

## **PSED**

### **Knowing how to stay safe**

1. Watch (ICT - [www.welliphant.co.uk](http://www.welliphant.co.uk)) Welliphant Fire Safety Story - discuss need and how children can stay safe on Bonfire Night - chn to identify some of the things they can do to stay safe on bonfire night.
2. Talk about the children's pets - safety on Bonfire Night.
3. Emergency Services -999 -Fire Service

## **Literacy**

1. Listen and respond to Welliphant Fire Safety Story (ICT) and Sparks in the Sky (book).
2. Mark making - using chunky /egg chalks to create lines and circles when making their firework picture.
3. Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name on their firework picture.
4. Listen and respond to stories read by an adult at the end of each session.
5. Sharing/independent looking at books in book corner.
6. 2d shape rocket name pictures

## **Understanding the World**

1. Introduce Bonfire Night - celebrated every year. Talk about why and how celebrated - drawing on children's first hand of attending bonfires / seeing fireworks/eating special food.
2. Make chocolate apples/ sparkly breadsticks.
3. Recall use of fireworks used for other celebrations - Diwali - festival of light

## **Communication & Language**

1. Encourage children to listen to instructions for making rockets, chocolate apples and playing rocket shape game.
2. Explore vocabulary- firework sounds.
3. 6<sup>TH</sup> - 10<sup>TH</sup> Children to talk about their Bonfire Night experience.

## **Foundation 1 planning**

### **Celebrations and Festivals Theme: Bonfire Night**

#### **Spontaneous activities**

## **Physical Development**

1. Dance and movement - chn responding to 'firwork sounds' created by a variety of instruments - moving like a firework spinning, exploding, zooming.
2. Fine motor skills - using chalks on black paper to create Bonfire Night picture.
3. 3. Mark making using various media
4. Gross motor skills - bicycles, climbing / outdoor

## **Mathematics**

1. Rocket shape game - aimed at developing children's awareness of 2d shapes including their names (circle, triangle and rectangle)
2. children taking a shape from the feely bag and matching it to the shapes they can use to make a rocket picture.
3. Counting and number recognition songs and rhymes - introduce 'Rocket to the Moon..zoom zoom zoom' song.
4. Playing 'Find me a .....' shape game - shapes in the environment
4. 2d shape name rocket pictures

## **Expressive Arts**

1. Making 3D rockets
2. Firework pictures - chalk / black paper
3. Singing songs and nursery rhymes including learning new topic song for bonfire Night
4. Blow painting with straws.
5. Exploring sounds instruments make - can they make firework sounds e.g, crash, bang, pshuu, fizz
6. Outdoor - splodge painting on the ground
7. Bonfire pictures cones and dabbers.
8. Name rocket shape pictures.

### **PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour**

- Shows affection and concern for others who are special to them (22-36)
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)
- Can select and use activities and resources with help.
- Confident to talk to other children when playing and will communicate freely about own home and community.
- Shows confidence in asking adults for help. (30-50 months)
- Confident to speak to others about own needs, wants, interests & opinions (40-60 months)
- Can express their own feelings such as sad, happy, cross. (22-36months) scared, worried.

### **Literacy : Reading / Writing**

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Listen to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name

### **Communication & Language : Listening and attention Understanding / Speaking**

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall
- Focusing attention – still listen or do, but can shift own attention
- Is able to follow directions (if not intently focused on own choice of activity). (30-50months)
- Responds to simple instructions, e.g. to get or put away an object
- Beginning to understand 'why' and 'how' questions.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what
  - Builds up vocabulary that reflects the breadth of their experiences (30-50 months)

### **Understanding the World: People and communities / The world / Technology**

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or Friends
  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work
- Shows care and concern for living things (30-50months)

### **Characteristics of Effective Learning**

#### **Playing and exploring – engagement**

##### **Finding out and exploring**

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

##### **Playing with what they know**

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

##### **Being willing to 'have a go'**

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

#### **Active learning – motivation**

##### **Being involved and concentrating**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

##### **Keeping trying**

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

##### **Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

#### **Creating and thinking critically – thinking**

##### **Having their own ideas**

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

##### **Making links**

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

##### **Choosing ways to do things**

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going

### **Physical Development: Moving and handling / Health and self-care**

Moves freely and with pleasure and confidence in a range of ways, Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Can copy some letters, e.g. letters from their name(30-50) Beginning to recognise danger and seeks support of significant adults for help (22-36months) Understands that equipment and tools have to be used safely. (30-50months)

Shows understanding of the need for safety and considers and manages some risks (30-50months)

Practices some appropriate safety measures without direct supervision.

### **Mathematics : Numbers / Shape, space and measure**

- Notices simple shapes and patterns in pictures (22-36)
- Uses shapes appropriately for tasks.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Uses familiar objects and common shapes to create and Recreate patterns and build models. (40-60 months)

### **Expressive Arts : Exploring and using media and materials / Being imaginative**

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing (22-36)
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Imitates movement in response to music (30-50 months)
- Uses movement to express feelings.
- Creates movement in response to music
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or word(30-50)