

<p>Main Focus Building on relationships with others and skills/concepts acquired in Autumn term. Increasing Parental involvement; especially through speech and language partnership work. Continue to develop routines, rules, introduce more independence in learning. Topic: Dinosaurs Displays: Learning behaviour – build on from Autumn term, Mix of children's learning and resources to support independent learning in all aspects of teaching and learning.</p>	<p>Assessment On-going observational assessment Use of Learning Journals, including work/comments from home- via Google Classroom. Group/Individual Observations. Target Tracker – ongoing. Daily ongoing observation to inform assessment for learning, next steps and planning. Re screen Wellcomm for children working below ARE. Early Talk Boost as an intervention programme – use the Talk Boost Tracker.</p>	<p>Environment and Resources: Role Play area will be adapted to reflect the new learning topic: Dinosaurs Also following children's interests an Imaginative play classroom will be set up on the easel to allow children to rein act their classroom experience.</p>
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PRIME AREAS OF LEARNING are largely **skills-based** aspects of learning. However **Procedural/implicit knowledge and Word knowledge** is key in the Prime Aspects .

<p>Communication and Language This area of Prime learning largely focuses on 'Word Knowledge' – understanding what a word means.</p> <p>Re- Wellcomm Screening will access the children working below age related level in terms of 'word knowledge' and vocabulary range. Early Talk Boost Intervention</p> <ul style="list-style-type: none"> • I know the word: 'why' and what it means. It is giving a reason or cause for something. I will often use the word 'because' to answer this question. • I know what the word 'how' and what it means. It is when I talk about the way in which I have done something. • If I want to find out about something, I can ask a grown up a question about it using the words: 'what' 'where' or 'who'. • If I ask questions about things, I will find out more about them. • I know some position words and what they mean, such as 'under,' 'next to,' 'behind,' 'above' 'on top,' 'below.' • All objects have a name and a use. They all have a job and we use them to help us to do things. • To Know what objects are called and what they are used for – weekly focus. <p>Early Reading: Revise speed sounds: m a s d t d l n p g o.</p> <ul style="list-style-type: none"> • A letter is linked to a sound. • Every letter in the alphabet has a speech sound. • Some words start with the same letter sound 'monkey, man, map...' • To know that c k u b f e l h are all sounds/phonemes • To be able to match the phonemes c k u b f e l h to the graphemes. <p>Key Vocabulary: Letter, sound, phoneme, grapheme, m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h - all letter rhymes, stretchy, bouncy, long, short. Key words linked to each letter sound</p>	<p>Physical Development – Moving and Handling: Procedural Knowledge and word knowledge</p> <ul style="list-style-type: none"> • To continue to build knowledge extending from Autumn Term... <p>Gross Motor Ball Skills Unit 1 focus on knowledge in order to...</p> <p>Roll a ball to a target Stop a rolling ball. Develop accuracy when throwing to a target Develop bouncing and catching a ball. Develop dribbling a ball with your feet. Kicking a ball.</p> <ul style="list-style-type: none"> • I know to make a ball move/roll, I have to push it in the direction I want it to go. • A target is the place I want the ball to land in or hit. • Know some direction language and what it means – forwards, backwards, around. • To throw a ball, I need to swing my arm back and then move my arm forwards, letting the ball go. • To kick a ball, I need to swing my leg back and then move my leg forward, touching my foot with the ball. • Know to stop a ball, you need to place your hand or foot on the ball. • To know that when I catch a ball, I need to look at the ball and hold my hands out ready to catch it. • Once the ball moves towards me, I need to wrap both hands around the ball and hold it to my chest. • I need to stand quite close to the person throwing the ball, no more than 5 steps away. • I need to keep watching the ball so that I am ready to catch it. • Know how to bounce a ball – drop it to the floor, then catch it again. <p>Key Vocabulary: Roll, space, kick, bounce, throw, stop, safely, listen.</p> <p>Fine Motor</p> <ul style="list-style-type: none"> • I can hold scissors in one hand and move my fingers – opening and closing them to make snips in paper. My thumb goes in the smaller hole. My other two fingers go into the 	<p>Personal, Social and Emotional Procedural Knowledge and word knowledge</p> <ul style="list-style-type: none"> • Feelings -I can feel different feelings/emotions. Sometimes I feel happy and I am smiling. I also might feel sad, angry or shocked. All feelings are okay. Ongoing • My feelings can change quickly and other people can help to make me feel better. • Toys in Nursery belong to everyone, I have to take turns with my friends, I cannot keep things all to myself. Ongoing • I sometimes have to wait to play with something if another person is playing with it. This is called taking turns and sharing. • Team work happens when I work with a group of other children on a task. • If someone upsets me, I can work with them to make us both feel better. • I know my classroom rules and I know that I must follow them to help to keep myself and all of my friends safe. It is all of our responsibility. <p>Key Vocabulary Feeling, happy, sad, scared, angry, shocked, upset, unhappy, mad, annoyed, smile, laugh, scream, shout, cry, take turns, share, wait, kind, help, rules, safe. Same, different, alike, unlike.</p> <p>Jigsaw: Knowledge...Dreams and Goals To understand what challenge means. Challenges are things that we find difficult or tricky to do. They are not easy. Just because something is hard is does not mean we can't do it. If we keep trying when things are difficult, we will get better and better and might be able to do it in the end. If we keep practising something, we will get better at it. A goal is something we set ourselves to get better at. To know that being kind is a good thing. Kind means to do good and to bring happiness to others. If you say something unkind about someone or about their work it can really upset them. This will not help them. When I am a grown up I will have a job.</p>
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Merritts Brook E-Act Primary Academy
 Medium Term Planning Spring 1- **Knowledge based Curriculum Planning**
 Early Years Foundation Stage **Nursery**

