

# All About Me



Personal, Social and Emotional Development	Communication and Language	Physical Development	
<ul style="list-style-type: none"> <li>• Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a 'what makes us unique' display.</li> <li>• Explore different emotions with the children. Sit the children in a circle and play 'pass the feeling'. Whisper a feeling to the first child, they make the expression and pass it on around the circle. Can the children guess what feeling it is?</li> <li>• Sit in a circle and pass around a toy as a mascot. Ask the children to name something they like and explain why. It could be a toy, food, person, etc. Then, ask them to think of something they dislike and explain their reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects. Can they use suitable describing words to talk about the objects?</li> <li>• Play a game of 'Guess Who?'. Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children after the activity for children to continue play in continuous provision.</li> <li>• Provide rectangles of paper, lolly sticks, materials and sticky tape. Ask the children to make stick puppets of themselves and their friends. Can they act out a story using the stick puppets?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to show you where their heart is. Can they feel it beating? Encourage children to take part in a range of activities that allow them to try different movements. What do they notice about their heartbeat now?</li> <li>• Provide children with the opportunity to explore what their hands can do. Offer different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do to different materials using their hands?</li> <li>• Talk to the children about keeping healthy. Provide a selection of fruits. Talk about healthy foods and encourage the children to make a face using the fruit.</li> </ul>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Ask the children to draw a picture of themselves and their family. Can they write the names of their family members?</li> <li>• Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling.</li> <li>• Provide children with a star shape and some magazines. Ask them to find pictures to represent themselves and stick them on the star. Can they add their name too?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage each child to draw around their foot. Can they use cubes to measure how long their foot is? Who has the biggest foot? Who has the smallest foot?</li> <li>• Provide children with a range of 2D shapes. Can they use them to build their house.</li> <li>• Talk about the months of the year. Can the children name any? Do they know what month their birthday is in?. Which month has the most birthdays? Which month has the least?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to explore different occupations and talk about people who help us.</li> <li>• Invite children to take photos of each other using a camera. Print the photos and cut them into four or six pieces. Encourage children to build the picture puzzles up.</li> <li>• Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a home corner for the children to explore.</li> <li>• Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'.</li> <li>• Using paper plates and a range of media and materials, ask children to make a self-portrait. They could explore looking in a mirror.</li> <li>• Encourage a child to lay on the floor. Use large scale building bricks to outline the child. Ask the child to get up and look at the outline the bricks have left. What do they notice?</li> </ul>

These are activity ideas for the Autumn term 1.

Themes are loose and we will adjust them and also carry out spontaneous activities in order to follow the children's individual interests at the time.

An activity can link and flow into several areas of learning.

Learning is a mixture of adult led and child led and is incorporated into the children's play and continuous provision.

Activities are adjusted to meet the needs of each individual child and their abilities and targets.