

Unit 3 Day and night

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LCP

History

Resource File Foundation Stage

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 

LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: ⚠

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

Day and night *Medium-term plan*

Expectations

<p>At the end of the unit, most children will:</p> <ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<p>Some children will not have made so much progress and will:</p> <ul style="list-style-type: none"> find out about past and present events in their own lives. 	<p>Some children will have progressed further and will:</p> <ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.
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Key question What are the differences between night and day?

Learning objectives	Foundation stage profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
<p>Children learn to:</p> <ul style="list-style-type: none"> use the vocabulary of time in discussions; sequence activities in the day; recognise the differences between day and night; recognise repeated sounds and sound patterns, and match movement to music; use and develop mathematical ideas to solve problems. 	<p>ED 4, 5, 6 DA 4 KUW 4, 5, 6, 7, 8, 9 CD 4, 5, 6, 7, 8 W 4, 6, 7, LCT 4, 5, 6, 7, 8, 9 PD 4, 5 NLC 4, 5, 6, 7, 8</p>	<p>1a 1b 4a 4b</p>	<p>Step 1 Talks about night and day. Step 2 Shows interest in the sequence of events in a day. Step 3 Shows some evidence of emerging sense of chronology relating to the differences between day and night and the sequence of events in a day. Step 4 (goal) Shows evidence of emerging sense of chronology. Can distinguish between the events of day and night and can sequence the events of their day.</p>	<p>Children:</p> <ul style="list-style-type: none"> discuss their own experience of night and day; sequence the events of a day; make their own observations about the differences between day and night; visit a location where they can observe nocturnal animals; sequence the events of a story; use simple ICT activities to consolidate learning; recreate role-play experiences; use songs, rhyme and music to explore night and day; create their own owl mask. 	<p>Children:</p> <ul style="list-style-type: none"> understand the differences between night and day; understand that there are animals that are active at night time. 	<p>Art and design Exploring and developing ideas, 1a, b English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 Geography Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a ICT Finding things out, 1a, b; Sharing information, 3 (digital photographs) Music Controlling sounds through singing and playing – performing skills, 1 Science Sc4 Light and sound, 3a, b</p>	<p>Can the children:</p> <ul style="list-style-type: none"> use the vocabulary of time in discussions? sequence the events of a day? ask questions about the day and night? drag and drop to sort between day and night? use their knowledge in a role-play situation? listen with enjoyment to relevant stories, songs, rhymes and poems? communicate through phrases and simple sentences? use number to assist in the understanding of time? consolidate their learning with a simple ICT activity?

Day and night

Unit overview

In this unit, children learn how to answer simple questions about the past, and recount episodes from stories about the past. This unit should ideally be used in the winter months, so that it is dark by 6 pm. Many children in this age group are afraid of the dark, and the activities in this unit may help them to see that night time is not frightening.

Foundation stage profile

DA 4 **ED** 4, 5, 6 **LCT** 4, 5, 6, 7, 8, 9 **W** 4, 6, 7 **NLC** 4, 5, 6, 7, 8 **KUW** 4, 5, 6, 7, 8, 9 **PD** 4, 5 **CD** 4, 5, 6, 7, 8

Stepping stones

Step 1

Remember and talk about significant things that have happened to them

Talks about night and day.

Step 2

Show interest in the lives of people familiar to them

Shows interest in the sequence of events in a day.

Step 3

Begin to differentiate between past and present

Shows some evidence of emerging sense of chronology relating to the differences between day and night and the sequence of events in a day.

Step 4 (goal)

Find out about past and present events in their own lives and those of their families and other people they know

Shows evidence of emerging sense of chronology.

Can distinguish between the events of day and night and can sequence the events of their day.

Links to KS1 History

Children should be taught to:

1a place events, and objects in chronological order;

1b use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

4a find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

4b ask and answer questions about the past.

