






PAWS, CLAWS, FEATHERS AND FUR

EYFS – BLUE CLASS

Medium Term Planning

SPRING 2 2022-2023

Weeks 1 and 2 – Handa’s Surprise. Week 3 – Monkey Puzzle.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 CLL	<p><i>I can use single words/signs/symbols for a range of purposes.</i></p> <p><i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i></p> <p><i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p>	<p>Ongoing HELLO AND REGISTRATION</p> <p>Children to be encouraged to sit within the group circle daily and engage with the ‘Good Morning’ song. All children will be helped to interact with ‘Good Morning’ through using words/signs/push button voice activation equipment, name cards.</p> <p>Children to be encouraged to engage with the class timetable, now and next symbols.</p>	<p>Whole group, each child with appropriate level of support.</p>	<p>‘Good morning’ voice button boxes.</p> <p>Timetable and symbols.</p> <p>Individual name cards.</p>
 Literacy	<p>Reading</p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p>Wk.1 and 2 HANDA’S SURPRISE</p> <p>Children to experience the story through a range of media:</p> <p>Listen to story on Youtube accompanied by sensory story sack.</p> <p>https://www.youtube.com/watch?v=v95-HRtQ52w</p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, possibly split into 2 groups to ensure children don’t have to wait long for their turn to explore resources.</p>	<p>Book</p> <p>Selection of items from story – small doll, toy animals (soft or plastic), plastic fruits, basket.</p> 



Reading

I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)

I can match identical photos, pictures and symbols. (CG, R6)

I show an interest in books and stories.

I respond to a familiar story. (Solar, R4)

I can point to a requested image out of 2. (Solar, R4)

I can match a picture or symbol to a familiar object. (Solar, R5)

I am beginning to engage in pretend play. (CG, PSED4)

I can act out a simple routine in pretend play. (CG, PSED5)

Listen to story read aloud from book with accompanying stick puppets and items to match to book.

Children to be encouraged to each match an animal to corresponding animals on pages throughout the story.

Children to match pictures from the story to corresponding matching boards.
To sequence pictures from the story as appropriate to own level.

Wk.3 MONKEY PUZZLE

Children to experience the story through a range of media:

- Listen to story on Youtube.

<https://www.youtube.com/watch?v=v95-HRtQ52w>

- Listen to story read aloud from book with accompanying items to match to book.

Children to be encouraged to each match an animal to corresponding animals on pages throughout the story.

Stick puppets (Twinkl)
Matching pictures

Book
Selection of items from story – soft toy/plastic toy animals, etc.



Stick puppets (Twinkl)
Matching pictures



Reading

I can use single words/signs/symbols for a range of purposes.
I can copy words or signs. (CG, CLL, 5)
I can combine two words/signs/symbols.
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)

I listen with interest to the noises adults make when they read stories. (CG, R4)

I am interested in books and rhymes.

Children to match pictures from the story to corresponding matching boards.
 To sequence pictures from the story as appropriate to own level.

Role Play Corner – Home Corner with animal related items.

- Create Home Corner/House. Children to have access to items to pretend play 'home' – dolls, plates, cups, etc. plus toy 'pets' and pet accessories. Children to have access to selection of clothes for dressing up. Home Corner will have 'pet portraits' on the wall and 'photographs' of wild/farm animals.

(To use ongoing during Literacy free flow time).

Topic Related Signs

Wk.1 and 2 Children to be taught the signs for some of the animals in the story – monkey, zebra, elephant, giraffe, parrot – with accompanying symbols.

Wk.3 Children to be taught the signs for additional animals in Monkey Puzzle –

Whole group to access in turns during free flow Literacy activity time.

Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

Home corner furniture.
 Wall banner Home Sweet Home.
 Dress up clothes.
 Toy food, cutlery, plates, etc. Fruit basket and pretend fruit. Soft toy 'pets' and pet accessories – dog basket, bowl, etc.

Symbols
 Makaton teacher handouts.



Reading

I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)

I show an interest in books and stories.

I respond to a familiar story. (Solar, R4)

snake, butterfly, bat, frog - with accompanying symbols.

To repeat animal signs from wk.1 and 2 plus repeat 'Mommy' and 'Daddy'.

