



Nursery – Autumn 1 All About Me



The Big Question ...

What makes you special?

The Big Idea (overview)...

- Children will share their feelings and emotions
- Children will discuss their likes and dislikes
- Children will talk about similarities and differences
- Children will explain about their families
- Children will share ideas in a small group
- Children to take interest in others
- Children to name parts of their body
- Children will make healthy choices
- Children will explore their five senses
- Children will learn songs and creating movements

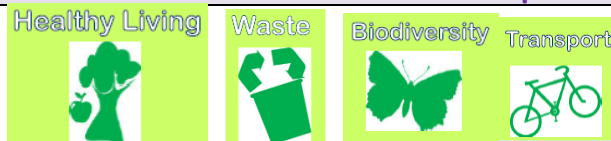
Deep conceptual learning:

The learning will focus on themselves and how they differ from others. They will develop communication skills and talk about their lives and experiences. They will focus on making healthy choices, regarding food and relationships with others.

Why is this important to an RCPA child?

We believe it is important for children to become curious learners by opening their eyes to the wider world. It is important for children to be aware that we are all different, to respect others and that we are all equal. They will begin to gain confidence in themselves and their abilities.

Termly Global Goals for Sustainable Development focus:



Global Goals for Sustainable Development previously studied:





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Transport – children will talk about how they travel to school. They will talk about their favourite transport and their experiences.

Biodiversity – children will have lots of opportunities to learn about their favourite food, animals and habitats, focusing on key vocabulary.

Litter / Waste – we will discuss how our clothes and packaging can be recycled.

Water – we will talk about healthy living and the importance of water.

Healthy living – children will have the opportunity to try fruit and vegetables that they haven't had before. They will grow their own vegetables and will be able to discuss the growing process. Links to PSHE and ways to keep your body healthy with being active and eating the right food. Nurse spoke about nutrition and ways we can stay fit and healthy.

Waste – we will be discussing the importance of food and food waste; informing the children that not everyone has access to food, therefore we will be donating to a food bank. We will continue to use the compost. We had the recycling and waste men come into school to talk to us about where our waste goes. We use recycling in junk modelling within the classroom. Introducing a compost bin in class.


School Grounds – we will be using the outdoor area to plant vegetables and plants. We will be using the Forest School for treasure hunts for our phonics sessions.

Transport – for our 'People Who Help Us' topic we invited the waste men and police into school. The children had the opportunity to sit in the vehicles and ask questions how they work. We also discussed other forms of emergency services and forms of transport that people need to travel in to help us.

School grounds & Biodiversity – we made bird feeders for our outdoor area out of recycled goods. We have used the Forest School for many activities, such as bug hunts.

Water – we spent a whole day discussing water for World Water day. We spoke about not wasting water e.g. using a bowl of water rather than running the tap, turn off the tap when brushing teeth, reusing water from the water tray to water the plants etc. Talking about how to save rain water. Children will take ownership of watering the plants and vegetables.

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	<p>Energy – when the recycling lady came in we discussed how recycling allows us to create energy. We introduced a compost bin and plastic and paper recycling boxes.</p> <p>Global Citizenship – Ukraine flags and sunflowers.</p>		
Building the Community:	Change / Personal Growth:		
Parents to share pictures of houses, families and experiences. Bring in food to share, promoting diversity and global citizenship.	Understanding healthy living styles To be happy and confident as an individual and to understand their own personal goals.		
Key Questions:	Metacognition:		
<p>Do you have any siblings? How many pets? What is your favourite food? What is your favourite colour? How do we look after ourselves? What does your home look like? How do we recognize our emotions? Can we name parts of our body? How can we make healthy choices? Can we discuss our senses? What are your interests? What are your likes and dislikes? Who do you live with? What makes you happy?</p>	 <p>The learning powers are used every day in Nursery. We go over the non-negotiables every morning and afternoon. Children will be encouraged to spot these characteristics within themselves and their friends e.g. Teamwork Tallulah when they are tidying up, Communicating Claude when they answer questions in full sentences, etc. Adults will model this and be praised when they notice pupils showing these skills.</p>		
Oracy and Communication:			
Physical	Linguistic	Cognitive	Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking



