KLC Early Years Transition Planning. Induction Days

|  |  |  |  |
| --- | --- | --- | --- |
| Contexts for learning Date : May /June 2017 | | | |
| Outcome | Context for Learning | Learning Intention | Success Criteria |
| *I enjoy exploring events and characters in stories and in other texts and I use what I learn to invent my own, sharing these with others in imaginative ways*  *Lit 0-09b* | Reading for enjoyment  Sharing a personal response to a text | To explore the story of the Rainbow fish | Children can discuss the story and share a personal response (likes, dislikes, favourite event etc.) |
| *To help me understand stories and other texts, I ask questions and link what I am doing with what I already know*  *Lit 0-07a* | Revisiting HOTS questions from Early Years Establishment | To respond to an open ended question, sharing own ideas and opinions | Children can share their own and ideas and opinions in response to the story. |
|  | Children will be provided with a wide range of media to create a character from the story (freedom to choose and select appropriate resources) | To use a wide range of media to create a character from the story | Children can make a puppet using a wide range of media |
|  | Children will work in small groups to discuss the key events from the story.  Use puppets to retell story to a partner/audience either in school or upon their return to nursery | To retell the story of the Rainbow Fish using puppets | Children can use puppets to retell a story |

KLC Early Years Transition Planning. Term 1 Initial Weeks

|  |  |  |  |
| --- | --- | --- | --- |
| Contexts for learning Date : August 2017 | | | |
| Outcome | Context for Learning | Learning Intention | Success Criteria |
| *I can recognise that we have similarities and differences but are all unique*  *HWB 0-47a* | What makes us unique? In what ways are we similar/ different?  ***UNCRC***  *Article 14 - Right to our own opinions and beliefs*  *Article 29 – Right to our own thoughts and opinions as long as not harmful to others* | To develop understanding that we all have the right to an identity  To explore ways in which our differences make us unique | Children are able to identify similarities and differences between myself and others. |
|  | I am Special, I am Me!  Children will discuss personal attributes and their own skills and talents. | To identify my own skills and talents | Children can discuss and their own personal skills and talents with others |
| *I can match objects and sort using my own and other’s criteria, sharing my ideas with others.*  *MNU 0-02b* | Collecting Data – Revisit learning about tally marks and collecting date | To collect and sort information about my friends to help me get to know my class better | Children can collect information about their peers (appearance, personality, likes and dislikes) |
| *I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to*  *HWB 0-44b* | What makes a good friend?  Whilst building new friendships, children will investigate qualities of a good friend.  Who was a good friend to Rainbow Fish? | To identify the qualities of a good friend  To identify feelings associated with friendship | Children can identify someone who is a good friend to them and explain why |

|  |  |  |  |
| --- | --- | --- | --- |
| Contexts for learning Date : August 2017 | | | |
| Outcome | Context for Learning | Learning Intention | Success Criteria |
| *I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to*  *HWB 0-44b* | Friendship and kindness  Discuss characters in the story who showed kindness towards the Rainbow Fish | To explore ways in which we show compassion and kindness towards others  To learn that sharing is part of being a good friend. | Children can explore their own feelings in response to a variety of scenarios |
| *I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to*  *HWB 0-44b* | Discuss associated feelings with a variety of scenarios  ( feeling left out, jealousy, happiness) | To explore different ways in which can react to various scenarios | Children are able to discuss ways in which to react when their feelings have been hurt.  Children are able to identify ways in which to resolve this with their friend. |
|  |  |  |  |