

TERM 1;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
8th September-24th 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 and recognising our emotions. Using pictures/cards/dice to show how we are feeling. Beginning to interact with each other, learning names and playing alongside/near each other. Building relationships with key people and other staff within the setting. Pre-School Promises; 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) <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) <u>C&L - Speaking:</u> Uses language to share feelings, experiences and thoughts (pg 73) <u>C&L - Understanding:</u> Understands who, what, where in simple questions (pg 70) <u>C&L - Listening and attention:</u> Shows interest in play with sounds, songs and rhymes (pg 66) <u>C&L - Understanding:</u> Developing understanding of simple concepts (e.g. fast, slow) (pg 70) <u>L - Reading:</u> 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>
Celebrations/festivals; Navratri 22nd sept-2nd oct Harvest 5th Oct Grandparent s day 5th oct Diwali 20th oct Halloween 31st oct	Books Goldilocks and the three bears The three little Pigs The gingerbread man Little red riding hood The little red hen Pumpkin soup Room on the broom	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, knowledge and expertise from our families too.	(Continued from previous row)
Makaton Hello Goodbye Yes No Eat Drink	Sound of the week Wk 1; Wk 2; Wk 3; Wk 4; a Wk 5; b Wk 6; c Wk 7; d	Where we live; <ul style="list-style-type: none"> Where do i live? Where do my family live? Who is in my community? We will talk with the children about where we live and our local community. The children will be encouraged to create images of their homes, streets and favourite places.	(Continued from previous row)
Songs Teddy bear Wheels on the bus Roly poly Wind the bobbin up This little piggy Twinkle Twinkle		Autumn time; <ul style="list-style-type: none"> Talking about Autumn and the changes in the outside world, specifically the leaves, trees, flowers, temperature and change in the light. We will offer the children sensory activities where they can explore natural objects from outdoors such as dry crispy leaves in different autumnal colours, acorns, pine cones etc. Creating autumnal pictures using natural objects, paints etc. We will talk about animals in the autumn and what they are busy doing. We will focus on hedgehogs, foxes, squirrels and owls. 	(Continued from previous row)

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Country of the term;	India	<ul style="list-style-type: none"> We will talk to the children about different countries in the world and ask them if they know any. We will use our globe to show them where India is and where it is in relation to England. We will ask the children if any of them have been to India or have any family there. We will help the children learn some words in Indian such as 'hello' and 'goodbye'. We will provide dress up clothes for the children to explore how people of this country like to dress. We will do some form of cookery/food tasting of Indian cuisine. The children will have the opportunity to listen to some Indian music and dance. We will celebrate and explore the festivals of Navratri and Diwali. 	<p>Begins to make-believe by pretending using sounds, movements, words and objects (pg 116)</p> <p><u>EA&D - Creating with Materials:</u> Joins in singing songs (pg 113)</p> <p><u>EA&D - Creating with materials:</u> Enjoys and responds to playing with colour in a variety of ways (pg 113)</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> <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>
Music;			
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; Introducing the traffic light game.</p> <p>Week 3; Music and movement.</p> <p>Week 4; Ring games.</p> <p>Week 5; Simon Says.</p> <p>Week 6; Yoga (linked to story of the week).</p> <p>Week 7; Parachute games.</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>Week 7; What do you like about pre-school?</p>	<p>Same learning intentions as listed above.</p> <p>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>