



Key Aspects.

Children's Voice. 25/4/16
 Blue group investigating different sized and coloured toy caterpillars, yesterday Miss Heenan read a NF butterfly book.
 Aidan "They grow into butterflies."
 Ana "Caterpillars are different colours sometimes."
 Zac "Caterpillars start as eggs."
 Miss Heenan "Where do the eggs come from?"
 Zac "The butterflies."
 Suliman "Caterpillars go in a cocoon."
 Zac "They take their skin off and turn into a chrysalis."
 Rotem "Caterpillars eat leaves."
 Katie "Butterflies flap wings."
 Megan "some beautiful butterflies have blue, green and white wings."
 Mya "They build a cocoon and then they turn into butterflies."
 Olivia "Caterpillars crawl."



PLOD.
 Order caterpillars to look after in nursery for this to become a real experience.



Experiences and Outcomes.

PLOD.
 Expand knowledge about butterfly life cycle. Talk about the stages, order the sequence of events. Record focused observation



Write—Say—Make—Do.

PLOD.
 Adult model key vocabulary and support understanding; eggs, leaf, caterpillars, cocoon, eat, sleep, chrysalis, hang, wings, hatch, fly, flowers, hungry, legs, life cycle, feelers, proboscis, pupa.



PLOD.

Set up a planting station to learn about the process of seed to plant and the materials/care required.



Children's Voice. 12/4/16

Discussion at breakfast time.

Isla "I gave Sophie my apple seeds, they are black and very small."

Miss Gardner "What will you do with them?"

Isla "You plant them." Sophie "In a pot." Isla "In muck."

They go outside to look for a place to plant the seeds.

Isla "Look, in this pot, with this muck."

They plant the seed with their fingers.

Miss Gardner "What do you think will happen next?"

Isla "The seed will get big and come an apple tree."

Louise "You have to water it."



PLOD.

Research seeds we can plant in Scotland that will grow in this climate, e.g. Orange trees require lots of sun.....



Key Aspects.

Experiences and Outcomes.

Children's Voice. 12/4/16

Later at group time

Jessica "My mummy says not to eat apple seeds or a tree will grow inside my belly."

Henry "Then you might die!"

Miss Gardner "You wont die from eating apple seeds. People eat seeds all the time.

You can buy them from Tesco like pumpkin seeds and sunflower seeds."

Jack H "Maybe bird seed?"

Henry "So if we plant orange seeds will we get an orange tree?"

Miss Gardner "Why don't we look on Google to find out what we can grow from seeds. We can find out about the life cycles too."

Jack H "Like the baby chicks. Remember they start in the egg and get bigger and bigger until they die?"

Xavier "Like babies get bigger."

PLOD.

Expand knowledge about plant life cycles. Observe changes in our sunflowers planted at grandparents day.



Write—Say—Make—Do.



PLOD.

Adult model key vocabulary and support understanding of the words, use word mats, key word prompts, books etc;

Grow....shoot....bud....seed....soil....petals....sunflower....yellow.
..leaves...watering can...rain...stem...pollen...roots...



Write—Say—Make—Do.

Children's Voice. 26/4/16

Planting tray with sunflower seeds.

Jessica investigates the seeds "What are these things?"

Miss Gardner "They are sunflower seeds. We are planting them in soil. What will happen to them?"

Louise "They will grow into big trees."

Isla " And they are sunflowers but they go brown before they die."

Louise "And you water them."

Cody-Leigh "But they need sun too.

I know how you plant them... You dig a wee hole, put the seed in, cover it again and water it until it grows, simple."



Key Aspects.

Experiences and Outcomes.



PLOD.

Expand knowledge about frog life cycles, frog body. Observe changes in the frog spawn in the pond. Adult modelling key vocabulary; Life cycle, frog, froglet, tadpole, frogspawn, pond, next, after, then, grow, change, legs, tail.



Children's Voice. 12/4/16

Red and yellow AM groups at the pond looking for signs of frogspawn after hearing about it being spotted earlier.

Mrs Nicol "What could we find in our pond at Spring time?"

Ruby "Spawn."

Mrs N "What comes after the frogspawn?"

Gillan "Turns to tadpoles."

Ellie "No to slimy."

Mrs N "I wonder what tadpoles look like?"

Gillan "They get webbed feet."

Ruby "When growing up."

Gillan "Frogs love in water and land."

(Mrs Nicol previously explained frogs are amphibians).

Gillan "Tadpoles cant live on land."

Mrs N "Where do frogs lay eggs?"

Siraj "In the pond."



Children's Voice. 12/4/16

Red and yellow PM groups at the pond looking for signs of frogspawn after hearing about it being spotted earlier.

Mrs Nicol and Miss Wilkinson talking about Spring time and the four seasons and how we see new life at spring time.

Mrs Nicol "What new life might we find in a pond?"

Emma N "Frogs?"

Mrs N "What do we see before frogs?"

Miss W prompts by talking about chick life cycle "Remember when we looked after the chicks, what did we look after first.... Eggs. What are tadpole eggs called?"

Lucy "Round balls."

Emma N "Frogspawn."

Jamie "Tadpole comes next."

Lucy "Frog next."

Owen "What eats frogspawn?"



PLOD.

Research what might be a threat to frogspawn.



Write—Say—Make—Do.



Experiences and Outcomes.



Community links / Children's Voice. 21/4/16 PM

Chloe Lynch popped in for a visit with baby Tiago so the children could meet him.

Chloe chatted to the children about what Tiago needs to be looked after while feeding him and changing his nappy.

Haris "He was drinking milk out of the boobies. Under the cover. He had a nappy."

Lola Ray "The nappy is for the baby to go to the toilet."

Erin "He puts cover his face when he was eating. He is just zero. He was drinking milk."

Jamie "He goes to sleep."

Haris "His dummy was in mouth for biting on."

Erin "He goes whaa whaa whaa. He sooked his dummy."



Key Aspects.

Experiences and Outcomes.

PLOD.
Invite other parents/babies into nursery into nursery.
Learn about 'me as a baby', bring in photos etc.
Role play with dollies.
Animals and their young, Spring new life.




Write—Say—Make—Do.

Home links / Children's Voice. 29/ 4/16 PM

Last term children spotted eggs in the snail tank. Rose showed lots of interest and asked if she could look after a baby snail at home. Rose took home two baby snails and named them George and Charlotte after the Royal family babies.



PLOD.

Encourage Rose to update the class on changes in her snails at home. Ask  for pho-

PLOD.

Adult model key language of life cycle of snail. Shell, slime, eggs, leaves, eat, shell, protect, safe, nocturnal, hide, tentacles.



PLOD.

Look at Wraparound floor book re snails and about how they were donated by Five Sisters Zoo last term.



Write—Say—Make—Do.

Key Aspects.



Experiences and Outcomes.

Community links / Children's Voice. 21/4/16 AM

Chloe Lynch popped in for a visit with baby Tiago so the children could meet him.

Olivia "He was crying a lot. He's trying to tell us he's hungry and thirsty."

Isla "He was wearing a nappy."

Zak "My mum looked after me when I was a baby. Mum gave me milk."

Aedan "He was wearing pyjamas. They help him sleep."

Logan "Sleeping in a a baby bed."

Libby "Babies sleep in cots."

Sophie B "I was a wee baby and I was kicking and crying."

Ivy May "When I was a baby I was crawling."



Experiences and Outcomes.

Key Aspects.



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Learn about 'me as a
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etc.

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Write—Say—Make—Do.