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|  | **Topic – This is Me!**    **These activities are for a guide only. Staff can use and adapt activities to go with the children’s interests. Activities are designed to cover several weeks, if needed.** | | |
| **Communication and Language** | Listening and Attention | Engage in storytimes.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * ‘The Colour Monster’ by Anna Llenas * ‘Boris the Robot’ by Mike Peacock and Dave Hill * Chu’s First day at School’ by Neil Gaiman and Adam Rex * ‘All About Feelings’ by Usbourne * ‘Elmer’ by David McKee * ‘The Smeds and the Smoos’ by Julia Donaldson * ‘Owl Babies’ by Martin Waddell * ‘We are Family’ by Patricia Hegarty * ‘Monkey Puzzle’ by Julia Donaldson * ‘My Mum and Dad make me Laugh’ by Nick Sharratt |
| Speaking | Learn new vocabulary.  Use new vocabulary throughout the day. | * Children will be introduced to the following vocabulary during this project. * Feelings, emotions, happy, sad, angry, excited, scared * Family, home, parent, grandparent * Unique, special, talent |
| Speaking | Articulate their ideas in well formed sentences.  Understand how to listen carefully and why listening is important | * Ask the children to bring in photographs of their families. * Look at these pictures together. * Encourage each child to talk about the members of their family. * Children to take turns and listen to each other. |
| Listening and Attention | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * Read the story Owl Babies by Martin Waddell or Elmer by David McKee. * Can they re-tell the story together? * Look at picture sequence cards from the story. * Can they sequence the story using the pictures? * Can they use the picture cards to discus the story? |
| **Personal, Social and Emotional Development** |  | Express their feelings and consider the feelings of others. | * In the story ‘Colour Monster’ he is all muddled up and feels a range of different emotions; sadness, happiness, anger, fear, love and calm. * Together look at images of people experiencing different emotions. What does it feel like to experience each emotion? * Have a circle time session to talk about a time they have been happy or sad. |
|  | Express their feelings and consider the feelings of others. | * Read the HeartSmart story about Boris the Robot * Look at the images from the story. * How do they think the characters feel at that point of the story? * Why do they think that? * How could they help that person? * Can they show the emotion using their own faces? |
|  | Express their feelings and consider the feelings of others. | * Play what’s in the bag. * Pull a feelings picture out of a bag. * How is the person feeling in that picture? * Can they talk together in a group about a time they have felt that emotion? * What made them feel like that? * How did they feel? * If it is a negative feeling, what made them feel better/happier afterwards? |
| Managing Self | See themselves as a valuable individual. | * Another theme of the film is the special talent they all have. * Explain that we are all unique. * Link to HeartSmart ‘I am Special’ * Look at all of us. What is the same? What is different? * Note how we are all in school uniform as part of the Dawpool family, but we all look different. * Celebrate our differences. * Create a list of all our talents and positive traits. |
| Managing Self | See themselves as a valuable individual. | * Read the story ‘Elmer’ by David McKee and discuss the book. * What made Elmer special? * Discuss the importance of being unique and not just being like everyone else. |
| **Physical Development** | Fine Motor Skills | Develop small motor skills so they can use a range of tools competently, safely and confidently. | * Using face templates can you add features to the faces? * Think about how they are feeling. Are they happy, sad? * Maybe you could use the Tweezers to add pom-pom features. * Use the playdough tools to roll and cut playdough to make features. |
| **Literacy** | Writing | Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother | * Look at pictures of people with different emotions. * Talk about the emotion and discuss the initial sound. * S-s-sad. * Can we think of names for each of these people? Focus on the initial sound * E.g. S-S-Suzy Sad. |
| **Understanding the World** | Geography | Draw information from a simple map. | * We all have different families and different homes, but we all live in the United Kingdom. * Can you find the United Kingdom on a map? * What is the flag of England and the United Kingdom? Can you draw the flag in your journal book? |
| Geography | Draw information from a simple map. | * Inside the United Kingdom is our local area, The Wirral. * Do you know your address? Do you know where the school is? * Talk about ways of travelling to school. Do they walk, come on a bike or scooter, car? * Use Google Maps to look at our local area. |
| History | Compare and contrast figures from the past. | * Frida Kahlo was an artist from Mexico who was very unique. * She was famous for painting self-portraits that celebrated her uniqueness. * Using the book ‘Little People Big dreams’, find out more about her life. * Look at how she didn’t give up when things went wrong, but persevered to achieve her dreams. |
| Science | Explore the natural world | * In the story ‘Owl Babies’ Mummy owl went out hunting for food at night. Why? * Why wasn’t she asleep at night like we are? * Discuss the terms nocturnal and diurnal and talk about different animals that are nocturnal/diurnal. * Discuss how they have good eye-sight to help them see in the dark. * Undertake a sorting activity to see which animals they might see in the day and which they might see at night. |
| **Expressive Arts and Design** | Role Play | Develop storylines in their pretend play. | * In the role-play area can they re-enact familiar themes from home? * Can you set the table for our dinner and invite your friends to join you? |
| Music | Listen attentively, move to and talk about music, expressing their feelings and responses. | * Music can make us feel lots of different things. * Listen to a range of different pieces of music. * How does each one make you feel? * Happy, sad, scared, excited? |
| Art | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | * Look at some self-portraits by Frida Kahlo * In these pictures she quite often has a flower headdress. * Take a photograph of each child and print it black and white. * Can they add a flower headdress to their photo? * They could make tissue paper flowers of draw their own pastel flowers. |
| Art | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | * Elmer was unique because he was a patchwork elephant. * Can they work together to create a giant Elmer? * Think about all the colours on him. * What media could they use? * Maybe each square could be a different type, collage, paint, print, marbling ink. |
| **Extra Links** | | | * Meet the school staff. Move around the school and find out who all the adults are in school. * Talk with the children about how all the adults in school can help them if they are worried or sad. * Introduce additional people who help us |