Knowledge in all aspects of learning is related to Communication and Language.

Dinosaur Topic related language: This is just the basic knowledge – the children's interests and questions will lead and extend the learning throughout the topic.

- Dinosaurs are creatures that lived a very long time ago.
- They are extinct, this means they are now all dead.
- The closest living animal to a dinosaur is a bird.
- There are many different kinds of dinosaurs. They all have different names.
- Dinosaurs lived on the land.
- Some dinosaurs walked on 4 legs, some on 2.
- Some dinosaurs were big, some were small. They came in all shapes and sizes.
- Some dinosaurs ate meat; these are called Carnivores.
- Some dinosaurs ate plant and trees; these are called herbivories.
- Some dinosaurs ate meat and plants; they were called omnivores.
- Dinosaurs are no longer alive but dinosaur bones have been found buried in •rocks, the ground and sand for many years.

- bigger hole.
 If I open and close these fingers and thumb, my scissors will open and close.
- Continue to develop knowledge of holding one-handed mark making tools with a tripod grip, three fingers, near to the point.
 - Know which three fingers they are: my thumb, middle finger and index finger.
 - I can use lines, circles and other marks to draw different objects, people, places and things.
 - I can use my pencil to copy letters.
 - I can write letters by drawing lines and curves in different ways.
- (Link to writing and art)**

Key Vocabulary

Scissors, snips, safe, safety, hold, thumb, fingers, one hand, move, forwards, sharp, blade, cut, hold, open, close, tool, three fingers, close, tip, lines, circles, letters, copy.

Even though I can not have a job when I am little, I can think about what I might like to do for a job when I grow up.
 I can be anything I want to be if I work hard to get there.

Prime Aspect

Specific Aspects: Literacy and Maths – Largely Procedural and Word Knowledge

Physical Development –Health and Self Care:

This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills...

- **This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills**

To continue to build knowledge extending from Autumn Term...

- Know that exercising is good for me, it is a healthy choice.
- Exercising makes my body feel different, I get hot and I might pant. This is because my body is exercising and working hard.
- Scissors can be dangerous; the blades are sharp and can cut us if we are not careful.
- When we use scissors, we have to use them safely or we could cut ourselves or hurt other people.
- When we hold scissors, we need to carefully wrap our fingers around the closed blades with the blades pointing down. This is the safest way to hold scissors when you are not cutting with them.
- We must walk slowly while carrying scissors.

We need to put scissors down when we have finished with them.

- Other tools, such as a knife that I eat my dinner with needs to be handled safely too just like scissors – apply all above knowledge to the use of a knife too.

