

PSED

MR-Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

SCSA-

Welcomes and values praise for what they have done.

MFB-Aware of own feelings, and knows that some actions and words can hurt others' feelings.

PD

MH-

Draws lines and circles using gross motor movements.

HSC--Can tell adults when hungry or tired or when they want to rest or play.

C+L

L-Listens to others one to one or in small groups, when conversation interests them.

U-Beginning to understand 'why' and 'how' questions.

S-Questions why things happen and gives explanations. Asks e.g.

K+U

PC-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.

W-Can talk about some of the things they have observed such as plants, animals, natural and found objects.

T-Knows that information can be retrieved from computers

## Rainbow fish

DM-30-50

Simply Speech-Tell me what you remember about the story. (WC)

Discussions about Rainbow fishes behaviours-relate to our own>Create a scale display for behaviours we want to see. (WC)

Create a 3D story map/tuff tray

Use the rainbow bells/tubes to make tunes

Make a rainbow in bottles to tap with a drum stick

Learn the rainbow song

Make rainbow puddles with powder paint and brushes

Make rainbow fish using foil and beads/buttons

Make a fish mobile for the woods using old CDS

Maths game 1,2,3,4,5-catching fish, reading the numbers or subatizing. Counting how many altogether

Science experiment -coloured water and paper towel

## Continuous Provision Enhancements

**Tuff Trays**-Underwater scene/fishing game

**Play dough**-Blue, buttons, beads and fish cutters

**Creation Station**-paper bowls, crepe paper, google eyes to make jellyfish

**Doodle Desk**- rainbow fish colouring/colour by number sheets

**Light box**-fish shapes drawn on to fill with beads / shapes etc

L

R-Describes main story settings, events and principal characters.

W-Sometimes gives meaning to marks as they draw and paint.

M

N-Sometimes matches numeral and quantity correctly.

SSM-Uses shapes appropriately for tasks.

EAD

EMM-Taps out simple repeated rhythms.

Explores and learns how sounds can be changed.

BI-

Makes up rhythms.

## Characteristics of Effective Learning

**playing and exploring** - children investigate and experience things, and 'have a go'.

**active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Health and Well being

Learning and recall of Key concepts

Cultural capital

Reading

Relationships

Learner Dispositions

Learner Skills

British values-Democracy. The Rule of law. Individual Liberty. Mutual Respect and Tolerance of different faiths.