KS1 cross-curricular links

Art and design Exploring and developing ideas, 1a, b

English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

Geography Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

ICT Finding things out, 1a, b; Sharing information, 3 (digital photographs)

Music Controlling sounds through singing and playing – performing skills, 1

Science Sc4 Light and sound, 3a, b

Learning objectives

Children learn to:

- use the vocabulary of time in discussions;
- sequence activities in the day;
- recognise the differences between day and night;
- recognise repeated sounds and sound patterns, and match movement to music;
- use and develop mathematical ideas to solve problems.

Learning outcomes

Children:

- understand the differences between night and day;
- understand that there are animals that are active at night time.

Resources

- A4 plain paper
- **Activity sheet AS 3.1** *What time?*
- **Activity sheet AS 3.2** *Helping children on a visit*
- **Activity sheet AS 3.3** *Letter home*
- **Activity sheet AS 3.4** *Outside my house in the _____*
- **Activity sheet AS 3.5** *Owl mask*
- CD player
- crayons
- **Flipbook, pages 3 and 4**
- **History Foundation Stage Audio CD**, tracks 3, 4 and 5
- large indoor space, such as the school hall
- pencils
- **Permission letter** (Appendices)
- **Risk assessment** (Appendices)
- *The Owl Who Was Afraid of the Dark* by Jill Tomlinson (Egmont)

Vocabulary

bedtime; brush; buses; day; first; getting up; moon; next; night; nightdress; night time; people; pyjamas; school; sun; stars; streetlight; then

Practical activities

Introductory activity

Discuss with the children the sequence of events in a normal day – in the morning, we wake up, get out of bed, brush our teeth, eat our breakfast (make good use of the opportunity to talk about healthy living), dress, go to school and so on. As you talk about each of the activities, encourage the children to think of an action to match that activity.

My day

Resources: crayons; flashcards with relevant vocabulary; A4 paper, one sheet for each child; pencils

Recap the introductory sequencing activity, and talk about the words *first*, *next* and *then*. Give out the paper, and explain that you would like the children to draw and/or write about four things they do at different times of the day, and that they should do this in order. Model folding your paper in half, and then half again, then opening it out to make four sections in which to draw or write. Give suggestions to start the children off, such as *When I wake up...*, *During the day...*, *At bedtime...* and so on. Provide vocabulary cards to prompt those children who can write.

What time?

Resources: **Activity sheet AS 3.1** *What time?*, one copy; clock (for example, the Ambleside clock, www.amblesideprimary.com/ambleweb/mentalmaths/clock.html)

Using the work that the children have done in the previous activities, begin to talk about what people do at different times of the day. As a group, fill in the hands on the clock for the times of the day. Use the clock to show different times of the day, and to demonstrate how long different activities might take.

Discussion

Resources: A4 paper, one sheet for each child; crayons; *The Owl Who Was Afraid of the Dark*, by Jill Tomlinson (Egmont Books)

Talk to the children about the last thing that they do at night. This will be a good starter for talking about children's fears. Read to the children *The Owl Who Was Afraid of the Dark* by Jill Tomlinson.

Work together as a group to sequence the story, asking the children who Plop met and what happened when he met them. When the children have sequenced the story, give each child a sheet of paper. Ask them to fold their paper in half to make two sections in which to draw or write. In the top box, they should draw one of the people Plop met. In the bottom box, they should draw what happened next. Some children may be able to label their drawings 'Who Plop met' and 'What happened next' – provide relevant vocabulary.

Day and night

Resources: Flipbook, pages 3 and 4

Discuss **Flipbook, pages 3 and 4**, pictures of town and country, day and night. Show **Flipbook, page 3** and ask children questions that will help them to compare and contrast, for example: *In the picture of a town during the day, what can you see in the street? What else can you see in the picture? What is the weather like?* Then compare this with the town at night, asking the same questions. Using **Flipbook, page 6**, repeat the activity for the countryside scene.