Continue to know HOW to wash our hands – know the correct procedure and time.

- Washing our hands can stop us and other people around us from getting poorly.
- We carry germs on our hands and these germs can jump on to things – such as toys and tables if we do not wash them away with soap and

Literacy: Reading

- Know that most stories have pictures and words. The words and pictures tell the story – I can use them to help me understand what is happening.
- Words have a rhythm; a beat, they can be broken down in to syllables.
- A syllable is part of a word. Words can be broken down into 1,2,3, 4 or more parts /syllables.
- I can clap my hands to match sounds in words, e.g., 'bro-ken' would be 2 claps.

- A story setting is where the story happens. Stories can happen in lots of different settings, such as space, the beach, a forest, a castle...
- A character is a person or animal in a story.
- I can use words to describe characters in a story like funny, scary and big.

- Words in songs, rhymes and stories can rhyme. Rhyming is when the end of words sounds the same.

Ongoing: Knowledge about key concepts of print

- To know that parts of books have a different name.
- Books have a cover – this tells me the name of the book and gives me some idea what the book will be about.
- An author is the person who writes the book.
- An illustrator is someone who draws the pictures in a book.
- A page is what we call each piece of paper in a book. Pages in a

Mathematics:

- I know that I can use marks to show numbers – using lines or circles.
- Numbers tell me how many objects I have in total.
- Sometimes I can match a numeral to the right number of things, like "3" to three balls.
- When I count a group of objects, I need to count each object only once.
- **Begin to** know some number names -linking numerals to quantity up to 5.

Vocabulary:

Numbers, number names, numeral, recite, order, marks, lines, circles, pictures, numerals, fingers, count, how many, group, altogether.

Patterns

- I know that material can be patterned; animals' fur/skin can be patterned; I can see patterns in the world around me-on flowers and trees.
- I know that a pattern is where a shape/colour/object is repeated in the same way over and over.
- I know I can make a pattern using colours, shapes and objects by repeating the same objects and or colour over and over the same.
- If I say my pattern out loud, it can help me to recognise the pattern and continue it.

Measure

- I know that comparing means how two things are the same and/or different.

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water.
 •Some germs are good germs, however other germs are not good for us they can make us feel poorly, it is these germs we need to wash away.

Key Vocabulary:

Body, feel, hungry, tired, sleep, eat, rest, exercise, change, different, hot, hotter, sweat, sweaty, pant, panting, Scissors, tool, cut, blade, danger, dangerous, safe, safety, walk, slowly, wash hands, tap, soap, water, clean.

book have numbers on them so we know we are reading the book from the beginning to the end in the correct order to tell the story.
 •When I look at a book or 'read' a story I need to turn the pages one at a time, from front to back to listen to the story properly.
 •I hold the book the right way up and turn the pages carefully when I look at it on my own.
 •A story has a beginning, a middle and an end.

Early Reading: Revise speed sounds: m a s d t l n p g o.

- A letter is linked to a sound.
- Every letter in the alphabet has a speech sound.
- Some words start with the same letter sound 'monkey, man, map...'
- To know that c k u b f e l h are all sounds/phonemes
- To be able to match the phonemes c k u b f e l h to the graphemes.

Key Vocabulary:

Letter, sound, phoneme, grapheme, m, a, s, d, t, l n p g o c k u b f e l h - all letter rhymes, stretchy, bouncy, long, short. Key words linked to each letter sound

Writing:

- Grownups use writing for lots of different reasons. Art link
- I know that writing is made of letters.
- Letters are made with lines and curves; I can use lines and curves in my writing to 'write' letters or my name.
- I know that when I write, I start on the right side of the page and write across to the left.
- I know that a list can be writing that helps us remember things.
- If I write a list I have to write down the page, not across.
- Begin to know how to form some letters -from their name or those introduced m, a, s, d, t, l n p g o c k u b f e l h -

Writing is linked to our focus story or topic every week.

