

TERM 3;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
2nd January - 9th February	<b>Winter</b>	<b>Cold Weather;</b> <ul style="list-style-type: none"> <li>We will talk about the changes in the season including the weather getting colder and the changes in the trees and outdoors; dark, cold etc.</li> <li>We will get the children to talk about how to look after themselves in the cold - what do you need to wear? Why?</li> <li>The children will have opportunities to explore a 'winter wonderland' and create their own snowflakes, looking at patterns and shapes.</li> <li>The children will be able to create other patterns such as 'car/train' tracks through the snow.</li> <li>We will give the opportunity for the children to have a 'hot chocolate station' where they can role play going to the coffee shop to keep warm.</li> </ul>	<u>PSED - Making Relationships:</u> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (pg 57) <u>PSED - Making Relationships:</u> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others play (pg 57) <u>PSED - Understanding Emotions:</u> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions/words can hurt others' feelings (pg 64)
<b>Celebration s/festivals;</b> Chinese New Year (22nd Jan)	<b>Books</b> Whatever Next The Gruffalo's child The Smeds and the Smoos Peep inside space	<b>Investigating Ice;</b> <ul style="list-style-type: none"> <li>We will talk about cold places that may have lots of snow and ice. We will introduce the language of 'ice, freezing, frozen, arctic etc.</li> <li>The children will learn about the arctic and what animals live in this habitat.</li> <li>Opportunities will be given for the children to explore 'ice' itself. We will do melting and freezing experiments so the children can learn how water can change from liquid to solid and back to a liquid again.</li> <li>We will give the children some tools to encourage hand-eye coordination in setting some frozen animals free.</li> <li>The children can explore colour through 'ice-painting'.</li> </ul> <b>Light and Dark;</b> <ul style="list-style-type: none"> <li>We will talk about the day time and the night time with the children. Discussing why it is light in the day and dark at night.</li> <li>We will talk about how to stay safe when we are out walking in the dark. introducing the vocabulary of 'reflection, reflective, bright, glow' etc.</li> <li>We will give the children opportunities to explore inside dark tents with torches. The children can go hunting around the room for given objects that are hiding in dark places.</li> <li>We will talk about outdoor habitats and animals that only come out at night, introducing the vocabulary of 'nocturnal'.</li> <li>We will encourage the children to investigate animals and objects with torch light against blank surfaces such as walls so they can find the shadows and learn how to make them bigger and smaller. The children can use their hands to make other objects too.</li> </ul>	<u>C&amp;L; Understanding:</u> Responds to instructions with more elements (pg 70) <u>C&amp;L - Speaking:</u> Uses talk to explain what is happening and anticipate what might happen next ( pg 74) <u>C&amp;L - Speaking:</u> Builds up vocabulary that reflects the breadth of their experiences (pg 74) <u>PD - Health and Self-care;</u> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves (pg 85) <u>PD - Health and Self-care;</u> Can wash and dry hands effectively and understands why this is important (pg 85) <u>L - Reading:</u> Shows interest in illustrations and words in print (pg 88) <u>L - Reading:</u>
<b>Makaton</b> Good morning Stop Help Friend Play Sing	<b>Songs</b> Here we go round the mulberry bush Incey Wincey Spider 5 little men in a flying saucer A rocket that will take us to the moon	<b>Space;</b> <ul style="list-style-type: none"> <li>We will talk about space and ask the children what they know about it. We will talk about and name the different planets that are in our solar system.</li> <li>The children will be given opportunities to create the different planets along with stars, rockets etc to make their own solar system.</li> <li>We will have a 'moon' and space role play area for the children to dress up and pretend to walk on the moon.</li> <li>We will encourage the children to talk about the shapes they can see when they think about space and what shapes they might use to make a rocket, the moon etc.</li> </ul>	<u>L - Reading:</u> Looks at and enjoys print independently (pg 88) <u>M - Shape:</u> Chooses items based on their shape which are appropriate for the child's purpose (pg 100) <u>M - Pattern:</u> Creates their own spatial patterns showing some organisation or regularity (pg 101) <u>M - Measures:</u> In meaningful contexts, find the longer, shorter, bigger, smaller of two items (pg 101) UTW - The World;

