

Preschool: I am Special



1. Key Vocabulary

Communication, Language and Literacy:

- **yes** — *I agree*
- **tell** — We will be telling adults about the new things we have learnt.
- **what, who, where**—We will answer a lot of questions in relation to stories we read and things we learn.
- **see** — We will explain what we **see** around us.

Personal, Social and Emotional Development:

- **own**—something that belongs to me
- **name**— a special way you call me
- **like**— *I like/ I don't like...*
- **stop**—I will use 'stop' when I am not happy with someone else's' actions
- **well**—I am feeling good, I do things well.
- **meet**— see someone, spend time with them

Mathematics:

- **lot**— a large number or amount
- **one**— on it own
- **get**— come to have something
- **big**—something that is large in size
- **small**—a size that is less than normal
- **many**— to have a larger amount of something

Understanding of the World:

- **day**—time for us to learn and play
- **night**—time to rest and sleep
- **doctor**—the person who helps you get better when you are ill
- **sleep**— night-time rest
- **parent**— mum or dad, someone who looks after me
- **place**—*my special place, my favourite place is...*

Expressive Arts and Design:

- **paper**— a material we use to draw on or create with
- **picture**— a painting and a draws
- **draw**—creating marks using mark making tools
- **pretty**— it looks beautiful
- **fill**— to **fill** a container is to make it full.
- **touch**—to be in contact with.

2. Curriculum Knowledge

Our topic this half term is "I am special" In our first term in Preschool we will be focusing on the three prime areas of the EYFS curriculum. We will be developing children's Communication and Language and broadening their vocabulary by talking about the school routines and activities. We will be supporting the children with their Personal, Social and Emotional Development by helping them settle into school, developing their confidence when exploring new indoor and outdoor environments and building relationships with their peers and adults. There will be a strong focus on Physical Development when helping children to develop their independence when eating, using tools, toys and equipment, or using the toilet. Our young learners will develop their understanding that everyone is special and unique and celebrate these differences.

We will be learning about the different parts of our bodies

	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Make a family picture or portrait.	Discuss our families and us as individuals.	Explore different emotions and feelings.	Build relationships with our peers.	Explore our immediate environment at school.

3. Communication and Language

As children become more familiar with the school day and routines, they will begin to follow directions and instructions independently, such as helping with tidying up time when asked.

Children will be encouraged to talk about what they are doing with an adult and with support will begin to respond to 'how' and 'why' questions.

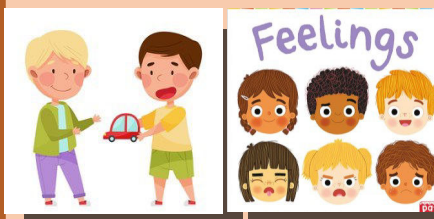
They will talk about and answer questions about the stories and begin to join in small group and class discussions.



4. Personal, Social and Emotional Development

With support the children will be supported to settle/resettle into Preschool and form friendships with their peers and teachers.

Through stories, small group work and one to one conversations, children will be taught to understand the different feelings they experience. Using mirrors the children will experiment with pulling different expressions to represent how they may feel. Children will be encouraged to talk about their feelings with an adult.



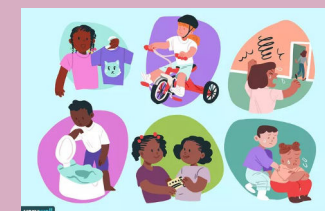
5. Physical Development

Children will be supported to develop their independence in using the toilet and managing personal hygiene.

They will begin to learn about the importance of good diet, exercise, good sleep routines and personal hygiene to help them stay healthy.

They will be developing their fine motor skills through manipulating different malleable materials to prepare them for drawing and writing tasks ahead.

Through the outdoor activities children will explore gross motor skills such as walking, spinning, running, jumping, climbing; as well as different ways of moving their bodies.



6. Mathematics

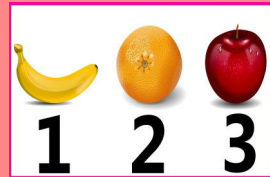
Through number songs, children will explore and learn about numbers and begin to recognise numerals.



Through play and explorative activities, children will learn that numbers represent how many objects are in a group. Children will explore the concept of one, many and more and develop their vocabulary to help them compare quantities and sizes.



They will explore counting objects and actions, such as hops, jumps, clicks or claps to support children to develop their understanding of number.



They will explore capacity through a variety of pouring activities such as sand and water play.



7. Literacy

Through weekly core book and daily story time, children will begin to listen to stories with increasing attention and recall and with encouragement join in with repeated refrains. They will further explore these through role-play props and small world activities set out for them which will help them further explore the topic.



Children might learn to recognise their own name through the morning self-registration and begin to learn the shapes of the letters in their names.

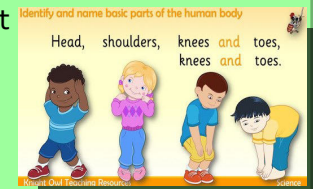


Children will be introduced to a variety of mark making opportunities to develop their confidence in approaching writing tasks in the future.



8. Understanding the World

Children will learn about their bodies and body parts through games, songs and rhymes such as Head, Shoulders, Knees and Toes.



Children will talk about their families, discussing with their friends who they live with and important people in their lives. Through sharing family photographs and drawings, we will create a display to celebrate all of the families in our class.



They will listen to stories that celebrate us as being individuals and understand what makes us unique. We will look at ourselves in relation to our friends and families and talk about some similarities and differences we share.



9. Expressive Art and Design

Children will be introduced to a wide range of music and will be encouraged to join in with dancing and singing familiar songs.



They will experiment with using different media to create self-portraits of themselves and begin to choose particular tools, colours and shapes to represent their bodies and facial features.

Children will be supported to think about what they want to make, the processes that may be involved and the materials and resources they may need, such as a photograph of a house to remind them to include windows and doors in their construction models.