Our visit

Resources: Activity sheet AS 3.2 *Helping children on a visit*, one copy for each adult helper; additional adult help; digital camera; **Permission letter** (Appendices); pictures of nocturnal animals; **Risk assessment form** (Appendices);

If you have somewhere local where you can go to see nocturnal animals in the evening, this would provide very good firsthand experience for the children. There may be a local nature reserve where the park ranger would show the children the bat boxes.

Prior to the visit:

- risk-assess the location and activities (using the form provided);
- arrange travel;
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help;
- arrange for use of the school's digital cameras

On the day

Welcome adult help. Identify the children they will be responsible for, and explain the activity and learning objectives. Give a copy of **Activity sheet AS 3.2 *Helping children on a visit*** to each adult helper. Show the children some pictures of nocturnal animals. While on your visit, take photographs of any animals you see. Tell the children that they must not touch any of the wildlife, and that they should be very quiet. The digital photographs can be used in a display about wildlife in your setting. If a visit out is not possible, a local falconry society may be willing to bring an owl to show the children. For information about local wildlife trusts, visit www.wildlifetrusts.org.

My house in the day and night

Resources: Activity sheet AS 3.3 *Letter home* (one for each child), **Activity sheet AS 3.4 *Outside my house*** (two for each child); **Flipbook, pages 3 and 4**; pencils

Show the children **Flipbook pages 3 and 4** to refresh their memories about the differences between night and day. Then give out **Activity sheet AS 3.3 *Letter home*** and read it through with the children. Ask the children to write their name at the bottom. At the end of the day, remind the children about their letter and give out two copies of **Activity sheet AS 3.4 *Outside my house***, to each child. To complete these, children should label them 'day' and 'night' and then draw what they see in the daytime and at night time.

Discuss with the children what they might draw. Tell the children that there are spaces to label what they have drawn. Emphasise to the children that they must never go outside their house without an adult.

What time is it?

Resources: alarm clock; large indoor space, such as the school hall

Ask all the children to lie on the floor and pretend to be asleep. Set the alarm clock to go off in about a minute's time. When the alarm goes off, call out a time (e.g. 8 o'clock). Call out *Good morning, good yawning*. The children repeat this and stretch. Lead children into the song 'This the way I brush my teeth... comb my hair... dress for school... walk to school... all on a winter's morning (accompanied by the correct actions, to the tune of 'Here We Go Round the Mulberry Bush').

Call out *7 o'clock... This is the way I brush my teeth... dress for bed... comb my hair... go to sleep ... all on winter's evening* (accompanied by the correct actions, and finishing with the children lying on the floor, as at the beginning).

Making your mask

Resources: Activity sheet AS 3.5 Owl mask photocopied on to card, one for each child; crayons; elastic thread; glue; scissors; pictures of different owls from the Internet; white, grey, brown, and black tissue paper;

Tell the children that they are going to make owl masks. They will need help to cut out the eyeholes. When the mask has been cut out, ask the children to look at the pictures from the Internet and decide which sort of owl they want to be. When they have decided, get the children to make feathers from torn-up tissue paper. They can then stick the feathers on to their mask with glue. The elastic can be attached when the mask is dry.

Night-time poems

Resources: CD player; **History Foundation Stage Audio CD**, tracks 3, 4 and 5

Carry out these actions or make up your own when performing the following rhymes and song. Read/sing them, or listen to tracks 3, 4 and 5 on the **History Foundation Stage Audio CD**.

The White Owl

(The children stand straight and silent.)

Up in the tree the white owl sits,
Still as still can be,
While the moon shines down on a night-time world,
Bedtime for you and me.

(The children stretch their arms and turn their head from side to side looking for their food.)

Up in the tree, the white owl stirs,
His wings are stretching wide.
For down in the grass, his big eyes see,
A small mouse scurrying by.

(The children silently move around with outstretched arms, swooping like an owl, then pretending to snatch something from the ground and returning to stand silently.)

