



THE OCEAN

Dolphins

Transition Meeting

RAINBOW NURSERY 2025-6

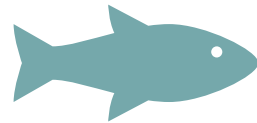
Introduction to the Ocean Unit



OUR CLASSES



Turtles



Whales



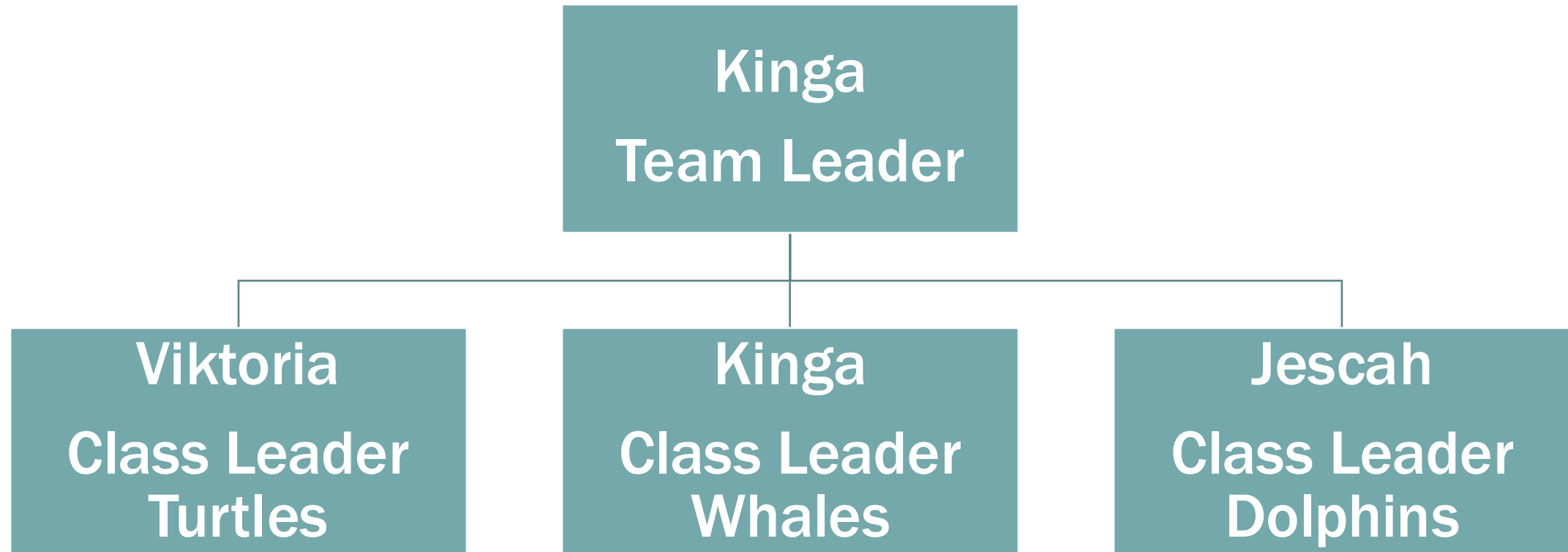
Dolphins



TEAM LEADER

Kinga Cohen

OCEANS LEADERSHIP TEAM

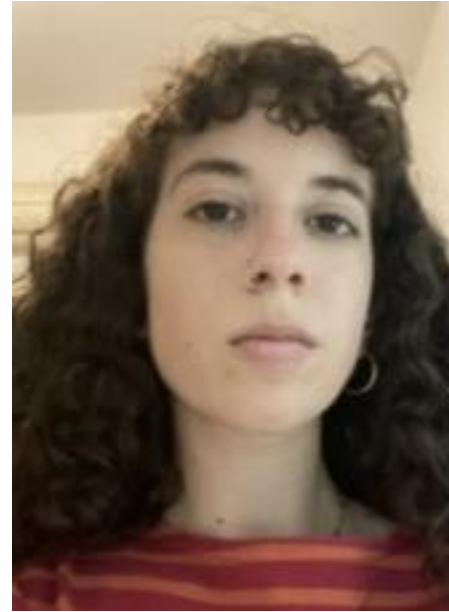




Viktora



Danny



Shaked



Carolina

SPECIALIST TEACHING TEAM



Jesciah



Sivan

DOLPHIN'S TEAM

AGE GROUP

**Children born
in 2021 and
2020**

CLASSROOM

- **Ground Floor (former Rabbits classroom)**
- **Dedicated Garden area (exclusive use)**

KEY FEATURES

- Regulated under 'gan' and not 'ma'on'
- Stronger focus on literacy & numeracy
- More Structured learning
- Becoming independent learners
- Preparing for school



THE JOURNEY AHEAD



Develop a stronger sense of self, and own personality traits will become more obvious.



