



# Preschool: I am Special

## 1. Key Vocabulary

### Communication, Language and Literacy:

- Yes - Agree or disagree to something
- Tell - Speak to adult
- What, Who, Where— Open ended questioning
- See—We see/look with our eyes

### Personal, Social and Emotional Development:

- Own— My personal belongings
- Name — Own identity
- Like – Something/someone gives us comfort
- Stop — pause or cease the movement/action
- Well – Feeling better, good
- Meet— To introduce each other

### Mathematics:

- One—First Number
- Get— Something to obtain or bring
- Big- Something large in quantity/number/dimension
- Small- Something little in size/amount
- Lot, Many- a larger amount

### Physical Development:

- Sit — To sit on carpet/chair
- Eat— To consume food through our mouth
- Walk, Run, Climb, Stomp— Physical movements

### Understanding of The World:

- Day, Night— Day time its light and night time its dark
- Sleep— We rest in bed to sleep during night
- Place— where we live/ stay or visit
- Parent— Our mum/dad/carers
- Doctor— Who gives us medicine when we are sick

### Expressive Arts and Design:

- Paper— Something we use to make marks/creative art
- Picture, Draw— Make marks to create pictures
- Pretty— something that looks nice in our eyes
- Fill— Use sensory items to fill/empty cup
- Touch— Use our hands to touch and feel

### Literacy:

- Songs , music — the sound, melody
- Colours- Paints and pens
- Write— Making marks and drawing
- Book— Literature we read or look at for information

## 2. Curriculum Knowledge

Our topic this half term is “I am Special”. We will be focusing on settling the children into preschool, developing their confidence while exploring the new indoor and outdoor environments and building relationships with their peers and adults.

The children will be introduced into the preschool routines, rules and boundaries . 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 as we sing songs such as ‘head, shoulders, knees and toes’, ‘put you right hand in, your right hand out’ and learn about healthy eating.

|                 | Enterprise                              | Communication                               | Well-Being                               | Possibilities                                  | Environment                                     |
|-----------------|---|---|--|--|---|
| <b>Drivers:</b> | Make a family picture or self portrait. | Discuss our families and us as individuals. | Explore different emotions and feelings. | Build relationships with our peers and adults. | Explore our immediate environment at preschool. |

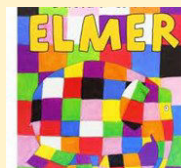
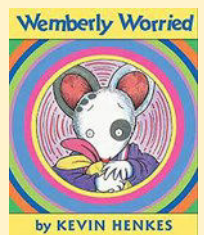
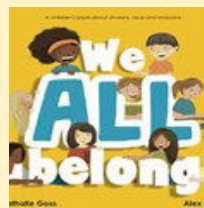
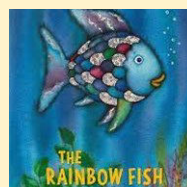
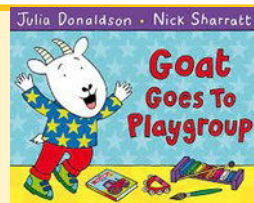
## 3. Communication and Language

Through daily story time, children will begin to listen to stories with increasing attention and recall and with encouragement join in with repeated refrains, from familiar stories through repetition. Children will be encouraged to look at their favourite stories to share with the peers/adult to promote a love for reading.

As children become more familiar with the preschool routines, they will begin to understand and follow instructions independently, such as sitting down for registration, story time and helping with tidying up when asked.

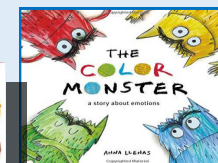
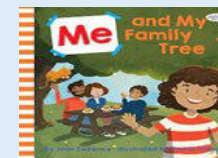
Children will be encouraged to talk about what they are doing with an adult and with support will begin to respond to ‘how’ and ‘why’ questions.

Children will learn to recognise their own name and begin make early marks and practice to develop their use of using mark making tools.



## 4. Personal, Social and Emotional Education

The children will be supported to settle into preschool and form friendships with their peers and adults. The story ‘Goat goes to playgroup’ will help to support the children to settle into preschool and explore the activities and its environment. Using mirrors for the children to do observational drawing. Children will be encouraged to talk about their family, home and feelings with an adult.



## 5. Physical Development

Children will be supported to develop their independence in eating, drinking during snack time and choose activities independently. Also develop their independence in getting dressed and undressed.

They will be developing their fine motor skills through manipulating different malleable materials to prepare them for early mark making for 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, count from 1-10 in a sequence saying one number name for each object and begin to recognise numerals to 5.



Children will be supported to have an understanding on the size and weight and use the mathematical language lots and more.

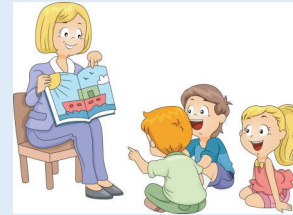


Children will be supported to fit shapes in to spaces of in-set puzzles and expand their learning to connecting jigsaw puzzles.



## 7. Literacy

Each week children will be introduced to a story relating to our topic Marvellous Me. We will focus on listening to simple stories and spend time discussing the events of the story, look at the pictures and say what is happening or what may happen next that will support children to learn new words and extend on their vocabulary.



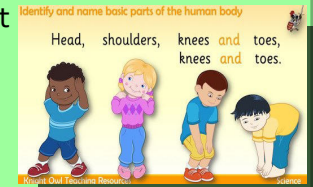
Children will learn to recognise their own name through the morning self-registration and begin to understand our names are linked to literacy.



Children will be introduced to a variety of activities such as singing rhyme and alliteration to support them in hearing and saying initial sounds of animals and other objects seen in the environment.

## 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, put your right hand in, your right hand out.



Children will talk about their families, discussing with their friends who they live with and important people in their lives. Through sharing family 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 such as gluing, painting and other creative materials to create self-portraits of themselves and begin to choose particular tools, colours and shapes to represent their bodies and facial features.