

TERM 2;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
30th October - 15th December	Autumn	Autumn Leaves: <ul style="list-style-type: none"> We will talk about the changes in the season including the weather getting colder and the changes in the leaves/trees etc. We will go on a woodland walk where the children will be given challenges such as 'can you find three red leaves'. We will collect other autumnal objects such as conkers. The children will be able to do leaf rubbings and use the leaves they have collected to make collages, explore in the tuff tray or make animal habitats. They can create patterns and also sort into shapes. We will talk about and explore woodland animals such as owls, foxes and hedgehogs. The children will be able to use different materials to make their favourite animal. 	<u>PSED - Making Relationships:</u> Builds relationships with special people (pg 57) <u>PSED - Making Relationships:</u> Is beginning to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety (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 - Sense of Self:</u> Is gradually learning that actions have consequences but not always the consequences the child hopes for (pg 60) <u>PSED - Sense of Self:</u> Is developing and understanding of and interest in differences of gender, ethnicity and ability (pg 60) <u>C&L; Listening and Attention:</u> Shows interest in play with sounds, songs and rhymes (pg 67) <u>C&L - Speaking:</u> Uses language to share feelings, experiences and thoughts pg 73) <u>C&L - Speaking:</u> Holds a conversation, jumping from topic to topic (pg 73) <u>C&L - Speaking:</u> Able to use language in recalling past experiences (pg 74) <u>PD - Health and Self-care:</u> Develops some independence in Self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support (pg 84) <u>PD - Health and Self-care:</u> Willing to try a range of tastes and textures and expresses a preference. Can name different parts of the body (pg 84) <u>M - Counting:</u> Begins to say numbers in order, some of which are in the right order (ordinality) (pg 97) <u>UTW - People and Communities:</u>
Celebration s/festivals; Halloween 31st Oct Bonfire night 5th Nov Remembrance 11th Nov Diwali 12th Nov Children in need 18th Nov Christmas day 25th Dec	Books Emergency Occupations Stick Man The Jolly Christmas Postman	Transport and People who help us: <ul style="list-style-type: none"> We will talk about different people in the community that help us. Such as doctors, nurses, vets, police, firefighters, paramedics and many more. We will talk about what their jobs are and how they help us. We will talk about and draw/paint pictures of emergency vehicles such as ambulances, fire engines and police cars. The children will be taught about the number '999' and what to do in an Emergency. There will be lots of role-play. The children will be able to dress up as most of the occupations they are interested in and we will also convert our 'home corner' into dentist rooms, fire stations, beauticians and many more. The children will be able to engage in imaginative play and explore what they know from real life experiences. We will have a road safety box where we can talk to the children about keeping safe near the roads. Healthy Eating: <ul style="list-style-type: none"> We will talk to the children about healthy eating and what this means. We will show them different food groups and talk about where they come from and how they are good for us or if they are occasional foods/drinks. The children can use different materials to create their own 'healthy food' plate and tell us what they have chosen and why. We will discuss the importance of Oral care and brushing our teeth. Opportunities for the children to explore cleaning different objects with toothpaste and toothbrushes will also be provided. 	(Continued from previous row)
Makaton Hello Goodbye Please Thank you Eat Drink	Songs Dingle Dangle Scarecrow Little Poppy Miss Polly had a Dolly 5 Jolly Fireman Jingle Bells When Santa got stuck up the Chimney Christmas Pudding	Recycling: <ul style="list-style-type: none"> The children will be given opportunities to help us with recycling throughout the year. We will talk to them and ask them questions about why this is important. The children will be given role-play opportunities to 'sort' different materials into groups for recycling. Christmas and The Nativity: <ul style="list-style-type: none"> The children will be getting very creative this term making different cards and creations to take home for christmas time. We will encourage the children to write a letter to Santa and post it. We will then ensure that they get a 'response' from Santa and keep the magic of Christmas going. We will be putting on a 'Nativity' where the children will have different parts. This will be practised very regularly in order for the children to feel confident in their performances. 	(Continued from previous row)

Rainbow Teddies Pre-School

	We wish you a Merry Christmas	<ul style="list-style-type: none"> We will be singing a lot of Christmas songs. 	<p>In pretend play, imitates everyday actions and events from family and cultural background (pg 106)</p> <p><u>UTW - People and Communities:</u> Beginning to have their own friends (pg 106)</p> <p><u>EA&D - Being Imaginative and Expressive:</u> Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations</p>
TERM 2;	P.E in the school hall;	<p>Week 1; Music and movement, 'Bumpus jumpus dinosaur rumpus' CD</p> <p>Week 2; Balance beams and jumps</p> <p>Week 3; Large group game 'stuck in the mud'</p> <p>Week 4; Balance beams and horse box #1</p> <p>Week 5; Yoga - Diwali story (Diwali 12/123)</p> <p>Week 6; Ballet scarf dancing - 'Dance of the sugar plum fairy'</p> <p>Week 7; Christmas Nativity</p> <p>Please note that some of the above may turn into a practice for the Nativity performance.</p>	<p><u>PD - Moving and handling:</u> Moves in response to music, or rhythms played on instruments (pg 79)</p> <p>Jumps in the air with both feet leaving the floor and can jump forward a small distance (pg 79)</p> <p>Begins to understand and choose different ways of moving (pg 79)</p>
TERM 2;	Music;	<p>Week 1; Singing; Dingle dangle scarecrow, dig potatoes, riding along on a big red tractor.</p> <p>Week 2; Playing; Listen and play to singing/music. Reinforce stop/start and fast/slow. Learn loud/quiet (fireworks).</p> <p>Week 3; Moving; Listen to Indian music. Dance with ribbons and scarves.</p> <p>Week 4; Singing; Number songs, 5 fat sausages, 10 in a bed.</p> <p>Week 5; Playing; Name the instruments and listen to sounds. Play groups of the same instruments.</p> <p>Week 6; Moving; Party tunes to dance to. Musical statues.</p> <p>Week 7; Christmas songs and Solos.</p>	<p><u>C&L - Listening and attention:</u> Shows interest in play with sounds, songs and rhymes (pg 66)</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> Creates sounds by rubbing, shaking, tapping, striking or blowing (pg 113)</p> <p><u>EA&D - Crreating with Materials:</u> Explores and learns how sounds and movements can be changed (pg 114)</p>
TERM 2;	Home Learning suggestions;	<p>Week 1; Can you go on a walk and find some yellow, orange, red and brown leaves? Bring them into Pre-school to show and we can use them for our displays.</p> <p>Week 2; What animals can you find walking through the woods in the Autumn?</p> <p>Week 3; Can you make a picture of any fireworks you might have seen or heard? What colours did you see?</p> <p>Week 4; What jobs do your family members do? Are they people that help us? How?</p> <p>Week 5; Find your 'healthy choice' foods and your 'occasional food choices' in your home. Tell your families why they are healthy or occasional foods.</p> <p>Week 6; What recycling do you do at home? Ask if you can help your families 'sort' the recycling out.</p> <p>Week 7; Learn your favourite christmas song.</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 2;	Sound of the week;	<p>Week 1; a Week 5; e</p> <p>Week 2; b Week 6; f</p> <p>Week 3; c Week 7; g</p> <p>Week 4; d</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.</p>

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