

Rainbow Nursery
Dolphins Class
(5–6 years)



Curriculum

Curriculum Mission

To provide a high-quality, bilingual, play-based early years education for 5–6-year-olds, nurturing each child’s unique potential and preparing them for future academic and personal success. The Dolphins class builds on the Rainbow Nursery ethos, blending the best of British EYFS with Israeli play-based principles, and now introduces systematic early reading and writing in both English and Hebrew.

Curriculum Rationale

The Dolphins curriculum extends the Rainbow approach for 3–5s, deepening learning across all EYFS areas while introducing more advanced literacy (including Hebrew letter recognition and early reading), numeracy, and critical thinking. All learning is embedded in play, inquiry, and meaningful real-world contexts, respecting both Israeli and British pedagogic values.

To ensure the Dolphins class supports true school readiness, our mission includes preparing each child for a confident and successful transition to *kita Aleph* (Grade 1) in the Israeli education system. We focus on developing foundational skills in both Hebrew and English literacy, numeracy, and social-emotional competencies through play-based, child-centered experiences.

Our curriculum aligns with the Israeli Ministry of Education’s emphasis on reading and math readiness, social skills, and independence, while also nurturing curiosity, resilience, and a love of learning. By fostering these abilities in a bilingual, multicultural environment, we aim to equip children with the essential tools, adaptability, and confidence they need to thrive as they embark on their primary school journey

Key Curriculum Objectives

- Develop bilingual literacy: systematic early reading and writing in English and Hebrew
- Deepen communication, language, and social skills
- Foster personal, social, and emotional development for confident, independent learners
- Promote physical development and well-being
- Advance mathematical understanding and problem-solving
- Expand knowledge and curiosity about the world
- Nurture creativity and imagination through expressive arts

In addition, we aim:

- To encourage curiosity and discovery by providing rich, play-based opportunities for children to explore, investigate, and ask questions about the world around them.

- To support children in developing and following their own interests, enabling them to make choices, pursue self-initiated activities, and become confident, independent learners.

Curriculum Structure

- **Weekly Themes:** Continue the spiral, theme-based curriculum (see attached Ocean curriculum) for coherence and progression.
- **Daily Circle Time:** Responsive discussions and activities, often linked to the weekly theme or current events.
- **Interest Table:** Hands-on materials and provocations for self-directed exploration.
- **Continuous Provision:** Rich, open-ended resources for child-led and guided play across all areas.
- **Small Group Sessions:** Targeted adult-led activities for literacy, numeracy, and inquiry.

Areas of Learning and Development

1. Communication and Language

- Bilingual story time (English/Hebrew), including retelling, prediction, and discussion
- Vocabulary building through thematic play, songs, and role-play
- Listening games and following multi-step instructions
- Show and tell, news sharing, and group discussions to develop oracy and confidence

2. Personal, Social, and Emotional Development

- Circle time for feelings, friendship, and conflict resolution
- Collaborative projects and games to build teamwork and empathy (Daily Table top game time)
- Encouraging independence in daily routines and self-care
- Reflection activities (e.g., Afternoon Circle: “What went well today?”)

3. Physical Development

- **Gross Motor:** Outdoor play, climbing, ball skills, dance, yoga, and movement games
- **Fine Motor:** Handwriting practice (English and Hebrew), cutting, threading, construction, and art
- **Health and Well-being:** Healthy eating, hygiene routines, mindfulness, and relaxation

4. Literacy

English

- Continue Letters and Sounds (Phases 4–5), Jolly Phonics, and decodable readers
- Daily phonics sessions: blending, segmenting, tricky words, and spelling

- Early writing: labels, captions, stories, and simple sentences
- Bookmaking and storytelling in play

Hebrew

- Systematic introduction to Hebrew letters (Alef-Bet) using multi-sensory, play-based approaches (e.g., Ji Alef-Bet, games, songs, puzzles)[614](#).
- Letter recognition: visual, auditory, and kinesthetic activities (e.g., matching, tracing, sand writing, letter hunts)
- Early phonological awareness: identifying initial/final sounds, syllable clapping, rhyming, and simple blending[7](#).
- Vocabulary building: linking letters to familiar words, Jewish values, and festivals
- Early reading: decoding simple words, environmental print, and name recognition
- Mark-making and early Hebrew writing: copying letters, writing names, and simple words