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	I saw a dinosaur, dinosaur	<p><b>Dinosaurs;</b></p> <ul style="list-style-type: none"> <li>We will talk about dinosaurs, when they lived, and what happened to them. Introducing the vocabulary of 'extinct, fossil, skeleton' etc.</li> <li>The children can tell us the names of the dinosaurs and we can record this with pictures and words.</li> <li>The children will be able to experience being an archeologist and dig for dinosaur bones in the sand, they can create their own skeletons of the dinosaurs using pasta, they can make dinosaur footprints and compare sizes and shapes and they will be able to explore the dinosaur habitat with their own dinosaur swamp.</li> </ul>	<p>Comments and asks questions about aspects of their familiar world such as the natural world (pg 109)</p> <p><u>UTW - Technology:</u> Knows how to operate simple equipment (pg 112)</p> <p><u>UTW - Technology:</u> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, mobile phones, torches etc (pg 112)</p> <p><u>EA&amp;D - Creating with Materials:</u> Uses tools for a purpose (pg 114)</p> <p><u>EA&amp;D - Being Imaginative and Expressive:</u> Engages in imaginative play based on own ideas or first-hand or peer experiences (pg 117)</p>
TERM 3;	P.E in the school hall;	<p><b>Week 1;</b> Scarf dancing (snowflake dance 'let it go').</p> <p><b>Week 2;</b> Stick in the mud.</p> <p><b>Week 3;</b> Dinosaurs 'bumpus jumps dinosaur rumpus'.</p> <p><b>Week 4;</b> Unicorn yoga.</p> <p><b>Week 5;</b> What's the time Mr Wolf?</p> <p><b>Week 6;</b> Chinese new year dragon dancing.</p>	<p><u>PD - Moving and handling:</u> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (pg 80)</p>
TERM 3;	Music;	<p><b>Week 1; Singing;</b> Favourite Songs, familiar songs and solos.</p> <p><b>Week 2; Playing;</b> Name the instruments and listen to the sounds. Guess the instrument game.</p> <p><b>Week 3; Moving;</b> 'This is the way we..... on a cold and frosty morning'.</p> <p><b>Week 4; Singing;</b> Number songs, 5 little men in a flying saucer, the dinosaur song.</p> <p><b>Week 5; Playing;</b> Play in groups of instruments. Introduce the concept of orchestra and a conductor.</p> <p><b>Week 6; Moving;</b> Listen to Chinese music. Dance with ribbons and scarves. Dance with/pretend to be a dragon.</p>	<p><u>C&amp;L - Listening and attention;</u> Shows interest in play with sounds, songs and rhymes (pg 66)</p> <p><u>EA&amp;D - Crteating with Materials:</u> Explores and learns how sounds and movements can be changed (pg 114)</p> <p><u>EA&amp;D - Creating with Materials;</u> Enjoys joining in with moving, dancing and ring games (pg 114)</p> <p><u>EA&amp;D - Creating with Materials:</u> Sings familiar songs (pg 114)</p>
TERM 3;	Home Learning suggestions;	<p><b>Week 1;</b> Can you freeze some water at home and melt it again? Try adding a toy into the water before you freeze it, what happens?</p> <p><b>Week 2;</b> What things make light in your home?</p> <p><b>Week 3;</b> Find out an interesting fact about space and come and tell us at Pre-School.</p> <p><b>Week 4;</b> What is your favourite dinosaur? Can you draw a picture and tell us how big it is?</p> <p><b>Week 5;</b> Where could you go to see a dinosaur?</p> <p><b>Week 6;</b> What do you know about Chinese New Year?</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>
TERM 3;	Sound of the week;	<p><b>Week 1;</b> h   <b>Week 5;</b> l</p> <p><b>Week 2;</b> i   <b>Week 6;</b> m</p> <p><b>Week 3;</b> j</p> <p><b>Week 4;</b> k</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>

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