



# RAINBOW FISH TO THE RESCUE!

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The Scottish  
Government



Glasgow  
CITY COUNCIL



# Introduction

**This resource has been developed jointly by early years practitioners and primary school teachers from Knightswood Learning Community who are currently working within the early level of a Curriculum for Excellence. The resource itself is part of a wider development of transitions within the early level; primarily from nursery to primary.**

The focus of using the Rainbow Fish as a context for transitions was to support the children's learning of values, beliefs and friendships with their peers at nursery in the hope that with these foundations in values they would continue as they move to different schools within the community in which they live.

The thread of equality and friendship would be continued through careful planning at the crucial point of transitions. The intention is for children to apply the ethos of everyone as equals throughout their play and learning, taking account of the bigger picture through Global Citizenship.

The larger scale project is transition and how we can work collegiately across sectors to ensure that transitions are planned and purposeful. Ensuring that a child's previous knowledge and learning is built upon and a

familiarity in learning and achievement for children in the initial stages of school sets the pace of learning through the emotional satisfaction that achievement brings and using this as a catalyst for children's future engagement in learning. Pianta and Kraft-Sayre (1999: 47) cited by Iorio & Parnell (2015), suggest that the transition to school "sets the tone and direction of a child's school career," which is what we are striving to achieve through successful transitions.

Parents are very much part of this development and emphasis has been put on partnership working and parental engagement in the process of transitions. Using this approach it is intended that the parental engagements captured within early years establishments can be built upon and used as a tool for Family Engagement in Learning at Primary School.

# Learning outcomes

Numeracy			
Contexts for learning			
Outcome	Context	Learning Intention	Success Criteria
<i>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.</i> <i>MNU 0-02a</i>	Sequencing resource coloured fish	To learn about order (first, second, last)	I can talk about order
	Tally Marking (search for and tally rainbow fish objects)	To use tally marking to show how you can count	I know tally marking represent counting and number.
	Create Graphs using the information form tally marks	To use graphs to show how you can count	I know graphs represent counting.
	Counting experiences using top mark maths fish game (whiteboard)	To learn the concept of adding on means more (bigger amounts) Taking away means less (fewer amounts)	I can add to make more I can take away to make less
<i>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</i> <i>MNU 0-20b</i>	Rainbow fish pairs game	To match using different criteria e.g. Colour, shape, size.	I can match
	Sorting using coloured counters (relevant to the colours of the rainbow fish).	To sort using set criteria	I can sort
	Grouping using various objects.	To group objects using a variety of criteria.	I can talk about what is the same and what is different.

# Learning outcomes

<b>Health and Wellbeing</b>			
<b>Contexts for learning</b>			
Outcome	Context	Learning Intention	Success Criteria
<i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> <b>HWB 0-08a</b>	Buddy day	Children learn to support and interact with their buddy	I can include others in my play
	Paths lesson	To discuss rules that keep us and others free from harm.	I can follow nursery rules
	Paths lesson	Children learn about the meaning of kindness (Inclusion)	I can be kind to others
<i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i> <b>HWB 0-44a</b>	Paths lesson	Children learn about feelings and what they are for (linking to emotion)	I can talk about my own feelings
	Meeting the Rainbow fish	Children learn to ask and consider the need/wants of others	I can listen to others
<i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> <b>HWB 0-44b</b>	Circle time using the Rainbow fish	Children talk about their feelings	I can take part in circle time
	Discuss the Rainbow fishes feelings	Children learn to verbally express what worries them.	I can tell my friends what makes me sad
<i>I recognise that we have similarities and differences but are all unique.</i> <b>HWB 0-47a</b>	Rainbow fish day	Children Celebrate the Rainbow fish and what they have learned from it	I can talk about celebrations
	Self Portraits	Children learn about similarities and differences between them and others	I can talk about my features and how they are different from others
<i>I am learning about where living things come from and about how they grow, develop and are nurtured.</i> <b>HWB 0-50a</b>	Clip (u-tube) on pollution in the sea.	Children learn about the effects of pollution on sea life.	Children can talk about the adverse effect that pollution has on sea life and how it can be avoided.

# Learning outcomes

<b>Literacy</b>			
<b>Contexts for learning</b>			
<b>Outcome</b>	<b>Context</b>	<b>Learning Intention</b>	<b>Success Criteria</b>
<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <i>LIT 0-07a / LIT 0-16a / ENG 0-17a</i>	Story telling of the Rainbow fish and using HOTS questions for effective questioning.	Children use higher order thinking skills to develop their knowledge and understanding of the story.	Children can use effective questioning to support their understanding.
	Children re-tell the Rainbow fish using props i.e game/flannel graph/ puppets/ story coat.	Children link their understanding of the Rainbow fish story and use this in other contexts that support literacy.	Children can tell a story using different media.
	Drama experience acting out Rainbow fish.	Children learn to recreate a story using their own ideas.	Children can re-tell a story or part of a story and share this learning experience with their peers.
<i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i> <i>LIT 0-21b</i>	Still life using Rainbow fish book and puppet	Children learn to use different tools to record their learning experiences	Children use different types of writing media to record subject knowledge.
	Outing to the Botanic Gardens (Kibble palace)	Children use clipboards to record in their own way images of the fish.	Children use different forms of recording their experiences.

# Learning outcomes

Induction Days			
Contexts for learning		Date : May /June 2017	
Outcome	Context	Learning Intention	Success Criteria
<i>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</i> <i>Lit 0-09b</i>	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.)
<i>To help me understand stories and other texts, I ask questions and link what I am doing with what I already know</i> <i>Lit 0-07a</i>	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

# Learning outcomes

<b>Term 1 Initial Weeks</b>			
<b>Contexts for learning</b>		<b>Date : August 2017</b>	
<b>Outcome</b>	<b>Context</b>	<b>Learning Intention</b>	<b>Success Criteria</b>
<i>I can recognise that we have similarities and differences but are all unique</i> <b>HWB 0-47a</b>	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>I can match objects and sort using my own and other's criteria, sharing my ideas with others.</i> <b>MNU 0-02b</b>	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>I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to</i> <b>HWB 0-44b</b>	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
<i>I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to</i> <b>HWB 0-44b</b>	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>I understand positive things about friendships and relationships but when something worries me or upsets me I know who I should talk to</i> <b>HWB 0-44b</b>	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.