Grandma Fantastic 'Rainbow Writing' -

Week 1 – Phonic Focus

Week 2-Touch

Week 3 - Feeling

Week 4 -Action

Week 5 – Imagining

Week 6 -Noticing

Week 7-Tasting

Key Vocabulary:

Word, listen, story, book, next, picture, rhythm, beat, syllable, part, clap, break down, match, page, front cover, title. Mark, draw, write, line, circle, up, down, around, back, forwards, backwards, curve, form, letter sounds and words linked to individual sounds: c k u b f e l h.

- I know that **size** measures how big or small something is.
- Length** measures how long/tall or short an object is.
- When I am comparing the length of two objects, I need to measure both of them from the same point, level with each other.
- I can measure the length of things using a measuring tape or using blocks, pencils, cubes, footsteps, etc.
- I know that a piece of string will be the same length whether I arrange it in a straight line, a circle or a wavy line.

Key Vocabulary

Pattern, repeated, the same, over and over, first, second, first, last, next, copy, same, spotty, stripy, polka dots, stripes, gingham, lines, loops, zig-zags, colours, shapes, ...

Also, lots of use of informal language to describe a pattern: such as, 'blobby,' 'pointy,

Measure, compare, same, different...

Size: big, smaller, bigger, smaller. Biggest, smallest, bigger than, smaller than, same, tiny, huge.

Length- long, short, tall, longer than, as long as, shorter than, taller than, high, higher, highest, higher than, tallest, longest, shortest, low, the same length/height as.

Specific Aspects – Key Knowledge and Vocabulary

Understanding the World: Links to Primary History

Continue to build on Knowledge introduced in Autumn Term:

Question: What was it like to be a dinosaur long ago?

Daily Life (clothing food toys etc)

What was it like to be a dinosaur long ago?

There are some cross curricular links to early Science here:

- **Dinosaurs** walked the earth a very **long time ago before** people (humans).
- Some **dinosaurs** lived in forests, some in deserts and some in the sea.
- Some **dinosaurs** ate just plants and leaves they are called herbivores.
- Some **dinosaurs** ate just meat (other dinosaurs) they are called carnivores.
- Some **dinosaurs** ate both they are called omnivores.
- **Dinosaurs** moved in different ways and looked very different – some walked on two feet, some on four and others flew.
- **Dinosaurs** spent their days walking around, eating, sleeping, going to the toilet and looking for food.
- **Dinosaurs** used to speak to each other by making sounds and dancing with each other.

Rulers (Kings, Queens, Dictators etc.):

- The Tyrannosaurus-Rex is sometimes called the King of the **dinosaurs**.
- The Tyrannosaurus-Rex was one of the biggest meat-eating **dinosaurs**.

Significant events:

- **Dinosaurs** became **extinct** Historians believe that a big rock (meteorite) crashed into the earth from space and this is why they do not exist today. **Extinct** means they are no longer alive.

Period Specific:

(EYFS: To develop an understanding of changes over time.)

- **Dinosaurs** used to walk the earth – a **long time ago**, in the **past** -they no longer do **now**.
- For a very **long time** there were only **dinosaurs** and other creatures on earth and no people.
- **Fossils** are the bones and shapes of dinosaurs and other living things that no longer exist. **Archaeologists** are people that **dig up fossils** to help us to learn about **dinosaurs**.

Vocabulary:

(build on Autumn time related language)

Long ago, dinosaurs, bones, fossil, archaeologists, dig, extinct, time, then, now, before, after, change.

Pillar 1: Knowledge and Vocabulary rich

Dinosaurs

Question: What was it like to live as a Dinosaur?

Knowledge:

- There are some cross curricular links to early history and Science here
- Some **dinosaurs** lived in **forests**, some in **deserts** and some in the **sea**.
- A **forest** is full of **trees** and **plants**.
- A **desert** is a large area (space) of **land** that is **very dry**. It hardly ever rains in a **desert**. They are very **hot places** to live. Some **deserts** are covered in **sand**.
- The **sea** is a big space of **water**. It is full of sea creatures and plants.
- Dinosaurs lived all over the **World**.
- A **volcano** is like a big **mountain** that can **erupt** and then hot liquid shoots out and runs down on to the **Earth** called **lava**.

Vocabulary

Forest, trees, plants, desert, dry, area, rain, hot, sand
Sea, water, volcano, extinct, erupting, erupt, lava.