Sharing Stories

Children to experience daily shared stories read aloud from books or via screen:

Wk.1 and 2 Other Handa stories – 'Handa's Hen', 'Handa's Noisy Night'.

Tinga Tinga Tales stories.

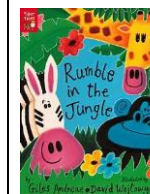
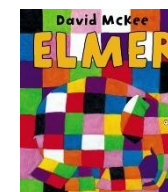
Elmer the Elephant and other Elmer Stories.

Wk.3 Other stories by Julia Donaldson, some familiar – 'The Smartest Giant in Town', 'Room on the Broom', 'Superworm', 'The Gruffalo', 'The Gruffalo's Child'.


Other stories about jungle animals – 'Rumble in the Jungle', Little Tiger stories.

Whole group, possibly split into 2 groups.

Books as listed.
Youtube stories as listed.



Weeks 1 and 2 – Handa’s Surprise. Week 3 – Monkey Puzzle.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Mark Making, Writing</p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</i></p> <p><i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I can copy horizontal, vertical and circular lines.</i></p> <p><i>I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can copy line patterns.</i></p> <p><i>I can make marks with the intention of conveying meaning. (CG, 8)</i></p> <p><i>I am interested in mark making.</i></p> <p><i>I experience a range of mark making tools.</i></p> <p><i>I touch a range of textures.</i></p> <p><i>I am aware of simple cause and effect.</i></p>	<p><u>Wk.1, 2 and 3</u></p> <p><u>Sensory Activities/Mark Making</u></p> <ul style="list-style-type: none"> Explore sand trays using fingers. Can children trace over pattern inlays – lines/circles? Trace/copy patterns/first letter of own name/own name? Explore paint trays – African/jungle theme: sand/yellow or green colours of paint with added sand/grass/leaves/glitter for texture. Children to explore mark making with fingers, sticks. Trace over inlays. Explore a variety of writing materials of differing shades of yellow, gold, green – pencils, crayons, pens, chalks. Use shades of green/yellow paper of different textures, paper with Handa’s Surprise story/animal/fruit borders. Children to be encouraged to make marks/form letters/names as appropriate to individual levels. 	<p>All children to be offered all experiences to own levels.</p> <p>X to work on initial letter of own name and tracing other letters.</p> <p>X to work on writing surname with letters in order independently.</p>	<p>Sand trays.</p> <p>Pattern inlay laminated sheets – lines, circles, initial letters for names, names.</p> <p>Green, yellow, sand coloured paint, sand, grass, leaves, sticks, glitter.</p> <p>Yellow/sand coloured, green papers of different shades and textures.</p> <p>A selection of yellow, gold, green mark making materials – pencils, crayons, pens, chalks.</p> <p>Prepared/bordered papers.</p>



Mark Making, Writing

I can make marks on screen.
I can make marks when asked to write.
I can copy horizontal movements.
I can copy vertical movements.
I can copy circular marks. (Solar, W4)

I attempt to copy the first letter of my own name.
I can copy a pattern.
I give a picture a name.
I label a picture with a symbol.
I dictate a caption for a picture – 2 key words. (Solar, W5)

I can order letters of my first name.

- Explore mark making using a variety of media on coloured papers cut into fruit/animal shapes as related to stories. Colours of writing media given in relevant shades to match papers – yellows, greens, oranges, browns, black and white.

Pattern Making, Letter Shapes

- Pattern cards/story pencil control pattern worksheets – use crayons, pens, pencils, paint to trace/copy patterns/words to match individual levels.
- iPad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels.
- Find letters on keyboard to match taught phonic sounds and own name initial letter.

All children to be offered all experiences to own levels.

Grp.1 - to trace line and circular patterns.

Grp.2 - to trace/copy various patterns to develop pencil control, initial letter of name and as appropriate, additional letters in name.

Grp.3 - to trace/copy various patterns to develop pencil control, letter shapes and words.

Grp.1 – label a picture/object with a symbol.

Prepared fruit/animal shape papers and colours of writing media to match.

Prepared/laminated pattern cards/worksheets. Writing materials – pencils, crayons, pens, chalks. iPad. Phonic letter cards.