Ideas for Oracy and Communication
 (See Communication and Language ideas below)

- Join in with repeated refrains
- Listening games
- Simple board games in small groups
- Games outside
- Encouraging and modelling talk during play
- Circle time
- Stories used to model and develop language
- Encouraging and modelling talk during play
- Simple games to develop language
- Use talk to give meaning, to explain & to connect ideas
- Develop questioning skills
- New language through topic
- Phonics activities and stories

Suggested texts	Suggested songs / Nursery Rhymes / Shows	Key Vocabulary:
I Like Myself - Karen Beaumont My Feelings and Me - Holde Kreul It's Ok to be Different - Todd Parr Incredible Me - Kathi Appel Only One You - Linda Kranz We're All Wonders - R. J. Palacio Be Who You Are - Todd Parr I Like Me - Nancy Carlson What Makes Me a Me? Ben Faulks	My Body Song - Cocomelon (YouTube) Hello, my body! Me! Noodle and Pals This is ME! Five senses song Heads, Shoulders, Knees and Toes Happy and You Know it!	Body parts Size Food names Colours Senses Accommodation Transport
		Key Experiences:
		Trying new foods Making relationships Understanding feelings Sharing and listening to experiences Introduce pets to the class



Opportunities for revisiting learning in the future:

What Makes Me Special (Reception)
We Are What We Eat (Year 1)

Area of learning	Children in Nursery will be learning to...
<p>Personal, Social and Emotional Development</p>	<p><u>Adult-Led Focus</u></p> <ul style="list-style-type: none"> • Share Feelings and Emotions PowerPoint with the children as a starting point for learning about different emotions. • Hold up Emotions Photos and ask the children to suggest how the child in the picture may be feeling. Can they use the correct vocabulary? Following this, ask the children to each think of an emotion and show this feeling using their face and body language. Can the other children guess how they are feeling? • Use The Feelings Monster Role-Play Headbands with a small group of children. Can the other children try to help the child guess their headband by mime or by describing an event that may have happened to make them feel that way? • Encourage the children to see that everyone is unique and individual by thinking about our likes and dislikes. Share this All About Me Likes and Dislikes PowerPoint with the children. Ask one child to sort the objects into 'likes' and 'dislikes'. Do all of the other children agree? Would they have sorted them in a different way? Encourage children to think about how being different and an individual is a good thing. You may like to follow this PowerPoint up with this All About Me – Likes and Dislikes Sorting Activity. • In a large space, place some large hoops on the floor. Ask the children to move around the hoops and freeze when you shake a tambourine. Ask the children to only stand in a hoop if they have a



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dog/brother/sister/brown hair/curly hair. Encourage the children to see how we can have similarities and differences from each other.

Indoor activities

- Laminate Blank Face Templates and place them with a variety of small loose parts, such as bolts and washers, pom-poms or buttons. The children can create faces that show a range of emotions using the resources.
- Place Feelings and Emotions Photo Display Cards alongside a standing mirror. The children can look at the cards, name the emotion and then make this facial expression in the mirror.
- Create a 'calming area' where children can go when they identify emotions in themselves that they wish to moderate. Within the area, you could place these Calming Glitter Sensory Bottles and resources from this Calm Corner Resource Pack.
- Set up My Emotions Matching Connecting Bricks Game for children to match emotions and name them.
- Set up a cut and stick activity with a collection of toy catalogues and other magazines. The children can cut and stick the things that they like. How do all of the pictures compare? Are they the same or different?
- Provide children with washable ink pads and paper. The children can make prints of their fingers and then explore them using magnifying glasses. Can they see that their fingerprint is unique to them?
- Encourage children to think about how they look after themselves and keep themselves healthy and safe. Display All About Me - Looking After Yourself Display Posters. Can the children make their own picture or poster to show one of the ways that they think is important?
- Drawing different faces on whiteboards/plates and talking about different features/emotions

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- Family tree- tree with circles for children to fill in who is in their family
- Puzzle display, each child has a puzzle piece to decorate, 3 main facts about them and picture (Bumblebees as a whole)
- Who am eye? Pictures of eyes, children guess? Of staff who work with Bumblebees.
- Drawing around our hands and writing five things we like about ourselves up the fingers.