5. Mathematics

- Counting, number recognition, and sequencing to 20 and beyond
- Addition and subtraction through games, stories, and real-life scenarios
- Exploring patterns, shapes, and spatial reasoning with manipulatives
- Measurement: comparing length, weight, capacity, and time in play (e.g., cooking, building)
- Problem-solving and mathematical language in everyday contexts

6. Understanding the World

- Inquiry projects linked to weekly themes (e.g., seasons, animals, community helpers)
- Exploring cultures, traditions, and festivals (Israeli, Jewish, and global)
- Simple science investigations (e.g., plant growth, water play)
- Technology: using tablets, cameras, and interactive tools for research and creativity

7. Expressive Arts and Design

- Drawing, painting, collage, and model-making inspired by themes
- Music: singing, rhythm, exploring instruments (including Hebrew/Israeli songs)
- Dance, drama, and imaginative role-play
- Storytelling with puppets and props
- Construction and design challenges

Assessment and Progress

- Ongoing observation and documentation of learning in all areas
- Use of Early Learning Goals (ELGs)
- Individual learning journals and regular communication with families
- School readiness screening

Play-Based Pedagogy

- Balance of free play, guided play, and adult-led activities
 - Continuous provision ensures literacy, numeracy, and inquiry are embedded in all areas of the classroom
 - Practitioners scaffold learning through sensitive interactions, adapting to each child's interests and needs
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Bilingual and Bicultural Ethos

- Equal value given to English and Hebrew in the classroom environment, resources, and routines
 - Celebration of both Israeli and British (and wider international) traditions, holidays, and cultural stories
 - Strong focus on inclusion, diversity, and respect for all backgrounds
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Summary

The Dolphins curriculum at Rainbow Nursery is a rich, play-based, bilingual programme that prepares children for success in both Israeli and British educational contexts. It maintains the joyful, child-centered spirit of Rainbow, while introducing more structured early literacy in Hebrew and English, deeper numeracy, and broader inquiry, all embedded in meaningful play and exploration.

Dolphins Class Maths Curriculum (5–6 years)

Semester dates for 2025/6

Semester	Start Date	End Date	Duration
1	Sunday 17th August 2025	Thursday 11th December 2025	16 weeks
2	Sunday 14th December 2025	Thursday 9th April 2026	16 weeks
3	Sunday 13th April 2026	Thursday 13th August 2026	17 weeks

Semester 1: Foundational Mastery

Aligns with UK Reception Term 2–3

Topic Area	Key Objectives	Indicative Activities
Counting & Number Sense	<ul style="list-style-type: none"> - Count forwards and backwards to 20 and beyond, including from different starting points - Use ordinal numbers (1st–18th) in real contexts - Recognize, read, and write numbers to 20 - Estimate and check small quantities - Match numerals to sets - Compare groups using more, fewer, equal 	<ul style="list-style-type: none"> - Number line hopscotch with missing numbers - Train station ordinal games - Estimation jars - Matching games with numerals and objects
Composition & Place Value	<ul style="list-style-type: none"> - Partition numbers to 10 in different ways (e.g., $7 = 5+2$, $6+1$, $4+3$) - Understand zero as a placeholder - Begin to use part-whole models - Recognize “one more” and “one less” than a given number up to 20 	<ul style="list-style-type: none"> - Number bond butterflies - “Zero hero” stories - Part-whole tray play - “One more/less” dice games - Partitioning numbers to 20 using olive pits and pomegranate seeds
Addition & Subtraction	<ul style="list-style-type: none"> - Add and subtract numbers within 10 using objects, fingers, and number lines - Solve missing number problems (e.g., $7 = \square + 3$) - Double and halve numbers to 10 - Use language of addition and subtraction: add, take away, total, difference, altogether, left 	<ul style="list-style-type: none"> - Bead string number bonds - Cookie shop subtraction with real props - Mirror doubling with cubes - Story problems with puppets

