

Ducklings – Festival of Lights

Level 1 (Birth to 3) and Level 2 (3 to 4 years)

Our “Festival of Lights” topic provides rich, sensory experiences to help children explore light and celebration in ways that are meaningful and accessible to them. The topic celebrates key festivals — Bonfire Night, Diwali, and Christmas — offering opportunities to experience the sights, sounds, smells, and feelings associated with these special times of year.

The learning is designed to build children’s awareness of the world around them, develop their communication and interaction skills, and promote emotional well-being through shared, joyful experiences. The theme of light and dark supports children’s curiosity, early scientific understanding, and sensory exploration. Throughout, we focus on safety, helping children to recognise when things are hot, bright, or need careful handling as well as staying safe around unfamiliar people and at busy community events.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the EYFS curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Attention Autism
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Pre-Phonics Sessions
- > Life Skills

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

Texts

Bonfire Night by Nancy Dickmann

Leaf Man by Lois Ehlert

The Nativity

Our texts this term will last over a period of 2 weeks. This is to enable us to learn, recall and recite exciting stories and facts that we have learnt. We use an extended time period on each text to enable us to engage and deepen our learning about each fiction and non-fiction text.

PSED Objectives:

- > Engage with others through gestures, gaze and talk.
- > Find ways of managing transitions.
- > Establish their sense of self.
- > Find ways to calm themselves through being calmed and comforted by their key person.
- > Play with increasing confidence on their own and with other children, because they feel safe.
- > Learn to use the toilet with help.

Physical Development Objectives:

- < Spin, roll and independently use ropes and swings.
- < Sit on a push along wheeled toy, use a scooter or ride a tricycle.
- < Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- < Show an increasing desire to be independent such as wanting to feed themselves and dress or undress.
- < Start eating independently and learn how to use a knife and fork.
- < Develop manipulation and control.
- < Explore different materials and tools.

Maths Objectives (Number and Matching and Sorting):

- > Combine objects like stacking blocks and cups.
- > Put objects inside others and take them out again.
- > Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- > Take part in finger rhymes with numbers.
- > Count in everyday contexts, sometimes skipping numbers.
- > Climb and squeeze themselves into different types of spaces.
- > Build with a range of resources.
- > Complete inset puzzles.
- > Notice patterns and arrange things in patterns.

Understanding the World Objectives:

- > Repeat actions that have an effect.
- > Explore materials with different properties.
- > Explore natural materials indoors and outdoors.
- > Make connections between the features of their family and other families.
- > Notice the differences between people.
- > Explore how things work.
- > Explore collections of materials (sim/diff)

Communication and Language Objectives:

- > Copy your gestures and words.
- > Understand single words in context.
- > Understand simple instructions such as finished, all gone, no, bye-bye.
- > Identify familiar objects and properties when they are described.
- > Understands and acts on longer sentences like 'make teddy jump' or 'find your car'.
- > Understand simple questions about who, what and where.
- > Develop pretend play.
- > Listen to other people's talk with interest, but can easily be distracted.

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Level 1 (Birth to Three)

Literacy Objectives:

- > Enjoy songs and rhymes, tuning in and paying attention.
- > Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- > Say some of the words in songs and rhymes.
- > Copy finger movements and other gestures.
- > Enjoy sharing books with an adult.
- > Pay attention and respond to the pictures or words.
- > Develop play around favourite stories using props.
- > Enjoy drawing freely.
- < Repeat words and phrases from familiar stories.

Expressive Arts and Design Objectives:

- > Show attention to sounds and music.
- > Respond emotionally and physically to music when it changes.
- > Move and dance to music.
- > Join in with songs and rhymes, making some sounds.
- > Start to make marks intentionally.
- > Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- > Enjoy and take part in action songs, such as 'Twinkle, twinkle Little Star'.
- > Start to develop pretend play, pretending that one object represents another.
- > Explore different materials using all their senses to investigate them. Manipulate and play with different materials.
- > Make simple models which express their ideas.

PSED Objectives:

- > Select and use activities and resources with help to achieve a goal or one which is suggested to them.
- > Develop sense of responsibility and membership of a community.
- > Play with one or more children, extending and elaborating ideas.
- > Find solutions to conflicts and rivalries.
- > Increasingly follow rules, understanding importance.
- > Develop appropriate ways to be assertive.
- > Talk with others to solve conflicts.
- > Talk about their feelings using words like 'happy'.
- > Be increasingly independent in meeting their own care needs.
- > Make healthy choices about food, drink, activity and toothbrushing.

