

*Foundation Stage Medium Term Planning*

## Nursery Autumn 2

*Celebrations and Festivals*

# Foundation Stage Medium Term Planning - Personal Social and Emotional Development Term **Autumn** 2 (Celebrations)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Making Relationships</b></p> <ol style="list-style-type: none"> <li>Can play in a group</li> <li>Initiate play, offering cues to peers to join them</li> <li>Keep play going by responding to what others are saying or doing</li> <li><b>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</b></li> </ol> <p><b>Self- confidence and self- awareness</b></p> <ol style="list-style-type: none"> <li><b>Can select and use activities and resources with help</b></li> <li>Welcome and value praise for what they have done</li> <li>Enjoy responsibility of carrying out small tasks</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li><b>Confident to talk to other children when playing and will communicate freely about own home and community</b></li> <li><b>Show confidence in asking adults for help</b></li> </ol> <p><b>Managing Feelings and Behaviour</b></p> <ol style="list-style-type: none"> <li>Aware of own feelings and knows that some actions and words can hurt other's feelings</li> <li><b>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others</b></li> <li>Can usually tolerate delays when needs are not immediately met</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine</li> </ol>	<ul style="list-style-type: none"> <li>Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>Show work to class</li> <li>Develop beginning and end of day routines</li> <li>Establish simple routines of the day</li> <li>Establish routine for visiting the toilet- flush, wash hands</li> <li>Establish routine for snack time- wash hands to get rid of germs first</li> <li>Develop tidy up time routines</li> <li>Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>Work in pairs and small groups at classroom activities</li> <li>Make presents and cards for people on their birthdays</li> <li>Talk to adults and peers in pairs and small groups</li> <li>Put on coats, shoes, aprons, dressing up clothes,</li> <li>Communicate needs</li> <li>Join in discussions about stories and books that emphasise moral issues</li> <li>Introduce different customs through stories and books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Circle time -contribute to discussions about celebrating different festivals - food, clothes, presents, music, routines etc</li> <li>Introduce different customs through stories and books etc.</li> <li>Include children in the planning and organisation of a special wedding/ Christening day</li> <li>Ask a visitor questions about a wedding in another part of the world</li> <li>Look at family wedding photographs</li> <li>Dress up in special clothes for celebrating festivals, birthdays, weddings etc.</li> <li>Role play parts of festivals e.g. getting married, giving presents out</li> <li>Circle time to discuss safety on bonfire night</li> <li>Share food made for celebrations e.g. birthday cake</li> <li>Retell festival stories e.g. Christmas with puppets and small world figures</li> <li>Make presents and cards for people on their birthdays</li> <li>Recount a special event in own personal history</li> <li>Discuss the significance of Remembrance Sunday</li> <li>Rehearse and perform a simple nativity play, and festive sing along for parents</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> <li>1. Listen to others, one to one or in small groups, when conversation interests them</li> <li>2. Listen to stories with increasing attention and recall</li> <li>3. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>4. Focus attention</li> <li>5. Is able to follow directions</li> </ol> <p>Understanding</p> <ol style="list-style-type: none"> <li>6. Understand use of objects</li> <li>7. Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture</li> <li>8. Respond to simple instructions</li> <li>9. Begin to understand 'why' and 'how' questions</li> </ol> <p>Speaking</p> <ol style="list-style-type: none"> <li>10. Beginning to use more complex sentences to link thoughts</li> <li>11. Can retell a simple past event in correct order</li> <li>12. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>13. Question why things happen and give explanations</li> <li>14. Use a range of tenses</li> <li>15. Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>16. Use vocabulary that reflects the breadth of their experiences</li> <li>17. Build up vocabulary that reflects the breadth of their experiences</li> <li>18. Use talk in pretending that objects stand for something else in play</li> </ol>	<ul style="list-style-type: none"> <li>◆ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>◆ Use imaginative talk in role play, small world play, puppet play,</li> <li>◆ Listen attentively in group times, play and to audio tapes</li> <li>◆ Converse with others in all classroom areas</li> <li>◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>◆ Choose to look at books alone and with others</li> <li>◆ Bring books and take books home</li> <li>◆ Talk about pictures in books</li> <li>◆ Retell familiar stories in role play and small world etc.</li> <li>◆ Join in stories, rhymes and songs</li> <li>◆ Talk about own experiences related to content of book</li> <li>◆ Make up own stories inspired by books, poems, pictures, music etc</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ask a mum to come in to describe a wedding from another part of the world. Children will listen carefully and ask questions</li> <li>◆ Take part in our own Wedding/ Christening service</li> <li>◆ Recollect childhood experiences of a birthday you celebrated at home</li> <li>◆ Bring in photos family weddings and talk about them</li> <li>◆ Dress up in wedding, birthday and other special clothes</li> <li>◆ Talk about a festival you have celebrated with your family <ul style="list-style-type: none"> <li>◆ Read the Christmas Story and challenge children to recall it</li> <li>Ask questions about the characters, plot, sequence, ending etc</li> </ul> </li> <li>◆ Develop role play area into Church, Bethlehem Stable, Christmas Post Office and develop talk and language</li> <li>◆ Follow instructions on how to make birthday cards, wrapping paper, calendars and Christmas cards</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>