Down to the ground, the white owl swoops,
Gliding on silent wings.
To snatch a meal and return to his tree,
Watching for other things.

(The children stand and on the twit twoo, they make the call of the owl.)

Up in the tree, the white owl sits,
And calls his haunting cry.
Twit twoo! Twit twoo!
As the night-time world goes by.

continued...

Night-time poems (continued)

Teddy Bear, Teddy bear

Teddy bear, teddy bear, go upstairs!
Teddy bear, teddy bear, say your prayers!
Teddy bear, teddy bear, say goodnight!
Teddy bear, teddy bear, switch off the light!
Wake up now!
Teddy bear, teddy bear take your bow!

Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Tapping at the window and crying through the lock,
Are all the children in their beds? It's past eight o'clock!

Plenary

Ask the children to sequence for you the events in their school day and the events that might happen in their homes at night. Use this opportunity to introduce a day in the life of a child from another country.

Role-play opportunities

Read out the story of 'The Elves and the Shoemaker', for example, from the book *The Elves and the Shoemaker*, by Jacob and Wilhelm Grimm, in the *First Favourite Tales* series (Ladybird). Then ask the children to act it out as you read it aloud. This story and others like it will help children to think of night time as a safe, happy, magical time.

Working outside

Play role-play games related to daytime or night time, such as 'Delivering the milk', 'Driving a taxi' or 'Delivering the post'.

Additional resources

Books

Can't You Sleep, Little Bear? by Martin Waddell and Barbara Firth (Walker Books)

The Owl Who Was Afraid of the Dark by Jill Tomlinson (Egmont Books)

What's That Noise? by Michelle Edwards and Phyllis Root (Walker Books)

Works of art

Moonlight by J.M.W. Turner – visit www.ibiblio.org/wm/paint/auth/turner/i/moonlight.jpg

Nocturne: Blue and Gold, Old Battersea Bridge by James McNeill Whistler – visit www.ibiblio.org/wm/paint/auth/whistler/i/battersea.jpg

Starry Night by Vincent Van Gogh – visit www.moma.org/collection/search.php and search for 'Starry Night'

Additional resources (continued)

Music

Eine Kleine Nacht Musik (A Little Night Music) by Wolfgang Amadeus Mozart

Moonlight Sonata by Beethoven

Nocturne by Frederic Chopin

ICT links

www.enchantedlearning.com/subjects/birds/info/Owl.shtml is a good website, with plenty of information about owls.

<http://members.tripod.com/~myowls/> has examples of what different owls look like and their calls.

www.kizclub.com/Topics/animals/nighttime.pdf is a printable daytime/night time animal sorting activity.

Carry out the Unit 3 sorting activity from the CD-ROM.

Assessment opportunities

Can the children:

- use the vocabulary of time in discussions?
- sequence the events of a day?
- ask questions about the day and night?
- drag and drop to sort between day and night?
- use their knowledge in a role-play situation?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

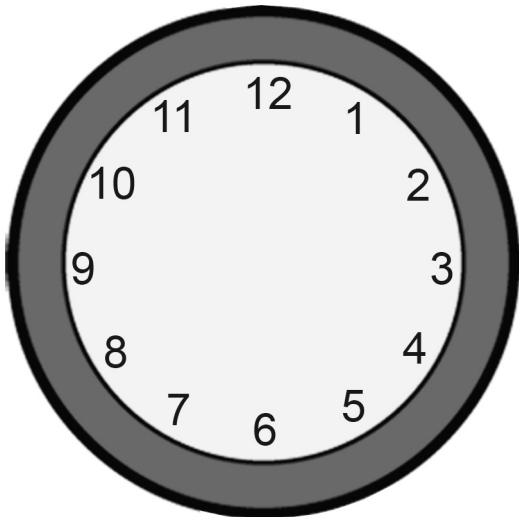
Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