Understanding the World: Links to Primary Science

Continue to build on Knowledge introduced in Autumn Term: [links to living things and habitat -Humans, Plants.](#)

- Know that animals are living things – link learning to their pets.
- Know that animals have similarities and differences and can be grouped for different reasons: habitats, feeding- link learning to animals that they may have as pets: dogs, cats, rabbits.
- Know that substances – such as water and foods can be changed over time if they get too hot or too cold.
- To know that the Winter and Spring seasons bring changes to the weather, changes to trees, and that lots of new young animals are born – such as lambs, chicks, calves – focus on knowing the names of these animals and matching mother to baby.

Seasonal

- It is Winter now; the weather is getting even colder, it is really cold in Winter.
all of the leaves have fallen off of the trees.
- It is too cold for some birds and animals in Winter, they have to fly to somewhere warm or sleep until it is Spring time – this is called hibernation.
- The weather can be frosty, icy and snowy in Winter.
- Frost and ice is what happens to water when it gets really cold – it freezes, goes hard and solid.
- We wear warm clothes and coats in Winter to keep our bodies warm.

Vocabulary

- Same, different, animal, pet, animal pet names - such as dog, cat, bird, fish, rabbit and related vocab. Home, house, feed.
- Water, hot, cold, change, different, melt, freeze, hard, liquid.
- Winter, Spring, change, different, same, colder, change, freezing, ice, frost, snow, water, hard, solid, body, warm.