Transition to adult forms of speech and participate as equals in conversations.



Improve coordination and agility, mastering skills like hopping, jumping, and running.



Enhance fine motor skills, such as cutting with scissors and drawing shapes.



Form friendships and engage in cooperative play, understanding concepts like sharing.



Express emotions more clearly and show empathy towards others.

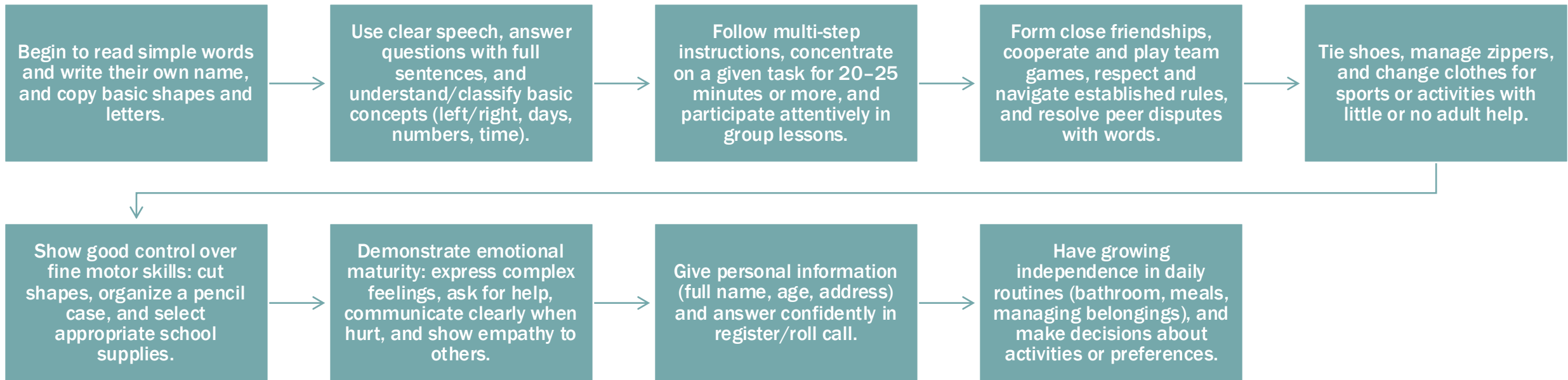


Enjoy imaginative play and storytelling, with a growing attention span.



Expand vocabulary significantly, enjoying jokes, rhymes, and new words.

THE JOURNEY AHEAD





SLEEP AND REST

- **No requirement to sleep**
- **Rest facilities available on request**
- **Quieter and more restful periods of the day**

**DROP OFF BY
9AM**





ENTERING AND LEAVING

- **Drop off at the black gate – ring the bell**
- **Pick up between 4:00 – 4:30 in The Rainbow Room**

A row of children's rain boots and bags. On the left, there are two white rain boots with yellow handles and yellow soles, decorated with colorful patterns of clouds, raindrops, and trees. Next to them are two solid blue rain boots with green soles. The background is a blurred indoor setting with a window. The text "SHOES & BAGS" is overlaid in the center in a bold, white, sans-serif font.

SHOES & BAGS

BLACKOUT

3:30 - 4PM



SCHOOL READINESS

What do children need to know and be able to do in order to have a successful and smooth transition into school?