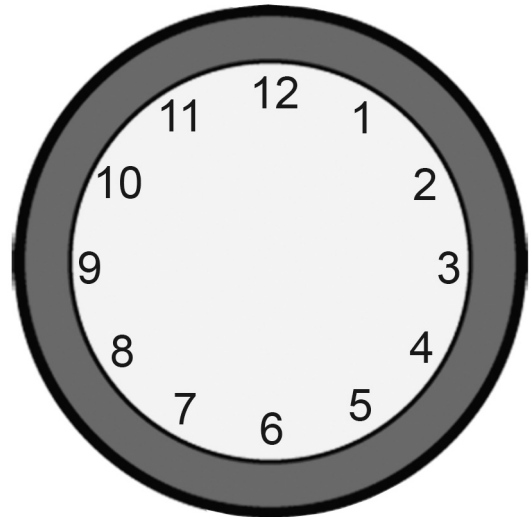
What time?



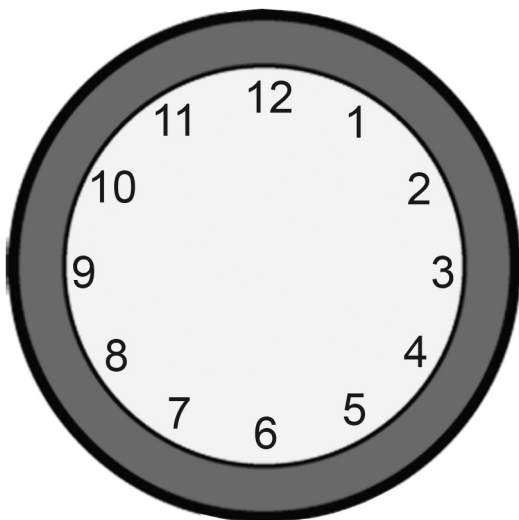
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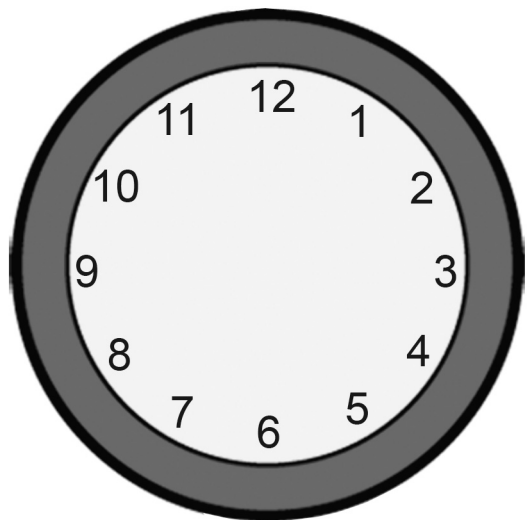
We start school at



We have our lunch at



We finish school at



We go to bed at

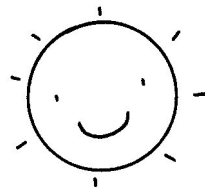
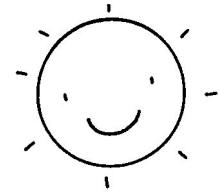
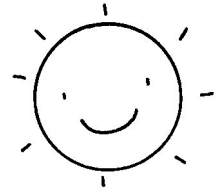
Helping children on a visit

 name:

Thank you for helping us on our trip today.

On our visit, we want the children to think about the differences between night and day, and in particular, the differences between the animals we see at night and those we see during the day. When you are with the children, encourage them to tell you about the animals and wildlife they see, and the noises that they hear around them.

The children in your group are:



Letter home

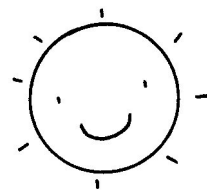
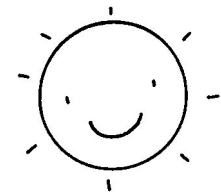
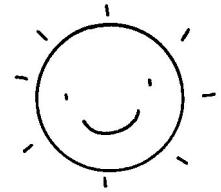
name:

Dear Family

We are thinking about night and day at school.

