|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | ***Week1: 5th Nov***  *Engage*  *Finding children’s interest through enhanced provision.* | | *Week2:*  *12th Nov*  *Develop* | | *Week: 3:*  *19th Nov*  *Centre for Life Visit* | | *Week4: Develop*  *26th Nov* | *Week 5 : Develop*  *3rd Dec* | | *Week6: Innovate*  *10th Dec* | | | *Week 7 Express*  *17th Dec* |
| ***Personal, Social & Emotional Development – New Beginnings*** | **ELG 07**  **Managing feelings and behaviour**  **Aware of own feelings, and knows that some actions and words can hurt others’ feelings.**  **PSED MFB 9**  **Talk about how they show feelings.**  **PSED MFB 16**  **Know some ways to manage their feelings and are beginning to use these to maintain control.**  **PSED MFB 26**  **Owl babies. Read *Owl Babies*, a story by Martin Waddell. Ask the children ‘How do you think the owl babies felt when they woke up to find their mummy had gone?’ and ‘How did they feel when she came back?’ Encourage the children to talk about how they feel when they have to leave someone they love.**    **Practitioner note**  **Owl babies props and puppets are available online to help you tell the story.**    **• SMSC Sp 1; • SMSC Sp 3** | | **ELG 06**  Self-confidence and self-awareness  Enjoys responsibility of carrying out small tasks.  PSED SS 5  Confident to speak to others about own needs, wants, interests and opinions.  PSED SS 9  Superstars! Write a range of everyday jobs on card stars. Examples include ‘Water the plants’ or ‘Tidy the book box’. Fill a jar with the stars and each day, ask a different child to come and choose one. Ask them ‘Do you want to do that job or would you like to swap?’ Listen to children’s ideas and opinions and allow them to make choices. Children may also like to add star cards to the jar, so provide some in the writing area.    Practitioner note  Praise children for carrying out their tasks sensibly. Give them a sticky star to wear on their shirt or jumper when they have completed their task! A set of ‘Star cards’ are available on The Hub.    • SMSC M 3; • SMSC So 3  Provide a range of blank star cards for the children to add suggestions.    ELG 10; L W 2; L W 11; L W 15; L W 18 | | ELG 08  Making relationships  Keeps play going by responding to what others are saying or doing.  PSED MR 7  Initiates conversations, attends to and takes account of what others say.  PSED MR 9  Play co-operatively.  PSED MR 12  Understand someone else’s point of view can be different from theirs.  PSED MR 19  It’s a small world! In a dark space, set up small world scenarios using toy cars, emergency vehicles and buildings, small world figures and nocturnal animal models. Use a light box, fairy lights or battery-operated tealights to create a twilight feel. Encourage the children to play together, introducing a narrative to their play. Play alongside the children, introducing problem-solving elements such as ‘Oh no the road is blocked! What will the ambulance do now?’ or ‘The fox wants to cross the road, can you help him?’ Encourage the children to talk about ways of resolving the problems and work together to agree on solutions.    Practitioner note  ‘Problems and scenarios’ are available on The Hub. Why not print and display them?    • SMSC Sp 3; • SMSC So 1; • SMSC So 3  Leave the resources out to encourage the children to continue their play and create their own problems and scenarios. Add new figures and resources to change the emphasis of the play.    ELG 08; PSED MR 7; PSED MR 9; PSED MR 12; PSED MR 19 | |  | | | **ELG** ELG  **Making r** | |  |  | |
| ***Communication Language & Literacy*** | **Bedtime**  **Provide a box of props for bedtime role play. Include onesies, pyjamas, nighties, beds, duvets, cuddly toys, storybooks, toothbrushes and slippers.**  **Observe**  **Do the children recognise the items?**  **Can they put the items of clothing on correctly?**  **How do the children use the props in their play?**  **ELG 17; EAD BI 9; EAD BI 11; EAD BI 16; EAD BI 23**  **• SMSC Sp 2; • SMSC So 3**  **Lullabies**  **Provide an audio or CD player and a selection of lullabies. Make the space comfortable so children can lay down quietly and listen. Lullabies by Fiona Watt includes a good accompanying CD.**  **Observe**  **Can the children listen quietly?**  **Can they listen for a sustained period?**  **Do they join in with the lullabies?**  **ELG 01; CL LA 8; CL LA 10; CL LA 12; CL LA 21**  **• SMSC Sp 3; • SMSC Cd 4** | | **How to catch a star! Read *How* to *Catch a Star,* a story by Oliver Jeffers. After reading, show the children a story bag that contains pictures of props from the story. Ask individual children to choose a picture from the bag and hold it up to show everyone. Ask ‘What is this?’ and ‘Why is this important in the story?’ Encourage children to explain the importance of each prop to the story. For example ‘The boy uses the clock to wake up’ or ‘The boy climbed on the books to look out of the window’.**    **Practitioner note**  **Pictures to put in the bag include a tall tree, life belt, piece of rope, rocket, a pile of books, an alarm clock and a star. ‘How to catch a star picture cards’ are available on The Hub.**    **• SMSC Sp 3**  **Listens to stories with increasing attention and recall.**  **CL LA 6**  **Maintains attention, concentrates and sits quietly during appropriate activity.**  **CL LA 10**  **Listen to stories.**  **CL LA 13**  **Listen attentively with sustained concentration to follow a story without pictures or props.**  **CL LA**  **21 Include the book in a star-themed book box for children to read and enjoy independently. Other books to add are Star Girl by Karin Littlewood and Stars by Mary Lyn Ray and Marla Frazee.**  **ELG 09; L R 15; L R 26; L R 32; L R 35**  Lullabies. Share a range of bedtime nursery rhymes and songs with the children. Provide comfy cushions and snuggly blankets for the children to cuddle up to as they lay down and listen. Practise singing the songs and rhymes at various times of the day until the children become familiar with them and can choose a favourite.    Practitioner note  There are many lovely nursery rhymes to choose. A list of online nursery rhymes is available on the ‘Useful stuff’ document on The Hub.  • SMSC Cd 4 Who works when I am asleep? Show the children pictures of people and services that work at night. Include the emergency services, shop workers, taxi drivers, road workers and pilots. Ask ‘Who is this? What job do you think they do? Why do they have to work at night?’ Encourage the children to say which jobs they would like to do and ask them to record their ideas with words, pictures and captions.    Practitioner note  If possible, invite a family member or friend who works at night to come and talk to the children about their job.  • SMSC Sp 2; • SMSC So 1 Beginning to understand ‘why’ and ‘how’ questions.  CL U 8  Listens and responds to ideas expressed by others in conversation or discussion.  CL U 12  Answer ‘why’ questions about their experiences and in response to events.  CL U 15  Display costumes so children can dress up, and role play people who work at night. Police, paramedics, nurse, pilot and factory worker are possible examples.  ELG 17; EAD BI 11; EAD BI 16; EAD BI 23 | | **Provide blank cards for the children to draw bedtime activities and add captions. Display key words and phrases to help children write independently. A set of ‘Bedtime word cards’ are available on The Hub.**    **ELG 10; L W 2; L W 4; L W 15; L W 18**  **Tell me something happy! Share the story *Tell me Something Happy Before I Go to Sleep* by Joyce Dunbar with the children. After reading, ask the children ‘Do you sometimes find it difficult to go to sleep?’ Allow them time to share their ideas and experiences. Invite the children to think of something happy to say or think about to help them or a friend get to sleep. Encourage the children to tell you ‘their something happy’. After sharing their ideas, children could draw or write about their happy thing and take their pictures home to look at before going to sleep.**    **Practitioner note**  ***Sleep Like a Tiger* by Mary Logue is another lovely book about finding it difficult to get to sleep.**    **• SMSC Sp 1; • SMSC Sp 3; • SMSC So 1**  **Builds up vocabulary that reflects the breadth of their experiences.**  **CL S 15**  **Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**  **CL S 17**  **Develop their own explanations by connecting ideas or events.**  **CL S 28**  **Use a range of vocabulary in imaginative ways to add information, express ideas of to explain or justify actions or events.**  **CL S 31**  ***Provide a range of blank cards with themed borders for children to write labels and captions for their pictures. A set of ‘Themed writing cards’ are available on The Hub.***    **ELG 10; L W 2; L W 11; L W 13; L W 18**  **.**  **• SMSC Sp 2** | | **Animals that come out at night. Use the presentation ‘Nocturnal animals’, available on The Hub, to introduce the children to a range of nocturnal animals. Encourage the children to help read out the captions and name the animals using the correct vocabulary where appropriate.**  **Practitioner note**  **Nocturnal animals are active during the night. In contrast, animals which are awake during the day are known as ‘diurnal’.**  **Uses vocabulary focused on objects and people that are of particular importance to them.**  **CL S 14**  **Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**  **CL S 17**  **Develop their own explanations by connecting ideas or events.