, using a simple leaf pattern. Give younger or less able children *Activity sheet AS 4.4 Rangoli patterns*. Ask them to trace over the leaf and then draw leaves in the other two squares to make a symmetrical pattern, then colour in all four leaves, trying to make the coloured design symmetrical.

## Rangoli display

**Resources:** brightly-coloured food colouring or poster paint to colour the rice, flour or sand; cardboard cut into squares or rectangles, one for each child; glue or glue sticks; paintbrushes; rice, flour or sand

Involve the children in mixing the rice, flour or sand with the paint or food colouring. Ensure that the mixture has time to dry thoroughly before using it.

Show the children some examples of Rangoli patterns and revise the link to the festival of Divali. Remind the children of their symmetrical patterns and encourage them to think about the pattern they would like to make. Ask them to draw the pattern in pencil on to the cardboard shape, then go over the pencil lines with a glue stick or a paintbrush dipped in glue, and carefully sprinkle the rice, flour or sand over it, making sure that the pattern is fully covered. Place these patterns on a flat surface to dry. Once the patterns are dry, you can shake off the excess rice, flour or sand and arrange the finished patterns as a Rangoli wall display.

 **Chinese New Year**

**Resources:** CD player; **Flipbook, page 6; History Foundation Stage Audio CD**, track 6; large space for movement

Explain to the children that people often celebrate the New Year. In the United Kingdom, we have parties and count down the time to the New Year. At midnight, we often sing the song 'Auld lang syne' (this literally means 'old long ago'). In Scotland, New Year's Eve is known as 'Hogmanay'. Tell the children that the celebration that you are going to be learning about is the Chinese New Year. Show the children where China is on a map of the world. Explain to the children that people from China have travelled all over the world and now live in many different countries.

Tell the children that Chinese people celebrate New Year in many ways. One way is to say to each other *Kung hei fat choi* ('Congratulations and be prosperous').

One of the other ways they celebrate is with a lion dance. Show the children **Flipbook, page 6** and read aloud the poem below, or listen to track 6 of the **History Foundation Stage Audio CD**.

**Lion Dance**

There's a lion in our street,  
With great big eyes,  
And a fiery tongue.

There's a lion in our street,  
Twisting, turning,  
Stomping, stamping.

There's a lion in our street,  
With many legs,  
And dancing feet.

There a lion in our street,  
Bringing luck,  
And a happy new year.  
*Kung hei fat choi!*

When the children have heard the poem, ask them to stand up and find a space. Together, work out a series of actions that can be done as the poem is read. When the children have rehearsed the movements, read the poem again and get the children to add the actions.

 **Lion dance**

**Resources:** **Flipbook, page 6;** materials for making lion masks; percussion instruments

This activity can be done as a whole-group activity, or in large groups.

Each group of children can work together to make a lion mask. This needs to be large enough to completely cover the face of the child wearing it. See **Flipbook, page 6** for ideas, or visit [www.childbook.com/free/projects/lion.html](http://www.childbook.com/free/projects/lion.html) for instructions.

Select some children to provide a musical accompaniment using the percussion instruments.

Most of the children should form a single line, holding on to the person in front and bending their heads to make the long body of the lion. The child at the front will wear the lion mask that their group has made. The children should start by stamping to the rhythm of the instruments. Encourage the children to all start stamping on the same foot. The line should then twist and turn as it dances along, following the child at the front.

## Fortune cookies

**Resources:** Activity sheet AS 4.5 *Fortune cookie*, one for each child; additional adult help; baking tray; electric mixer; ingredients for cookies (see recipe); mixing bowl; oven; red paper for envelope

Ask children if they have ever been to a Chinese restaurant. Did they have fortune cookies after their meal? Explain that this is a tradition that started in America, and that the cookies contain messages of good luck. Tell the children that they are going to make fortune cookies, but first, they will make red envelopes in which to put the cookies and messages. Show them how to make a simple envelope by folding red paper and gluing, taping or stapling the sides together. Explain that in China, red is considered a lucky colour.

Give out **Activity sheet AS 4.5 *Fortune cookie*** and get the children to write a good luck message, or scribe messages for them in the box, using the word bank if appropriate. Suitable messages might include *Good luck for the New Year*. Allow children to assist you as appropriate, as you follow the instructions below, to make fortune cookies. This recipe makes six cookies, so you may need to adjust it for the number of children in your group.

