

Desired Development outcomes with planned activities

2nd half Spring term 2019

TOPIC/S

"How does it grow?"

Personal, Social and Emotional Development

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.(22-36mr)
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50mr)
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60+mr)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50mfb)
- Responds to the feelings and wishes of others. (22-36 mfb)
 - Enjoys responsibility of carrying out small tasks.(30-50 sc-sa)
 - Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50sc-sa)
 - Shows confidence in asking adults for help.(30-50sc-sa)

- Village and forest walks – great for conversations
- Daily support with managing feelings and behaviour
- Promoting independence
- Working as a team in the garden to grow produce for the shop.

• Communication and Language

- Shows interest in play with sounds, songs and rhymes. (22-36L+A)
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50L+A)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60+L+A)
- Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).
- Developing understanding of simple concepts (e.g. big/little). (22-36U)
- Beginning to understand 'why' and 'how' questions. (30-50U)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36S)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played). (30-50S)
- Uses language to imagine and recreate roles and experiences in play situations. (40-60+S)

- Thembie interactive story sessions
- Focused topic stories
- Interacting with customers in the produce shop
- Looking at life cycles – asking questions and talking about own experiences.
- Making vegetable soup

• Physical Development

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (30-50MH)
- Observes the effects of activity on their bodies. (30-50Hsc)
- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60+Hsc)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

- Forest walks and village walks – 2-3 times a week (children in small groups)
- Circle time – dancing to music
- Healthy eating –cooking and exercise class.

• Literacy

- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos. (30-50R)
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet. (40-60+R0)
- Distinguishes between the different marks they make. (22-36W)
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together. (40-60+w)

- Using information books to look at names of flowers
- Writing labels for the garden
- Own name treasure hunt games
- Salt boxes/outside painting.
- Silly soup
- Letter Leo – Home
- Flower pot game with simple cvc words
- Sharing stories

• Mathematics

- Selects a small number of objects from a group when asked, for example, *'please give me one'*, *'please give me two'*.
- Recites some number names in sequence. (22-36N)
- Shows an interest in numerals in the environment. (30-50N)
- Begins to use the language of size. (22-36 Ssm)
- Beginning to talk about the shapes of everyday objects, e.g. *'round'* and *'tall'*. (30-50Ssm)
- Orders two or three items by length or height. (40-60+Ssm)

- Looking at growing plants, measuring them using language short, tall, shortest longest.
- Sharing number songs
- Plant pot game –planting the correct number of flowers.
- Using money in the shop for counting.
- Cooking – weighing and measuring.

Understanding the world

- Notices detailed features of objects in their environment. (22-36)
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)
- Shows care and concern for living things and the environment. (30-50)
- Knows that information can be retrieved from computers. (30-50)

- Life circles
- Looking after the animals in preschool

Expressive arts and Design

- Joins in singing favourite songs. (22-36)
- Creates sounds by banging, shaking, tapping or blowing. (22-36)
- Shows an interest in the way musical instruments sound. (22-36)
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs. (30-50)
- Beginning to move rhythmically. (30-50)
- Imitates movement in response to music.
- Begins to build a repertoire of songs and dances. (40-60+)
- Explores the different sounds of instruments (40-60+).

- Learning topic themed songs and dances
- Parachute games
- Making playdough
- Making vegetable soup

Parents as Partners:

I hope that the above information provides you with more of an inside in to what we have planned for your child/children this half term.

While the activities have a planned development outcome we know that the children often change the plans to meet their interests, this is welcomed and encouraged and then used to help us plan the activities next time. I would also like to say that the above activities are just a snap shot of what will be happening at the preschool.

A big part of the day will be observing the children in their own initiated learning with the staff encouraging, enhancing, scaffolding, observing, recording and then using this information gathered to plan future topics and activities.

While the above is planning for the setting please be reminded that your child's key carer will be planning individual 'next steps' for you child/children.



“How does it grow?”

Focused stories to share: Jack and the beanstalk, Oliver's vegetables, Dora's eggs and the Hungry caterpillar

Welcome to this half terms topic, “How does it grow?”

As spring is very nearly upon us the children will be busy at preschool preparing the garden, looking at how the environment is changing and life cycles.

The children will be planting seeds in the garden and then looking after the plants over the coming terms, learning about how to care for plants, how plants grow and then eating and sharing the wonderful produce they have grown. Very successfully last year the children set up their own plant/vegetable shop selling to parents and people in the community their home-grown produce. This will certainly be happening again as it is a fantastic learning opportunity for the children. They will learn about where vegetables come from, sharing with others and being part of the community. The children will also be running the shop so will have the chance to handle money, looking at prices and then counting the coins.

We will be going on many nature walks in and around the village looking at how the environment is changing, new life that is appearing and what colours are changing. The children will be learning about many different life cycles, human, chicken, duck, frog, and caterpillar being the focused ones. To enhance the learning the children will be helping to care for a range of animals from the start of a life cycle. At the preschool there will be tadpoles, caterpillars, chick/duck eggs and hopefully some lambs.

A further focused part of learning during this topic will be looking at healthy eating and how we keep healthy. The children will also be taking part in some healthy cooking.

We are all looking forward to this topic and we hope you enjoy hearing about your child's/children's learning journey as much as we will.

There will also be some exciting arts and craft activities happening as we celebrate mother's day and Easter this term.

Home Learning:

(Home learning is a great way for the preschool to work with you as parents to give your child a consistent approach to learning – it's not about the battle of the dreaded 'Home work' it's having fun and sharing experiences as a family.)

Visit a garden centre: As a family go to a garden centre having a look at all the different plants. Looking at colours, shape and size of the plants. Maybe get your child/children to choose a small plant that they can take home and help to care for.

Caterpillars- The children will be bringing tinny caterpillar home to look after until it turns into a cocoon. A small diary will be provided for the children to record how their caterpillar is growing.



Sunflower challenge – At the preschool the children will be planting their own individual sunflower seed. When the seedling is strong enough we will be sending it home for the children to plant in the garden. This will be a great opportunity for you to support your child's mathematic development by helping them to regularly measure how tall the sunflower is growing and keep a record of the progress.

Nature walk – while out and about keep your eyes open for any signs of new life and if you managed to capture some photos we would love to share them with the children. Wonderful family walks are also a great way of chatting about exercise and how it keeps us healthy.



How you can help?

This term would be grateful if you could help us collect the following items to help enhance your child's/children experiences at the preschool:

Plant pots of and size, spare compost, children's garden tools, unwanted seeds/seedlings, clear plastic bottles of any size, glass jars, costume jewellery, trinket boxes, and house pot plants.

Does anyone know of anybody who could come to the preschool and do a child's exercise class or children's yoga?

By helping us with the above small items it allows us to provide the children with more exciting and challenging learning opportunities.

Many thanks the Little Fingers Team