Mark Making, Writing

*I give a picture a name.
I label a picture with a symbol.
I dictate a caption for a picture – 2 key words. (Solar, W5)*

*I can order letters of my first name.
I can sequence symbols/words to create key word sentence about a picture.
I can copy words. (Solar, W6)*

Labelling, Expressing Meaning



- Children to add a symbol/symbol and word to label objects/pictures from the story.
- Match letters to words – animal names from stories – with accompanying pictures.
- Children to add a symbol/symbols/caption with 2 key words to pictures from the story and their own drawings.
- Sequence words to make a short caption/sentence to match a picture from the story.

Grp.2 – matching letters, adding symbols/captions.

Grp.3 – labelling own drawings and sequencing words/sentences.

Symbols to match pictures and objects from the stories.
Prepared words and picture sheets for letter matching.
Magnetic/paper letters.
Prepared symbols, words for caption/sentence making.

Weeks 1 and 2 – Handa’s Surprise. Week 3 – Monkey Puzzle.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p>Fine Motor</p>  <p>Creative</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i> <i>I explore and experiment with a range of materials through sensory exploration. I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I can build small towers using blocks. (CG, PD6).</i> <i>I experiment with shapes, colours and marks. (CG, PD6)</i> <i>I explore a variety of textures. I demonstrate preference. I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough.</i> <i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i> <i>I can pour, sieve and dig with control. (CG, PD6)</i></p>	<p>Wk.1, 2 and 3 Exploring Textures through Topic Activities</p> <ul style="list-style-type: none"> Using playdough – make fruits for Handa’s basket. Children will be provided with pictures of different fruits and a basket (to include bananas). They will be encouraged to squeeze, press and roll the playdough. Explore ‘yellow’ – banana in Handa’s basket – through collage sticking activity. Children to use different textures/materials to create their own banana picture. Explore the properties of bananas. Children to peel a banana, cut into chunks using a knife and mash using a fork. Smell and taste as appropriate. (Link with Language and Science – describing properties). Explore the textures of different fabrics to create animal masks – fur and feathers. Children to make monkey and parrot face masks on sticks to hold and use for role play. 	<p>Whole group with appropriate individual levels of support.</p> <p><u>Grp.1</u> will be challenged to choose from selected papers and tear as appropriate. <u>Grp.2 and 3</u> will be challenged to tear own paper textures and to try to cut strips of paper of their own choice.</p> <p><u>Grp.1</u> will be challenged to choose</p>	<p>Playdough. Pictures of fruit, small basket.</p> <p>Outline banana shapes and selection of yellow materials. Glue, spreaders.</p> <p>Bananas, knife, fork, bowls/plates, chopping board. Symbols for properties – hard, soft.</p> <p>Prepared animal mask shapes. Lollipop sticks, glue. Selection of materials – fur and feathers.</p>



Literacy

Fine Motor



Creative

I can open and close scissors independently. (CG, FM7)
I can cut paper purposefully using scissors with one hand. (CG, FM8)
I can use scissors to cut along a line. (CG, FM9)

I can pull along toys and items using a rope or string. (CG, FM3)
I can press small switches or buttons using an index finger.
I can squeeze toys or instruments to produce a sound. (CG, FM4)
I can build small towers using blocks. (CG, FM5)
I can pour, sieve and dig with control. (CG, FM6)

Wk.1, 2 and 3 Developing Tearing and Cutting Skills through Topic Activities.

- Make Handa's fruit basket. Tear strips of brown papers to stick on outline shape.
- Cut out fruits to stick in the basket.
- Cut out pieces to make a monkey jigsaw.

Wk.1, 2 and 3 General Fine Motor Skills

- Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play Home Corner.
- Use Duplo to make towers related to animals – tall, short (link to Maths). Add animal faces to the tops of towers.
- Explore digging, pouring, sieving dry sand – sand trays containing plastic insects, snakes, camels.

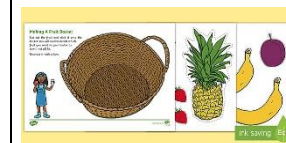
from selected papers and tear as appropriate.

