



THE OCEAN

Whales & Turtles

Transition Meeting

RAINBOW NURSERY 2025-6

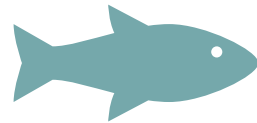
Introduction to the Ocean Unit



OUR CLASSES



Turtles



Whales



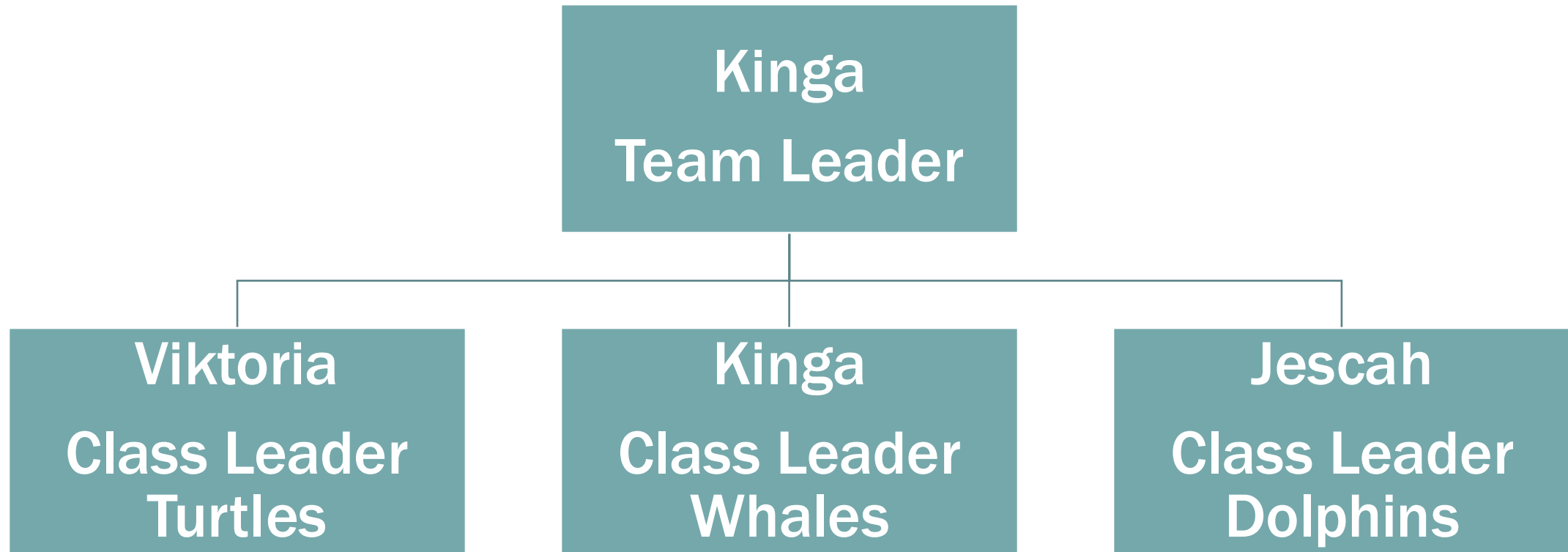
Dolphins



TEAM LEADER

Kinga Cohen

OCEANS LEADERSHIP TEAM





Viktora



Danny



Shaked

TURTLES TEAM



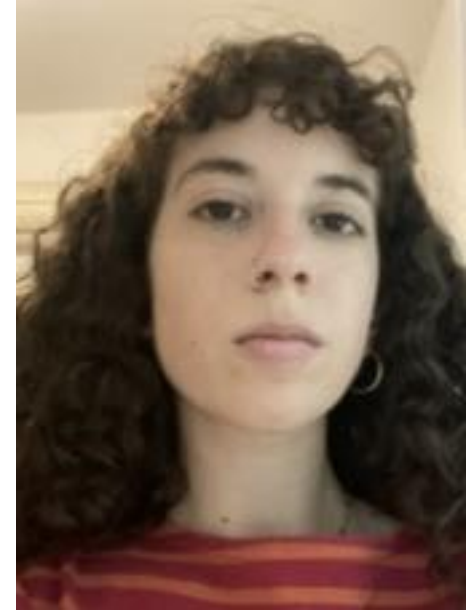
Kinga



Prince



Libby



Shaked

WHALES TEAM

AGE GROUP

- **Children born in 2022**
- **Children born in 2021 (Sept - Dec)**
- **Both classes are the SAME age group**
- **2.8 yrs – 3.8 yrs old**

