

TERM 1;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
11th September- 20th October	All about me	Settling in; <ul style="list-style-type: none"> Getting familiar with the setting; where are the toilets? Washing hands, where to put our lunch, the garden, name cards and signing in, pegs etc. Talking about our emotions and using pictures to show how we are feeling. Pre-School Promises; Rules and behaviour expectations. 	<u>PSED - Making Relationships;</u> Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult (pg 57)
Celebration s/festivals; Harvest 1st October	Books The Gingerbread man The three little Pigs Goldilocks and the three bears The little red hen Red riding hood	Familiar and Traditional Fairy tales and Role Play; <ul style="list-style-type: none"> The Gingerbread Man Goldilocks and The Three Bears The Three Little Pigs Little Red Riding Hood The Little Red Hen (Harvest) These stories will be read and celebrated with the children. We will create our own props to use while we 'retell' the stories. Alongside this we will have role play areas; Grandma's cottage, the three bears cottage, bakers etc. We will make maps for Red Riding Hood to get through the forest safely. We will look at The Little Red Hen alongside Harvest festival. We will make recipes for gingerbread and mix ingredients etc. The children will be able to sequence pictures from the stories so they can show their understanding of what happens and when.	<u>PSED - Making Relationships;</u> Builds relationships with special people but may show anxiety in the presence of strangers (pg 57) <u>PSED - Sense of Self;</u> Knows their own name, their preferences and interests and is becoming aware of their unique abilities (pg 60) <u>PSED - Understanding Emotions;</u> Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (pg 63) <u>PSED - Understanding Emotions;</u> Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows (pg 63)
		Harvest time; <ul style="list-style-type: none"> What is Harvest and why does it happen? How does Harvest happen? Role-play a shop selling harvest produce The Little Red Hen 	<u>C&L - Speaking;</u> Uses language to share feelings, experiences and thoughts pg 73) <u>L - Reading;</u>
	Songs Teddy Bear, Teddy Bear The Wheels on the bus Roly Poly Wind the Bobbin up This little piggy Twinkle Twinkle	My Family; <ul style="list-style-type: none"> Who is in my family? Who do I live with? Where is my family from? Can I speak another language? The children will make pictures of their families and who they are close with at home. We will talk about where we are from in the world and where their families are from. We will encourage the children to look at a world map showing them where the different countries and heritages are. This will be an opportunity for Bilingual children to teach us some words and phrases to help them feel welcome. We welcome any information from families too.	Repeats and uses actions, words or phrases from familiar stories (pg 88) <u>UTW - People and Communities;</u> Has a sense of own immediate family and relations and pets (pg 106) <u>UTW - People and Communities;</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others (pg 106) <u>EA&D - Being Imaginative and Expressive;</u>
	Makaton	Pre-School Promises; <ul style="list-style-type: none"> Setting the boundaries. Making some agreed 'rules'. Introducing the 'Rainbow' and 'star' system. Together with the children we will talk about behaviour expectations in the setting. The children will help us to set 5 'expectations' for the setting. This could be 'Show kind hands', or 'help to tidy up' etc. These will be displayed and referred to throughout the year. We will talk about the different ways the children can receive rainbows when keeping to these expectations.	Begins to make-believe by pretending using sounds, movements, words and objects (pg 116)

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TERM 1;	P.E in the school hall;	<p>Week 1; Learning where the school hall is and how to take our shoes and socks off and on.</p> <p>Week 2; Taking shoes and socks off and on. Introducing the traffic light game.</p> <p>Week 3; Taking shoes and socks on and off. Traffic light game.</p> <p>Week 4; Taking shoes and socks on and off. Traffic light game. Talk about the effects of exercise on our bodies.</p> <p>Week 5; Taking shoes and socks on and off. Introducing Yoga.</p> <p>Week 6; Taking shoes and socks off and on. Yoga.</p>	<p><u>PD - Health and Self-care;</u> Able to help with and increasingly independently put on and take off simple clothing items such as shoes (pg 84)</p> <p><u>PD - Moving and Handling;</u> Runs safely on whole foot (pg 78)</p>
TERM 1;	Music;	<p>Week 1; Singing; name/hello/hat/familiar and favourite songs.</p> <p>Week 2; Playing; Listen to and play to singing and music. Learn to stop and start.</p> <p>Week 3; Moving; We're dancing..... now we stop. Row your boat and musical statues.</p> <p>Week 4; Singing; Hat song and name songs. Where is your?..... body part songs.</p> <p>Week 5; Playing; Listen and play to singing and music. Reinforce stop/start. Learn fast/slow tempo.</p> <p>Week 6; Moving; 'Shake your sillies out', 'farmers in his den', 'head shoulders knees and toes'.</p>	<p><u>C&L - Listening and attention;</u> Shows interest in play with sounds, songs and rhymes (pg 67)</p> <p><u>C&L - Understanding;</u> Developing understanding of simple concepts (e.g, fast, slow) pg 70</p> <p><u>EA&D - Creating with Materials;</u> Joins in singing songs (pg 113) Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them (pg 113)</p>
TERM 1;	Home Learning suggestions;	<p>Week 1; Talk about how you feel about starting Pre-School, what is your emotion? Can you draw it?</p> <p>Week 2; Draw/paint a picture of yourself.</p> <p>Week 3; Draw/paint who you live with.</p> <p>Week 4; Find out who else is in your larger family/make a family tree.</p> <p>Week 5; Where do you and your family come from? Do you speak any other languages?</p> <p>Week 6; Can you go to the shops and find three things that are the product of Harvest?</p>	<p>Same learning intentions as listed above. Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.</p>
TERM 1;	Sound of the week;	<p>Week 1;</p> <p>Week 2;</p> <p>Week 3;</p> <p>Week 4; a</p> <p>Week 5; b</p> <p>Week 6; c</p>	<p>The children will be able to bring objects that begin with the given sound that week. They will be able to show their friends. We will encourage the children to think of other words beginning with the same sound. There will also be a 'discovery' area with different objects beginning with the given sound that the children can explore.</p>