



Light and Dark

Week 1 – Bonfire Night

Week 2 & 3 – Light & Dark + Glowstick Dance Party

Weeks 4 & 5 – Diwali

Weeks 6 & 7 – Christmas

Personal Social and Emotional Development

- Jigsaw – Celebrating difference
- Firework Safety - Twinkl Firework Safety
- Being kind and helpful (linked to the Rama and Sita story) 'Brighten someone' day' challenges and display.
- Road Safety - reflectors, lights on bikes, pedestrian crossings. Twinkl shine bright at night.
- Health and well-being linked to day and night time routines e.g. good sleep pattern, limited screen time, brushing teeth.
- Talk about dreams we have at night and the different emotions we feel during certain dreams. Include discussions about dark and unhappy dreams that may induce feelings of worry.

Communication and Language

- Weekly Bold Blue words linked to key texts:
 - Rama and Sita story* - warrior, beautiful, feared
 - Nativity story* - stable, appeared, prepare
- Small world Rama and Sita story.
- Role play Diwali themed home corner.
- Role Play bedroom.
- Talk about day and night daily routines.
- Daily story time linked to light and dark.

Physical Development

Gross Motor

- Colouring Rangoli patterns.
- Creating large chalk Rangoli designs in tuff spots.
- Making Diwali/Christmas decorations.
- Glowstick dance party - gross motor skills.
- Sewing a Winter decoration.
- Relaxation time - relaxing bodies
- Threading, dough disco, CP activities to include cutting skills & pencil control/ RWI handwriting.

Fine Motor Skills

Expressive Arts and Design

- Firework pictures - chalk and/or paint using tubes on black paper.
- Making play dough diya lamps.
- Role play - Diwali/Christmas themed home corner.
- Role play – bedroom.
- Listen to traditional songs played during Diwali/Christmas.
- Make a Christmas/Winter card - finger print string fairy lights.
- Create a calendar – moon theme.

Literacy

- Twinkl stories 'Sparks in the Sky' and 'All About Bonfire Night'.
- Focus texts- Rama and Sita, Goodnight Moon, Can't You Sleep Little Bear and The Nativity.
- Read Write Inc- Set 1 Sounds (Letter formation and spelling)
- Writing a Christmas/winter card - name writing.
- Powerpoint – sources of light discussion prompt.
- Story of Dipals' Diwali.
- What's in the Sky? Day and Night.
- RWInc links.
- Christmas Stories
- Writing in the role play areas
- Topic related word mats

<u>Worldviews</u>	<u>Understanding the World</u>	<u>Mathematics</u>
<ul style="list-style-type: none"> Special times – use the celebration tub to teach the Hindu festival of Diwali and the Christian festival of Christmas. Comparisons to be made between the festivals and discussion about how different families celebrate Christmas. 	<ul style="list-style-type: none"> Watch a video clip of a fireworks display - what might you see, hear, smell? What is Diwali? What is Christmas? Let's Celebrate video clips. Find out about Diwali/Christmas preparations- link these to own experiences e.g. food, cleaning, decorations, special places. Rama and Sita story. Christmas Story. Research natural light sources sun, moon, stars via non-fiction texts and websites. Sorting day and night tasks. How can we save electricity when using lights? 	<ul style="list-style-type: none"> Counting forwards and backwards. Introducing numbers 6 and 7 (Numberblocks) Part, part whole structure of number partitioning. Subitising up to 6. Addition and subtraction of 1. Number bonds to 5 (addition and subtraction). Repeating Patterns. Mastering number.

<u>EYFS Continuous Provision Outdoors</u>				
Sand	Water	Gross Motor	Creative	
<p>Wet sand and mark making tools (paintbrushes, plastic forks, spatulas)</p> <p>Hide topic items in the sand (stars, pom-poms, small present parcels). Children place in small bags. Near Christmas these could be Santa sacks.</p>	<p>Coloured water with transparent containers.</p> <p>Frogs in the pond with lily pads.</p> <p>Stars and sieves in cauldrons</p> <p>Sponges, bubbles and wands</p> <p>Paintbrushes & rollers in the water to paint the fences</p> <p>Fishing nets with stars to catch</p>	<p>Chunky chalks to draw large fireworks and Rangoli patterns</p> <p>Moving round the outdoor area like fireworks exploding</p> <p>Create a constellation of different activities. Draw several large stars on the floor, linked with straight or curved chalk lines. Children follow the chalk lines and then complete a different physical activity at each star, such as star jumps or hops.</p> <p>Use stilts – children can pretend that they are walking on the moon and taking large footsteps.</p>	<p>Mark making tools</p> <p>Chalks – firework creations, Rangoli patterns</p> <p>Designing and making wrapping paper</p> <p>Clipboards and paper for observational drawings in the outdoor area</p> <p>Coloured sand trays, making fireworks</p> <p>Large paper, cobweb drawn, children draw the spiders on the cobweb</p> <p>Lantern making</p> <p>Foil sparklers</p> <p>Wax crayons and watery dark blue paint to paint over</p> <p>Cotton bud sunshine</p> <p>Star collage</p> <p>Cutting out baubles and sticking on tree</p>	<p>Blank stable, children draw characters</p> <p>Snowman drawing (circles)</p> <p>Christmas tree drawing (triangles)</p> <p>Presents (squares and rectangles)</p> <p>Christmas crackers (rectangles & triangles)</p>

Fine Motor Table	Small World	Investigation Tuff Spot
<p>Cutting skills using light and dark/Diwali/Christmas</p> <p>Diwali/Christmas colouring</p> <p>Pencil control activities linked to topic</p> <p>Various tools e.g. playdough stars</p> <p>Playdough and gems to create a diva lamp</p> <p>Small mirrors and beads</p> <p>Lace the stars on to pipe cleaners</p> <p>Button placing activities</p> <p>Star constellation threading</p> <p>Yellow cones with holes and pipe cleaners to create fireworks</p> <p>Tweezers and stars</p>	<p>Wooden house set for children to set up for celebrations. Put small strips of paper with the house for paper chain making etc. Add a Christmas tree</p> <p>Nocturnal and diurnal animals. Add caves and different homes for the animals, some that are in the dark and some that are in the light</p>	<p>Shadow exploration with blocks and figures e.g. dinosaurs</p> <p>Shiny objects</p> <p>Teeth cleaning with multilink, water and toothbrushes and toothpaste</p> <p>Natural materials to make a Rangoli pattern.</p> <p>Masking tape Christmas tree with decorations</p> <p>Santa's soup with oats, carrots & sprouts</p>

Prime Area: Personal, Social and Emotional Development

Self-Regulation			Managing Self			Building Relationships		
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.	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.	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.

Prime Area: Communication and Language

Listening, Attention and Understanding			Speaking		
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.	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.

Prime Area: Physical Development

Gross Motor Skills			Fine 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.	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.

Specific Area: Literacy

Comprehension			Word Reading			Writing		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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.	Write simple phrases and sentences that can be read by others.

Specific Area: Mathematics

Number			Numerical 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.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding the World

Past and Present			People, Culture and Communities			The Natural World		
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	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.

Specific Area: Expressive Arts and Design

Creating with Materials			Being Imaginative and Expressive		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	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.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.