For my homework, I need to draw and label a picture of what I can see outside my house during the day and at night time. Please come outside with me and help me while I am doing this.

Love



Outside my house in the _____

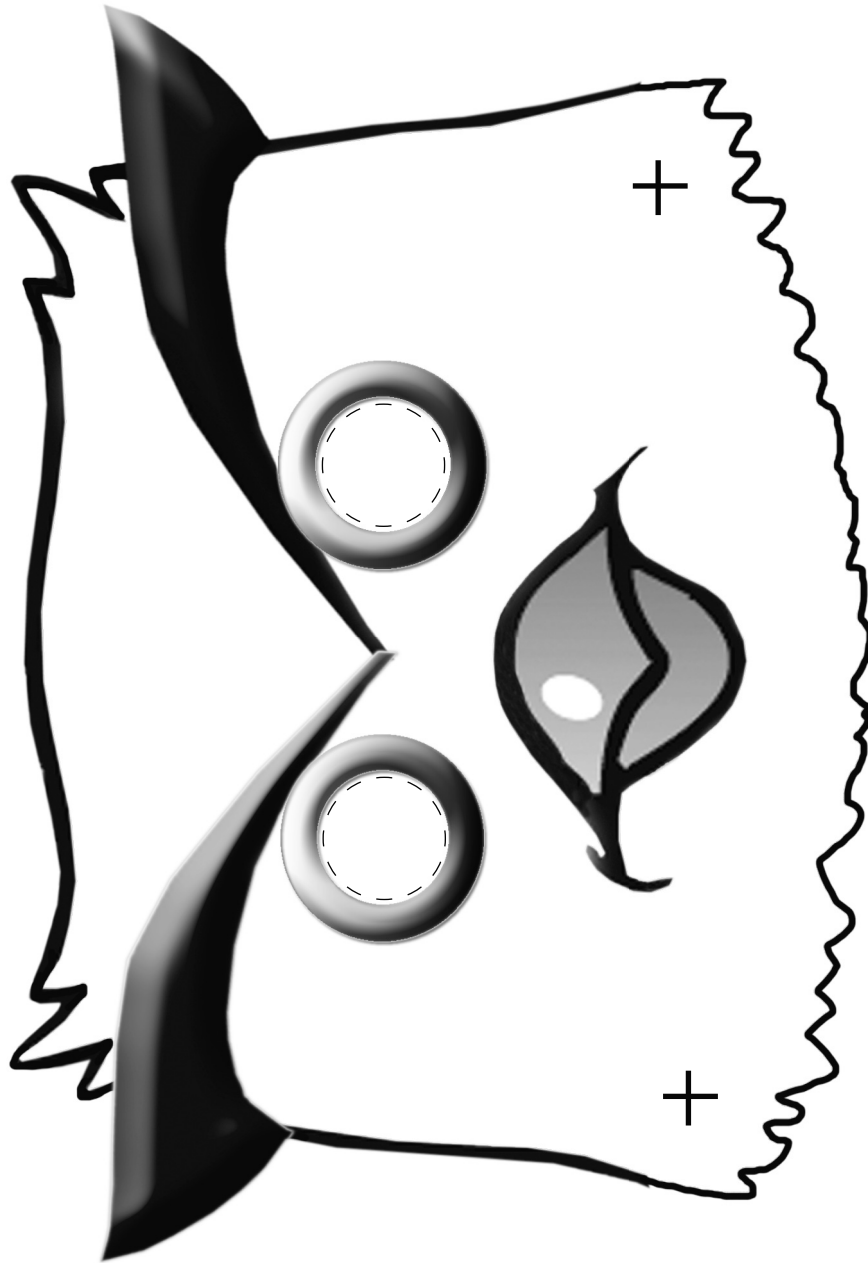


name:

day

night

Owl mask



Notes