**  **CL S 28**  **Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**  **CL S 31**  **Stick pictures of nocturnal and diurnal animals onto wooden blocks and provide labelled hoops for sorting. Use the words ‘nocturnal’ and ‘not nocturnal’ to label the hoops. ‘Nocturnal and diurnal animal picture cards’ are available on The Hub.**    **ELG 14; UW TW 3; UW TW 8; UW TW 12; UW TW 22** | | |  | | This Innovate stage invites children to make their own constellations using battery-operated tealights.  During this Innovate stage children will:    decide what shape their constellation will be  make a plan to show their ideas  work collaboratively as part of a group  create a ‘constellation’ that matches their plan  reflect how well their constellation works    Constellation creators  Darken the room and show the children the video ‘Constellations’ available on The Hub. After watching the video, explain to the children that they are going to create a constellation using battery-operated tealights as stars.  Ask ‘What shape or pattern do you want your constellation to be?’  Organise children into groups and provide adult support to help them draw out their constellation on a large piece of paper.    You will need:  ‘Constellations’ video  paper and drawing materials including silver pens  battery-operated tealights  digital devices for taking photographs  a dark space for presenting their constellations    You can download the Innovate board straight from The Hub. | Communication and language    ELG 03 Speaking  **Questions why things happen and gives explanations.**  **CL S 11**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  CL S 20  Express themselves effectively.  CL S 22  Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.  **CL S 31**  Sharing time! Invite the children to sit in a sharing circle. Ask them ‘What have you learned during our project?’ and ‘What happens while you are asleep?’ Encourage the children to share their reflections and express themselves clearly.    Practitioner note  Where children need support, offer sentence starters to help. For example ‘I learned…’ or ‘I know how to…’    • SMSC Sp 4; • SMSC So 1  Display photographs of different parts of the project with blank laminated speech bubbles. Encourage the children to add comments and captions to the speech bubbles by adding the sign ‘Things we have learned in our project’.    **ELG 10; L W 2; L W 11; L W 15; L W 18** | |
| ***Physical Development*** | |  | |  | | **ELG 04**  **Moving and handling**  **Moves freely and with pleasure and confidence in a range of ways.**  **PD MH 11**  **Experiments with different ways of moving.**  **PH MH 22**  **Move confidently in a range of ways.**  **PD MH 35**  **Display ‘Bedtime command cards’ (available on The Hub) in the home corner with the appropriate props and resources.**    **ELG 04; PD MH 18; PD MH 28; PD MH 37** | | **ELG 04**  **Moving and handling**  **Can catch a large ball.**  **PD MH 16**  **Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.**  **PD MH 26**  **Show good control in large and small movements.**  **PD MH 33**  **Can you catch the moon? Use a silver fitness ball to roll, bounce, throw and catch with groups of children. Ask ‘Can you throw the moon?’ and ‘Can you catch the moon?’ Encourage the children to think of different ways to move the ball around the space and to each other.**    **Practitioner note**  **You can find different sized silver fitness balls online. Make the activity more challenging by asking questions such as ‘How many ways can you travel with the ball? Can you pass the moon around the circle without dropping it? Can you bounce the moon to someone opposite? Who can roll the moon the furthest?’**    **• SMSC Sp 3; • SMSC So 1; • SMSC So 3; • SMSC Cd 4**  **Fill a basket with different sized silver balls for the children to play with. Add baskets, hoops and skittles for outdoor target practise. ELG 04; PD MH 16; PD MH 26; PD MH 33** | **ELG 05**  **Health and self-care**  **Dresses with help.**  **PD HS 12**  **Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.**  **PD HS 15**  **Talk about ways to keep healthy.**  **PD HS 22**  **Dress and undress independently, successfully managing fastening buttons or laces.**  **PD HS 26**  **Bedtime challenges! Set up a range of bedtime challenges for children to try. Can they put on a pair of button-up pyjamas? Get into a onesie? Put slippers on the right feet? Can they clean their face properly or brush their teeth? Work with small groups of children to try the different challenges. Provide stopwatches so that they can time each other. Take photos of the children to include in a classroom display titled ‘Getting ready for bed’.**    **Practitioner note**  **Ask the children questions as they work. Do they know how washing their face and cleaning their teeth helps contribute to a healthy lifestyle?**    **• SMSC Sp 2; • SMSC So 3**  **Fill the water tray with warm soapy water and offer face clothes and towels for washing and drying dolls and small world figures. Provide baby grows for dolls and teddies so children can get them ready for bed. ELG 04; PD MH 18; PD MH 28; PD MH 37** | |  | | |  |