- 100 g plain flour
- ¼ tsp salt
- 2 tbsp cornflour
- 6 tbsp sugar
- 7 tbsp olive oil
- 2 egg whites
- 3 tbsp water
- few drops almond flavouring

Grease a baking sheet and lightly dust it with flour. Heat the oven to Gas Mark 4/350°F/180°C.

Stir together the flour, salt, cornflour and sugar. Then add the olive oil and egg whites and mix together until smooth. Pour in the water and continue to mix until you have a smooth batter.

Pour 1 tbsp of batter for each cookie onto the baking sheet. Spread out the batter until it is very thin. Each cookie should be about 7 cm in diameter. Bake for about five minutes or until the edges are light brown.

If you do not want to make fortune-cookie shapes, the cookies can be left to cool and put with the fortune in each child's red envelope. Alternatively, you can bend the cookies into a fortune-cookie shape and insert the fortune. Do this by placing the fortune messages into the centre of each cookie and folding the cookie in half, to form a semicircle. Then hold the round edge of the semicircle and push in the straight (folded) edge. The biscuits will now need to be put in cups or glasses to hold their shape while they cool. They can then be put into the red envelopes.

## Chinese Zodiac

**Resources:** A4 paper, one sheet for each child; pictures of the Jade Emperor, a rat, an ox, a tiger, a rabbit, a dragon, a snake, a horse, a sheep, a monkey, a rooster, a dog and a pig (search Google images, <http://images.google.co.uk/> using the terms 'Jade Emperor' or 'Chinese zodiac')

Before you start the story, give out the pictures of the Jade Emperor and the 12 animals to 13 children in the group. Explain that you are going to read out the story of the Chinese zodiac, and when their character appears, children holding a picture should stand up. Then read out the story:

*Long ago, in China, there was a rich and powerful man called the Jade Emperor. He decided that years should be named after animals. So on his birthday, he held a race for the animals. They were to race across the river, and the first 12 animals to reach the other side would have the years named after them.*

*When the animals had lined up on the riverbank, the emperor started the race. What do you think he said? (Allow the children time to decide what the emperor said.)*

*The animals all jumped in and began to swim as fast as they could. The ox was a very good swimmer, and soon he was winning the race. What the ox did not know was that the clever rat had jumped on his back. Just as the ox got to the far side of the river, the rat jumped off his back and came first. He had won the race!*

continued...

## Chinese Zodiac (continued)

*'Hooray', said the rat 'I am the winner'. The ox was surprised and disappointed that he was not first, but the emperor laughed and said to the proud rat, 'Well done. The first year of the zodiac will be named after you.'*

*So the first year was named after the rat. But who do you think the second year was named after? (Allow the children time to think.) Yes, it was the ox.*

*The emperor waited to see who would reach the far side of the river next. As each animal stepped on the riverbank, the emperor named a year after them.*

*The third year was named after the tiger. The fourth year was named after the rabbit. The fifth year was named after the dragon. The sixth year was named after the snake. The seventh year was named after the horse. The eighth year was named after the sheep. Then the ninth after the monkey, the tenth after the rooster, the eleventh after the dog and the twelfth after the pig, who was last.*

*From that day to this, the years of the Chinese zodiac have been named after these animals.*

Rat	1996	2008
Ox	1997	2009
Tiger	1998	2010
Rabbit	1999	2011
Dragon	2000	2012
Snake	2001	2013
Horse	2002	2014
Sheep	2003	2015
Monkey	2004	2016
Rooster	2005	2017
Dog	2006	2018
Pig	2007	2019

Consult the table to find out what the current year is named after, and what the years in which children were born are named after. Give each child a sheet of paper. Help the children to record on the sheet which year they were born in, and ask them to draw a picture of the animal. If necessary, scribe for the children. When all the children have finished their pictures, count with the group the number of children born in each year, and include the year the teacher and adult helpers were born. All of this information can then be recorded and put up in your setting. A comprehensive list of the years of the Chinese zodiac can be found at [www.bluedragon.com/zodiac](http://www.bluedragon.com/zodiac).