CLASSROOMS

- **1st Floor**
- **(Formally Jungle Unit)**
- **Turtles – front right room**
- **Whales – back right room**
- **Rooms are interconnected**

KEY FEATURES

- Regulated under 'gan' and not 'ma'on'
- Stronger focus on literacy & numeracy
- More Structured than younger units
- Bigger leap towards independence



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.

SLEEP AND REST



Strongly recommend all children in the unit to sleep



A 30-minute rest time is compulsory for all children



If children fall asleep - it's because they need it!

SHEETS



Label with a clear marker

SHEETS



Label with a clear marker

**DROP OFF BY
9AM**



A row of children's rain boots and bags. On the left, there are two white rain boots with yellow tops 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 items are arranged on a light-colored surface, possibly a floor or a table, with a window in the background.

SHOES & BAGS

BLACKOUT

3:30 - 4PM



SCHEDULE & ROUTINE



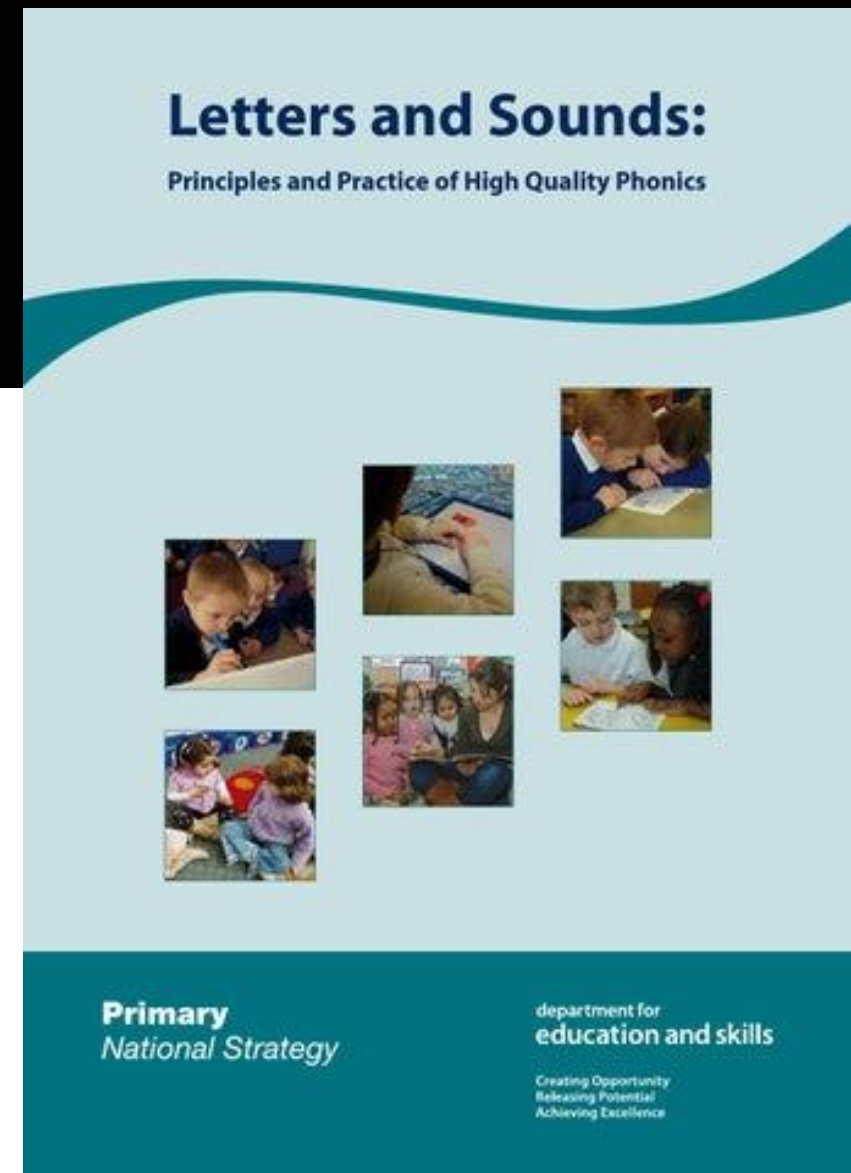
7:30 – 9:05	Coming in Activities	Self-register & Name practice & Choosing (option for roof play)
8:20 – 8:50	Cooking on offer	Whale's classroom
8:30 – 9:00	Snack on offer	Turtle's classroom
9:05 – 9:15	Morning Meeting	In own classrooms
9:15 – 10:15	Activity Rotation 1. Maths/counting 2. Phonics 3. Music/Singing/Language 4. Science	In colour groups, across both classrooms
10:20 – 11:00	Red and Blue Playing on the roof	Green and Yellow Phonics with Jescah and choosing from the room (playdough, sensory, puzzles, role play & language table top activities)
11:00 – 11:40	Green and Yellow Playing on the roof	Red and Blue Phonics with Jescah and choosing from the room (playdough, sensory, puzzles, role play & language table top activities)

