

## What happens at night time?



How can I relax ready for bedtime?



The moon and the stars

### Autumn 2 – Key Knowledge

I know how to relax ready for sleep at bedtime

I can name some nocturnal creatures

I understand differences between night and day



Who works at nighttime?



Which creatures are awake at night?



What is the Nativity story?

Key vocabulary	Definitions
Sunrise, Dusk, Sunset and Night time	Words we call the position of the sun as the earth moves through 24 hours of a day
Nocturnal	A creature that is awake during the night and who sleeps in the day
Morning, Afternoon, Evening and Night	Times of the day when people go about their routines
Routines	Things that people do in order to help them through the day
Relax	When we calm our bodies down, ready to sleep or be quiet

# What happens at night time?

**Use the milestones below for Preschool to help your child learn at school and home.**

## **Personal, Social and Emotional/Physical and Self-care Milestones**

**Can they separate confidently from their carer to come into school? Are they forming a relationship with their key person and other children? Are they beginning to show involvement with nursery school activities?**

**Can they take part in pretend play? Are they making connections to form relationships with friends?**

**Can they independently play around the classroom both indoors and outdoors? Are they happy?**

**Can they wash their hands independently? Are they showing some interest and use of the toilet? Do they follow routines; engage in a range of physical play? Have awareness of dangerous situations?**

## **Communication and Language Milestones**

**Are they using and understanding non-verbal communication?**

**Can they engage in joint attention and other social interactions with peers?**

**Do they understand simple questions and instructions? Are they putting at least three or four words together?**

**Are they responding appropriately to spoken language to demonstrate understanding?**

## **Literacy Reading**

**Can they take part in pretend play? Do they engage in social interactions with peers? Can they engage positively with books and stories?**

**Do they follow and remember a simple story or narrative? Can they join in with rhymes and copy actions?**

**Do they develop simple stories in their play? Can they recall stories using ICT?**

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### Literacy Writing

Can they use the muscles in their hands and arms to make big and small movements? Do they bring together their hand and eye movements to make contact with objects? Do they make and notice marks with fingers in different media including paint/flour/rice/shaving foam/sand?

Can they give meaning to their marks? Do they use ICT to represent writing?

### Number and Number Pattern

Are they able to engage with number rhymes? Do they show perceptual subitising to 3 (Recognise 3 items without counting)

Are they using fingers to represent amounts?

Do they know where their arms and legs are during movements?

Can they begin to distinguish between properties (sorting and classifying) eg what 'is' and 'is not'?

Recreate imprints observed in sand and patterns in the environment? Can they predict which containers hold the same/more/less sand/water. Do they demonstrate understanding of positional language: 'on top of', 'underneath', 'forwards' and 'backwards'?

# What happens at night time?

## Understanding the world

Can they notice and consider living things in the environment? Are they beginning to notice changes in the environment?

Can they look after resources and begin to put them back where they belong?

Do they explore 'ingredients' including sand/water/flour/mud and experiment with different textures?

Can they show an interest in pictures of themselves and other familiar people?

Do they talk about people who are important to them? Talk about themselves and others in celebration pictures?

## Expressive Arts and Development

Do they show interest in combining materials? Can they respond to 'musical' stimuli (music, singing or instruments)? Can they use technology to make sounds?

Can they give meaning to creations? Do they use their imagination and knowledge to create representations of imaginary and real-life experiences, people, and objects? Do they engage with artistic opportunities in school?