Grp.2 and 3 will be challenged to tear own paper textures and to try to cut strips of paper of their own choice.

Grp.2 will practise cutting along straight lines.

Grp.3 will practise cutting out other shapes.

Whole group with appropriate individual levels of support.



Different textures/shades of brown paper, glue, scissors.
 Prepared jigsaw picture.



Pull along toys, squeeze/squeaky toys, toys with buttons and switches.
 Duplo, laminated animal faces, tall and short symbols.
 Sand trays, spades, sieves, plastic insects and animals.

Weeks 1 and 2 – Handa’s Surprise. Week 3 – Monkey Puzzle.

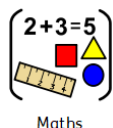
AoL

Learning Intention/Success Criteria

Activity

Differentiation

Resources



*I show an interest in number rhymes and songs.
I interact with number rhymes and songs. (CG, MD4, Solar, N4)
I understand the concept of 1. (CG, MD5)
I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)
I recite some number names in sequence.
I can select 1/lots when asked.
I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)*

*I use some number names and number language spontaneously in context.
I can recite numbers in order to 10.
I realise anything can be counted.
I can count up to 5 objects accurately by saying one number name for each item.
I understand the concept of 'more'. (CG, MD7 Solar, M7)
I can match numeral and quantity correctly up to 5.
I am beginning to represent numbers using fingers, marks on paper or pictures.
I know that two groups of 3 or less objects are the same or different.
I recognise numerals 1-5. (CG, MD8)
I can count and recognise numerals up to 20. (Solar, N8)
I can add and take away in practical situations. (Solar, N9)
I can estimate how many in a small group up to 7. (Solar, N8)
I can add two whole numbers with a total up to 20. I can subtract one number up to 20 from another. I can complete a number line up to 20. (Solar, N9)*

Wk.1, 2 and 3 Number

Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting/number to own level.

- Counting rhymes - '5 Little Monkeys Swinging in the Tree', '1 Snappy Crocodile Basking in the Sun', '1 Elephant went out to Play'. Introduce with pictures and numerals. Concept of adding '1 more', taking away '1 less' to 5 and numeral recognition/matching.
- Children will be given sorting and counting experiences using topic related pictures and objects – fruit, jungle animals, insects, birds. Purple Mash activities to support.
- Number formation 1-10 in sensory colour related paint and glitter trays – yellow, green and orange. Number formation 1-10 on fruit/animal pictures using various writing media. iPad practise.
- Class display – numerals 1-20 (monkeys). Can children sort and order monkeys to own level?
- Estimating animal sets to own level.

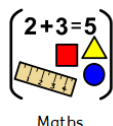
All children to experience rhymes with focus on engaging Grp.1. Whole group with appropriate individual levels of support.

All children to explore sorting/counting activities related to own number level. Grp.1 – sorting, 1-1 matching, concept of 1, introduce counting 1-3. Grp.2 – number activities to 5, X to 10. Grp.3 –work on number sums and problems up to 20.

Grp.1 forming 1- 3. Grp.2 and 3 forming 1-10. Whole group with appropriate individual levels of support. Practical experiences to own levels.

Counting rhyme pictures.
Prepared topic related pictures.
Sensory trays for practising number formation – green, yellow, orange paint, glitter.
Objects and pictures for sorting/matching plastic fruits and animals.
Prepared individual group counting/number activity worksheets.
Prepared worksheets for tracing over numbers.
iPad.

Animal based numerals 1-20 for classroom display.



I can sort objects by colour. (CG, SSM6)
I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)
I am beginning to sort objects according to properties such as shape, size or type for identical objects.
I can match objects in relation to size when an example is present.
I can explore objects of different sizes. (Solar, S4)

I can match identical objects.
I can make lines and towers with blocks in play situations. (CG, SSM4)

I can copy simple patterns. (CG, SSM7).
I can use familiar objects and common shapes to create, recreate and continue patterns. (CG, SSM9).
I can copy a simple pattern.
I can copy a simple colour pattern.
I can copy a simple size pattern.
I can copy a simple object pattern. (Solar, A6).
I can copy and continue simple patterns using real-life materials. (Solar A7).

