



# Where does the day go at night?



## Pre-Learning Experience and/or Hook:

Watch a clip from Star Gazing and a time lapse video of day turning into light.



## Visits/Visitors:

TLES visit/resources

## Local, National and Global links:



## Post Learning Experience:

Shadow Theatre – children to make puppets and act out a story – audience?

## Suitcase for life including key words (Vocab Blast sessions)

Shadow, star, day, night, nocturnal, moon.



## Understanding the World

22-36  
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  
Notices detailed features of objects in their environment.  
30-50  
Remembers and talks about significant events in their own experience.  
Talks about why things happen and how things work.



## Reading, Writing and Maths opportunities

22-36  
Repeats words or phrases from familiar stories.  
30-50  
Listens to and joins in with stories and poems, one-to-one and also in small groups.  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
Ascribes meanings to marks that they see in different places.  
22-36  
Recites some number names in sequence.  
Creates and experiments with symbols and marks representing ideas of number.  
Begins to make comparisons between quantities.  
Anticipates specific time-based events such as mealtimes or home time.  
30-50  
Knows that numbers identify how many objects are in a set.  
Beginning to represent numbers using fingers, marks on paper or pictures.  
Uses positional language.

## Expressive arts and design

22-36  
Experiments with blocks, colour and masks.  
Beginning to make-believe by pretending.  
30-50  
Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.  
Beginning to be interested in and describe the texture of things.  
Engages in imaginative role-play based on own first-hand experiences.

### Communication and Language

22-36

Single channelled attention. Can shift to a different task if attention firmly obtained – using child’s name helps focus.

Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. *Who’s that/can? What’s that? Where is.?*).

Uses a variety of questions (e.g. *what, where, who*).

30-50

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to understanding ‘why’ and ‘how’ questions.

Questions why things happen and gives explanations.

Asks e.g. *who, what, when, how*.



### Personal, Social, Emotional Development

22-36

Expresses own preferences and interests.

1.

Seeks out others to share experiences.

Can express their own feelings such as sad, happy, cross, scared, worried.

30-50

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Confident to talk to other children when playing and will communicate freely about own home and community.



### Physical Development

22-36

Imitates drawing sample shapes such as circles and lines  
30-50

Draws lines and circles using gross motor movements.  
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Understands that equipment and tools have to be used safely.

Observes the effects of activity on their bodies.

### Questions

What happens when I am asleep?  
Why does the Owl mummy fly away?  
Where are the stars in the day?  
What is the moon made out of?  
How would I get to the moon?  
What noises can you hear at night?  
Where does my shadow come from?

### Possible Activities

Time to get up – Gill Mclean  
Owl Babies  
Laura’s Star  
Retelling/joining in stories with masks/puppets.  
Nocturnal animals  
Festivals – Christmas, Bonfire Night, Diwali  
Dark den and torches.  
Ordering times of the day  
Making shadows – shadow puppets.  
Whatever Next – role play/box modelling and painting rockets, transport.  
How to catch a star – making constellations to stick on the window.

