

Personal Social and Emotional Development

Invite children to take photos of each other using a camera. Print the photos and cut them into six pieces. Encourage children to use their perseverance skills to build the picture puzzles up.

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.

Explore different emotions with the children. Sit the children in a circle and play 'Pass the Feeling'. Whisper a feeling to the first child. Then, they make the expression and pass it on around the circle. Can the children guess what feeling it is?

Characteristics of Effective Learning

I can make choices and explore different resources.

I can guide my own thinking.

I can make choices.

I can keep on trying.

I can make links.

I can give my attention to tasks.



Mathematics

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?

Provide children with a range of 2D shapes. Can they rotate and manipulate the shapes to build a picture of a person?

Talk about the months of the year. Can the children name any? Do they know what month their birthday is in? Make a birthday chart together. Compare the amount of birthdays in each month. Which month has the most birthdays? Which month has the least?

Practise counting actions by leading a fitness camp. Call out different exercises, such as star jumps, hopping on one leg, stretches and tell the children how many to do. Encourage them to count their actions.



Literacy

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.

Ask the children to draw a picture of themselves and their family. Can they write the names of their family members?

Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of sounds to label different parts of their body?

Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.



Understanding the World

On a long narrow strip of paper, ask the children to draw a family portrait. Children may wish to share their portraits with the class. Can they name and describe people who are familiar to them? You could place them on a display for the children to talk to each other about in their play.

Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Children may like to record some of the things they noticed on a whiteboard.

Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them?

Talk about the children's journeys to school. Do they walk or come in the car? Can they name the road that the school is on? Show the children a simple map showing the area local to the school. Can they draw their own maps to show how they get to school?

Communication and Language

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.

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? You could provide a puppet theatre for the children to act out the story.

Using a permanent pen, write some labels on a beach ball, such as 'animal', 'colour', 'game', 'food' and 'toy'. Play a circle game, throwing the ball to a child. Can they think of a question to ask the group, using the prompts on the ball?

Marvellous Me! Autumn 1

Expressive Arts and Design

Using paper plates and a range of media and materials, ask children to create a self-portrait. They could explore looking in a mirror to help them.

Encourage a child to lay on the floor. Use large-scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice?

Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them?

Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.

Physical Development

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?

Draw a selection of different faces on the ground in chalk. Offer the children chalk and encourage them to copy the faces. Can they create different shapes to make the faces?

Talk to the children about the importance of physical activity. Every day, nominate a child to be 'play leader' and encourage the children to engage in physical exercise outside or in a large space, with the play leader deciding what to do.