# Foundation Stage Medium Term Planning - Literacy

Term **Autumn 2** ( Celebrations)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ol style="list-style-type: none"> <li>1. Enjoy rhyming and rhythmic activities</li> <li>2. Show awareness of rhyme and alliteration</li> <li>3. Recognise rhythm in spoken words</li> <li>4. Listen to and join in with stories and poems, one to one and also in small groups</li> <li>5. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>6. Beginning to be aware of the way stories are structured</li> <li>7. Suggest how the story might end</li> <li>8. Listen to stories with increasing attention and recall</li> <li>9. Describe main story, events and principal characters</li> <li>10. Show interest in illustrations and print in books and print in the environment</li> <li>11. Recognise familiar words and signs such as own name and advertising logos</li> <li>12. Look at books independently</li> <li>13. Handle books carefully</li> <li>14. Know information can be relayed in the form of print</li> <li>15. Hold books the correct way up and turn pages</li> <li>16. Know that print carries meaning and ,in English, is read from left to right and top to bottom</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>17. Sometimes give meaning to marks as they draw and paint</li> <li>18. Ascribe meaning to marks that they see in different places</li> </ol>	<ul style="list-style-type: none"> <li>♦ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>♦ Use imaginative talk in role play, small world play, puppet play,</li> <li>♦ Listen attentively in group times, play and to audio tapes</li> <li>♦ Converse with others in all classroom areas</li> <li>♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>♦ Choose to look at books alone and with others</li> <li>♦ Bring books and take books home</li> <li>♦ Talk about pictures in books</li> <li>♦ Retell familiar stories in role play and small world etc.</li> <li>♦ Join in stories, rhymes and songs</li> <li>♦ Talk about own experiences related to content of book</li> <li>♦ Make up own stories inspired by books, poems, pictures, music etc</li> <li>♦ Make marks to signify writing</li> <li>♦ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books</li> <li>♦ Write name at every opportunity - on any work on paper</li> <li>♦ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, tea leaves, shaving foam</li> </ul>	<ul style="list-style-type: none"> <li>♦ Read the Christmas Story</li> <li>♦ Ask the children to recall it and ask questions about the characters, plot, sequence, ending etc</li> <li>♦ Provide exciting Christmas themed books to stimulate interest in looking at books</li> <li>♦ Write birthday cards and label presents</li> <li>♦ Compose party invitations for post box</li> <li>♦ Make shopping lists for ingredients</li> <li>♦ Make a poster about firework safety</li> <li>♦ Simplify the Christmas story in a large class book or on cards to sequence later</li> <li>♦ Make and write in a thank-you card for a visitor</li> <li>♦ Make Christmas cards and write in them</li> <li>♦ Write wish list letter to Santa Claus</li> <li>♦ Form letters in name correctly using pens, paints, sand, by labelling models and work</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Numbers</b></p> <ol style="list-style-type: none"> <li>1. Use number names and number language spontaneously</li> <li>2. Use number names accurately in play</li> <li>3. Recite numbers in order to 10</li> <li>4. Know that numbers identify how many objects are in a set</li> <li>5. Beginning to represent numbers using fingers marks on paper or pictures</li> <li>6. Sometimes matches numeral and quantity correctly</li> <li>7. Shows curiosity about numbers by offering comments or asking questions</li> <li>8. Compare 2 groups of objects, saying when they have the same number</li> <li>9. Show an interest in number problems</li> <li>10. Separate a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same</li> <li>11. Show an interest in numerals in the environment</li> <li>12. Show an interest in representing numbers</li> <li>13. Realises not only objects can be counted, including steps, claps or jumps</li> </ol> <p><b>Shape, Space and Measure</b></p> <ol style="list-style-type: none"> <li>14. Show an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>15. Show awareness of similarities of shapes in the environment</li> <li>16. Use positional language</li> <li>17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements</li> <li>18. Show an interest in shapes in the environment</li> <li>19. Use shapes appropriately for task</li> <li>20. Begin to talk about the shapes of everyday objects</li> </ol>	<ul style="list-style-type: none"> <li>♦ Sing number songs and rhymes</li> <li>♦ Count 1-5, 1-10,</li> <li>♦ Recite number names in order,</li> <li>♦ Count a set of objects (5, 10, ) giving just one number name to each object</li> <li>♦ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>♦ Recognise numbers in stories, rhymes and when counting</li> <li>♦ Count sounds, movements, moving things, objects in a circle, steps, claps,</li> <li>♦ Count quietly on fingers</li> <li>♦ Recognise numerals 1-9, then 0 and 10,</li> <li>♦ Solve simple practical number problems and respond to "what could we try next?"</li> </ul>	<ul style="list-style-type: none"> <li>♦ Play counting games using fingers (and toes)</li> <li>♦ Weekly number sessions-Focus on a numeral/ number formation/ identify on a number line/collect number of objects from around the setting</li> <li>♦ Reward with focus number of claps/jumps</li> <li>♦ Order numbers when acting out counting rhymes</li> <li>♦ Solve practical number problems in role play situations e.g. setting the table in the Home Corner</li> <li>♦ Practice Christmas counting songs</li> <li>♦ Use the Advent calendar as a count down/ count up for Christmas.</li> <li>♦ Number songs/rhymes</li> <li>♦ Shape puzzles</li> <li>♦ Shape cutters and play dough</li> <li>♦ Shape walk</li> <li>♦ 2D shape pictures</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>