## Chinese dragon puppet

**Resources:** Activity sheet AS 4.6 *Chinese puppet*, one for each child; coloured paper; scissors; crayons; glue; sticky tape; enough straws for two per person

Supervise the children as they carry out the following instructions:

- Cut out the dragon's head and tail.
- Decorate by drawing on patterns with crayons, or sticking on coloured paper.
- Fold a piece of red paper in half lengthways.
- Cut along the fold line, making two long rectangles.
- Fold up each piece of paper like an accordion.
- Glue or tape the two pieces together to make one long accordion. This long piece will make the dragon's body.
- Glue or tape the dragon's body between his head and his tail.
- Tape one straw to the dragon's head and the other to his tail.

The Chinese dragon puppets are now ready to play with, or to use in your display.

## Plenary

At the end of this unit, gather the children together and discuss what they have learned about celebrations. Remind the children that many of our celebrations come from stories of things that happened long ago.

## Role-play opportunities

Hold a celebration party, with traditional games and activities that are associated with the festival you are celebrating. Use props such as hats, invitations, place settings, play dough/real food and thank-you letters.

## Working outside

Use the outside environment for the lion dance.

Mark out a grid outside, using white chalk and allow the children to use coloured chalks to design their own Rangoli pattern. If possible, do this at the entrance.

## Additional resources

### Books

*Celebration! – Children Just Like Me* by Barnabas Kindersley (Dorling Kindersley)

*Lanterns and Firecrackers* by Jonny Zucker, illustrated by Jan Barger Cohen (Frances Lincoln)

*The Christmas Story Retold* by Heather Amery, illustrated by Norman Young (Usborne)

*Rama and the Demon King* by Jessica Souhami (Frances Lincoln)

*Chinese New Year and The Dragon Boat Festival* by Meg Jones (Scholastic)

### Works of art

Visit [www.thebritishmuseum.ac.uk/compass](http://www.thebritishmuseum.ac.uk/compass). Click on *continue into COMPASS* and use 'Dragon jar' as the search term. This will bring up some interesting examples of Chinese art.

### Music

'Chinese dance' from *The Nutcracker Suite* by Peter Ilyich Tchaikovsky

Chinese traditional *Yang Qin* music by Anna Guo – to listen to an extract, visit [www.amazon.co.uk](http://www.amazon.co.uk) and use 'Anna Guo' as the search terms.

### ICT links

[www.thebritishmuseum.ac.uk/compass](http://www.thebritishmuseum.ac.uk/compass) has objects and art works from many different cultures.

Find online Rangoli activities at [www.snaithprimary.eril.net/rang.htm](http://www.snaithprimary.eril.net/rang.htm)

[www.activityvillage.co.uk/chinese\\_new\\_year.htm](http://www.activityvillage.co.uk/chinese_new_year.htm) has many additional Chinese New Year activities.

Carry out the Unit 4 sorting activity from the CD-ROM.



## Assessment opportunities

### Can the children:

- use the vocabulary of time in discussions?
- ask questions about celebrations in the past?
- make a simple dragon puppet?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate their understanding of time through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

## Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

# Letter home

**Dear Family**

**We are learning about celebrations. We have a special celebration box in our group. I will need to bring something from one of my family's special celebrations to put in the box.**

**If you would like to come and help me to talk about our celebration, please send back the slip below, marking which days you can come in.**

**Love**



Tick as appropriate

<b>I am available</b>	<b>morning</b>	<b>afternoon</b>
<b>Monday</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tuesday</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Wednesday</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thursday</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Friday</b>	<input type="checkbox"/>	<input type="checkbox"/>

Name of child \_\_\_\_\_

Contact number \_\_\_\_\_

# Which month?

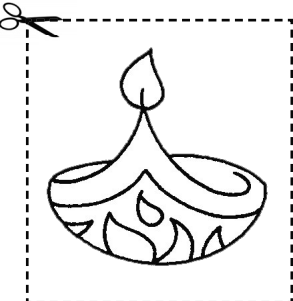
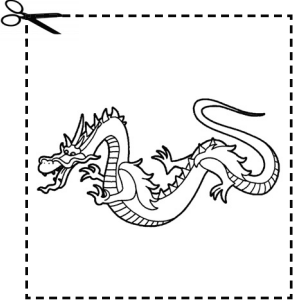
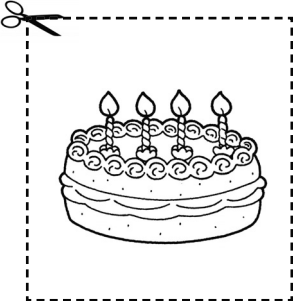
name: 