| ***Literacy*** | **Phase 3 phonics**  **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  Attempts to write short sentences in meaningful contexts.  L W 12  Write simple sentences which can be read.  L W 15  Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.  L W 18  Night owl. Show the children the video ‘Night owl’ available on The Hub. Encourage them to listen carefully to the facts and information given. After watching, ask ‘What special features do owls have that help them in the dark?’ Encourage the children to share their thoughts and ideas and respond to what they have found out by drawing, writing or asking questions.    Practitioner note  Provide a range of non-fiction books about owls for children to further their interest in these amazing animals.  • SMSC Sp 2  Display the ‘Nocturnal animal posters’ available on The Hub for children to read.    ELG 09; L R 13; L R 24; L R 28; L R 33 | | **Phase 3 phonics**  **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Gives meaning to marks they make as they draw, write and paint.**  **L W 4**  **Write simple sentences which can be read.**  **L W 15**  **Use key features of narrative in their own writing.**  **L W 19**  **Just imagine! Ask the children ‘What is a dream?’ Give them time to share their ideas and encourage them to describe dreams they can remember. Show the children the painting I and the Village by artist Marc Chagall. What can they see? Highlight how the people, animals, plants and buildings in the picture are all mixed and swirled together, just like in a dream. Allow the children to respond in different ways. They could be making a list of everything they can see in the painting, drawing a picture with a caption about a dream they can remember or writing a story about a strange dream.**    **Practitioner note**  **I and the Village represents Chagall’s memories and dreams about his home town. Mixing the different images in unusual colours and positions make it appear very dreamlike.**  **• SMSC Sp 3** | | **Phase 3 phonics** | | **Phase 3 phonics** | | | **Phase 3 phonics** | | **Phase 3 phonics** | **Phase 3 phonics**  **Literacy**    **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Write simple sentences which can be read.**  **L W 15**  **Use key features of narrative in their own writing.**  **L W 19**  **Can you write a bedtime story? Provide the children with mini books so that they can write a bedtime story. What will their bedtime story be about? Remind the children about some of their favourite stories for inspiration. For those that need support, why not ask them to retell a version of a favourite bedtime story?**    **Practitioner note**  **Children might like to take their bedtime story home to read to parents and carers. Did their story make them go to sleep?**    **• SMSC Sp 3**  **Display a range of children’s favourite bedtime stories in the reading area with soft cushions and blankets. Display the sign ‘Bedtime stories’.**  **ELG 09; L R 15; L R 16; L R 26; L R 32; L R 35** | |
| ***Guided reading*** | **People who help us at night**  **Display labelled photos of people who work at night. Include a police officer, firefighter, mountain rescuer, nurse and security guard.**  **Observe**  **Do the children show an interest in the print and images?**  **Can they read the labels?**  **Do they attempt to read unfamiliar vocabulary?**  **ELG 09; L R 13; L R 24; L R 30; L R 31; L R 34**  **• SMSC Sp 2** | | ELG 09  Reading  Describes main story settings, events and principal characters.  L R 12  Enjoys an increasing range of books.  L R 26  Demonstrate understanding when talking with others about what they have read.  L R 32  Describe the main events in the simple stories they have read.  L R 35  **Things!** Read *Emily Brown and the Thing,* written by Cressida Cowell. Give the children time to talk about what happens in the story. Ask questions such as ‘What did the Thing need to get to sleep?’ Answers could include his cuddly, something to eat and drink and his special green medicine. Ask the children ‘What did the Thing really need to get to sleep?’    Practitioner note  Encourage children to talk about the things that they need to help them get to sleep. The conversation might also include dreams, feelings about the dark and things that the children think are under their own beds! Try reading *Billy Monster’s Daymare,* by Alan Durant, where a monster finds it difficult to sleep because of his daymares about boys and girls!    **• SMSC Sp 3; • SMSC Sp 4**  Display a range of objects that children use to help them get to sleep. Objects might include, a special teddy bear, a night light, a bedtime story, some snuggly pyjamas and a cosy blanket. Add labels to the items for the children to read. Encourage them to bring items in from home to add to the display.  ELG 09; L R 17; L R 24; L R 30; L R 33  **.** | |  | | **.** | | |  | |  |  | |