Topic Area	Key Objectives	Indicative Activities
Shape & Spatial Reasoning	<ul style="list-style-type: none"> - Name and describe 2D (circle, square, triangle, rectangle) and 3D shapes (cube, sphere, cylinder, cone) - Use positional language (between, under, next to, behind, in front) - Create, continue, and describe repeating patterns - Explore symmetry 	<ul style="list-style-type: none"> - 3D shape feely bag hunt - Bee-Bot directional games - Pattern block art - Nature symmetry with leaves
Measures (Length, Capacity, Time)	<ul style="list-style-type: none"> - Compare and order objects by length/height (using non-standard and standard units) - Compare and order objects by capacity and weight - Sequence daily events and routines - Begin to use everyday language related to time and money 	<ul style="list-style-type: none"> - Classroom measurement olympics (hands, blocks, rulers) - Sand and water capacity races - Baking timeline creation - Coin sorting in market role-play

Semester 2: Bridging Concepts

Aligns with UK Reception Term 3 – Year 1 Term 1

Topic Area	Key Objectives	Indicative Activities
Place Value & Counting	<ul style="list-style-type: none"> - Count forwards and backwards to 50 - Recognize, read, and write numbers to 50 - Understand place value in 2-digit numbers (tens and ones) - Partition teen numbers as 10 + ____ - Count in 2s, 5s, and 10s from 0 - Order numbers to 50 	<ul style="list-style-type: none"> - Stick bundles (10s and 1s) - Number line fishing game - Skip counting with socks, fingers, and coins - Ordering number cards
Addition, Subtraction, and Problem Solving	<ul style="list-style-type: none"> - Add and subtract within 20 using objects, pictures, and mental strategies - Solve missing number and “how many more” problems - Explore and solve simple word problems - Begin to record calculations using +, -, = symbols 	<ul style="list-style-type: none"> - Egg carton math (adding pom-poms) - Story-based problem solving - Number sentence building with digit cards - “How many more to make 10?” games - Estimation jars with 20-50 Israeli items (e.g., dates, almonds)
Multiplication, Division, and Fractions	<ul style="list-style-type: none"> - Understand multiplication as repeated addition and grouping - Share objects into equal groups (simple division) 	<ul style="list-style-type: none"> - “Bead factory” repeated grouping - Cookie sharing division

Topic Area	Key Objectives	Indicative Activities
	<ul style="list-style-type: none"> - Explore simple fractions (half and quarter of a shape or set) 	<ul style="list-style-type: none"> - Pizza slicing for fractions - Sorting objects into equal groups
Shape, Space, and Patterns	<ul style="list-style-type: none"> - Combine shapes to make new shapes - Identify and describe properties of 2D and 3D shapes (edges, faces, corners) - Identifying 3D shape faces (cylinders, pyramids) - Using precise terms: edges, vertices, faces - Symmetry in Jewish ritual objects (menorahs, hamsas) - Read and follow simple maps - Use positional and directional language - Create symmetrical and repeating patterns 	<ul style="list-style-type: none"> - Tangram puzzle challenges - Classroom treasure maps - Robot direction coding games - Mirror symmetry art projects <p>Faces of the Kotel – Identify cube/rectangular prism stones in Western Wall images -</p> <p>Symmetry in Jewish Art – Fold paper cutouts of menorahs/Stars of David</p>
Measures (Length, Capacity, Weight, Time, Money, Data)	<ul style="list-style-type: none"> - Measure using non-standard and standard units (rulers, scales, jugs) - Measuring with standard Israeli units (cm, liters) - Time sequencing of Jewish holiday preparations - Tell time to o'clock and half past - Recognize and use coins (1, 2, 5, 10 ILS) - Collect and interpret simple data (tallies, pictograms) - Compare and order by length, weight, capacity 	<ul style="list-style-type: none"> - Shoe shop size comparisons - Paper plate clock crafts - Market stall role-play - Weather chart graphing - Pinecone vs. stone balances

Semester 3: Advanced Applications

Aligns with UK Year 1 Term 1–2

Topic Area	Key Objectives	Indicative Activities
Number Mastery	<ul style="list-style-type: none"> - Count to 100 forwards and backwards - Count in 2s, 5s, and 10s - Recognize, read, and write numbers to 100 - Compare and order numbers using $<$, $>$, $=$ - Add and subtract two-digit numbers (within 20, progressing to 40) - Solve simple division as sharing and grouping 	<ul style="list-style-type: none"> - Hundred square mosaic art - Number war card game - Cookie sharing division - Pizza fraction puzzles - Skip counting games