PERSONAL INDEPENDENCE & SELF-MANAGEMENT

- ✓ **Manages personal belongings (bag, water bottle, coat) without reminders**
- ✓ **Packs and unpacks their own bag at the start/end of the day**
- ✓ **Manages pencil case independently – selects the right tools (pencil, eraser, ruler, glue stick) when needed**
- ✓ **Keeps pencil case and learning materials organised**
- ✓ **Dresses and changes independently for PE and sport (including shoes)**
- ✓ **Manages snack and lunch without help (opens boxes/wrappers, peels fruit)**
- ✓ **Uses the bathroom fully independently (wiping, flushing, washing hands)**
- ✓ **Dresses selves appropriately after bathroom use**

CLASSROOM BEHAVIOUR & LEARNING HABITS

- ✓ Sits and listens attentively for 20–25 minutes during lessons or story time
- ✓ Sustains focus on a task for longer periods without distracting others
- ✓ Follows 2–3 step instructions accurately
- ✓ Participates appropriately in whole-class activities, small groups, and individual work
- ✓ Waits their turn to speak and raises hand to ask questions or share ideas
- ✓ Answers clearly when their name is called during roll call
- ✓ Initiates asking for help or clarification when they don't understand
- ✓ Transitions smoothly between different activities and subjects

SOCIAL & EMOTIONAL DOMAIN

- ✓ **Communicates needs and feelings confidently to adults**
- ✓ **Reports to the teacher if hurt, upset, or feeling unwell**
- ✓ **Stands up for themselves appropriately if another child's behaviour is unkind, aggressive, or unsafe (knows to tell an adult rather than respond violently)**
- ✓ **Shares resources and takes turns with classmates**
- ✓ **Resolves small disagreements with words before seeking adult help**
- ✓ **Builds positive relationships and plays cooperatively**

ACADEMIC FOUNDATIONS

- ✓ Recognises and names Hebrew letters, and knows their sounds
- ✓ Knows own name in print and can write it
- ✓ Holds a pencil with an appropriate grip
- ✓ Counts to at least 20 and recognises numerals to 10 or beyond
- ✓ Matches, sorts, and sequences objects by shape, colour, or size
- ✓ Recognises simple sight words
- ✓ Can copy and write basic words and draw simple shapes or forms

FINE & GROSS MOTOR SKILLS

- **Uses scissors to cut along lines and shapes accurately**
- **Colours and draws with control**
- **Balances, climbs, runs, skips, and jumps safely**
- **Participates in organised ball games or movement sessions**
- **Can kick, roll and catch balls with some degree of accuracy/skill**

SELF-REGULATION & PROBLEM-SOLVING

- ✓ **Waits patiently for a turn or for attention**
- ✓ **Adjusts behaviour to match the situation (quiet for inside, energetic for playtime)**
- ✓ **Uses coping strategies if frustrated (deep breaths, asking for help, taking a break)**
- ✓ **Shows curiosity and willingness to try new activities**
- ✓ **Completes activities within given time frames**

KITTA ALEPH PREPARATION PROGRAMME

RICH CURRICULUM

Cooking

Art

Crafting projects

Music

Dance and Movement

Malleable materials

Drama & Presentation

Play based & Choosing



A close-up photograph of a camera lens, showing the intricate details of the lens elements and the metal housing. The lens is the central focus, with a black rectangular overlay on the right side containing white text. The background is a soft, out-of-focus light blue.

SPECIAL PROJECTS

- **Carpentry and woodwork**
- **Photography**
- **Recycling**
- **Semester showcase**

A row of 12 colored pencils standing upright against a white background. The pencils are arranged in a line, with their tips pointing upwards. The colors from left to right are: black, dark blue, medium blue, light blue, dark blue, green, yellow, light orange, orange, dark red, red, and bright red. Each pencil has a white stripe running vertically down its length. Some pencils have numbers printed on them, such as '4006381344042' on a black pencil and '00633' on a green pencil. A semi-transparent black rectangular box is overlaid on the left side of the image, containing the text 'WRITING AREA' in white, bold, sans-serif capital letters. Below this box is a thin white horizontal bar.

WRITING AREA



ART AREA

**MATHS AND SCIENCE
AREA**



BOOK AREA



ROLE PLAY AREA



SAND AND WATER AREAS

A pile of colorful plastic building blocks, including yellow, blue, orange, green, and pink pieces, scattered on a light-colored wooden surface. The text is overlaid on the left side of the image.

CONSTRUCTION, BLOCK PLAY AND SMALL WORLD PLAY



SHOW & TELL

KAB SHAB!



