

TERM 4;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
19th February - 28th March	Spring	Planting and Growing: <ul style="list-style-type: none"> • Talk about springtime with the children and discuss how things are changing and growing, in particular flowers, plants etc. • Read 'Jack and the beanstalk with the children. Focus on how the beanstalk grows, how it changes, the different parts and what it needs to grow. • The children can plant their own beanstalk and care for it. They will also be able to plant cress seeds and watch them grow. • The children can make a record (diary of how the beanstalk grows - focusing on 'stem', 'roots', 'leaves' and 'flower'). • Look at the flowers in the garden, naming and describing them. The children will paint daffodils (St Davids day). 	<u>PSED - Making Relationships:</u> Seeks out companionship with adults and other children, sharing experiences and play ideas (pg 57) <u>PSED - Sense of self:</u> Is becoming aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups and to their peers Pg 61) <u>C&L; Listening and Attention;</u> Listens to familiar stories with increasing attention and recall (pg 67) <u>C&L - Speaking:</u> Beginning to use more complex sentences to link thoughts (pg 74) <u>C&L - Speaking:</u> Able to use language to recall past experiences (pg 74) <u>PD - Health and Self-care;</u> Can name and identify different parts of the body (pg 85) <u>L - Reading;</u> Listens to and joins in with stories and poems, when reading one-to-one and in small groups (pg 88) <u>L - Reading;</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (pg 88) <u>L - Writing:</u> Attempts to write their own name, or others names and words, using combinations of lines, circles and curves, or letter-type shapes (pg 92) <u>L - Writing:</u> Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right (pg 92) <u>M - Counting:</u> Uses some number names and number language within play, and may show fascination with large numbers (pg 99) <u>M - Counting:</u> Explores using a range of their own marks and signs to which they ascribe mathematical meanings (pg 99)
Celebration s/festivals: Pancake day (13th feb) Valentines day (14th feb) St Davids day (1st March) World book day 9th March) St Patricks day (17th March) Mothers day (10th March) Easter Sunday (31st March)	Books The very hungry caterpillar Jack and the beanstalk Going on an egg hunt	Life cycles: <ul style="list-style-type: none"> • Read 'The very hungry Caterpillar' with the children and focus on the four main changes that the caterpillar goes through. • Look at and discuss information books on the life cycles of butterflies and frogs. Talk about how they change and focus on the names of the different parts such as 'egg', 'caterpillar', 'chrysalis (cocoon)', 'butterfly' and 'frogspawn', 'tadpole', 'newt' and 'frog'. • The children can look at pictures of the different parts and we will encourage them to sequence the pictures, talking about what comes first, second etc. • The children will be given the opportunity to use different materials to create their own eggs, cocoons, caterpillars and butterflies. • We will also be lucky enough to have caterpillar eggs in the Pre-School that the children will be able to watch grow and change and then eventually let the butterflies go in our garden. How we have changed: <ul style="list-style-type: none"> • The children can bring in photos of themselves as babies and photos of themselves now (staff will do the same). • The children (in groups) can look at their photos and talk about the changes they see and how they have grown. We will talk about the things they may have done as a baby and the things that they do now, For example, as a baby they drank milk from a bottle or mummy but now they drink milk from a cup, as a baby they had no teeth but now they have lots etc. 	(Continued from previous row)
Makaton Toilet Mummy Daddy Sister Brother Home	Songs Bees in the beehive Grow a plant Tiny caterpillar on a leaf 5 speckled frogs Sleeping bunnies Little Peter rabbit	Baby animals: <ul style="list-style-type: none"> • We will be talking to the children about different animals that we see and their babies. We will draw attention to animals that are born particularly around the Spring such as calves, lambs and chicks. • We will talk to the children about these baby animals and what they need to grow. • We will encourage the children to look at pictures of different baby animals, naming them and then matching them with pictures of their mummies and naming them. On the Farm; <ul style="list-style-type: none"> • We will look at the farm. We will talk about who lives in/on the farm and also what animals we will find on the farm. • We will have farms set up in the Pre-School for the children to play with and explore, these will include animals, farmers, farm and tractors. • We will talk about farm produce and where this goes, how it gets there etc. • We will have a 'farm produce' shop so the children can role-play buying the produce and 	(Continued from previous row)

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<p>Baking/food Pancakes (snack) Cress sandwiches Easter nest cakes Fruit kebabs</p>		<p>using it at home.</p>	<p>M - Measures: Recalls a sequence of events in everyday life and stories (pg 101) UTW - People and Communities: Shows interest in the lives of people who are familiar to them (pg 106) UTW - The World: Developing an understanding of growth, decay and changes over time (pg 109) UTW - The World: Shows care and concern for living things and the environment (pg 109) EA&D - Being Imaginative and Expressive; Plays alongside other children who are engaged in the same theme (pg117)</p>
		<p>Easter:</p> <ul style="list-style-type: none"> • Read 'Going on an egg hunt' with the children. • The children will go on an 'Easter egg' hunt in our garden and through the setting indoors with a little surprise at the end. • The children will be given lots of opportunities to take part in Easter crafts such as making bunnies and chicks, decorating eggs etc. • The children will be able to make their own easter nest cakes to enjoy at home. 	
<p>TERM 4;</p>	<p>P.E in the school hall;</p>	<p>Week 1; Mardi Gras mambo - dancing with scarves. Week 2; Hungry Caterpillar yoga. Week 3; Climbing/balancing equipment. Week 4; Ring games - hokey kokey etc. Week 5; 'What's the time Mr Wolf?' game. Week 6; Easter Yoga.</p>	<p>PD - Moving and handling; Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80) Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (pg 80) Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80)</p>
<p>TERM 4;</p>	<p>Music;</p>	<p>Week 1; SING; 'I love you' (Barney song), the more we stick together. Week 2; PLAY; Groups of instruments, Orchestra and listen to a welsh choir. Week3; MOVE: Growing like beans to music, flying like butterflies, move to welsh/irish music. Week 4; SING: 'Old Macdonald', 'Ride along on a big red tractor', 'Jumping Bean', 'Oink oink went the little pink pig'. Week 5; PLAY: Guess the instrument. Week 6; MOVE: 'Hop little bunnies', '5 little ducks', 'Dingle Dangle Scarecrow', 'Chick chick chicken'.</p>	<p>EA&D - Creating with Materials; Continues to explore moving in a range of ways (pg 114) EA&D - Creating with Materials; Develops an understanding of how to create and use sounds intentionally (pg114) EA&D - Creating with Materials; Sings familiar songs (pg 114)</p>
<p>TERM 4;</p>	<p>Home Learning suggestions;</p>	<p>Week 1; Flower spotting, how many different flowers do you see growing and what are they called? Week 2; Can you tell your family the different life stages of a caterpillar? Week 3; Ask your families about something you use to do when you were a baby? Look at your baby photos with them. Week 4; Go on a walk or a drive, what baby animals can you see? Where do they live? Week 5; Visit a farm with your family, what animals did you find? Did they have any babies? Week 6; Bake an easter cake or cupcakes with your family.</p>	<p>Same learning intentions as listed above. Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.</p>
<p>TERM 4;</p>	<p>Sound of the week;</p>	<p>Week 1; n Week 5; r Week 2; o Week 6; s Week 3; p Week 4; q</p>	<p>The children will be able to bring objects that begin with the given sound that week. They will be able to show their friends. We will encourage the children to think of other words beginning with the same sound.</p>