

Autumn Block 6

Night and day

Links to maths block *Shapes with 4 sides*

Teacher guidance

Books and rhymes



Science books

- *WOW! It's Night-time* by Tim Hopgood
- *Night Animals (Campbell First Explorers)* by Jenny Wren (illustrator)
- *Day and Night* by Lela Nargi
- *Owl Babies* by Martin Waddell



Maths link books

- *Night Monkey, Day Monkey* by Julia Donaldson
- *The Fox in the Dark* by Alison Green



Rhymes

- *Twinkle, Twinkle, Little Star*

Useful resources

- torches
- small-world animals
- story sack with nocturnal animal puppets
- chalk
- glitter
- black paper
- dark den or dark tent



Night and day

Notes and guidance

In this block, children are introduced to the word 'nocturnal' and learn that nocturnal animals are awake and active at night. They will also learn that these animals sleep during the day, when humans are awake. Read stories and non-fiction texts to children so they can identify nocturnal animals in meaningful contexts.

Within this learning, children also build on the idea of day and night. At this time of the year, encourage children to notice that there are fewer hours of daylight, and it is getting darker earlier.

Children will use light sources such as torches to observe how they can be used to see in the dark. They will also explore how shadows can be made when using these torches.

Key vocabulary

animal nocturnal owl badger fox hedgehog bat
 stars moon sun night light day shadow
 torch daylight asleep awake evening morning dark

Key questions

- What is a nocturnal animal?
- Which animals are nocturnal?
- What can you see at night/during the day?

Links to the curriculum

Development Matters – Reception

- Understand the effect of changing seasons on the natural world around them.

Birth to 5 Matters

- Range 5 – Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Range 6 – Makes observations of animals and plants and explains why some things occur, and talks about changes

Characteristics of a scientist

- Develop strategies for doing things.
- Ask questions to find out more.

Foundations for Year 1

- Seasonal changes
- Animals, including humans

Adult-led learning



Read books such as *WOW! It's Night-time* by Tim Hopgood or *Night Animals (Campbell First Explorers)* by Jenny Wren (illustrator) with children. Discuss **nocturnal animals**, explaining that these animals are **awake** and active at **night**, while we are **asleep**.



Prompt children to discuss what they notice about the nocturnal animals.

Top tips

- Highlight to children how the **animals'** features help them in the **dark** at **night**. For example, **owls** have large eyes to help them see in the dark.
- Show children night-cam footage of animal activity at night, such as badgers grooming themselves or cleaning out setts.

Provide children with **torches** in areas of provision such as the small-world area. Encourage children to explore making **shadows** of different **animals** by placing the animals in front of the **light**.



Prompt children to talk about what they notice.

Top tips

- Children could work with a partner to draw around the **shadows** that their partner's toy makes.
- This learning could also be taken outside on a **sunny** day. Children can explore drawing around a partner's shadow on the playground.

Continuous provision

Enhance the book area with books that include **nocturnal animals** such as *Owl Babies* by Martin Waddell. Include puppets linked to the story and encourage children to use the puppets to act out the story with a partner.



Provide children with chalk, glitter and black paper in the creative area. Talk to children about what they can see at **night**, such as the **moon** and **stars**. Encourage them to create night-time pictures on the black paper.



Set up a **dark** den or dark tent and provide children with a range of **torches**. Encourage children to explore using the torches in the dark den. Enhance this area with books and teddies and prompt children to use the torches when looking at the books.



Highlight to children that **torches** are light sources that help us see in the **dark**.

Top tips for assessment

- Can children explain what a **nocturnal animal** is and name some of those animals?
- Can children talk about **day** and **night** and what we might see in the daytime or at night-time?
- When children are exploring using **torches** in provision, can they talk about what they can see?

Linked maths activities

In the linked maths block, children will be introduced to the idea of **nocturnal animals** through books and stories. This learning will be extended in this science block by exploring nocturnal animals in more detail.

Children will explore different animals and will compare animals which are nocturnal with those which sleep during the night.



Use stories and non-fiction books, such as *Night Monkey, Day Monkey* by Julia Donaldson or *The Fox in the Dark* by Alison Green, to introduce the idea of nocturnal animals.

Explain that as we go to sleep, some animals are waking up because they come out at night.



In the maths block, children will discuss and sort things that they do during the **day** and things they do at **night**. This learning will link to children's scientific discussions around **nocturnal animals** when they talk about animals that are **awake** at night and **asleep** during the day.



Provide children with different pictures illustrating things that we do during the day and at night.



Encourage children to sort the images into two piles and talk about what we do in the day and at night.

Children will have been creating street scenes with box modelling. They will then explore what happens when they use **torches** to **light up** their buildings.

This learning will be extended when children explore making **shadows** in areas of provision or outside.



Display pictures of buildings or street scene images.

Discuss the different types and shapes of homes and buildings. Provide a variety of boxes and ask children to build their own models to create a street scene.

Encourage them to add square and rectangular windows and use torches to light the buildings up from the inside.