

Children will engage with a range of varied ‘Finger Gym’ activities to encourage fine motor, these will include skills linked to dressing and basic self-care. Further, there will be a high importance placed upon self-hygiene and handwashing throughout the school day.

In PE sessions we use ‘Get Set 4 PE’. This half term, the children will develop their fundamental movement skills through the topic of Gymnastics. Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.



* Write a range of everyday jobs on Star cards. 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.



* 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.
* 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.
* ‘What do you do to get ready for bed?’ Explore how their routines are similar or different to each other. Provide Bedtime routine cards that show things they might do before going to bed, such as cleaning their teeth, washing their face, listening to a bedtime story, reading a book, having a bath and saying goodnight.
* Use the Nocturnal animals’ presentation 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.



* Provide a box of props for bedtime role play. Include onesies, pyjamas, nighties, beds, duvets, cuddly toys, storybooks, toothbrushes and slippers.
* Display laminated pictures of constellations for the children to trace, draw and copy.
* 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 tea lights to create a twilight feel. Encourage the children to play together, introducing a narrative to their play by using the Problems and scenarios resource.
* Provide the children with Star pattern cards. Challenge the children to copy the patterns using simple graphics software such as Paint.
* Ask each child to bring a clean sock 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.
* 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. Stick stars back to back and hang them from the ceiling to create star mobiles.



As part of this area of learning, we incorporate key festivities and significant occasions as they are met throughout the year.

* Hide the Nocturnal animal picture cards around the classroom. Darken the room and give children torches to find the hiding animals and a Nocturnal animal spotting sheet for ticking them off.
* 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.
* 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?’
* 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.
* 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.



We follow the White Rose Scheme of Learning for maths, which offers clear progression to children’s learning (see separate MTP). Alongside this, we enrich the children’s learning experience through further mathematical learning experiences linked to the topic theme.

* Place the Teddy cards (part 1), Teddy cards (part 2) and Teddy cards (part 3) on a table top. Ask each child to choose a card and estimate how many teddies are in the set.
* 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.



We follow a Power of Reading approach to learning, which places children’s literature at the heart of all learning (see separate MTP). Alongside this, we enrich the children’s learning experience through further texts linked to their topic theme.

* Read How to Catch a Star, a story by Oliver Jeffers.
* Read *Owl Babies*, a story by Martin Waddell.
* Read *Emily Brown and the Thing*, written by Cressida Cowell.
* Show the children the video Night owl. 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.
* Display labelled photos of people who work at night. Include a police officer, firefighter, mountain rescuer, nurse and security guard.



 
 