

PSED

1. Talk about being kind and helpful. Discuss ways of being kind and helpful in nursery and at home.
2. Group time - pass monkey around circle. When chn is holding monkey it is their turn to talk - encourage chn to share their experiences and ideas about celebrations and festivals.

Literacy

1. Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name.
2. Read the story of Rama and Sita - encourage chn to listen carefully to story.
3. Sharing/independent looking at books in book corner.

Understanding the World

1. Introduce Diwali - Festival of light and why/how it is celebrated.
2. Explore other sources of light and how they help us to see - like the Diya lamps in the Rama and Sita Story.
3. Talk about candles and which other festivals use candles- birthdays.
4. Recall use of fireworks used for other celebrations - Bonfire Night
5. Talk about fire safety and how only adults must use matches and lamps.
6. Chn to find out about and taste typical Indian food.

Communication & Language

1. Encourage children to listen to instructions for making Diya lamp, Rangoli patterns
2. Children to talk about their experiences of festivals and celebrations including birthdays, Christmas, Eid and Diwali.
3. Play listening game where one child in circle looks away whilst chn in circle take it in turn to say "It's only me the helper monkey."

Foundation 1 planning

Theme: Diwali

Spontaneous activities

Physical Development

1. Dance and movement - chn encouraged to explore and create movements to some Indian music.
2. Encourage chn to use various markers to colour the Rama and Sita story pictures.
3. Encourage chn to use the 'pencil control' sheets in mark making area.
4. Encourage mark making by including Diya shaped paper booklets in mark making area.
5. Chn to make salt dough Diya Lamps for Home Corner.

Mathematics

1. Reciting numbers through counting songs.
2. Counting activities in AOP and child initiated play.
3. Sequencing through Diwali story of Rama and Sita.
4. Rangoli patterns - talk about different shapes and patterns they chn can see.

Expressive Arts

1. Have role-play masks from the story of Rama and Sita so that chn can act out the story.
2. Have Indian music playing and encourage chn to dance to it.
3. Make puppets from Rama and Sita story - use to retell story.
4. Chn to use a variety of media to create Rangoli patterns.
5. Chn to make paper Diya Lamps - decorate with jewels etc.
Chn to make Happy Diwali signs and cards

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

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)