<b>June</b>	
<b>May</b>	
<b>April</b>	
<b>March</b>	
<b>February</b>	
<b>January</b>	

<b>December</b>	
<b>November</b>	
<b>October</b>	
<b>September</b>	
<b>August</b>	
<b>July</b>	

# Celebrations

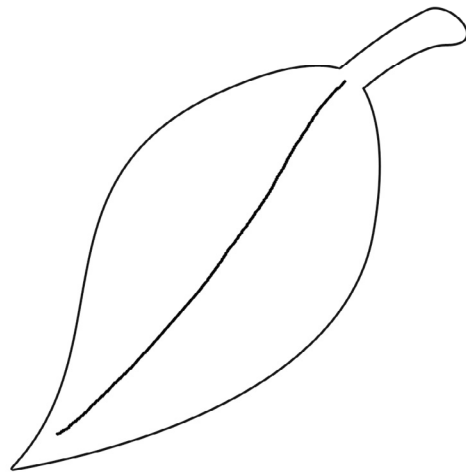
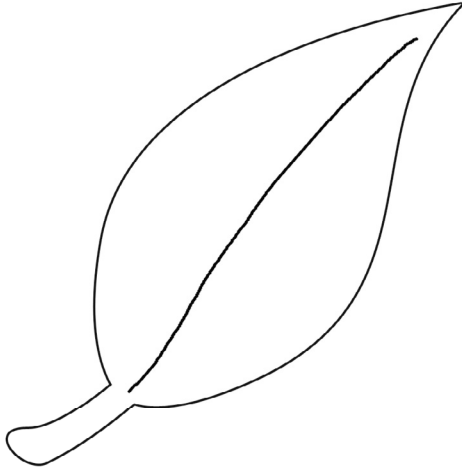
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# Rangoli patterns



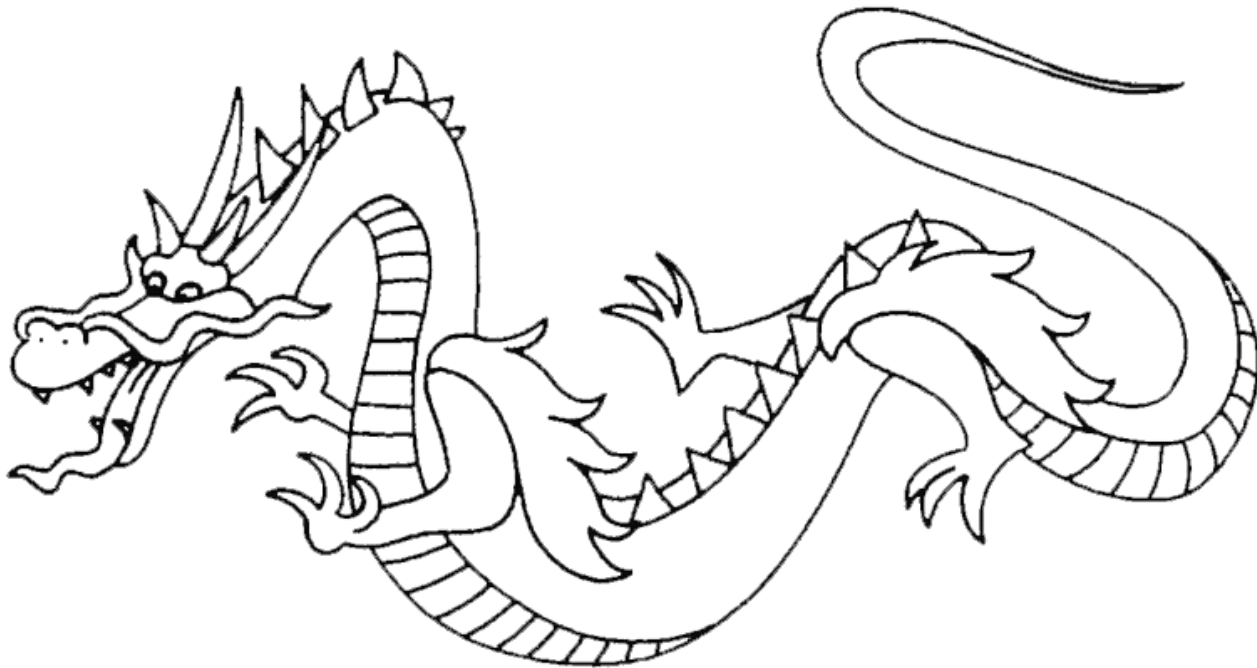
name:



# Fortune cookie



name:



**good**

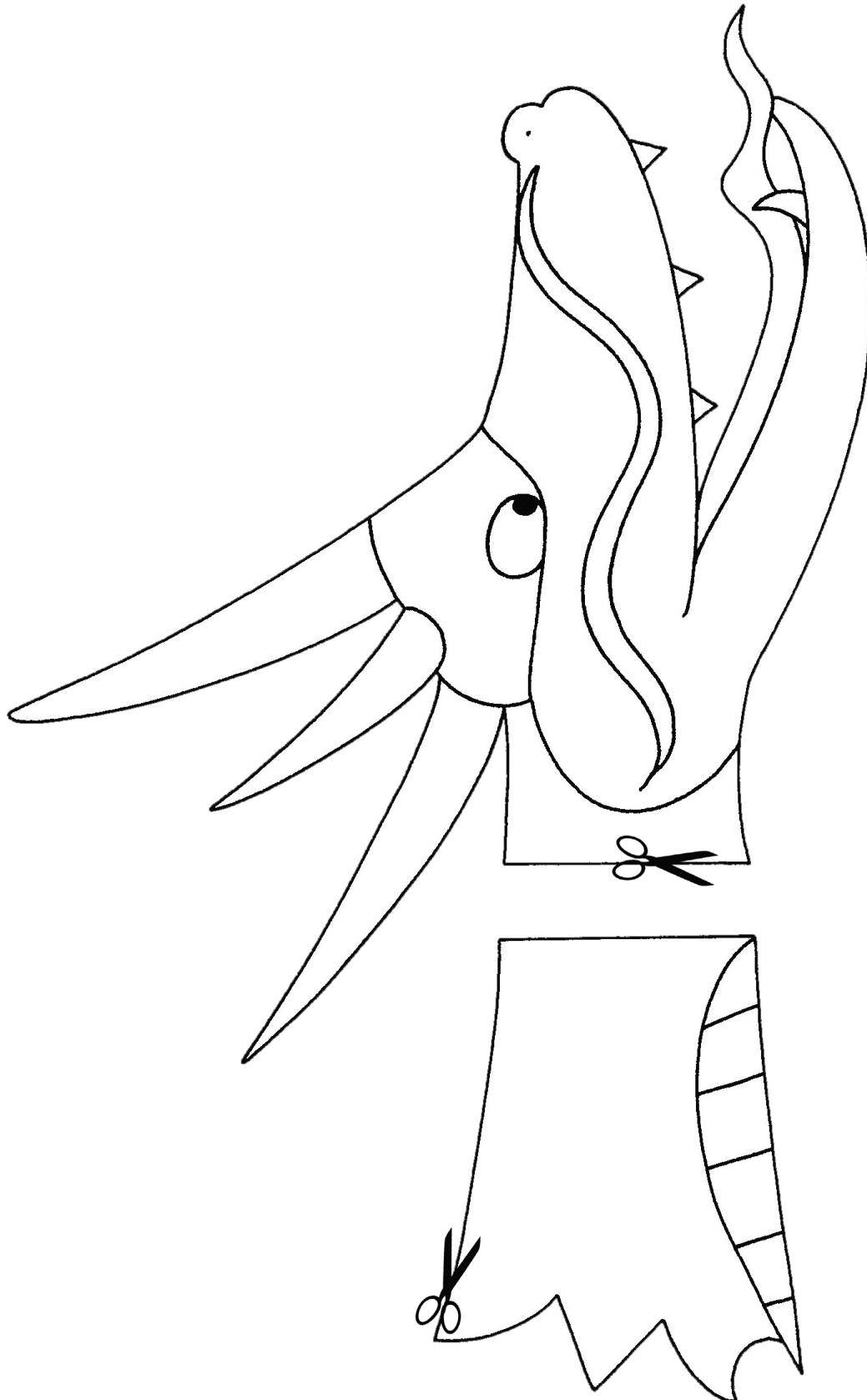
**luck**

**fortune**

# Chinese puppet



name:



## Notes