| ***Mathematical Development*** | | **Shape, space and measure. Money.**  Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore 12 characteristics of everyday objects and shapes and use mathematical language to describe them.  **ELG 12**  Shape, space and measures  Provide a range of star-shaped stickers of different colours and sizes for children to make patterns.  Shows an interest in shape and space by playing with shapes or making arrangements with objects.  M SSM 6  Uses familiar objects and common shapes to create and recreate patterns and build models.  M SSM 18  Create patterns.  M SSM 32  Estimate, measure, weigh and compare and order objects and talk about properties, position and time.  M SSM 36    **ELG 12; M SSM 6; M SSM 18; M SSM 32; M SSM 36**  **Stars.** Provide the children with ‘Star pattern cards’. Challenge the children to copy the patterns using simple graphics software such as Paint. After copying the patterns and as they become confident with the software, challenge the children to adjust the size and colour of the shapes to make new patterns.    **Practitioner note** ‘Star pattern cards’ are available on **The Hub.** Use sticky tack to stick the pattern cards near to the computer screen for the children to refer to as they work.  **• SMSC Sp 3**  **Papa, please get the moon.** Read *Papa, please get the moon for me* by Eric Carle to the children. Focus on using the language of size used in the story including big, bigger, long and smaller. Provide the children with silver play dough and challenge them to create moons of different sizes by rolling the play dough into different sized balls. Can they put them in order from smallest to biggest?    **Practitioner note** Add silver paint and silver glitter to a dough mixture to make sparkly play dough.    **• SMSC Sp 2; • SMSC Sp 3**  Use everyday language to talk about size.  M SSM 23  Estimate, measure, weigh and compare and order objects and talk about properties, position and time.  M SSM 36  Display silver balls of different sizes for children to order from biggest to smallest.    ELG 12; M SSM 23; M SSM 36 | | Numbers: addition and subtraction.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  **ELG 11**  Numbers  Knows that numbers identify how many objects are in a set.  M N 10  Sometimes matches numeral and quantity correctly.  M N 12  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  M N 26  Solve problems by sharing.  M N 45  Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.  M N 47  **How many teddies?** Place the ‘Teddy cards’ on a table top. Ask each child to choose a card and estimate how many teddies are in the set. Ask ‘How many teddies do you think are in the set?’ Then encourage the children to check by counting aloud. After counting, ask the children to write the numeral to show how many teddies are in their set. Repeat for different cards.    **Practitioner note**  ‘Teddy cards’ are available on **The Hub.** For more able or older children, introduce sharing using counting bears, which are available online.    **• SMSC So 1; • SMSC So 3** | | Numbers: addition and subtraction.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. | | Numbers: addition and subtraction.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting | Numbers: addition and subtraction.  In practical activities and discussion,  beginning to use the vocabulary involved in adding and subtracting | | Assessment | | | Assessment |
| ***Forest School*** | **Nursery to lead.** | | **Nursery to lead.** | | **Nursery to lead.** | | **. Nursery to lead** | | | **Nursery to lead** | | **Nursery to lead** | **Nursery to lead** | |