I can explore filling and emptying containers. (CG, SSM4).
I can use positional language (in, out, on, off, over, under). (CG, SSM8).
I can fill a container.
I can empty a container. (Solar, S4)
I can place an object in and out of a container when requested. (Solar, S5)
I can respond to key vocabulary. (Solar, A7)

Wk.1 Matching and Exploring Pattern

- Children to match identical objects – fruit, animals – and pictures of identical objects from story.
- Children to play with coloured blocks and Duplo Make lines and towers/repeating colour patterns to own level.
- Explore repeating colour patterns – 2 and 3 colour patterns, yellow, orange and green. Patterns will be prepared and described (cotton reel prints). Children to copy/continue to own level.
- Explore repeating ‘fruit’ object/size patterns. Patterns will be prepared and described (simple pictures). Children to copy/continue using picture cards to own level.

Wk.2 Developing Positional Language

- Children to explore putting toy animals in and out of different size/shape containers.
- Toy monkey/elephant will be used to develop positional language through a hiding game – in, out, on, off, over, under.

Grp.2 and 3 – practise copying repeating patterns of increasing complexity. Continue repeating patterns to own level.

Practical experiences to own levels.

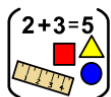
Grp.2 and 3 – instructions and pictures.

Practical experiences to own levels.

Real objects- toy fruit and animals. Corresponding pictures. Blocks, Duplo.

Prepared pattern sheets/activities, cotton reels, paint.

Various containers, toy animals. Symbols for positional language.



Maths

I can pass toys from one hand to another. (CG, SSM3)
I can match identical objects. (CG, SSM4)
I can match objects to a 2D representation. (SSM,5)
I can begin to sort objects according to properties of shape, size or type. (CG, SSM7)
I can recognize and use the language of heavy and light.
I can compare two volumes or weights. (CG, SSM9)

- Children to follow simple instructions to position animals/animal pictures to own level.

Wk.3 Weight Comparison

- Children will explore and sort objects for 'light' and 'heavy' – story related items: feathers, leaves, large toy animals.
- Children will play with balances to explore heavy and light items.




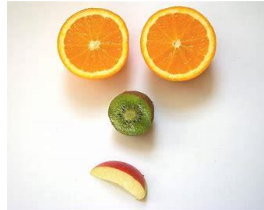
Instructional worksheets.



Symbols for heavy and light.
 Selected objects, balance scales.



Weeks 1 and 2 – Handa’s Surprise. Week 3 – Monkey Puzzle.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Outdoor Learning</p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p>	<p>Wk.1 and 2 Handa’s Surprise</p> <ul style="list-style-type: none"> Explore sensory small world tuff trays – Handa’s Surprise. Children to play the story and explore through experience of tuff trays of different textures/designs. Explore the fruits from the story. Children to handle the whole fruits, feel skin, peel, etc. Cut/peel/segment the different fruits for children to handle and explore using various senses. Describe the textures, colours, size, properties of each fruit. 	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Materials to create scenes as shown in pictures.</p> 
<p>PSED</p>	<p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i></p> <p><i>I can collect and interact with natural objects. (CG, UW5)</i></p>	<ul style="list-style-type: none"> Children to use fruit creatively – make fruit faces (happy and sad), fruit salad. Take a photo on iPad. Focus on ‘tangerines’ and the colour ‘orange’. Experiment with food colouring – red and yellow – to make orange icing. Decorate biscuits with orange icing and ‘fruit’ sweets (orange and lemon slices, strawberry gums, etc.). Explore ‘surprise’ in relation to the story. Why was Handa surprised? Talk about surprises 	<p>All children to explore all experiences with appropriate level of adult support.</p> <p>X to follow pictorial instructions to aid independence.</p> 	<p>Selection of plastic and real fruits. Knives, kitchen utensils. Pictures of fruit faces. iPad.</p> 



Outdoor Learning

PSED

I explore and experiment with a range of materials through sensory exploration.
(CG, CD4)

I explore substances and materials.
(Solar, S4)

I know that my movements can make marks and show an interest in the effects.

I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)

I explore a variety of textures and express preferences. (Solar, A4)

I can identify simple differences.