SCHEDULE & ROUTINE



7:30 – 9am	Coming in activities: Choosing from the classroom and garden	Self-registration, name practice & Snack on offer from 8am
9:00 – 10:20 <i>Led by Jescah K</i>	English Hour 20 minutes whole class teaching, 4 x 15 minutes small group teaching English, phonics, speaking and listening and reading and writing skills <i>Once a week – cooking & culture instead of English</i>	Free play inside and outside Choosing from activity stations based on English and Language; mark making, role play area, tabletop games, sequencing, small world, construction, computer
10:20-11:40 <i>Led by Kinga C</i>	Math's Hour 20 minutes whole class teaching, 4 x 15 minutes small group teaching number, space, shape, operations, volume, weight, positioning <i>Once a week – Science instead of Maths</i>	Free play inside and outside Choosing from activity stations based on math and number; shape games and activities, tabletop construction, sand and water, blocks, computer, outside math's
11:40 – 1:00 <i>Led by Sivan E</i>	Hebrew Hour 20 minutes whole class teaching, 4 x 15 minutes small group teaching Hebrew, phonics, speaking and listening and reading and writing skills <i>Once a week – Art instead of Hebrew</i>	Free play inside and outside Choosing from activity stations based on Hebrew and Language; mark making, role play area, tabletop games, sequencing, small world, construction, computer

1:00-1:45	Lunch	Children set up, self-service, cleanup and run the dishwasher
1:45 – 2:30	Specialist teaching session On 2 nd floor in lab	Sun: PE (Games) - Danny Mon: Music – Viktoria Tue: Drama – Carolina Wed: PE (Gym) Danny Thur: Team/partner work - Shaked
2:35 – 3:20	Choosing Time Afternoon snack on offer	Learning areas available; role play, outside areas, computer, play rugs, tabletop games, mark making & art materials
3:20	Tidy up time Children will close the class for the day	Tidy up time for the day, children all have jobs to do to close the classroom for the day
3:30	Circle Time	Theme of the week, topic of the day, and topical discussions and teaching related to relationships in the classroom
3:45	Rainbow Room	Free play
4:30	Dismissal from Rainbow room	