| ***Knowledge & Understanding of the World*** | , Planets and stars  Display laminated pictures of constellations for the children to trace, draw and copy.  Observe  Can the children hold their pencil correctly?  Can they copy a pattern with confidence?  Can the children trace the pattern?  ELG 04; PD MH 19; PD MH 20; PD MH 29; PD MH 38; PD MH 40  • SMSC Sp 2; • SMSC Sp 3  Nocturnal animals  Hide pictures of nocturnal animals around the classroom. Darken the room and give children torches to find the hiding animals and a spotter sheet for ticking them off. ‘Nocturnal animal picture cards’ and a ‘Nocturnal animal spotting sheet’ are available on The Hub.  Observe  Do the children know the names of the animals?  Can the children explain what ‘nocturnal’ means?  Can the children describe similarities and differences between the animals?  ELG 14; UW TW 4; UW TW 8; UW TW 12; UW TW 16  • SMSC Sp 2; • SMSC Sp 3  Binoculars and telescopes  Offer toy telescopes and binoculars – available online. Show children how to focus their instruments on words and letters in the distance, using the turn wheel.  Observe  Can the children describe what happens when they look through the telescope or binoculars?  Can they use a turn wheel or similar to focus?  Do the children show an interest in using the toys?  ELG 15; UW TW 3; UW T 4  • SMSC Sp 2 | | **ELG 13**  People and communities  Shows interest in the lives of people who are familiar to them. UW PC 5 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  UW PC 9  Enjoys joining in with family customs and routines.  UW PC 10  Say how others are the same or different to them. **Yawn!** Share *A Book of Sleep* by Il Sung Na with the children. After reading, ask the children why they think sleep is important. Question what happens when they feel tired and explain that young children need 11–13 hours sleep every night. Give each child a mini sleep diary to fill in with help from their parents or carers. They should note when they go to bed, when they get up and approximately how many hours sleep they get each night. After a week, tell the children to bring in and compare their diaries. Do they get the same amount of sleep? What time do they get up? Is everyone getting the right amount of sleep?    **Practitioner note** Encourage the children to find out who in their family goes to bed earlier or later than them.    **• SMSC Sp 2; • SMSC Sp 4**  Display a range of books about sleeping for the children to look at and share. Suggestions include *While You Are Sleeping* by Alexis Deacon, *Can’t You Sleep, Little Bear?* by Martin Waddell and *Peace at Last* by Jill Murphy.    **ELG 09; L R 15; L R 26; L R 30; L R 33** UW PC 16 | | **ELG 14**  **The world**  **Can talk about some of the things they have observed.**  **UW TW 4**  **Looks closely at similarities, differences, patterns and change.**  **UW TW 8**  **Make observations about animals.**  **UW TW 16**  **Night time visitors. Set up a night vision, motion-sensitive wildlife camera in your school grounds. Leave out nuts or a bowl of cat food to entice potential visitors and review the footage each day. Ask ‘How do you think the animals found the food in the dark?’ See if the children suggest things like good eyesight or sense of smell. Give them blindfolds and put food such as chopped onions, garlic, lemons, cucumber and oranges into open plastic containers. Let the children sniff the containers and guess the contents. Have they got a good sense of smell?**    **Practitioner note**  **Hedgehogs can smell earthworms eight centimetres under the soil and foxes can pick up human scent nearly half a kilometre away! You can buy motion-sensitive cameras online, and many have an SD card slot. You can remove the card each day to check your recordings. Who visits the school at night? You might be surprised!**    **• SMSC Sp 2**  **Play the ‘Animal night cam’ video on a PC or laptop for the children to watch. The video is available on The Hub.**    **ELG 14; UW TW 4; UW TW 8; UW TW 16** | | . **ELG 14**  The world  **Comments and asks questions about aspects of their familiar world.**  **UW TW 3**  **Looks closely at similarities, differences, patterns and change.**  **UW TW 8**  **Talk about features of their immediate environment.**  **UW TW 13**  **Be familiar with basic scientific concepts.**  **UW TW 22**  **Why is it dark at night? Talk to the children about why it is dark at night time. Make sure they recognise that darkness is caused by the absence of light. Allow children to explore this concept, using a range of large cardboard boxes. Encourage the children to climb into the boxes and see what happens when they close the flaps. Ask ‘Is it dark? Can you still see? How can we completely block out the light?’ and ‘How can we let more light in?’ Provide a range of materials and tools such as blankets, foil and sugar paper for blacking out and pencils and other tools for punching holes. You could also provide torches for play or reading activities in the boxes.**    **Practitioner note Some children may not want to take part in this activity, especially if they are sensitive to the dark. However, most children love hiding in cardboard boxes! Make sure an adult punches any holes in the card for safety reasons.**    **• SMSC Sp 2;  • SMSC Sp 4;  • SMSC So 3**  **Put boxes and building materials in the outdoor setting for children to make dark dens.**    **ELG 16; EAD EUMM 14; EAD EUMM 24; EAD EUMM 38; EAD EUMM 41** | | |  | | .    . |  | |
