

# Monday 15th December

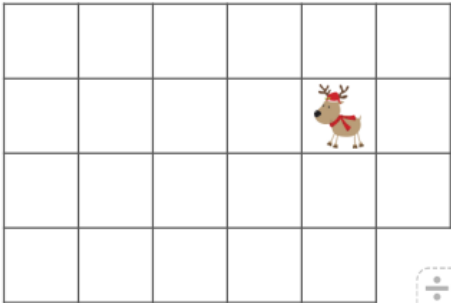
## Morning Challenge

Complete the Christmas cracker!

What goes "Oh! Oh! Oh!"?



Move the reindeer: forward 3 and turn left. Then forward 2, turn left and forward 1. Draw his new place.



Match the events to the dates.

Christmas Day

26<sup>th</sup> December

Christmas Eve

25<sup>th</sup> December

St. Stephen's Day

24<sup>th</sup> December

Read the passage and answer the questions.

The house was silent when a sudden, loud thud woke Danny from his sleep. He sat up in bed, rubbing his eyes, listening for any more noises. His bedroom was dark except for the glow of the streetlight through his curtains. After a couple of minutes waiting and listening, he laid back down. "I must have imagined it," he whispered to himself. Suddenly, another thud made Danny spring back up, but this time the thud wasn't from the roof. Someone was downstairs.

Write down 3 things Danny did after hearing the first noise.

Circle all the adverbs.

Christmas Eve had arrived so quickly, Santa could barely believe it. He proudly marched into the stables where the reindeer were waiting patiently with the sleigh. "Let's go!" he shouted excitedly.

Match the countries to their version of 'Santa Claus'.

Père Noël

Weihnachtsmann

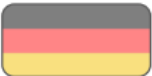
Father Christmas



France



England



Germany

Help Santa decide which of his elves go on which list.

Twinkle is very friendly to others.  
Snuffle tells many lies.  
Dobby always tidies her bedroom.  
Winky is always kind to others.  
Gimbel takes other people's toys.  
Jingles breaks other people's things.  
Sparkle always uses her manners.  
Snowflake helps people around him.  
Dash is selfish and doesn't share.



nice	naughty

Use the letters to make a Christmas word worth more than 5 points.



Extension: How many can you find?

Name

Score

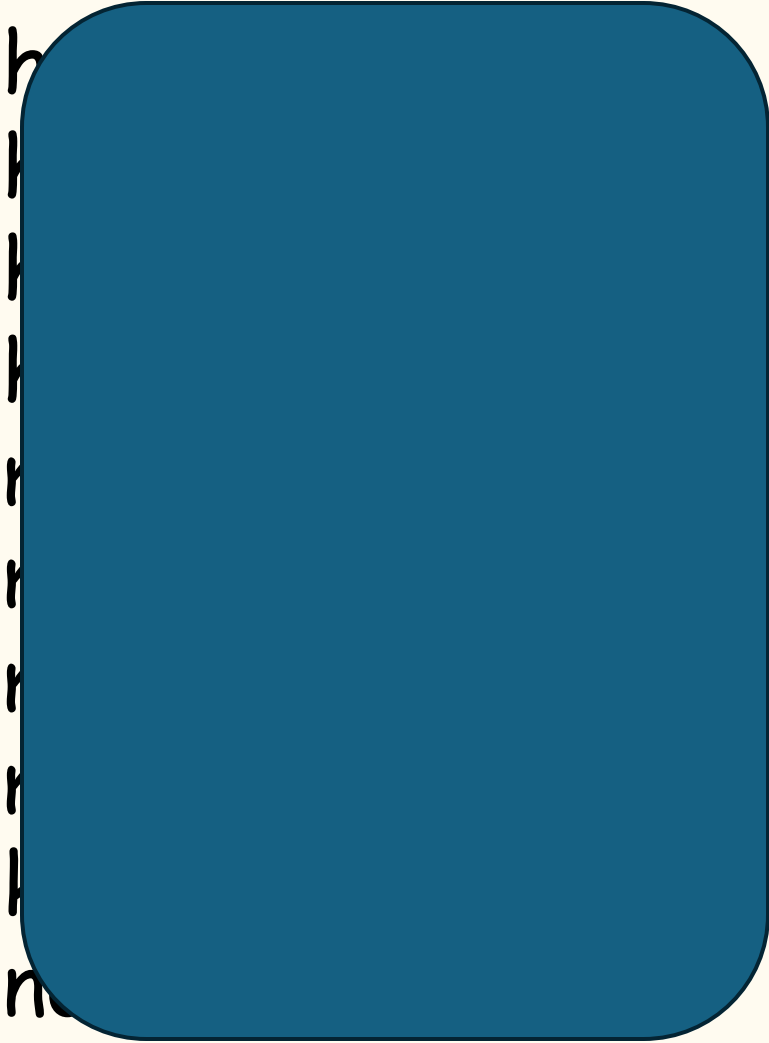


EMW Y3 Christmas D1



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## Our class ground rules



- We will join in with the lesson, but we can 'pass'
- We will listen to others and they will listen to us
- We will use vocabulary that we learn in our lessons
- If we don't know the words to use, we will ask our teacher
- We won't share stories about ourselves, our friends or our family
- We can ask our teacher lots of questions, but not personal questions about their life

# **We are revisiting the PANTS rules, and building confidence to seek help**



We will be able to...

