

Personal, social & emotional development.

- *'Tiddalik' discussions about sharing; To learn to take steps to resolve conflicts / find a compromise.
- *Home corner pond & Princess & frog role play; To play cooperatively, listening to each other & sharing ideas.
- *Seal - 'Feeling Cross'; To understand own feelings & talk about how they & others show their feelings.

Communication & Language.

- *'Tiddalik' story, den & performance area; To listen to a story with increasing attention & recall / To use language & imagination to recreate a story.
- *'Tiddalik' jokes; To understand humour, nonsense rhymes & jokes.
- *Home corner pond & Princess & frog role play; To use language to imagine & recreate roles & experiences in play situations.

Mathematics.

- *To share water / liquids fairly between different containers; To begin to identify own mathematical problems based on sharing.
- *Estimating the capacity of different containers; To estimate how many frogs will fit in different containers & check by counting them.
- *Capacity & water investigations outside; To begin to categorise objects according to properties such as size / To use the language of size / To order two items by capacity.
- *Aboriginal art number formation; To represent numbers using marks on paper / pictures.

Expressive Arts & Design.

- *Aboriginal art - Paint, chalk & pastel scenery for performance area / circles, dots & pattern pictures; To experiment to create different colours & patterns.
- *Listening to 'Outback' music; To listen & respond to ideas, feelings & experiences through music.
- *Aboriginal buskers box; To explore the different sounds of instruments.
- *Tiddalik story den / performance area; To play cooperatively as part of a group to develop & act out a narrative / introduce a storyline into play. (Continuation of home corner pond / princess & frog role play)

Physical development.

- *Outdoor games; Footwork; To show increasing skill over an object in pushing, patting, throwing, catching or kicking it.
- *Aboriginal art- drawing lines, circles & patterns using gross & fine motor movements.
- Practice in dressing / undressing independently.*

Literacy.

- *RWI - 'wuff wuff' WT6 nk,qu / 'Chips' oo,oo / 'Do we have to keep it?' aw,or Letter names; To link sounds to letters, naming & sounding the letters of the alphabet / To begin to read words & simple sentences / To use clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.
- *L&S - Aspect 7 (Blending) 'I spy'; To develop oral blending and segmenting of phonemes in words.
- *ORT; To begin to read words & simple sentences.
- *Compile a 'Tiddalik' class joke book; To write short sentences in meaningful contexts.
- *'Tiddalik' text & non-fiction texts relating to Australia / outback; To know that information can be relayed in the form of print / To enjoy an increasing range of books

FS MTP

Theme: **Ribbet, Ribbet,
Splash!**

Wk3:25.4.16



Understanding the world.

- *Finding out about aboriginal art / culture; To talk about similarities & differences between themselves & others.
- *Discuss the importance of water to living things (Tiddalik); To show care & concern for living things & the environment.
- *Finding out about Australia / The outback; To talk about features of own environment & how environment might vary from one and another / To know that information can be retrieved from computers.
- *Recording 'Tiddalik' performances; To select & use technology for a particular purpose.
- *RE 'Our living world' - Frog life cycles.