

### Communication and Language

- Talking about nocturnal animals– naming animals, talking about similarities and differences, discuss ideas about being awake at night– encourage children to talk about different animals and ask questions.
- Night and day routines, what do we do at different times of the day. Resources to act out bedtime routines, use bedtime routines picture cards., talk about what we do at different times. Use of dolls to act out routines.

### Personal, Social and Emotional

- Bedtime roleplay (large cushions, duvets, pillows, night-lights, cuddlies, blankets, PJs, bedtime stories)
- Wish upon a star circle time

### Physical Development

- ◆ Star dances– shooting, falling, rockets.
- ◆ When I was one, up in the Galaxy (Real PE)- actions and dance
- ◆ Moon Adventure– Real PE– Jumping, balancing, landing

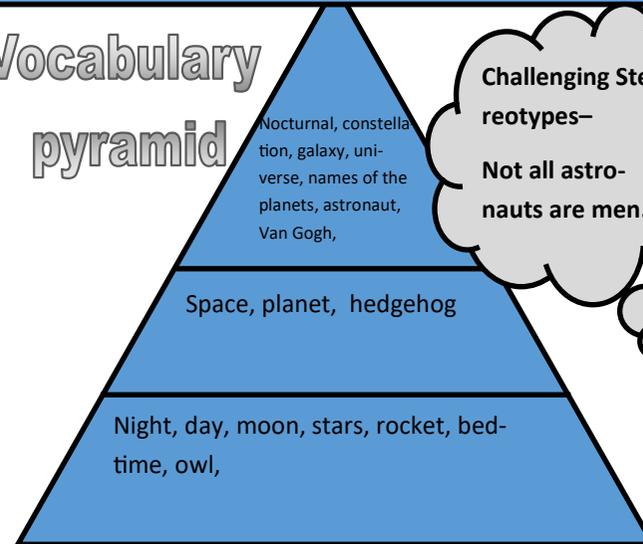
### Understanding the World

- Comparing day and night on the school grounds. Take night photographs of the school, go for a walk during daylight and try to find these places. Invite children back into school after dark for a night walk (shadows using torches, wear glow sticks, reflective items treasure hunt, hot chocolate, musical statues using torches, talk about shape of moon and the stars)
- Talk about the sky during the day and the sky at night.
- In the winter the evenings get darker earlier, longer days during the summer– what do you do on winter evenings, what do you do on summer evenings?
- The appearance of the shape of the moon changes each day, the moon orbits the earth.
- Zoom question and answer with Physics teacher.
- Mobile planetarium? Explorer Dome. Blackout tent
- Nocturnal animals– create a woodland small world with toy nocturnal animals, bark, small logs, leaves, pine cones
- Nocturnal animals picture cards and spotter sheets in the outside area/ forest school.
- Making homes for nocturnal animals in the environmental area.
- The moon landing –Order of the planets

# Starry Night

Ogden Trust Science Talk– Milky Northern Lights, Mini mallow constellations.

## Vocabulary pyramid



Challenging Stereotypes–  
Not all astronauts are men.

### Expressive Arts and Design

- Bedtime roleplay (large cushions, duvets, pillows, nightlights, cuddlies, blankets, PJs, bedtime stories)
- Role playing the story Whatever Next– provide large cardboard boxes and other resources.
- Painting night time pictures using different techniques.
- Starry Night– **Van Gogh** (Artist study) recreate using different media Star constellations– sparkly gel pens, small sticky dots and stars, silver and white paint
- Draw nocturnal animals, talk about similarities and differences.
- Singing lullabies– Twinkle twinkle little star, Order of the planets song

### Mathematics (additionally see White Rose plan)

- Star constellations– Star constellation picture cards and geoboards and elastic bands.
- Night and day routines, what do we do at different times of the day. Resources to act out bedtime routines, use bedtime routines picture cards.
- Counting back from 10, rocket launch
- 2D pictures– rockets
- 3D junk modelling– rockets, planets (papier mache)
- Subitise– number of stars/ planets/ rockets in the sky.

### Literacy

- Read the story Owl Babies, story map the story and re-tell using actions and props.
- Read the story Whatever Next– provide large boxes for the children to go on adventures in. Provide props from the story for the children to act it out– box, wellies, colander, toy owl, teddy, toy food)

Key texts: Whatever Next, Owl Babies, Night Monkey Day Monkey (Julia Donaldson)

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery.

- Begin to show accuracy and care when drawing.

### Understanding the World

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# Starry Night

This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.

The children will also learn about what is up in space, the order of the planets and the moon landing.

They will read the stories *Whatever Next* and *Owl Babies* and learn how to retell these stories and act them out.

### Expressive Arts and Design

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

### Mathematics

Subitise. Count beyond ten. Explore the composition of numbers to 10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system.

### Literacy

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.