KLC Early Years Transition Planning Rainbow Fish. Numeracy

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| Contexts for learning | | | |
| Outcome | Context | Learning Intention | Success Criteria |
| *I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.*  ***MNU 0-02a*** | Sequencing resource coloured fish | To learn about order (first, second, last) | I can talk about order |
|  | Tally Marking (search for and tally rainbow fish objects) | To use tally marking to show how you can count | I know tally marking represent counting and number. |
|  | Create Graphs using the information form tally marks | To use graphs to show how you can count | I know graphs represent counting. |
|  | Counting experiences using top mark maths fish game (whiteboard) | To learn the concept of adding on means more (bigger amounts) Taking away means less (fewer amounts) | I can add to make more  I can take away to make less |
| *I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.*  ***MNU 0-20b*** | Rainbow fish pairs game | To match using different criteria e.g.  Colour, shape, size. | I can match |
|  | Sorting using coloured counters (relevant to the colours of the rainbow fish). | To sort using set criteria | I can sort |
|  | Grouping using various objects. | To group objects using a variety of criteria. | I can talk about what is the same and what is different. |

KLC Early Years Transition Planning Rainbow Fish. Health and Wellbeing

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| Contexts for learning | | | | |
| Outcome | | Context | Learning Intention | Success Criteria |
| *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.*  ***HWB 0-08a*** | Buddy day | | Children learn to support and interact with their buddy | I can include others in my play |
|  | Paths lesson | | To discuss rules that keep us and others free from harm. | I can follow nursery rules |
|  | Paths Lesson | | Children learn about the meaning of kindness (Inclusion) | I can be kind to others |
| *I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.* ***HWB 0-44a*** | Paths Lesson | | Children learn about feelings and what they are for (linking to emotion) | I can talk about my own feelings |
|  | Meeting the Rainbow fish | | Children learn to ask and consider the needs/wants of others. | I can listen to others. |
| *I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.*  ***HWB 0-44b*** | Circle time using the Rainbow fish | | Children talk about their feelings | I can take part in circle time |
|  | Discuss the Rainbow fishes feelings | | Children learn to verbally express what worries them. | I can tell my friends what makes me sad |
| *I recognise that we have similarities and differences but are all unique.*  ***HWB 0-47a*** | Rainbow fish day | | Children Celebrate the Rainbow fish and what they have learned from it | I can talk about celebrations |
|  | Self Portraits | | Children learn about similarities and differences between them and others | I can talk about my features and how they are different from others |
| *I am learning about where living things come from and about how they grow, develop and are nurtured.*  *HWB 0-50a* | Clip (u-tube) on pollution in the sea. | | Children learn about the effects of pollution on sea life. | Children can talk about the adverse effect that pollution has on sea life and how it can be avoided. |

KLC Early Years Transition Planning Rainbow Fish. Literacy

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| Contexts for learning | | | | |
| Outcome | | Context | Learning Intention | Success Criteria |
| *To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.*  *LIT 0-07a / LIT 0-16a / ENG 0-17a* | Story telling of the Rainbow fish and using HOTS questions for effective questioning. | | Children use higher order thinking skills to develop their knowledge and understanding of the story. | Children can use effective questioning to support their understanding. |
|  | Children re-tell the Rainbow fish using props i.e game/flannel graph/ puppets/ story coat. | | Children link their understanding of the Rainbow fish story and use this in other contexts that support literacy. | Children can tell a story using different media. |
|  | Drama experience acting out Rainbow fish. | | Children learn to recreate a story using their own ideas. | Children can re-tell a story or part of a story and share this learning experience with their peers. |
| *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.*  *LIT 0-21b* | Still life using Rainbow fish book and puppet | | Children learn to use different tools to record their learning experiences | Children use different types of writing media to record subject knowledge. |
|  | Outing to the Botanic Gardens  (Kibble palace) | | Children use clipboards to record in their own way images of the fish. | Children use different forms of recording their experiences. |