

### **Project Overview:**

This project has a Knowledge and Understanding of the World focus and enables children to explore 'after dark' including finding out about the moon, stars, nocturnal animals and familiar routines at the end of the day..

### **Communication, Language and Literacy:**

In **ORACY** the children will:

Talk about the importance of light to help us feel safe in the dark. Look at examples of different types of light such as lamps, torches, candles, car headlights, street-lights and coloured disco lights. Talk about ways of keeping safe in the dark for example by wearing light / bright coloured clothes, taking a torch and having lights on bikes.

- Talk about and order picture cards about bedtime and other daily/night time routines.
- Look at a range of pictures of nocturnal animals and share their ideas about what they think they are and where they live.

.In **WRITING** the children will:

- Imagine they are sitting on a star or on the moon. Ask them to describe what they might see and how it might feel.
- Create their own drawings and emergent writing about dreams they have had.
- Talk about people who help us in the dark and make lists and drawings to record their ideas
- Mark make, draw, talk and write about their own bedtime routines. Make little zig-zag books sequencing the order of events

.In **READING** the children will:

Choose a favourite bedtime story and read it to 'Bedtime Bear'. Ask 'Bedtime Bear'

### **In this project the children will learn about:**

- Routines that they take part in at bedtime
- The moon and stars and how the sky changes at night
- Nocturnal animals such as owls, bats and foxes including where they live and how they behave
- Simple lullabies and nursery rhymes
- Being safe and feeling safe at night time
- Mark making, drawing and emergent writing
- The Welsh language using words and phrases across a range of experiences both in the indoor and outdoor environment.

### **Starting ideas- the children will be:**

- Look at a range of pictures of nocturnal animals, sharing their ideas about what they think they are and where they live.
- Help create a 'sleepy zone' suggesting what objects might be included in it. Cushions, pillows, quilts, covers, teddy bears, dressing up clothes and story books are good examples.
  - Read stories and poems about bedtime
  - Talk about dreams that they have had, explaining what happened.
  - Think about people who work through the night using pictures

## *When I go to sleep*

### **Physical Development - the children will:**

Go on a 'star' hunt in the outdoor space. Hide and hang 'stars' in trees, place in holes, on doors, under stones and in other places that require children to use their agility to reach them. Take part in physical challenges that are timed. Encourage children to use stop watches and

### **Personal and Social Development - the children will:**

- Share their feelings about the dark. Ask children to say which things make them feel safe in the dark.
- Listen to calm and peaceful music and lullabies laying down with eyes closed.

### **Mathematical Development- the children will:**

- Sort objects to do with day and night into large hoops and explain their reasons for their choices. Items might include slippers, a toothbrush, items of school uniform, breakfast cereal, a torch, a story, a high visibility jacket and so on. Talk about the things that could possibly belong to both sets and encourage children to explain why.
- Use numbers in rhymes and activities such as counting down for a rocket launch or counting ten in the bed. Use practical props such as dolls or number cards to help children count.
- Sequence routines of the day and night using picture cards.

### **Creative Development - the children will:**

- Use a range of exciting and imaginative drawing materials to draw owls with attention to detail. Make little information books about an owl or another favourite nocturnal animal.
- Join in with traditional lullabies and sing these together using soft percussion to accompany.
  - Create moons and stars using glittery dough and star and moon shaped cutters. Cook until hard and display hanging from a tree branch or ceiling.
  - Look at pictures and videos of moths (night) and butterflies (day) and talk about them. Encourage children to talk about their colours, movements and habitats. Provide a range of inspiring drawing and writing materials so that children can respond to what they have seen through pictures and words.
  - Watch documentation of nocturnal animals and talk about what they have seen- draw and make nocturnal animals using a variety of materials