CURRICULUM

1

Daily English, Hebrew
and Maths

2

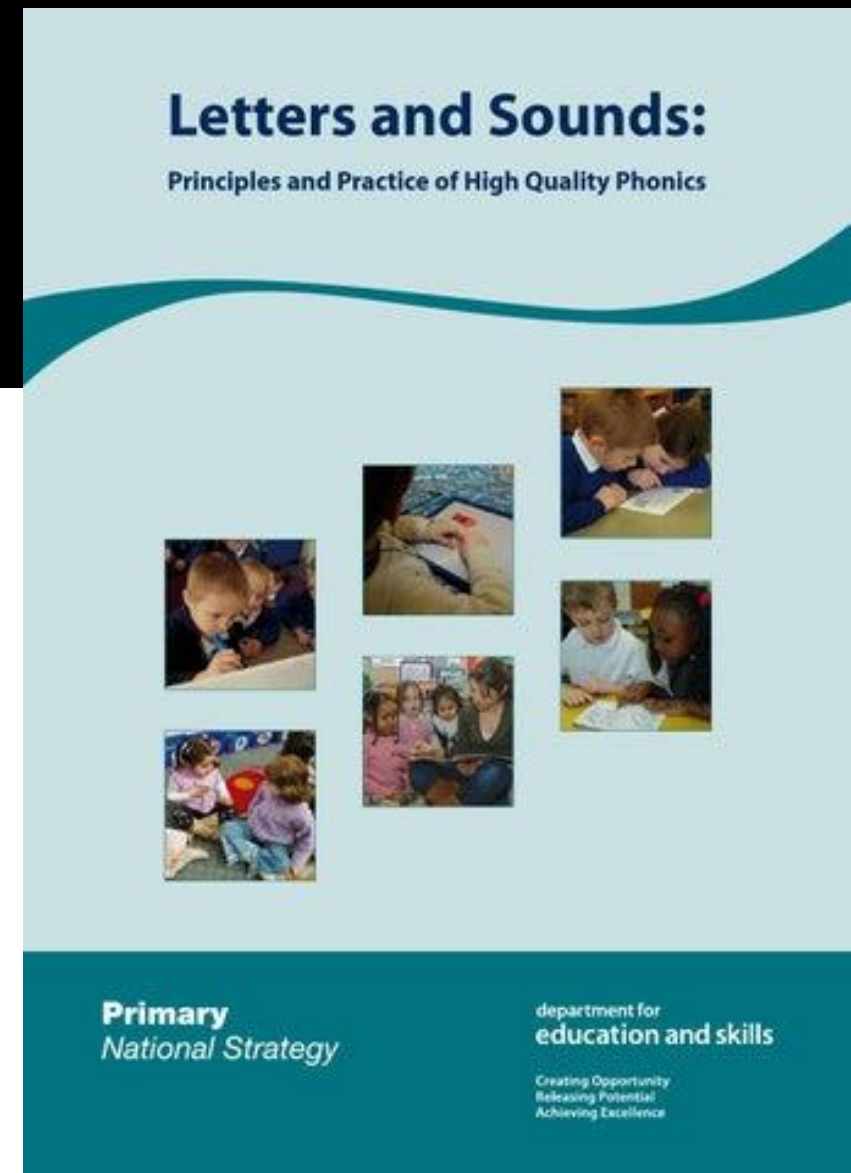
Weekly Art,
Culture/Cooking and
Science

3

40-minute specialist
teachers: Gym, games,
drama, music, board
games

LETTERS & SOUNDS

Revise and Move through Phases 3 & 4
over the year, and later in the year phases
5 and 6



WHAT IS LETTERS AND SOUNDS



- Letters and Sounds is a six-phase phonics programme helping children learn to read and spell.
- Each phase builds on previous learning, focusing on different skills and knowledge

Letter progression (one set per week)

Set 1:	s	a	t	p	
Set 2:	i	n	m	d	
Set 3:	g	o	c	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f, ff	l, ll	ss

Letters

Set 6: **j** **v** **w** **x***

Set 7: **y** **z, zz** **qu***

*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

Graphemes

Sample words

Graphemes

Sample words

ch

chip

ar

farm

sh

shop

or

for

th

thin/then

ur

hurt

ng

ring

ow

cow

ai

rain

oi

coin

PHASE 5

Children learn:

- New graphemes for reading (e.g. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e).
- Alternative pronunciations for already known graphemes (e.g. 'ow' as in cow/blow).
- Alternative spellings for known sounds (e.g. /igh/ can be igh, y, ie, i-e).
- Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could.
- Focus on making best guesses ("best bets") when spelling unfamiliar words.

WHAT DOES IT LOOK LIKE?

- Children read and spell more complex words.
- They become quicker at recognizing graphemes and blending sounds.
- Learn to choose the most appropriate graphemes for phonemes and build word-specific spelling knowledge

THE ARTS



Art, Drama, Music, and Physical Education form the creative heart of our curriculum.



Skills developed across these subjects nurture confidence, wellbeing, teamwork, and self-expression.



We integrate British curriculum guidance with Israeli/Jewish cultural and festival links.

ART AND DESIGN



We aim to foster every child's creativity, experimentation and appreciation of artistic traditions.



Children learn to express ideas through drawing, painting, sculpture, collage, textiles, and printmaking.



Artists' work and Jewish/Israeli festivals inspire artmaking, reflection, and celebration.

ART: SEMESTER 1



- Exploring line, shape, colour, self-portraits, and family portraits
- Introduction to famous artists (Kandinsky, Picasso, Israeli artists)
- Festival projects: Rosh Hashanah and Sukkot themes

ART: SEMESTER 2



- Advanced colour mixing, weaving, printmaking, emotions in art
- Chanukah and Purim festival artworks; group projects
- Collaborative mural, mixed media, artist-in-residence week

ART: SEMESTER 3



- Outdoor painting, sculpture, textile patterns
- Passover, Shavuot, and Yom Ha'atzmaut celebration art
- Exhibition preparations and art reflection

DRAMA AND THEATRE



- Drama lessons grow imagination, language and collaboration through role-play, movement and storytelling.
- Children engage with freeze frames, improvisation, clowning, voice/breath work, and reflection.
- Jewish festivals and stories bring drama skills and creativity to life.

DRAMA: SEMESTER 1



- Building drama conventions: rules, trust, voice, movement
- Tableaux, physicality, Rosh Hashanah/Sukkot festival drama
- Storytelling, improvisation, and audience skills

DRAMA: SEMESTER 2



- **Tableaux variation, festival character work for Chanukah/Purim**
- **Clowning, soundscapes, hot-seating, group storytelling**
- **Rehearsal and festival drama sharing**

DRAMA: SEMESTER 3



- Sequencing stories, advanced tableaux, movement choruses
- Passover, Yom Ha'atzmaut, Shavuot themed drama
- Outdoor/environmental drama, performance showcase

MUSIC



Specialist-led music develops listening, singing, instrument playing, movement, and composition for all pupils.