Understanding the World Objectives:

- > Use all senses in hands-on experiences of natural materials.
- > Explore collections of materials with similarities and differences.
- > Talk about what they see, using a wide vocabulary.
- > Explore how things work.
- > Talk about the differences between materials and the changes they notice.

Communication and Language Objectives:

- > Enjoy listening to longer stories and can remember much of what happens.
- > Pay attention to more than one thing at a time, which can be difficult.
- > Use a wider range of vocabulary.
- > Understand a question or instruction that has two parts.
- > Understand 'why' questions.
- > Sing a large repertoire of songs and know many rhymes.
- > Develop their communication, but may have irregular tenses and plurals.
- > Develop pronunciation but may have problems saying some sounds.
- > Use longer sentences of 4-6 words.

Maths Objectives (Number and Matching and Sorting):

- > Develop fast recognition up to 3 objects.
- > recite number past 5.
- > Say one number for each item in order.
- > Know the cardinal principle, end of counting is total.
- > Show finger numbers to 5.
- > Solve real world maths problems with numbers up to 5.
- > Compare quantities using language 'more than', 'fewer than'.
- > Talk about and explore 2D shapes using informal and mathematical language (flat, round, straight).
- > Select shapes appropriately. Flat shapes for building triangular prism for roof, etc.
- > Combine shapes to make new ones.

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Level 2 (Three to Four)

Literacy Objectives:

- > Understand the five key concepts about print; it has meaning, different purposes, read from L to R and Top to Bottom, the names of different parts of a book and page sequencing.
- > develop phonological awareness to spot and suggest rhymes, count and clap syllables, recognise words with the initial letter.
- > Engage in extended conversations about stories learning new vocabulary.
- > Use some of their print and letter knowledge in early writing.
- > Write some or all of their name.
- > Write some letters accurately.

Expressive Arts and Design Objectives:

- > Take part in pretend play, using an object to represent something else.
- > Begin to develop complex stories using small world equipment.
- > Explore different materials freely to develop ideas about how to use them and what to make.
- > Develop their own ideas and decide which materials to use.
- > Join different materials together and explore different textures.
- > Create closed shapes with continuous lines and with detail e.g. a circle representing a face.
- > Explore colour and mixing.
- > Listen with increased attention to sounds.
- > Remember and sing entire songs.
- > Play instruments with increasing control to express feelings and ideas.

Physical Development Objectives:

< Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

< Go up steps and stairs, or climb up apparatus, using alternate feet.

< Skip, hop, stand on one leg and hold a pose for a game like musical statues.

< Use large-muscle movements to wave flags and streamers, paint and make marks.

< Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

< Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

< Use one-handed tools and equipment, for example, making snips in paper with scissors.

< Use a comfortable grip with good control when holding pens and pencils.

< Show a preference for a dominant hand.

< Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

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Level 2 (Three to Four)

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Level 3 (Four to Five Years/Reception)

Communication and Language Objectives:

- >Understand how to listen carefully and why listening is important.
- >Learn new vocabulary.
- >Use new vocabulary through the day.
- >Ask questions to find out more and to check they understand what has been said to them.
- >Articulate their ideas and thoughts in well-formed sentences.
- >Connect one idea or action to another using a range of connectives.
- >Describe events in some detail.
- >Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- >Develop social phrases.
- >Engage in story times.
- >Listen to and talk about stories to build familiarity and understanding.
- >Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- >Use new vocabulary in different contexts.
- >Listen carefully to rhymes and songs, paying attention to how they sound.
- >Learn rhymes, poems and songs.
- >Engage in non-fiction books.
- >Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Maths Objectives (Number and Matching and Sorting):

- >Count objects, actions and sounds.
- >Subitise.
- >Link the number symbol (numeral) with its cardinal number value.
- >Count beyond ten.
- >Compare numbers.
- >Understand the 'one more than/one less than' relationship between consecutive numbers.
- >Explore the composition of numbers to 10.
- >Automatically recall number bonds for numbers 0-5 and some to 10.
- >Select, rotate and manipulate shapes to develop spatial reasoning skills.
- >Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- >Continue, copy and create repeating patterns.
- >Compare length, weight and capacity.

Literacy Objectives:

- >Read individual letters by saying the sounds for them.
- >Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- >Read some letter groups that each represent one sound and say sounds for them.
- >Read a few common exception words matched to the school's phonic programme.
- >Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- >Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- >Form lower-case and capital letters correctly.
- >Spell words by identifying the sounds and then writing the sound with letter/s.
- >Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- >Re-read what they have written to check that it makes sense.

