

 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find. <p>.....so that they are ready to learn throughout their lives.</p>	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit. <p>.....so that they are ready to play a full part in life and work.</p>	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet. <p>.....so that they are ready to be citizens of Wales and the World.</p>	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently. <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p>
--	--	---	---

WOW start: Take part in a ‘messy morning’ playing in the outdoor environment with materials such as wet sand, clay, mud, flour and water, slime, gel and other messy mixtures.
Arrange a visit from ‘Wizzy the Wizard’ asking him to bring his ‘Messy Spells Book’.
Watch as Wizzy demonstrates how to make his fantastic array of messy mixtures and potions.

HEALTH AND WELL-BEING
(PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)

Talk about the ways they use water to keep clean and healthy and record their ideas pictorially. Provide opportunities to reinforce these ideas using role play such as bathing a baby, washing a pet, washing clothes and laundry and cleaning teeth.
Talk about keeping safe near and in water. Provide a range of posters and signs to talk about and use as a stimulus for talk and conversation. Encourage children to make their own signs and posters using words, pictures and ICT.
Think about ways that we should care for water in the environment. Use pictures to show examples of pollution in rivers, seas and ponds. Ask the children questions which provoke their thinking such as ‘What might happen if people continue to pollute the water?’

CELEBRATION finish: Take home their plants to show parents what they have grown and talk about how they looked after them. Provide children with another seed to plant and care for at home. Encourage children to write or draw instructions for looking after their seed.

EXPRESSIVE ARTS
(Music, Art, Drama, Dance, Film and Digital Media)
WM3 Creative work combines knowledge and skills using the senses, inspiration and imagination
Play with small world toys to create fantasy worlds such as an aquarium, a pond, a fishing harbour made in a Tuff Tub with toy boats, divers, helicopters and submarines. Enhance water play with small world toys that encourage children to act out their own imaginative scenarios and conversations.
Dress in waterproof clothing such as wellies, macs, hats, and waterproof trousers, coats and umbrellas.
Establish a wet role-play area outdoors so children can create their own puddles and rain for play using pipes, buckets, hoses and watering cans.
Take part in making ice lollies and ‘ice hands’. Mix in food colouring to create different colours and effects. Encourage children to observe the processes of freezing and melting and talk about what they see. Freeze ice inside rubber gloves and other unusual shapes to inspire children’s creative thinking and language.
Use creative skills and ideas to explore the world of watery art. Examples might include making bubble prints using inked water and straws, making splash patterns using thin paint and droppers, making wave patterns using paint and cardboard combs, using water colours to paint a watery scene, creating watery effect fabric painting using fabric paints and string ties and embellishing fabric work with sequins, stitching and ribbon where possible.
Use the outdoor space to create their own puddles filling holes, hollows and spaces in the ground with water using a range of different water play equipment. Paddle in, ride and scooter through on bikes and trikes and run through these wearing appropriate clothing and footwear. Enhance ‘puddle play’ by providing toy boats, floats, sticks and stones and other man-made and natural resources to stimulate creative play.
Recreate Monet's bridge art using fingers to colour mix.

Topic: Pitter, Patter Puddle Play



SCIENCE and TECHNOLOGY

Think about where raindrops come from. Share ideas and opinions with other adults or during circle time. Use simple picture cards to sequence a raindrop’s journey. Provide simple picture cards to sequence, for example, a cloud, rain, rivers, streams, the sea. Encourage the children to discuss the order of events.
Explore what happens when different things are added to water such as coffee, paint, bath bombs, gravel, sand, salt and food colouring. Provide a range of examples for mixing and a range of utensils to mix with, such as spoons, whisks, straws and sticks. Encourage children to explain what is happening as they mix. Introduce scientific vocabulary such as dissolving, thickening and settling.
Plant and grow quick growing seeds such as cress, grass seed, sunflower seeds and bean seeds. Keep moist and/or water on a daily basis. Find out what happens when some of the plants are not watered and encourage the children to talk about their results.
Fill different shaped containers with water and observe what happens. Provide a range of unusual shaped containers and encourage children to see how water takes the shape of any container it fills.
Mix water with food colourings and see what happens when standing a range of plants such as carnations and celery in it for a period of time. Make sure carnations are white and enable children to observe the capillary action over time, explaining what they think is happening.

MATHS AND NUMERACY

Build stepping stones to cross a series of water filled Tuff Tubs or puddles using thinly cut discs of tree trunk, finding different ways to organise the discs. Take part in challenges to cross the tubs.
Encourage mathematical and positional language during play using words such as near, far, next to, in front of, behind, over and under.
Explore capacity by filling different sized containers with water and comparing amounts. Provoke children’s thinking by asking questions such as, ‘Which container holds the most amount of water?’, ‘Which container holds the least amount of water?’.
Investigate raindrops and puddles on a wet day. Compare shape and depth of puddles. Which puddle is the biggest? The deepest? The widest? Provide opportunities to splash, play, float things, sink things and touch puddles. Provoke children’s thinking by using scientific and mathematical language in play activities.
Play with the flow of water using guttering, tubes, pipes and buckets. Encourage the children to use mathematical language during their play and ask questions such as ‘How can you make the water flow faster/slower?’, ‘What would happen if you...’
Use a variety of containers to move water from place to place and from container to container.
Compare the volume each container holds. Enhance children’s water based play by providing unusual water containers such as plastic bags, a variety of different sized cups, straws, scoops and medicine droppers.

WELSH DIMENSION

Create labels for displays in Welsh and English.
Use ICT to create welshwords in different colours, sizes and fonts
Tedi Twt Stories
Weather
Incidental welsh
Welsh songs

LANGUAGE, LITERACY AND COMMUNICATION
(English, Welsh and International Languages)
WM2 Learners who listen and read effectively are prepared to learn throughout our lives
Describe how water feels when they touch it.
Listen to a range of stories, nursery rhymes and action rhymes on the theme of water and rain. Encourage the children to join in with reading and re-telling the rhymes and stories using actions where appropriate.
Look at pictures of different types of pond animals. Draw pictures of them and respond to what they can see through mark making or emergent writing. Talk with the children about the names of different animals and encourage children to point to different body parts such as legs, wings, fins and tail throughout the writing process.
Read and explore a range of books on the theme independently and with other children and adults. Provide a good range of fiction and non-fiction books on the theme of water.
Talk about keeping safe near and in water. Provide a range of posters and signs to talk about including those written in Welsh.
Watch film clips of thunder and rain storms and talk about what they can see and hear. Encourage children to remember how it feels to be caught in a storm or watching a storm from inside. Read stories and poems about stormy weather.
Watch films and clips about watery habitats and animals that live there. Draw and write about animals that live in watery habitats. Provide a range of photographs, books and leaflets to inspire children's imaginative responses.
Write about and describe orally objects found in a water themed box. The collection could include Wellingtons, rain hat, toy boats, washing up liquid, food colouring and other objects and artefacts that provoke talk.

Books
The Three Billy Goats Gruff
The Little Raindrop by Joanna Grey
Titch by Pat Hutchins
MrsMcNosh Hangs up her Wash by Sarah Weeks
The Crocodile Who Didn't Like Water by Gemma Merino
Turtle Splash by Catherine Falwell.

HUMANITIES
(History, Geography, RE)

Prior learning: **The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to Easter.**
This Topic: learning outcomes
Know and understand:

- **That everyone has Good News to share** – Explore
- **Pentecost: the celebration of the Good News of Jesus** – Reveal

Acquire the skills of assimilation, celebration and application of the above – Respond

History
How have we washed clothes/ourselves over the years?
Geography
The water cycle