Topic Area	Key Objectives	Indicative Activities
	- Understand and use fractions ($\frac{1}{2}$, $\frac{1}{4}$ of shapes and sets)	
Calculations & Reasoning	- Solve more complex word problems involving addition, subtraction, multiplication, and division - Use number bonds to 20 fluently - Begin to use written methods for calculations - Apply reasoning to solve “missing number” and comparison problems	- Story-based problem solving - “Find the missing number” puzzles - Number sentence building with digit cards - Problem-solving relay games
Shape, Space, and Measures	- Identify, name, and describe properties of common 2D and 3D shapes - Use mathematical language to describe position, direction, and movement (including quarter, half, three-quarter, and full turns) - Estimate and measure length, weight, and capacity using standard units - Tell time to the hour and half hour - Solve simple money problems (up to 20 ILS) - Collect, organize, and interpret data in simple charts and tables	- Architecture project with 3D models - Tangram rotation challenges - “Robot directions” coding games - Baking with measuring jugs - Grocery shopping budget game - Bar graphing favourite fruits

Curriculum Implementation

Discrete Maths Teaching:

Every day, there is a 30-minute discrete maths teaching session focused on the objectives above. These sessions are carefully structured, progressive, and interactive, ensuring all children receive high-quality, targeted instruction in core mathematical concepts

Mathematics in Play and Learning Centres:

In addition to daily maths lessons, mathematical ideas and vocabulary are embedded throughout the day in learning centres and play-based activities. Practitioners reinforce and extend mathematical thinking during child-initiated exploration, project work, and cross-curricular themes.

Progression Features:

- **Concrete → Pictorial → Abstract:** Children move from hands-on, manipulative-based activities (e.g., counters, blocks) to pictorial representations (e.g., number lines, drawings) and finally to abstract symbols and written calculations.

- **Israeli Contextualization:** Bilingual number lines (English/Hebrew), use of Israeli coins, and measurement using local produce (e.g., pomegranates, olives) are integrated throughout.
- **Assessment:** Ongoing observational checklists, photo journals, and “maths talk” recordings during play and problem-solving.
- **Differentiation:** Advanced learners are challenged with higher numbers and reasoning problems; support is provided through multi-sensory number formation, small group instruction, and scaffolded activities.

Pedagogical Approach:

Learning at young ages occurs through imitation. Teachers must use precise mathematical language (e.g., 'vertices' not 'corners') to prevent misconceptions. Daily play observations should document children’s use of terms like 'parallel' or 'perpendicular

- **Balanced Structure:** The curriculum balances daily, discrete maths teaching with the embedding of mathematical concepts and language in play, exploration, and real-life contexts, in line with both Israeli and British early years principles
- **Bilingual and Bicultural:** Equal emphasis on Hebrew and English mathematical language, symbols, and cultural references.
- **Cross-Curricular Links:** Maths is integrated with weekly themes, science (measuring plant growth), literacy (number stories), and expressive arts (pattern and symmetry in art), and to Jewish themes and holidays

Jewish/Israeli Contexts for Mathematical Concepts

Mathematical Concept	Culturally Contextualized Activity
Number Composition	Partition 18 (Chai) into combinations for tzedakah calculations
Symmetry	Create symmetrical paper-cut hamsas or menorahs
Measurement	Compare heights of holiday items (shofar vs. etrog)
Data Handling	Graph favorite Purim costumes or Sukkah decorations
Money	Role-play with Israeli shekels for Mishloach Manot shopping
Time	Sequence steps for Havdalah ceremony using hour/minute terms
Geometry	Identify 3D shapes in Jerusalem architecture (domes, cubes)

Mathematical Concept	Culturally Contextualized Activity
Patterns	Create repeating patterns with seder plate items (karpas-maror)

Summary

The Dolphins class maths curriculum ensures children develop a deep, practical, and joyful understanding of number, calculation, shape, space, measure, and data. It is fully aligned with UK Reception and Year 1 curricular expectations, while honoring the Israeli emphasis on both structured teaching and learning through play and exploration. Children leave the Dolphins class ready for *kita Aleph* and the next stage of their mathematical journey, confident, capable, and enthusiastic about maths.