

3<sup>rd</sup> – 7<sup>th</sup> March 2019

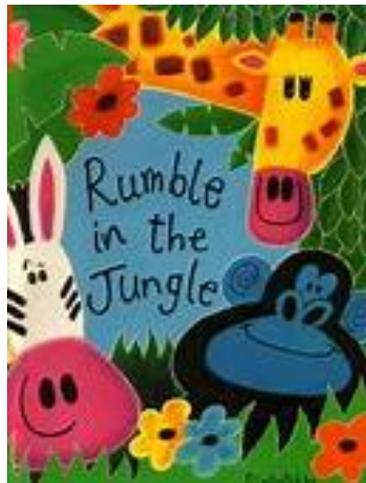


## Deira Private School Early Years Curriculum overview Pre-Reception

Dear Parents and Carers,

We just completed pets and farm animals and moving onto wild animals.  
Our second book we will be reading is **“Rumble in the Jungle”**

"There's a rumble in the jungle, there's a whisper in the trees; the animals are waking up and rustling the leaves!" Join this rhyming safari and meet everyone from the elphing elephant to the gangly giraffe, and maybe even the terrible tiger!



### SHOW & TELL

We are doing Show and Tell  
till the end of term2.

Please don't forget to send  
your child's favorite toy to class.

Thank you



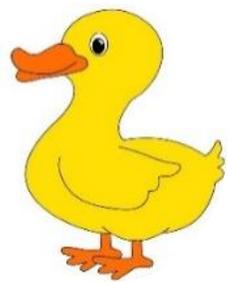
### Coming events

Field trip:

Change of date and  
venue

We'll keep you posted



LEARNING INTENTIONS	WAYS TO HELP AT HOME 
<p><b><u>Personal, Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>• Take turns and share with support</li> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>• Confident to speak to others about own needs, wants, interest and opinions</li> <li>• Can select and use activities and resources with help.</li> <li>• Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games that require children to take turns</li> <li>• Encourage your child to talk to family and friends- do they ask questions and speak about what they like/ dislike?</li> <li>• Provide a safe space for children to calm down or when they need to be quiet.</li> <li>• Provide activities that help children to develop safe ways of dealing with anger and other strong feelings.</li> </ul> 
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Explain what is happening and anticipate what might happen next in stories</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Is able to follow directions while doing an activity.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Questions why things happen and gives explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.</li> <li>• Set up shared experiences that children can reflect</li> <li>• Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand</li> </ul>
<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Give meaning to the marks they make and write</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Play rhyming games, sing nursery rhymes (watch them on YouTube if you need help)</li> <li>• Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.</li> </ul>

<ul style="list-style-type: none"> <li>Phonics – sounds s,a,t,i,p,n,c,k,e,h,r,m,d,g, o, u, f, b, l, j, v, w .</li> </ul> <p>Story Book – <b>Rumble in the jungle</b> Reader – The See-saw</p>	<ul style="list-style-type: none"> <li>Provide books containing photographs of the children that can be read by adults and that children can begin to ‘read’ by themselves.</li> <li>Play games and sound the initial <b>sounds</b> of the family members and school friends and community.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> </ul>	<ul style="list-style-type: none"> <li>Go on a shape hunt- what shapes are the road signs, holes in a gate, fence panels etc.</li> <li>Can your child recognise numbers around the house e.g. on clocks, on birthday cards, on packaging, on buses and houses etc.</li> <li>Give children a reason to count, e.g. count the chairs and beds at home. Just like goldilocks.</li> <li>Count the number of red cars you see on the road.</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> <li>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about special family events that are being celebrated</li> <li>Borrow books from the library and talk about the different stories.</li> </ul>
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Shows control in holding objects and using books and mark-making tools</li> </ul> 	<ul style="list-style-type: none"> <li>Give your child time and encourage them to dress and undress independently, including shoes and coat buttons;</li> <li>Provide activities that give children the opportunity and motivation to practice manipulative skills, e.g. cooking, painting, clay and playing instruments.</li> <li>Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore colour and different media</li> <li>To begin to sing familiar songs</li> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage lots of singing at home.</li> <li>Let your child help you bake.</li> <li>Read books about animals and act out the stories.</li> </ul>

<ul style="list-style-type: none"> <li>Engages in imaginative role-play based on own first-hand experiences.</li> <li>Builds stories around toy animals.</li> </ul>	
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Nursery Rhymes about wild animals</li> </ul>	
<p><b>Arabic:</b></p> <ul style="list-style-type: none"> <li>To identify the words (Story of Fatma wal feel) Al houdhoud Program Faaer= Mouse Farasha = Butterfly Feel = Elephant Fawakeh= Fruit Feter = Mushroom Note: please use the user name and password for the Al hudud Program which we pasted in your child diary to revise the lesson (Fatma and the Elephant) at home</li> </ul>	<p>البدء بالتعرف على حرف الفاء (تمميظه بشكل منفصل) التعرف على الكلمات: (فأر – فراشة – فيل – فواكه - فطر ) التعرف على أشياء من محيطهم تبدأ بحرف الفاء البدء بكتابة حرف الفاء على السبورة الصغيرة والصلصال. ملاحظة: لقد تم وضع أسم المستخدم وكلمة السر في مذكرة كل طالب من أجل استخدام برنامج الهدد الذكي للمراجعة مع الطالب من أجل استخدامه في مراجعة درس <b>فاطمة والفيل</b></p>
<p><b>Islamic</b></p> <ul style="list-style-type: none"> <li>Recitation and memorising Surat Al Ekhlas and Identify some characteristics of teamwork.</li> </ul>	<p>التربية الإسلامية : تلاوة وحفظ سورة الإخلاص والتعرف على بعض مظاهر التعاون</p>

Thank you for your Support

**Pre-Reception Team**