Outdoor activities

- Place Emotions Story Stones within the sand tray for children to find, name and talk about.
- Draw face outlines on the floor in chalk. Challenge the children to complete the face showing an emotion. Can their friends tell which emotion they might be feeling and why?
- Children can explore their own handprints. Add shallow trays of paint and paper to a large activity tray for children to complete this activity. Once children have printed their hands, they could be encouraged to manage their own needs by independently washing their hands.
- Challenge the children to work together to make a home for different traditional tale families. Provide stick puppets, such as these Goldilocks and the Three Bears Stick Puppets or Jack and the Beanstalk Stick Puppets. This activity will give children the opportunity to see that families are different.
- Set the children physical challenges using Physical Action Word Cards and timers. Encourage children to be persevere when challenges are difficult.



Communication and Language

Circle time

Circle Time is such a great time for children to learn the social skills of being together as a large group AND to learn more about your theme!

Our Families

Tell the children to listen to what you are saying and stand up if what you say is true about them!

Stand up if you have a brother.

Stand up if you have a pet.

Have the children standing name them (brother, pet, etc.)

Be sure to help children who aren't sure of the answers (Dee-Dee, you have a baby sister! Stand up! What is your baby sister's name?)

Show and Tell Day

Have a Show and Tell Day where children bring an item from home to help everyone get to know them better.

It might be a family picture, favourite toy, etc.

After show and tell, most kids want to play with the items they brought in. You could set up a "display table" on show and tell day where the children place their items. The only rule is that it is a looking and talking table - they do not take the items off the table to play with yet. Then designate a time for Show and Tell Play....perhaps the last 10-15 minutes of the morning.

I Love My Family



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Some families are big (spread arms wide)

Some families are small (bring arms closer together)

But I love my family (cross arms over chest)

Best of all!

Talk with the children about who is in their family? Who lives in their house? Remind the children that family is not ONLY who lives with them. It includes grandparents, a Mom or Dad who may live in a different house, etc.

Make a family chart. List each child's name in a column to the left. Have precut small people available. Talk to the children about who is in their family and tape a cut out to represent each one next to their name.

Feelings Chart

Bring a large piece of chart paper and a marker to circle time. This activity will get children thinking about different feelings.

Talk about what feeling mad, good, sad, scared, angry, silly, etc. means.

Then have the children call out endings to these sentences that you will put on the chart paper:

I feel angry when _____

I feel sad when _____

continue with others.

Adult-Led Focus

- Encourage children to learn and use new vocabulary to describe themselves. Using a soft ball, ask the children to say their name and something about themselves. This may be what they like to do, their favourite colour, if they have a pet or a sibling, etc. Then, they can roll the ball to someone else in the class who can then say something about themselves.
- Ask children to talk about who is in their family. Encourage children to articulate their ideas in well-formed sentences. Celebrate how families can be different. You may want to share this *Kinds of Families* PowerPoint in order to stimulate discussion about their own families.
- What special things do we like to do with our families? Encourage the children to share ideas and describe events in some detail. You may like to link this with an upcoming festival or celebration. · Share this *We Are All Different* PowerPoint with the children. Explore the new vocabulary in the PowerPoint and encourage the children to use these words to describe themselves. · The Twinkl Original story, 'Part of the Party' will encourage conversations about families and how there are all kinds of families. Share the story with the children and encourage them to discuss and engage. You may like to ask children to retell the story using these *Part of the Party Stick Puppets*.
- Sing songs and rhymes together as a class. You will find lots of lovely 'All About Me' songs and rhymes in this lovely PowerPoint Pack. · Share this *Can You Find...? My Emotions Poster and Prompt Card Pack* with a small group. Encourage the group to look for the children showing the different emotions and name them using the vocabulary they have learnt.
- Who's in front of me game?

