|  |  |
| --- | --- |
|  | **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
 |