## Foundation Stage Medium Term Planning -Understanding the World

Term **Autumn**2 (Celebrations)

Class Nursery

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>People and Communities</p> <ol style="list-style-type: none"> <li>1. Show interest in the lives of people who are familiar to them</li> <li>2. Remember and talk about significant events in their own experience</li> <li>3. Recognise and describe special times or events for family or friends</li> <li>4. Show interest in different occupations and ways of life</li> <li>5. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</li> </ol> <p>The World</p> <ol style="list-style-type: none"> <li>6. Comment and ask questions about aspects of the familiar world</li> <li>7. Can talk about some of the things they have observed, such as plants, animals, natural and found objects</li> <li>8. Talk about why things happen and how things work</li> <li>9. Develop an understanding of growth, decay and changes over time</li> <li>10. Show care and concern for living things and the environment</li> </ol> <p>Technology</p> <ol style="list-style-type: none"> <li>11. Know how to operate simple equipment</li> <li>12. Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones</li> <li>13. Show skill in making toys work by pressing parts or lifting flaps</li> <li>14. Know that information can be retrieved from computers</li> </ol>	<ul style="list-style-type: none"> <li>◆ Explore textures such as wet/dry sand, dough, sand, lentils, gravel, shaving foam, etc</li> <li>◆ Make DT models with junk materials</li> <li>◆ Build construction houses for play people families</li> <li>◆ Get to know where things are kept in the classroom</li> <li>◆ Observe things closely, record through drawing and modelling</li> <li>◆ Discuss changes, patterns, similarities and differences e.g. Observe and record the weather on our calendar daily</li> <li>◆ Use computers, calculators, programmable toys, tape recorders, cameras confidently</li> <li>◆ Explore modelling through clay, junk, fabric, construction kits, cookery</li> <li>◆ Use small world and role play to explore other lives and environments</li> <li>◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>◆ Develop language of time through sequencing events and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find out about how festivals are celebrated through stories and books</li> <li>◆ Ask a mum to come in and describe a wedding from another part of the world</li> <li>◆ Take part in our own Wedding/ Christening service</li> <li>◆ Recollect childhood experiences of a birthday you celebrated at home</li> <li>◆ Bring in photos family weddings and talk about them</li> <li>◆ Dress up in wedding, birthday and other special clothes</li> <li>◆ Talk about a festival you have celebrated with your family</li> <li>◆ Investigate light through festivals such as Christmas and Bonfire night</li> <li>◆ Make a small world play mat to show the Christmas journey to the stable.</li> <li>◆ Take part in our own Nativity play and enjoy watching the Nativity during our Visit to Chatsworth</li> <li>◆ Use ICT to produce cards for special occasions</li> <li>◆</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>