- Explain the Talk PANTS rules and that children's bodies belong to them
- Identify examples of appropriate and inappropriate touch
- Recognise that no means no and different ways to express this
- Demonstrate ways to tell an adult and seek support if feeling uncomfortable

# The Talk PANTS rules:

**P** RIVATES  
ARE PRIVATE

**A** LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

**N** O MEANS NO

**T** ALK ABOUT SECRETS  
THAT UPSET YOU

**S** PEAK UP, SOMEONE  
CAN HELP



[The Pantosaurus Song](#) |  
[Talk PANTS with NSPCC](#)  
[Pants song](#) | [#TalkPants](#)

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Talk partners

Which of the following are safe touches?

**Friendly or loving  
touch**

**Care touch**

**Accidental touch**

**Inappropriate  
touch**

**Personal space  
touch**

**Hurtful touch**



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**Friendly or  
loving touch**



**A hug from a friend  
or safe adult**

**Care touch**



**Someone changes a  
baby's nappy, or  
cleans a cut on a  
child's knee**

**Accidental  
touch**



**A child runs into  
another child when  
playing a game**

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**Personal space  
touch**



**Someone sits or  
stands very close to  
another person**

**Hurtful touch**



**Someone is hurt by  
being pushed/  
bitten/ kicked/ hit**

**Inappropriate  
touch**



**Someone grabs or  
touches another person's  
private parts**



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In your group, read the following scenario and discuss.

What might the character feel?

What might they say and do?

There is a family party at Merve's house. Her aunt, who Merve has only met once and doesn't know very well, comes over to give her a hug and a kiss. Everyone else is hugging each other and Merve doesn't want to make a fuss.

Josie is playing a game on her tablet. Someone messages her on the app and asks her to play a game of 'secret photos' with them online. Josie isn't sure what it means.

Dan is at his friend Ajay's house for a sleepover. At bedtime, Ajay's Dad comes into Dan's room and touches Dan whilst he is getting changed. Ajay's Dad tells him it's OK and there is no need to tell anyone. The next morning Dan feels strange, and has a sick feeling in his tummy.

## Dan's scenario: What happened next?



“When I got home, I told mum about the weird feelings I was having. She asked me about the sleepover, and I told her about what happened whilst I was getting changed.

She said I had done the right thing by telling her, that it wasn't my fault and that no one should touch anyone without permission.

She told me she was going to speak to someone who would be able to help, and that made me feel better.”

Think of safe adults, inside and outside of school, that you could talk to if you had any worries about anything in the lesson, or, like Josie, if you had something you needed to tell a safe adult about.



**In school**

Teacher  
Support Assistant

**At home**

Parent or carer  
Safe adult

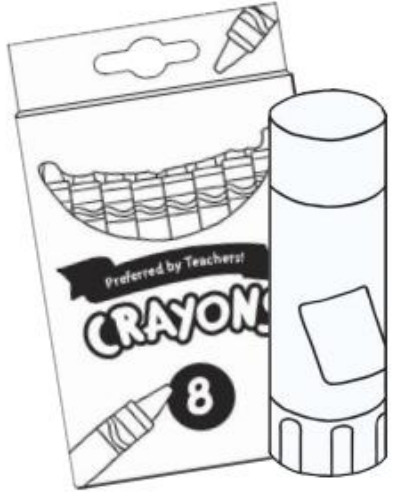


**Childline**

0800 1111  
Search: childline kids

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TBAT: follow instructions.

## How to Make a Holly Wreath



### Instructions

1. Cut around the wreath shape and ask an adult to help cut the centre piece out.
2. Colour the holly leaves in green.
3. Cut the leaves out carefully.
4. Colour the berries in red.
5. Cut the berries out carefully.
6. Stick the holly leaves in pairs around the edge of your wreath.
7. Add three berries to each pair of leaves.
8. Punch a hole through the top of your wreath carefully.
9. Thread the ribbon through to enable your wreath to hang down.
10. Hang your Christmas wreath on a door or window.

### You will need:

- scissors
- coloured pens – red and green
- ribbon
- templates
- glue stick

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1pm Church rehearsal