11:40 – 12:30	Free Play & Choosing Computer, construction, small world, sensory trays, role play, books, math's/shape space, mark making	Activities on Offer 1. Adult Led painting (Whales) 2. Adult Led Art/Design (Turtles)
12:30	Lunch	In own classrooms
1:00 ish	Sleep/Resters (Whales room) Go to beds to rest, after 30 minutes rise and join other class if not sleeping. Sleeps wake by 2:45	Non-Sleep/Resters (Turtle's room) Choose a book, quiet reading. Then, audio story (15 minutes), then choosing from play areas in room
2:15	Adult led activity on offer	In Turtle's room
2:45	Tidy up time	Everyone awake!
2:55	Circle Time	In own classrooms
3:05 - 3:40	Rainbow Room	Adult Led Activity on Offer Gym, Music, Teamwork, Ball games, Large scale construction
3:45	Snack <i>Set up on tables in each class</i>	Thursdays Kab Shab
4:00	Home time <i>End of day circle, review and sing song</i>	In own classrooms

LETTERS & SOUNDS

Start with Phase 2

Move through Phases 3 & 4 over the year



PHASE 1

Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language

Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

PHASE 2

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue

A pile of 3D white letters on a light blue background. The letters are scattered and some are overlapping, creating a sense of depth and movement. The background is a gradient of light blue, darker at the top and lighter at the bottom.

PHASE 2: PURPOSE

To teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them

either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

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

PHASE 3

To teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

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

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 slightly out of focus, creating a bokeh effect. A black rectangular overlay is positioned in the upper right corner of the image, containing the title 'PROJECT BASED WORK' in white, bold, sans-serif font. Below the title, on a white background, are two lines of text: 'Following the children's interests' and '2, 3-day projects, even entire weeks', both in a bold, black, sans-serif font.

PROJECT BASED WORK

**Following the children's
interests**

**2, 3-day projects, even entire
weeks**

A row of 12 colored pencils is shown against a white background. The pencils are arranged in a slightly curved line, with their tips pointing towards the top of the frame. The colors of the pencils, from left to right, are: black, dark blue, medium blue, light blue, dark blue, green, yellow, light orange, orange, dark red, and 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, '00633' on a green pencil, '4006381343947' on a light orange pencil, '4006381344104' on a dark red pencil, and '4006381343966' on a red pencil. A semi-transparent black horizontal bar is overlaid on the left side of the image, containing the text 'MARK MAKING' in white, bold, sans-serif capital letters. Below this bar is a thin white horizontal line.

MARK MAKING



SHOW & TELL

KAB SHAB!



BIRTHDAYS



**CELEBRATE
DURING KAB SHAB**



**PARENTS ARE
INVITED TO JOIN**



**LIAISE WITH THE
TEAM THE WEEK
BEFORE**

The image features a 3x5 grid of colorful ring binders. Each binder has a white label with horizontal lines. The colors of the binders vary across the grid, including blue, green, yellow, red, black, and grey. In the center of the grid, there is a yellow rectangular box containing the text "COLLECT THEIR WORK!" in bold, black, italicized capital letters.

COLLECT THEIR WORK!



QUESTIONS?