| ***Creative Development*** |  | | **.** Provide glossy magazines for children to cut up and paste to make a dream-like collage. Offer scissors, glue sticks and craft cutters for cutting and sticking.    **ELG 16; EAD EUMM 17; EAD EUMM 27; EAD EUMM 34; EAD EUMM 41** | | . **ELG 16**  Exploring and using media and materials  **Uses various construction materials.**  **EAD EUMM 14**  **Understands that different media can be combined to create new effects.**  **EAD EUMM 22**  **Use a variety of materials and techniques.**  **EAD EUMM 34**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **Make a sleepy Thing! Ask each child to bring a clean sock or glove into school. New ones work best and if they are fluffy or brightly-coloured, even better! Explain that they are going to make their own bedtime ‘Thing’ to look after, just like Emily Brown. Provide wadding, cotton wool or bubble wrap for stuffing, buttons for eyes and felt for adding other features. Fasten the open end using string or an elastic band. What will they name their Thing?**    **Practitioner note Refer back to the book *Emily Brown and the Thing*, by Cressida Cowell. With adult help, children can use a glue gun or stitch buttons to give their ‘Thing’ some eyes, a nose and mouth.**    **• SMSC Sp 3; • SMSC Cd 4** | | **ELG 16**  **Exploring and using media and materials**  **Uses various construction materials.**  **EAD EUMM 14**  **Understands that different media can be combined to create new effects.**  **EAD EUMM 22**  **Use a variety of materials and techniques.**  **EAD EUMM 34**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **The lost stars. Read the story *The Lost Stars* by Hannah Cumming. Talk with the children about words which describe a star including bright, light, shiny, pointed, silver and sparkling. Provide children with a range of beautiful craft materials and loose parts including silver sequins, shiny buttons, glittery pompoms and glitter and a star-shaped template for them to decorate. Stick stars back to back and hang them from the ceiling to create star mobiles.**    **Practitioner note Alternatively, cut star shapes from dough and press the materials into the surface. Put a pencil hole in the top before the dough dries and thread with string to hang.**    **• SMSC Sp 3, • SMSC Cd 4** | | | **ELG 17**  Being imaginative  **Captures experiences and responses with a range of media.**  **EAD BI 12**  **Creates simple representations of events, people and objects.**  **EAD BI 13**  **Deep space. Show pictures taken from the Hubble Space Telescope. Explain that the photographs are taken in deep space, millions of miles away from Earth. Provide a variety of ready-mixed poster paints in squeezy bottles and shallow plastic trays. Show the children how to squeeze blobs of colour on the tray and swirl them round using their fingers or mark making tools. Let the children work independently until they are happy with their pattern. Gently press a piece of black sugar paper onto the paint to make a print. Display the prints with the original pictures taken from the Hubble Space Telescope.**    **Practitioner note Why not provide sprinkle glitter pots to add sparkle to the pictures before they dry? ‘Photographs from the Hubble Space Telescope’ are available on The Hub.**    **• SMSC Sp 2; • SMSC Sp 3, • SMSC Cd 4**  **Make an ‘observatory’ in the outdoor environment for astronomy role play. A domed tent draped with silvery fabric would work well. Add a giant telescope (made from large tubes and silver foil) pointing through the tent’s opening. Hang up images of space for the children to observe.**    **ELG 17; EAD BI 11; EAD BI 16; EAD BI 23** | |  | Expressive arts and design  ELG 16    Exploring and using media and materials  Sings a few familiar songs.  EAD EUMM 6  Begins to build a repertoire of songs and dances.  EAD EUMM 18  Sing a song.  EAD EUMM 28  Lullaby and goodnight. Invite parents and carers with new babies to come for a lullaby sing-along. Encourage the children to sing gently and watch the reactions of the babies. They could even teach the mums and dads some new songs to sing. Encourage everyone to join in!    Practitioner note  If possible, have an informal question and answer time. Let the children ask about the babies’ night time routines and what the parents do to help the babies sleep. Why not dim the lights and offer glow-in-the-dark or light-up sensory toys to play with?    • SMSC So 1 • SMSC So 2  Put a ‘baby’ in a cot and encourage children to help sing baby to sleep.    ELG 16; EAD EUMM 6; EAD EUMM 18; EAD EUMM 28 | |
| ***Religious Education*** | | JO PPA | | .JO PPA | | **JO PPA** | | **JO PPA** | JO PPA | | .JO PPA | | | JO PPA |

