

Early Years Foundation Continuous Provision Indoor/Outdoor Curriculum Adult-Guided/Child-Initiated Plan
Nursery – Celebrations of Light

Unit Title: Nursery – Celebrations of Light	Guideline Time: 3 weeks
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Very Important Points (VIPs):	Fat Questions:
Fireworks are used for celebrations all over the world. Bonfire Night is celebrated on the 5 th November every year. Diwali is celebrated by Hindus. Diwali is a Festival of Light	How is Bonfire Night celebrated? How is Diwali celebrated? Can you tell the story of Rama and Sita? What do fireworks look like?

Area	Area of Learning & Development	What do we want children to learn? (Learning Outcomes)	What will the children do?	Depth of Learning	Key Resources
Paint	EAD BI 22-36 Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' EAD BI 30-50 Captures experiences and responses with a range of media.	I can use the brushes and paints effectively to create a representation of a firework or person. I use one paintbrush for one colour.	Painting a picture of a firework or person.	Emerging - Marks/brush strokes of colour Expected - Lines and circles beginning to say what they have painted. Exceeding – Beginning to create recognisable pictures and can say what they have painted.	Paint Paper of different shapes/sizes Pictures of pictures of firework patterns.
Malleable materials	PD MH 22-36 Shows control in holding and using mark-making tools. May be beginning to show preference for dominant hand. PD, MH 30-50 Uses one-handed tools and equipment.	I can use the tools I have chosen safely and appropriately.	Roll, cut, shape, and squeeze the dough.	Emerging - Shaping with hands Expected – Beginning to show control over some tools. Exceeding – Developing a controlled use of tools.	Play dough Shape cutters Rolling pins Plastic knife Bun cases Bun tins
Sand	PD MH 22-36 Shows control in holding and using mark-making tools. May be beginning to show preference for dominant hand. PD, MH 30-50 Uses one-handed tools and equipment.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends.	Use the sand, select resources independently and to use with care.	Emerging – using resources to fill and empty containers. Expected – showing increasing control over resources. Exceeding – can fill containers of different sizes.	Scoops of different sizes Containers of different shapes and sizes. Natural objects (shells, rocks) Funnels

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Water	<p>PD MH 22-36 Shows control in holding and using mark-making tools. May be beginning to show preference for dominant hand.</p> <p>PD, MH 30-50 Uses one-handed tools and equipment.</p>	<p>I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends.</p>	<p>Use an apron, select resources independently and to use with care.</p>	<p>Emerging – using resources to fill and empty containers. Expected – showing increasing control over resources. Exceeding – can fill containers of different sizes.</p>	<p>Bottles Funnels Tubes Scoops Cups Jugs Boats</p>
Scrap materials	<p>PD MH 22-36 Shows control in holding and using mark-making tools. May be beginning to show preference for dominant hand.</p> <p>PD, MH 30-50 Uses one-handed tools and equipment.</p>	<p>I can use resources appropriately and safely. I can tell an adult what I have made. I can describe how I made my model.</p>	<p>Use the range of resources to build models of their choice.</p>	<p>Emerging – Tearing and joining materials. Expected – Beginning to use spring-loaded scissors to snip/cut materials. Exceeding – Using spring-loaded scissors to cut materials for a purpose.</p>	<p>Range of boxes/tubes Range of materials Spring loaded scissors Child scissors Wavy scissors Glue Tape</p>
Maths	<p>M N 22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number.</p> <p>M N 30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set.</p> <p>M SSM 22-36 Beginning to categorise objects according to properties such as shape or size.</p> <p>MSSM 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>I can say some number names in order. I am beginning to count sets of objects. I can sort and talk about the shapes and objects.</p>	<p>Use the range of resources to explore number, shape and measure.</p>	<p>Emerging – saying some counting words. Talking about shapes and patterns. Expected – saying some number names in sequence. Talking about shapes and patterns.</p> <p>Exceeding –. counting sets of objects to 5 and recognising some numbers to 10. Recognising some 2D shapes.</p>	<p>Number pebbles Counting boards Number formation stones Shape stones Measuring snakes Objects to sort and count</p>

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Writing/mark making	<p>L W 22-36 Distinguishes between the different marks they make.</p> <p>L W 30-50 Sometimes gives meaning to marks as they draw and paint.</p>	<p>I can use the resources to make marks. I can choose what I want to use. I can ask an adult for help.</p>	<p>Use the range of resources to make marks. To tell a friend or an adult what they have written / drawn.</p>	<p>Emerging – make marks on the paper. Expected – make marks and sometimes say what they are. Exceeding – make marks that say what they are, often making recognisable marks.</p>	<p>Paper of different sizes Pictures, words and objects based around Bonfire Night, fireworks and Diwali.</p>
Science investigation	<p>UW TW 22-36 Notices detailed features of objects in their environment.</p> <p>UW TW 30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>I can explore the objects on the display and handle with care and safety. I can begin to describe what I see and feel.</p>	<p>Pick up objects and talk about what I can see and feel.</p>	<p>Input as necessary reflecting on children's individual experiences Model appropriate language Questioning</p>	<p>Objects relating to Diwali and Bonfire Night.</p>
Home corner	<p>UW P+C 22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>UW P+C 30-50 Recognises and describes special times or events for family or friends.</p>	<p>I can cooperate in a home environment with my friends.</p>	<p>Share their experiences of how to do things around the home.</p>	<p>Input as necessary reflecting on children's individual experiences Model appropriate language Questioning</p>	<p>Diwali Decorations</p>
Book corner	<p>L R 22-36 Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>L R 30-50 Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books carefully</p>	<p>I can take care of the books, holding them the correct way around and turning the pages carefully. I can talk about the pictures.</p>	<p>Access the books freely. Enjoy looking at the books and sharing with others.</p>	<p>Can look at books independently, with friends or an adult. Can talk about the pictures and ask/answer questions.</p>	<p>Seasonal books Celebrations books Diwali story sack</p>
Music	<p>EAD MM 22-36 Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>EAD MM 30-50 Explores and learns how sounds can be changed.</p>	<p>I can make a sound using an instrument. I can make a quiet or louder sound.</p>	<p>Use the musical instrument to good effect.</p>	<p>Can make sounds with the instruments, using them appropriately. Can make a quieter and louder sound.</p>	<p>Range of musical instruments Nursery Rhyme books/prompts</p>

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Small world	<p>UW TW 22-36 Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>UW TW 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>I can choose what I want to play with and put it away when I have finished.</p>	<p>Choose from the range of resources independently. Play with friends and individually. Put things back in the correct place.</p>	<p>By outcome Questioning at appropriate level extending thinking through questioning</p>	<p>Diwali story characters</p>
Construction	<p>EAD MM 22-36 Experiments with blocks.</p> <p>EAD MM 30-50 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>I can use resources appropriately and safely. I can tell my friend or an adult what I have built.</p>	<p>Use the range of resources to build models of their choice.</p>	<p>By outcome Questioning at appropriate level extending thinking through questioning</p>	<p>Bocks Tools Duplo Vehicles People</p>
Finger Gym	<p>PD MH 22-36 May be beginning to show preference for dominant hand.</p> <p>PD, MH 30-50 Uses one-handed tools and equipment.</p>	<p>I can use the resources appropriately to sort, lace and create patterns.</p>	<p>Develop fine motor skills by completing the activity with care.</p>	<p>Emerging – children use the resources appropriately with some control. Expected – children are able to complete a variety of activities with developing control. Exceeding – children complete each activity demonstrating good control.</p>	<p>Lacing boards Small shape/object sorting Peg boards Weaving Threading</p>