Children experience Israeli + Jewish festival music, world and classical styles, and create their own pieces.



Musical learning is reinforced with daily access to instruments, sound exploration, and dance in free play.

MUSIC: SEMESTER 1

- Pulse, rhythm, pitch, percussion, Israeli songs
- Festival music for Rosh Hashanah, Sukkot, Chanukah
- Expressing emotion and storytelling in music



MUSIC: SEMESTER 2

- Advanced rhythm, melody, group composition
- Chanukah, Tu B'Shevat, Purim festival songs
- Klezmer, pop music, performance preparation

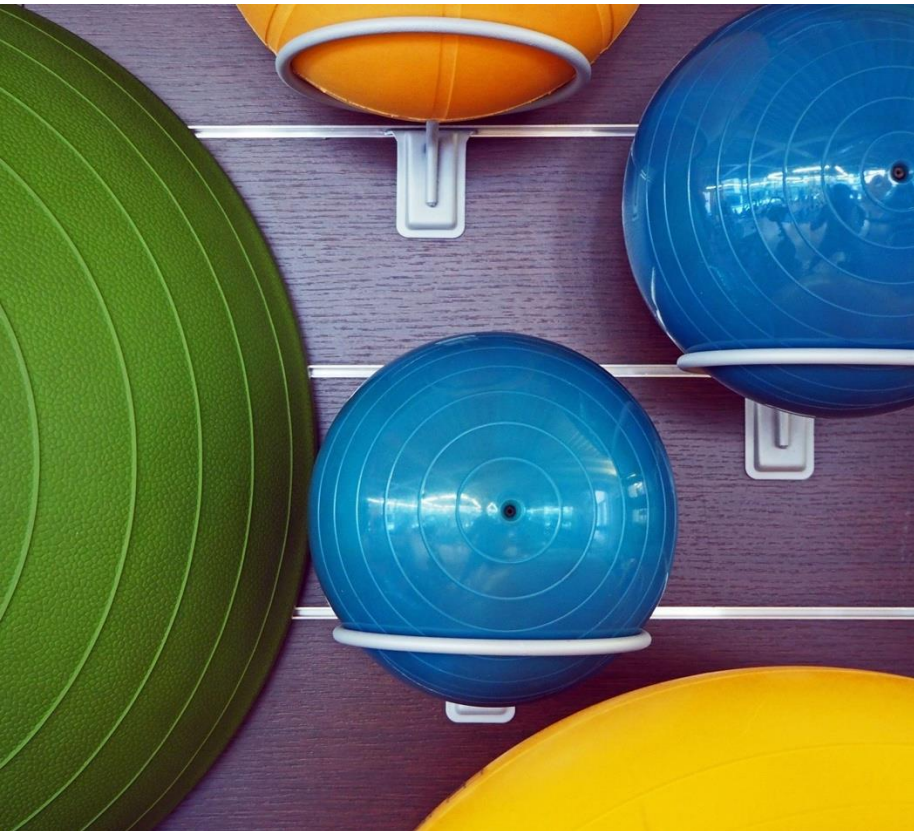


MUSIC: SEMESTER 3

- Spring songs, national/festival music for Yom Ha'atzmaut & Shavuot
- Outdoor soundscapes, world music week, class composition
- End-of-year concert and reflection



PHYSICAL EDUCATION (PE)



- PE lessons focus on movement fundamentals, ball skills, gymnastics, teamwork, and healthy living.
- Two lessons per week—one for games, one for gym—build skill, cooperation, and resilience.
- Physical activity links to British curriculum, outdoor play, and festival traditions.

PE: SEMESTER 1

- **Locomotor skills, ball handling, games and gym basics**
- **Festivals: relay races, themed movement for Rosh Hashanah/Sukkot**
- **Balances, apparatus work, performing sequences**



PE: SEMESTER 2

- **Dribbling, throwing, kicking, team games, dance**
- **Sequence development, problem-solving, mini-competitions**
- **Stretching, fitness, routines and reflection**



PE: SEMESTER 3

- **Outdoor games, athletics, invasion games**
- **Performance preparation, obstacle courses, partner work**
- **Showcase sports and gym achievements**





QUESTIONS?