Continuous Provision

Creative area Make starlight salt dough using two cups of flour, half a cup of salt, one and a half cups of boiling water, two tbsp oil, mini silver stars, glitter and black food colouring. Provide moon and star-shaped cutters and glittery bits and pieces for creative play.

Play traditional lullabies for children to listen to and sing along with. Offer Talking Buttons for children to record themselves singing their favourite lullaby.

Provide sheets of black construction paper, star and moon sponges and silvery or glittery paints for night sky printing.

Provide detailed photographs of nocturnal animals and a variety of mark-making materials and paper for observational drawing.

Malleable area Funky fingers! Spread silver star sequins of different sizes over a table top. Offer a number of yoghurt pots for the children to fill and easy-grip tweezers or damp cotton buds to pick up the stars. Ask the question, ‘How many stars can you pick up?’

Construction and small world area Provide a range of fabrics, small world figures and animals, natural materials, building blocks and loose parts. Ask the children, ‘Can you build a dream world?’ and let their imaginations run wild!

Create a moonscape in a Tuff Tub with white sand, grey egg box mountains and moon rocks (grey pebbles). Add ‘lunar’ vehicles or floor robots for the children to programme. Can they move the vehicles over the surface?

Reading area

Create a reading area with a comfy bed, canopy, warm blankets, pillows, soft toys and a bedside lamp. Provide a range of popular bedtime stories for the children to read and listen to.

Create a dark den peppered with stick-on, glow-in-the-dark stars. Provide silver baskets with a range of non-fiction books on the theme. Add torches or projector lights for interest.

Put Bedtime Bear in the reading area with a sign that says, ‘Read me a story’. Ask the children, ‘Which story would you like to read to Bedtime Bear?’

Outdoor area

Hang stars in trees, place in holes, on doors, under stones and in other places that require children to use their agility to reach them. Ask, ‘How many stars can you find?’

Hang stars in trees, place in holes, on doors, under stones and in other places that require children to use their agility to reach them. Ask, ‘How many stars can you find?’

Encourage the children to grab an alien space hopper or pop on a rocket pack to avoid the fallen stars, stray planets and cosmic rocks that are littering ‘outer space’!

Sand and water area

Use your water trough to make night sky gloop (2:1 cornflour to water, plus black food colouring and silver glitter). Let the children explore the strange consistency.

Add glittery ice stars to your water tray. Freeze water in star-shaped ice cube moulds adding, glitter and sequins for a magical feel. Offer nets and display the question, ‘Can you catch a star?’

Fill a Tuff Tub with uncooked, star-shaped pasta (stelle). Add small world figures, trucks and other vehicles for scooping, moving and piling.

Mathematics area

Provide teddy bears of different sizes for children to put in order, from biggest to smallest. Ask them the question, ‘Which one would you like to cuddle?’

Provide glow-in-the-dark stars in a ‘star jar’. Ask the children to roll a dice and take the correct number of stars from the jar. Roll the dice two or three times. Who has the most stars?

Display a number of clocks that show the time in different cities around the world, such as Tokyo and New York. Can the children say what time it is in New York? What might people in Tokyo be doing right now?

Writing area

Provide trays of moon dust – salt, black food colouring and silver glitter – sprinkled on a base of silver card. Encourage the children to copy project-themed words with their finger or a pencil. Words could include, night time, bedtime, sleep, moon and stars.

Provide pictures of night-time routines for children to write about. Display the question, ‘What do you do at bedtime?’

Write letters and sounds on silver stars for the children to use to build words. Offer sparkly strips for children to place their letters on.

Offer silver pens and constellation dot to dots. Can the children follow the dots and create a picture?

Role play area

Bathe babies in the water tray and role play bedtime routines using dolls and other soft toys. Provide a range of dolls, soft toys, pyjamas and towels for bath play. Dressing gowns, slippers, mugs for warm milk, story books, dim lighting, blankets and toothbrushes are also stimulating for bedtime play.

Become people who work through the night such as a police officer, a security guard or a nurse. Provide a range of costumes and props to enable children to create their own characters.

Investigation area

Provide rolled tubes, toy or real telescopes and binoculars. Display stars, moons and planets around the setting and ask the question, ’What can you see?’ Provide a tick list or spotter sheet for the children to complete.

Group and sort animals into those that are active in the day (diurnal) and those that are active at night (nocturnal). Ask, ‘Are there any animals that can go in both groups?’ and ‘Why are these animals active during the night?’

Punch holes in black card or thick construction paper in the shape of well-known constellations. Encourage the children to place the constellations on a light box or visualizer to see the stars light up. Provide extra black paper and hole punches for the children to make their own constellations.