

TERM 5;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
15th April - 24th May	Animals and habitats	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. 	<u>PSED - Making Relationships:</u> Uses their experiences of adult behaviours to guide their social relationships and interactions (pg 57) <u>PSED - Making Relationships:</u> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions (pg 57) <u>PSED - Sense of self:</u> Is aware of being evaluated by others and begin to develop their ideas about themselves according to the messages they hear from others (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> Uses intonation, rhythm and phrasing to make the meaning clear to others (pg 74) <u>PD - Moving and Handling:</u> Chooses to move in a range of ways, moving freely, changing body shape and position (pg 80) <u>L - Reading:</u> Begins to be aware of the way stories are structured, and to tell their own stories (pg 88) <u>L - Writing:</u> Makes up stories, play scenarios, and drawings in response to experiences (pg 92) <u>L - Writing:</u> Includes mark-making and early writing in their play (pg 92) <u>M - Spatial Awareness:</u> Responds to and uses language of position and direction (pg 100) <u>M - Pattern:</u> Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (pg 101) <u>UTW - People and Communities:</u> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (pg 106) <u>UTW - The World:</u>
Celebration s/festivals: Eid 9th April St Georges Day 23rd April	Books The very hungry caterpillar Walking through the Jungle Monkey puzzle Rumble in the Jungle Giraffes can't dance Commotion in the Ocean	The Jungle: <ul style="list-style-type: none"> • We will talk to the children about what animals they think live in the jungle. We will also discuss the jungle itself, what it looks, sounds and feels like. • We will talk to the children about where in the world we can find jungles and will use the world globe to illustrate this. • The children will be able to talk about and represent their favourite jungle animals through various crafts such as play dough, junk modelling, drawing, painting etc. • We will talk about the different features of the different jungle animals such as tiger, lion, monkey, snake, crocodile etc. In the air: <ul style="list-style-type: none"> • The children will be given the opportunity to talk about different living things (insects, birds etc) that we may find in the air. We will talk about animals that they know and introduce them to new ones. • The children will be given the opportunity to explore the habitats of the birds/insects that we discover, again we will use the world globe to illustrate to the children where they are from. • The children can take part in bird watching in the garden with binoculars and make a record of what they find. 	(Continued from previous row)
Makaton Bed Chair Car I You Book	Songs Incy Wincy Spider A worm at the bottom of the garden	The Desert: <ul style="list-style-type: none"> • Again we will look at the habitat in the desert, focusing on the hot climate and the sand. • We will talk with the children about what animals they know that live in the desert and how they survive. • The children will be given the opportunity to look at many different animals and match them to their climate. • The children will explore 'desert' type conditions in the sand with scorpion's camels, snakes, meerkats and more. • We will look at facts about the desert. • The children will look at cacti and talk about the differences between them and the plants we see at home. 	(Continued from previous row)

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		<p>Under the Sea:</p> <ul style="list-style-type: none"> We will talk with the children about all the different animals that live under the sea. We will ask the children to share their knowledge about the different sea creatures. The children will have the opportunity to talk about and share their individual experiences of sea life. The children will be given the opportunity to make their favourite sea creatures and talk about the different features that they might have such as tentacles, fins etc. The children will be able to develop their counting skills when talking about the amount of fins, tentacles etc. We will talk about how we can help look after the oceans and the animals that live in it. We will ask the children what they think might happen if we drop our litter in the oceans and what it might do to the fish. An opportunity will be given to 'save' the animals from plastic. 	<p>Begin to understand the effect their behaviour can have on the environment (pg 109)</p> <p><u>UTW - The World:</u> Shows care and concern for living things and the environment (pg 109)</p> <p><u>UTW - Technology:</u> Knows that information can be retrieved from digital devices and the internet (pg 112)</p> <p><u>EA&D - Creating with materials:</u> Uses tools for a purpose (pg 114)</p> <p><u>EA&D - Being Imaginative and Expressive:</u> Uses movement and sounds to express experiences, expertise, ideas and feelings (pg116)</p>
TERM 5;	P.E in the school hall;	<p>Week 1: Eid Yoga Week 2: Follow the Leader Week 3: Circle games Week 4: Jungle book yoga Week 5: Octopuses garden yoga Week 6: Climbing/balancing equipment/ May Pole 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) 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>
TERM 5;	Music;	<p>Week 1: SING; Incy Wincy Spider, there's a worm wiggly woo, there's a tiny caterpillar on a leaf. Week 2: PLAY; Match pitch - copy sound. Sliding voices. Chime bars/bells. Week 3: MOVE; Grand old duke. We're dancing..... Shake your sillies out. Week 4: SING; Favourite songs and solos. Body songs - head, shoulders etc. Place your finger on your..... Week 5: PLAY; Body percussion. Copy and clap rhythms. Week 6: MOVE; Ring games. Musical statues. Moving like buzzy bees.</p>	<p><u>EA&D - Creating with Materials:</u> Continues to explore moving in a range of ways (pg 114)</p> <p><u>EA&D - Creating with Materials:</u> Develops an understanding of how to create and use sounds intentionally (pg114)</p> <p><u>EA&D - Creating with Materials:</u> Sings familiar songs (pg 114)</p>
TERM 5;	Home Learning suggestions;	<p>Week 1: Tell your family what you know about the caterpillar and the different stages of its life. Week 2: Can you draw a picture of the different stages of the caterpillar's life? Week 3: What is your favourite jungle animal? Can you find out an interesting fact about it? Week 4: What bird/birds do you like? Where in the world do they come from? Week 5: Why does a Camel have a hump? Week 6: Can you make your favourite sea creature?</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 5;	Sound of the week;	<p>Week 1; t Week 5; x Week 2; u Week 6; y Week 3; v Week 4; w</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>