PSED Objectives:

- >See themselves as a valuable individual.
- >Build constructive and respectful relationships.
- >Express their feelings and consider the feelings of others.
- >Show resilience and perseverance in the face of challenge.
- >Identify and moderate their own feelings socially and emotionally.
- >Think about the perspectives of others.
- >Manage their own needs: personal hygiene
- >Know and talk about the different factors that support their overall health and wellbeing:
 1. regular physical activity
 2. healthy eating
 3. toothbrushing
 4. sensible amounts of 'screen time'
 5. having a good sleep routine
 6. being a safe pedestrian

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Level 3 (Four to Five Years/Reception)

Expressive Arts and Design Objectives:

- >Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- >Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- >Create collaboratively, sharing ideas, resources and skills.
- >Listen attentively, move to and talk about music, expressing their feelings and responses.
- >Watch and talk about dance and performance art, expressing their feelings and responses.
- >Sing in a group or on their own, increasingly matching the pitch and following the melody.
- >Develop storylines in their pretend play.
- >Explore and engage in music making and dance, performing solo or in groups.

Understanding the World Objectives:

- >Talk about members of their immediate family and community.
- >Name and describe people who are familiar to them.
- >Comment on images of familiar situations in the past.
- >Compare and contrast characters from stories, including figures from the past.
- >Draw information from a simple map.
- >Understand that some places are special to members of their community.
- >Recognise that people have different beliefs and celebrate special times in different ways.
- >Recognise some similarities and differences between life in this country and life in other countries.
- >Explore the natural world around them.
- >Describe what they see, hear and feel whilst outside.
- >Recognise some environments that are different to the one in which they live.
- >Understand the effect of changing seasons on the natural world around them.

Physical Development

>Revise and refine the fundamental movement skills they have already acquired:

1. rolling
2. crawling
3. walking
4. jumping
5. running
6. hopping
7. skipping
8. climbing

>Progress towards a more fluent style of moving, with developing control and grace.

>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

>Combine different movements with ease and fluency.

>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

>Develop overall body-strength, balance, co-ordination and agility.

>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Ducklings – Festival of Lights Level 3 (Four to Five Years/Reception)

>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

>Develop the foundations of a handwriting style which is fast, accurate and efficient.

>Further develop the skills they need to manage the school day successfully:

1. lining up and queuing
2. mealtimes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	Number Counting objects to 5	Number Find 4 and 5	Number Subitise 4 and 5	Shape Identify circles and triangles	Shape Compare circles and triangles	Shape Shapes in the environment	Consolidation/Assessment
Phonics	Rhyme Time Round and Round the Garden	Rhyme Time Round and Round the Garden	Rhyme Time The Wheels on the Bus	Rhyme Time The Wheels on the Bus	Rhyme Time Twinkle Twinkle Little Star	Rhyme Time Twinkle Twinkle Little Star	Christmas Songs
Physical	Movement Development How to Move	Movement Development How to move safely	Movement Development Exploring Movements	Movement Development Moving in Different Ways	Movement Development Moving in Different Directions	Movement Development Moving at Different Speeds	Games
Literacy (Sensory Story)	Bonfire Night by Nancy Dickmann	Bonfire Night by Nancy Dickmann	Leaf Man by Lois Ehlert	Leaf Man by Lois Ehlert	The Nativity	The Nativity	The Nativity
PSED	Keeping Safe Fire Safety	Keeping Safe Safe People	Rights and Respect Boundaries/saying no	Rights and Respect Looking after our environment	Keeping Safe Safe choices	Rights and Respect Kind Words	Consolidation/Assessment
UTW	Bonfire Night What is Bonfire Night?	Bonfire Night How do we celebrate?	Light and Dark Day and Night Comparing light and dark	Light and Dark Exploring light sources	Christmas What is Christmas?	Christmas How do we celebrate?	Christmas Christmas Party

EAD	<p>Malleable Materials</p> <p>Play dough fireworks/bonfires</p> <p>Different ways to use hands</p>	<p>Malleable Materials</p> <p>Hot chocolate scented play dough</p> <p>Exploring tools</p>	<p>Malleable Materials</p> <p>Night sky play dough</p> <p>Using tools to create effects</p>	<p>Malleable Materials</p> <p>Clay Christmas Ornaments</p>	<p>Malleable Materials</p> <p>Clay Christmas Ornaments</p>	<p>Music</p> <p>Christmas Lights</p> <p>Sensory Music Sessions</p>	<p>Music</p> <p>Dancing games to music</p>
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