

Early Years Foundation Continuous Provision Indoor/Outdoor Curriculum Adult-Guided/Child-Initiated Plan
Term 2 Week 1

Unit Title: Diwali/Gunpowder	Guideline Time: One Week
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Very Important Points (VIPs):	Fat Questions:
<ul style="list-style-type: none"> * We celebrate bonfire night to remember the gunpowder plot and Guy Fawkes. * Diwali is the festival of light. * The story of Diwali remembers Rama and Sita. 	<ul style="list-style-type: none"> * If you were a firework, what type would you be? * How would you decorate your house for a celebration? * How is Diwali different to Christmas?

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 40-60 Create simple representations of events, people and objects.	I can use the brushes and paints effectively to create a form of an object. I use one paintbrush for one colour. I can copy features to help me.	Paint a picture of fireworks. Designing a Rangoli pattern.	Emerging - Marks/brush strokes of colour Expected - Lines and circles Recognisable pictures, firm grip of brush. Exceeding - Recognisable pictures with some detail. Can explain their pictures to others.	Paint Paper Pictures of fireworks Stamps Examples of Rangoli patterns
Malleable materials	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use the tools I have chosen safely and appropriately. I can perform a variety of actions.	Choose an activity from the workstation. Roll, cut, shape, squeeze etc Make a Diva lamp using clay. Make patterns in the side of the lamp using tools	Emerging - Shaping with hands Expected - Controlled use of a range of tools Exceeding – making shapes to match the playdough mats.	Play dough A variety of tools Clay Pictures of diva lamps
Sand	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	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 in an appropriate manner Expected – can fill buckets of different sizes. Exceeding – can fill and compare the different sizes using appropriate language.	Provision of different sized containers – challenging to fill without spilling
Water	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends.	Use an apron, select resources independently and to use with care. To be able to fill and empty containers,	Emerging – using resources in an appropriate manner Expected – can fill containers of different sizes. Exceeding – can fill and compare the different sizes using appropriate language.	Bubbles Glitter Warm water
Scrap materials	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use resources appropriately and safely. I can tell an adult what I have made. I can describe how I made my model.	Use the range of resources to build models of their choice. Create own firework rockets	Through outcome Can the children describe their finished product and tell you how they got to this point?	Range of boxes/tubes Creative materials Resources for joining objects together Pictures of fireworks
Maths	M SSM 40-60 Select a particular named shape and use familiar objects and common shapes to create and recreate patterns and build models.	I can talk shapes and I can create a pattern.	Make firework pictures using shapes. Choose materials to make a repeating pattern.	Emerging – can talk about the shapes of everyday objects – round/tall. Expected – can select a particular named shape. Exceeding – can use and name a variety of shapes	Peg boards Selection of shapes Paper Examples of patterns

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Writing/mark making	L W 40-60 Gives meaning to marks as they draw, write and paint. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence.	I can use the resources to make marks. I can choose what I want to use. I can ask an adult for help. I can form some recognisable letters and begin to hear sounds in words I am writing.	Use the range of resources to make marks. Make Diwali cards. Firework safety posters	Emerging – can make marks and say what they are. Expected – can begin to hear some sounds in words and represent them on paper. Exceeding – can write CVC words.	Card Examples of Diwali cards Poster templates
Science investigation	UW TW 40-60 Looks closely at similarities, differences, patterns and change.	I can explore the objects on the display and handle with care and safety. I can describe what I see to my friends.	Investigate objects linked to light and dark eg torches, reflective material	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	A variety of objects Torches Reflective objects Coloured bricks
Home corner	UW PC 40-60 Enjoys joining in with family customs and routines.	I can cooperate in a home environment with my friends. I can take on a role in my play.	Share their experiences of how to do things around the home. Share their experiences of how to do things at a post office.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Rama and Sita costumes Resources to set up a home for Diwali celebration.
Book corner	L R 40-60 Enjoys an increasing range of books. Continues a rhyming string. Hears and says the initial sound in words.	I can explore a variety of books. I can talk about what I have read to my friends.	Access the books freely. To enjoy looking at the books and sharing with others.	Emerging – can handle books carefully and turn the pages one at a time. Expected – can talk about what they can see. Exceeding – can begin to read CVC words.	Celebration books Books about light and dark Rhyming books
Music	EAD EMM 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	I can move in a variety ways reflecting the music. I can play a variety of musical instruments.	Use the musical instruments to good effect. To move to the music the children are making. Listen to music from Asia. Create a Bollywood dance	Can listen to and copy musical patterns Can cooperate with friends to make music Move with the music they make.	Range of musical instruments Examples of Bollywood dancing
Small world	EAD BI 40-60 Create simple representations of events, people and objects.	I can use resources appropriately and safely. I can choose what I want to play with and put it away when I have finished.	Choose from the range of resources independently. To play with friends and individually. To put things back in the correct place.	By outcome Questioning at appropriate level extending thinking through questioning	Rama and Sita puppets
Construction	EAD BI 40-60 Constructs with a purpose in mind, using a variety of resources.	I can use resources appropriately and safely. I can tell my friend or an adult what I have built.	Use the range of resources to build models of their choice.	By outcome Questioning at appropriate level extending thinking through questioning	A variety of construction toys
Finger Gym	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can place the objects in the correct place using the resources provided.	Develop fine motor skills to place the pieces in the correct place appropriately.	Emerging – children use the resources appropriately and try to place them in the correct position. Expected – children can create a pattern Exceeding – Children as Expected but extend their answers – creating new and different patterns for others to copy.	Pegs and peg boards