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- Five simple questions at the beginning of term to repeat at the end- see the exchange of ideas (each child, what colour is your hair, what do you like to eat?)
- Tally charts as a class- eye colour/hair/clothes etc
- Pass the beanbag – share personal preferences -holidays, foods ,colour, clothes, games
- Making up characters with same questions- who am I? what do I look like? What am I wearing? Where do I live? (Each group compares characters seeing how with the same questions can all be very different).
- Show and tell times throughout the term to encourage pupils to share words/confidence
- Drawing people on the board as a whole class
- All different outside and inside, tins of fruit (hard outside but soft inside), swap lids on pens and ask children what colour they think the pen is? Write and explain that can't see what someone is like in the inside.
- A selection of shoes, wellies, flipflops, trainers, slippers ...a game for the children to match them up and then discuss they all look different, help in different situations but all go on our feet and do the same job. We are all different but can be kind and work a one.
- A photo of each child goes inside a box, someone chooses a photo and has to explain the child without saying a name (teacher lead) – could use these also for dolls house and small world.

Indoor activities

- Place Family Strick Puppets in a dolls' house or a large activity tray. Children can use new vocabulary related to families and relationships as they develop story lines in their play.
- Create a book collection of books related to emotions and provide them alongside these Emotions Photo Cards for children to explore.

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You may find this All About Me and Ourselves: My Emotions Booklist useful.

- Children can use descriptive vocabulary as they play this lovely Guess Who? Activity with a friend.
- Set up a 'senses table' with objects for children to explore using their senses. For example, rough tree bark, a flower, a soft sponge and crunchy leaves. The children can use talk to describe each object and think about the senses that they are using.
- Provide mirrors in the setting to encourage children to look at themselves and describe their features using core vocabulary (hair, eyes, nose, skin) and extended vocabulary (curly, wavy, spiky, soft).
- Ask children to bring in their favourite stories from home and create a basket of these for sharing. The children can share these familiar stories with their friends, talking about what they like about them and retelling them.
- Create a story collection that shows different types of families in traditional tales, such as 'Goldilocks and the Three Bears', 'Red Riding Hood', 'Jack and the Beanstalk' and 'The Three Little Pigs'.
- Load a child-friendly drawing app onto a tablet. One child can draw someone from the class while they are describing them. Can the other child guess who they are drawing?

Outdoor activities

- Add We Use Our Senses Cut-Outs in locations around the setting where there are opportunities for children to explore this sense. You could add the 'hearing' senses picture next to a pile of crunchy leaves, or the 'smell' sense next to some herbs or lavender plants. The children can use vocabulary to describe and say which sense they are using.
- Set up an outside Home Corner Role-Play Area where children can take on familiar family roles and use vocabulary related to families.

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	<p>You may wish to add some role-play clothes, baby dolls and these Family Role-Play Masks.</p> <ul style="list-style-type: none">• Place sorting hoops on the floor or table and provide the children with a collection of role-play foods or food images. Can the children sort the foods into the two hoops to show which ones they like and which they dislike? Children can explore the vocabulary of 'like' and 'dislike' as well as the food names.• Provide a washing line and some pegs along with photographs of different celebrations. As children look through and hang the different photo cards, they will be inspired to talk about their own family celebrations and recall special events in detail. You may find these Celebrations Display Photos useful, but please ensure that the celebrations included reflect your class.
Physical Development	<p>Indoor and outdoor activities Rhymes and songs with actions Cooking Playdough activities Ball activities Snack time – pouring drinks Exploring different ways of moving and experimenting with bodies Teaching independence when putting coat/jumper on and off Washing hands Self-care skills – increasing independence Mark making Cutting skills Threading</p> <p>Fine motor</p> <p>P.E</p>

Adult-Led Focus

- In a large space, encourage the children to think about how their body changes when they exercise. Ask children to feel their heart before exercising and then afterwards. What other changes have happened to their bodies?
- Play the 'Colour Body Parts' game. Ask the children to move around a space in a given way, such as crawl, hop or run. Shake a tambourine and then say a colour and a body part. Children must quickly find something that colour and touch it with that body part, such as 'orange, foot' or 'pink, elbow'.
- Tell the children that the Tooth Fairy has given them a special task. She wants them to keep their teeth healthy and clean. Can they suggest ways to do this? Provide the children with a collection of foods, some of which the Tooth Fairy likes us eating lots of and some of which the Tooth Fairy only like us to have sometimes. Can the children sort the foods into two groups and suggest reasons why? Foods could include things such as apples, milk, sweets, crisps, bananas and fizzy drinks.
- Revise and refine ways that the children can move their bodies while naming body parts. Ask the children to move around a large space and then read out one of these Physical Action Word Cards. Children can continue to move their body in this way.
- Cover the table with a sensory material, such a shaving foam. Draw a large face in the centre. Model handwriting patterns that mimic different hair types and ask the children to help you to draw lots of hair in this style. Handwriting patterns could include straight lines, curled/looped continuous lines and spikey zigzag lines. Once the face has lots of hair, then rub the image out and begin again.
- Run to games - Favourite colours/food/ if you have brown hair? Etc / girls and boys/