I can describe changes in materials.

*I can answer a simple scientific question.
I am beginning to differentiate between
animals, plants, leaves and trees.
(Solar, S5)*

I can match pictures to objects in the environment. (Solar, G5)

I explore and experiment with a range of materials through sensory exploration.
(CG, CD4)

and how they make us feel. Look at pictures of people with surprises. How do they look? (Continue to develop new emotions chart for Quiet Corner.)

- Mother's Day – make a 'surprise' for Moms. Children to create a card – printing a flower picture using various printing methods.

Wk.3 Monkey Puzzle

- Explore sensory small world tuff trays – Monkey Puzzle. Children to play the story and explore through experience of tuff trays of different textures/designs.
- Explore the animals from the story. Children to handle toy animals/insects/birds from the story – soft and plastic. Sort into sets/categories according to properties – type, texture (furry/scaly/feathery, etc.), size, colour. Label with symbols and match to pictures.
- Animal/insect Jungle Hunt. Children to hunt for hidden toy animals and insects around the outdoor environment. Use

All children to explore all experiences with appropriate level of adult support.
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All children to explore all experiences with appropriate level of adult support.

All children to explore all experiences with appropriate level of adult support.

Biscuits, icing sugar, red and yellow food colouring, 'fruit' sweets.

Pictures of surprised people, prepared emotion display cards.

Prepared shapes for cards, paint, card edges and sponges for printing, ribbon.

Materials to create scenes as shown in pictures.





Outdoor Learning

PSED

I explore substances and materials.
(Solar, S4)

I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)

I explore a variety of textures and express preferences. (Solar, A4)

I can identify simple differences.

I can describe changes in materials.

I can answer a simple scientific question.

*I am beginning to differentiate between animals, plants, leaves and trees.
(Solar, S5)*

I can notice and comment on one difference between plants. (CG, UW7)

I can match pictures to objects in the environment. (Solar, G5)

PicCollage prepared images for children to look for on iPad.

- St. Patrick's Day – simple Powerpoint, make a clover leaf picture – collage or printed - and paint an Irish flag.



All children to explore all experiences with appropriate level of adult support.

Toy animals, insects and birds. Symbols and matching pictures. iPad.

Prepared
Powerpoint, flag
outline, clover
outline, green paper
and paint, heart
shaped sponges.



I explore and experiment with a range of materials through sensory exploration. (CG, CD4)

I explore substances and materials. (Solar, S4)

I know that my movements can make marks and show an interest in the effects.

I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)

I explore a variety of textures and express preferences. (Solar, A4)

I use objects to do simple printing. (Solar, A4)

I can identify simple differences.

I can describe changes in materials. (Solar, S5)

Look at images with interest and show a preference. (CG, DT5)

I can show an awareness of the purpose of familiar tools.

I can name a single property of an image or object. (CG, DT6)

I can look at the work of others.

I can experiment with materials to make different marks.

I can create patterns with support.

I can recognise a range of colours.

I can use glue to join a variety of materials. (Solar, A5)

that make sounds in shakers – seeds, rice, etc.

- Look at a selection of fruits and pictures/paintings of fruit. Make prints using fruit and fruit shaped sponges. Paint own pictures using ‘fruit colours’ – yellow, orange and green.
- Colour mixing – making orange from red and yellow. Look at a collection of orange objects – paint/draw using varied orange media.
- Make snakes – print patterns using a selection of shapes. (Link with Maths).
- Create a jungle scene using shades of green, brushes and leaf sponges. Children can sponge print animals on top when picture is dry or choose cut out animals to stick on.
- Make a Mother’s Day card. Use card edges to print green flower stalks. Sponge print flowers to make a bunch and add a bow.

All children to explore all experiences with appropriate level of adult support.

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Variety of papers and coloured media for decorating.

Fruit.
Pictures/paintings of fruit. Sponge shapes, paint in selected colours.

Orange objects, red and yellow paint, red, yellow paper and orange drawing media.

Prepared snake shapes and 3D shapes/junk for printing, paint. Green paint, paper, sponges, brushes. Prepared cut out animal shapes.

Prepared card shapes. Card edges, flower sponges, paint and ribbon.