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<p>Expressive Arts and Design – linked to Primary Art Pillar 1: Knowledge and Vocabulary rich SUBJECT/TITLE: Painting Continue to build on Knowledge introduced in Autumn 1</p> <p>Knowledge: Art Practice</p> <ul style="list-style-type: none"> • Artists paint pictures usually using a tool called a paint brush and materials called paint. • Paint brushes come in different sizes; a thick paint brush paints a thick line. (A bigger line.) • A thin paint brush paints a thin line. (A smaller line.) • Painted Marks can be made in many ways, using lots of different tools and objects– including spatulas, roller, sponges and their hands/fingers etc. • We can apply paint by brushing, stroking, dripping, splattering with tools. <p>Knowledge: Art Theory</p> <ul style="list-style-type: none"> • Recall Artists are what we call people who make paintings. • Recall There are lots of different Famous artists. • Paint comes in lots of different colours. • Know the names of at least 8 colours. • Jackson Pollock was a famous artist that used to 'drip' and splat paint on to large pieces of paper. • He used to make hand prints in his paintings to show they were his work. <p>Key Vocabulary: Paint, painting, picture, art, artist, painter, mix, change, tool, size, colour, shape, line, brush, spatula, hands, fingers, roller, sponge, thick, thicker, thin, thinner, wet, dry, flaky, thick, thin, brushing, stroking, dribble, splat, splattering, drip, dripping, bubble, colour names, drying rack, apron, blocks, Jackson pollock.</p>	<p>Expressive Arts and Design – linked to Primary Art Pillar 1: Knowledge and Vocabulary rich (Touch on this discipline this half term) SUBJECT/TITLE</p> <ul style="list-style-type: none"> • A sculpture is a piece of art that is 3d (not flat.) • Sculptures can be made out of anything – paper, sand, mud, junk modelling, objects, play dough, clay etc... • Children will need to have knowledge of the language Poking, pressing, rolling, squeezing, pinching, hammering, stretching. • Sculptures come in different shapes and sizes. They can be made indoors or outdoors. • Sculptures can feel different – some are smooth, rough, hard, bumpy... <p>Knowledge: Art Theory</p> <ul style="list-style-type: none"> • A person who makes a sculpture is called a sculptor. • A sculptor explores different natural and man-made materials. • Sculptures can share/show ideas, thoughts, feelings and experiences. • Sculptures can be found in Museums, galleries or in the outdoors. <p>Vocabulary Sculpture, art, artist, 3d (not flat.) paper, mould, change, sand, mud, junk, modelling, objects, play dough, clay, materials, hands pressing, pushing, rolling, pinching, hammering, stretching, poking, squeezing, water, shape, sizes, indoors outdoors, texture, smooth, rough, hard, bumpy.</p>	<p>Expressive Arts and Design – linked to Primary Music Recall...</p> <ul style="list-style-type: none"> • Music is made from sounds. • Sounds are heard through our ears. • Musical sounds are made by instruments or our voices. • An instrument makes sounds -this can even be pots and pans, our hands and our voices. • Sounds can be made by tapping, shaking, banging objects. <p>Listen and respond:</p> <ul style="list-style-type: none"> • Working towards knowing ten nursery rhymes off by heart - remembering and singing the entire song. • Know that there are different kinds of music – know that they are listening to music from China. <p>Explore and create:</p> <ul style="list-style-type: none"> • To know that instruments are objects that make musical sounds. Different instruments all create different sounds. • Instruments can be banged, tapped, shook or strummed to make a sound. <p>Singing:</p> <ul style="list-style-type: none"> • To know that the words in songs can be changed to make new ones. <p>Key Vocabulary: Hearing, Listening, Singing, Explore, Play, sound, sounds, listen hear, ears, music, instrument, voice, tapping, shaking, banging, song, sing, body, move, repeat, same, rhythm, beat.</p>
<p>Understanding the World: Links to Primary Technology Continue to build on Knowledge introduced in Autumn 1:</p> <ul style="list-style-type: none"> • On an iPad I know that I need to swipe across the screen and enter a set of numbers to make it work. <p>Know that I can play children's games on an iPad, use it to help my learning, watch programmes on it, take photographs.</p> <ul style="list-style-type: none"> • Know how to operate simple equipment, such as switching an iPad on/off, take a photograph. • Know that I can find out things that interest me from the Computer, mobile phone or tablet using something called the internet. • Know that I can use iPads and kindles to help me to learn or to take photographs/make videos of my work. <p>If I tap on different pictures on my iPad screen the iPad will take me to different activities, this might be a game, a video, a camera etc.</p> <p>Vocabulary: Electric, electricity, invisible, power, charge, move, light up, turn on, turn off, energy, switch, button, knob, screen, press, push. Technology at school. Object, device, sounds, pictures, Computer, robot, machine, iPad, tablet, phone, television, internet, instruction,</p>	<p>Understanding the World: Links to Primary RE Chinese New Year is the Key celebration focus in Spring 1 Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism</p> <ul style="list-style-type: none"> • People celebrate the start of a New Year. • Lots of people have parties, fireworks etc. • Many people think the New Year is a new start, a time to start a resolution. • A resolution is when you decide to do something new. <ul style="list-style-type: none"> • In China, a country far away, New Year is a really Special time. • Chinese families come together all over the World to celebrate Chinese New Year. • Families buy decorations, food, gifts, and new clothes. • Year. • Chinese New Year is a time to thank family and to remember family.. • Red is an important colour, Chinese people believe red stands for happiness. • Chinese people decorate their houses in red and gold. 	<p>Forest School</p> <p>The aims of Forest School are set out by the Forest School Association and aim to ensure that all participants are:</p> <ul style="list-style-type: none"> • Viewed as equal, unique and valuable • Able to experience appropriate risk and challenge • Able to develop positive relationships with themselves and others and the natural world • Able to develop competency to explore and discover • Experience regular success • Choosing and initiating their own learning and development.

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information, **monitor**, **touch screen**

E-SAFETY -Special Focus week

You should only use an **iPad**, tablet, YouTube, or mobile phone when a grown up is with you.

• **SMARTIE** the penguin helps us to remember how to stay safe on the **internet**.

• If something pops up on your screen when you are using an **iPad** or tablet, you need to tell a grown up straight away.

• Some **websites** are not safe for children and you should not use them.

• **Computers** can help us to learn new things and we can have fun playing games on them; however, we should not spend too long on a **Computer**.

Vocabulary: safety, safe, before, click, stop, think, tell someone, check, grown up, **pop up**.

- The dragon is a special animal to the Chinese – they believe it brings good luck – they have dragons dance in a special parade during Chinese New Year.

Vocabulary:

Celebrate, celebration, part, happy, New Year, new, old, something new.

China, country, far away, New Year, special, celebration, feast, story, animal race, family time, decoration, food, gifts, clean, new clothes. Red, gold, happiness, good luck, dragon, dance, parade.