Learning Intentions EYFS Development matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<b>Moving and handling</b> <ol style="list-style-type: none"> <li>1. Move freely and with pleasure and confidence in a range of ways</li> <li>2. Mount stairs, steps or climbing equipment using alternate feet</li> <li>3. Walk downstairs, two feet to each step while carrying a small object</li> <li>4. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>5. Can momentarily stand on one foot when shown</li> <li>6. Can catch a large ball</li> <li>7. Draw lines and circles using gross motor movements</li> <li>8. Use one handed tools and equipment</li> <li>9. Hold pencil between thumb and two fingers, no longer using whole hand grasp</li> <li>10. Hold pencil near point between first two fingers and thumb and use it with good control</li> <li>11. Can copy some letters</li> </ol> <b>Health and Self-care</b> <ol style="list-style-type: none"> <li>12. Can tell adults when hungry or tired or when they want to rest or play</li> <li>13. Observe the effects of activity on their bodies</li> <li>14. Understands that equipment and tools have to be used safely</li> <li>15. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>16. Can usually manage washing and drying hands</li> <li>17. Dresses with help</li> </ol>	<b>Gross motor</b> <ul style="list-style-type: none"> <li>◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> </ul> <b>Fine motor</b> <ul style="list-style-type: none"> <li>◆ Range of jigsaws</li> <li>◆ Sewing - cards,</li> <li>◆ Threading beads, reels, pasta, shapes etc.</li> <li>◆ Dressing up</li> <li>◆ Make collages/models using scissors, glue, tape, paper, junk</li> <li>◆ Use paintbrushes and mark-makers</li> <li>◆ Play with sand and water toys,</li> <li>◆ Use computer keys and mouse</li> <li>◆ Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>◆ Explore textures e.g. gravel, shaving foam, sand, loose tea, lentils</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>◆ Adopt healthy and hygienic routines throughout the school day</li> <li>◆ Encourage more independent toileting and hygiene practice with praise and rewards</li> </ul>	<ul style="list-style-type: none"> <li>◆ Play games to develop spatial awareness</li> <li>◆ Explore ways of travelling using dynamics of fast/slow, high/low, direction</li> <li>◆ Respond and move with pleasure to music from various festivals</li> <li>◆ Make short firework dances using hands with percussion instruments as accompaniment</li> <li>◆ Make starry, glitter pictures for Bonfire night</li> <li>◆ Make plates of dough food for special occasions</li> <li>◆ Thread jewellery for weddings and special celebrations</li> <li>◆ Dress up with clothes for particular events e.g. wedding</li> <li>◆ Make fireworks paintings with paint dabbers and brushes</li> <li>◆ Practice correct pencil grip (tripod grip) using Funky fingers activities</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>

# Foundation Stage Medium Term Planning -

# Expressive Arts and Design

Term **Autumn** 2 (Celebrations)

Class Nursery

Learning Intentions EYFS Development Matters statements 30-50 months	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Exploring and Using Media and Materials</b></p> <ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games</li> <li>2. Sing a few familiar songs</li> <li>3. Begin to move rhythmically</li> <li>4. Imitate movement in response to music</li> <li>5. Tap out simple repeated rhythms</li> <li>6. Explore and learn how sounds can be changed</li> <li>7. Explore colour and how colours can be changed</li> <li>8. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>9. Begin to be interested in and describe the texture of things</li> <li>10. Use various construction materials</li> <li>11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>12. Join construction pieces together to build and balance</li> <li>13. Realise tools can be used for a purpose</li> </ol> <p><b>Being Imaginative</b></p> <ol style="list-style-type: none"> <li>14. Develop preferences for forms of expression</li> <li>15. Use movement to express feelings</li> <li>16. Create movement in response to music</li> <li>17. Sing to self and make up simple songs</li> <li>18. Make up rhythms</li> <li>19. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> <li>20. Engage in imaginative role play based on first hand experiences</li> <li>21. Builds stories around toys</li> <li>22. Use available resources to create props to support role play</li> <li>23. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ol>	<ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, foods and materials</li> <li>◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>◆ Printing with string, shapes, food, leaves,</li> <li>◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>◆ Modelling with junk, clay, dough, construction</li> <li>◆ Look at paintings and other forms of art and discuss content and style</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from different times</li> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sing songs relating to festivals e.g. , "Happy Birthday", various Xmas songs and carols and tap in time to the beat</li> <li>◆ Explore how sounds can be changed using musical instruments (Mrs Cooper's music lessons, KODALY)</li> <li>◆ Make firework music to accompany dances</li> <li>◆ Print patterns on wrapping paper.</li> <li>◆ Colour chalk fireworks on black paper</li> <li>◆ Draw festive pictures</li> <li>◆ Make hats for special occasions - wedding tiara , birthday, Christmas party hats etc</li> <li>◆ Make collage Christmas cards and gift tags</li> <li>◆ Make Wedding/ Christening/ birthday/ Christmas cards</li> <li>◆ Make Christmas Calendars</li> <li>◆ Make poppies for remembrance Sunday</li> <li>◆ Role play party games in home corner e.g giving out presents, sharing special food</li> <li>◆ Set up a post office or post box for letters, cards and invitations</li> <li>◆ Small world play mat for Xmas etc.</li> </ul>	<p>Invite a parent in who got married in another part of the world</p> <p>Visit from the vicar to lead the Wedding/ Christening service</p> <p>Invite parents in to talk about festivals and about different celebrations.</p> <p>Christmas crafts at Chatsworth Farm visit</p> <p>Nativity and festive sing a long</p>