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- Spots of colour – red for hands, blue for bottoms, green for feet, yellow for elbow
- Cut pictures of people up/ cartoons- children have to run and find missing half
- Walking around the hall in pairs in a hoop following a trail (working together)

Indoor activities

- Provide children with We Are All Different Playdough Mats so that they can explore facial features and differences.
- Children can develop the foundations of a handwriting style with this All About Me Pre-Writing Pencil Control Activity.
- This All About Me Do a Dot Activity can be used with a bingo dabber or painted cotton bud to support children's fine motor skills.
- Support children in managing their own needs by dressing themselves. Provide a range of dressing-up clothes in a home corner that require children to manage buttons, zips, Velcro and other fastenings.
- In a large activity tray, draw face shapes on the base and provide the children with a range of dried pasta, such as fusilli, spaghetti, macaroni and penne. The children can give each character different hair styles using the pasta.
- Encourage children to look after their teeth with Teeth Brushing Practical Activity. Laminate the mouth image and make marks on the teeth with a whiteboard pen. The children can then control and use a damp toothbrush to clean the marks off the teeth.
- Develop fine motor skills and discussions about healthy eating by asking children to create their own fruit and vegetable kebabs. Provide children with wooden skewers and a selection of cut fruit and vegetables.

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- To encourage small motor skills, provide pink playdough and small white beads. The children can press the beads into the playdough in two rows, to create a set of teeth.
- Ask the children to bring in photos of their homes. Can they try to make their homes out of junk materials? They could join materials together using tape, glues and split pins.

Outdoor activities

- Draw oval shapes on the ground with chalk and ask the children to finish each face to show all the facial features and the hair. Children can name each part and also compare their face with other faces.
- Provide the children with empty photo frames and small parts, such as washers, bolts, pom-poms and beads. The children can make faces inside the frames using the small parts.
- Draw a large mouth with teeth on the ground with chalks or paint. Provide the children with brooms and floor brushes to clean the teeth.
- Encourage children to explore their senses and fine motor skills with some of the recipes in this Sensory Playdough Recipe Pack.
- Develop the foundations of handwriting styles with these Hair Style Pattern Tracing Activity. Place these on an outside table or clip board for children to trace over.
- Add toothpaste tubes to a large activity tray and toothbrushes. Children can squeeze out the toothpaste, spread it across the tray with the toothbrush and then make marks and patterns in the toothpaste with the brush.
- Provide dolls with hair and hairbrushes so that the children can brush and style their hair.
- Provide the children with chalks so that they can draw around their friends body.

Literacy

Lots of stories linked to our topic and general books to begin to develop a love and curiosity of books
Mark making
Recognising and writing names
Making cards for the celebrations
Drawing pictures and mark making linked to stories
Creating stories using small world play and developing story language
Fruit and Veg Shop Role Play
Mark Making in flour

Phonics

Adult-Led Focus

- Read and Colour Non-Fiction Booklet: My Body as part of a shared read. Alternatively, ask the children to read the simple sentences independently and complete and colour the booklet.
- Talk about the different people and animals that live in each child's home. Can the children name everyone that they share their home with? Encourage the children to draw everyone that lives in their home and label them with their name on this Home Template.
- Draw around a child on a large piece of paper or on the ground with chalk. Ask the children to label body parts. Encourage them to use letter-sound correspondence to write these words.
- Talk about oral health with the children and tell them that the Tooth Fairy would like to know what they do to look after their teeth. Ask the children to write the Tooth Fairy a letter using this Letter to the Tooth Fairy Writing Template.
- Share Emotions Photos with the children and encourage them to discuss and name each emotion. Can they label each picture with that emotion word using their letter-sound knowledge?
- Use the Twinkl Original story, 'Charlie the Firefighter' as a starting point for a discussion on what the children would like to be when

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they grow up. The children can draw a picture of themselves in the future and, using their letter-sound knowledge, write a sentence about it.

