

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

<b>Unit Title: Owl Babies</b>	<b>Guideline Time: One Week</b>
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Very Important Points (VIPs):	Fat Questions:
<ul style="list-style-type: none"> <li>* <b>Animals which come out at night are nocturnal.</b></li> <li>* <b>Owls have wings, beak, and claws.</b></li> <li>* <b>Owls have large eyes to help them see in the dark.</b></li> </ul>	<ul style="list-style-type: none"> <li>* <b>How could you look after your family?</b></li> <li>* <b>Would you like to be nocturnal and why/why not?</b></li> <li>* <b>Which animals are nocturnal?</b></li> </ul>

Area	Area of Learning & Development	What do we want children to learn? (Learning Outcomes)	What will the children do?	Depth of Learning	Key Resources
<b>Paint</b>	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 an owl and night time scenes.	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.	Pictures of owls Night scenes Florescent paint Black paper.
<b>Malleable materials</b>	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 children to make different sized owls.	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 Feathers
<b>Sand</b>	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
<b>Water</b>	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.	Food colouring
<b>Scrap materials</b>	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 Make habitats for owls.
<b>Maths</b>	M SSM 40-60 Say the number that is one more than a given number. Find one more or one less from a group up to 5 objects and then 10 objects.	I can say one more than a given number.	Have owls on a tree and children to put a certain amount and then say 1 more.	Emerging – can count accurately. Expected – can say one more. Exceeding –.can say one more and one less.	Owls Tree Whiteboard Pen

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<b>Writing/mark making</b>	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.	Children to write a sentence in a speech bubble about what one of the Owls might say.	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.	Owls Speech bubbles
<b>Science investigation</b>	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. Naming nocturnal animals. Sort animals into day and night.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	A variety of objects Torches Reflective objects Coloured bricks Animal hunt around provision. Selection of animals.
<b>Home corner</b>	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.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Home corner resources. Post office.
<b>Book corner</b>	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.	Books about light and dark Rhyming books Nocturnal animal information books.
<b>Music</b>	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.	Can listen to and copy musical patterns Can cooperate with friends to make music Move with the music they make.	Range of musical instruments Nursery Rhyme books/prompts
<b>Small world</b>	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	Woodland animals Sorting habitats.
<b>Construction</b>	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
<b>Finger Gym</b>	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.	Children to count out the pom poms and say the number which is one more.	Emerging – can count accurately. Expected – can say the number 1 more. Exceeding – can say the number 1 more or 1 less.	Tweezer Pom Poms 1 more sheet template.