Indoor activities

- We Are All Different eBook onto a computer or tablet for the children to access. Children can read the simple sentences and phrases within the book.
- Children can use We Are All Different Page Borders to draw a picture of themselves. It could be about their hobbies, what they look like or their families.
- Provide the children with dolls and core vocabulary labels for body parts or Parts of the Body Word Flash Cards. Ask the children to label the dolls correctly by taping the words to the correct body parts.
- Provide the children with sticky notes that they can write body part words on. Can the children then stick them to themselves or on their friends in the correct place?
- Each day, add a new item to a sense's vocabulary table. This could be something such as a jar of coffee, a vanilla pod, some rough tree bark, a shell or slices of something edible. The children can explore each object using their senses and then write describing words onto sticky notes. How many different describing words can be thought of each day? You could add the sticky notes to a working vocabulary wall.
- Each child's name is an important part of who they are. Encourage the children to look carefully at their name and trace over or copy each letter using good pencil grip and letter formation.
- Provide children with Initial Sounds Body Parts Peg Matching Game.

Outdoor activities

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	<ul style="list-style-type: none">• Write core vocabulary words for body parts onto cards. The child can take a card, read the word and then think of a movement for that body part.• Draw body outline on the floor in chalk that the children can add details and features to. Give each figure an empty speech bubble for children to write in.• Write common exception words / phonics on the different skeleton parts of this Skeleton Cut-Out. Hide these parts around the outside area for children to find and read. You may want to set the children the challenge of collecting all the skeleton parts and assembling it.• Create an outdoor reading den using blankets, tents and fabrics. Inside the den, place a selection of fiction and non-fiction books related to the theme of 'All About Me'.• In the mud kitchen, ask the children to create you their favourite meal. Can they talk about their favourite things to eat and write out their own special menu on this Mud Kitchen Menu Writing Frame Template?
Mathematics	<p>Everyday activities Nursery rhymes and number songs Games to include counting Simple board games to count Modelling counting and awareness of number during independent activities Counting and exposure to number and counting within all aspects of the day Exploring and playing with shapes</p> <p><u>Autumn 1 – Maths Objectives</u></p> <p>Beginning to talk about immediate past and future</p>

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Beginning to anticipate times of the days such as mealtimes or home time

Adult-Led Focus

- Play All About Me Make a Face Game with a small group, encouraging children to subitise or count the number shown on the dice.
- Play a finger game to encourage perceptual subitising by showing the children a number of fingers to five on one hand. Can they say the number of fingers without counting? To explore conceptual subitising (where children subitise two groups and then quickly combine them to find the total), show the children numbers of fingers to ten across two hands.
- Assist children in drawing around their own shoe. Can they cut out and use this template to make comparisons with other objects. What objects are longer or shorter than their own foot? Can they find something that is the same length?
- Use multiple copies of All About Me Action Cards to explore repeating patterns with body actions. Build a simple ABAB pattern using two action cards for the children to copy. Can the children build their own ABAB pattern of two action cards? Can they build and copy a more complex pattern, such as an ABBC pattern?
- Pose a yes or no question to the children, such as 'Do you have brown eyes?' or 'Do you have a brother?' Encourage the children to vote 'yes' or 'no' by adding coins to this Ten-Frame Voting Sheet. Encourage the children to count the number of votes for each answer. Make comparisons, using the language, 'more than', 'fewer than' and 'the same'.
- Ask each child to print both hands or draw around them to form a line of hands. Together, count the number of fingers on two hands and label the fingers one to ten. Can the children continue to count the fingers past ten? Can we label each finger? Can the children notice any patterns in the numbers?

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- Pair up with pictures of body parts
- Painting hands/feet different colours- counting toes and fingers
- Simple house outline- drawing related things in each room/ cut and stick from mags
- Draw round feet and use colourful blocks to see how big it is?
- Height chart with the class
- Large floor puzzles in small groups (each piece is different but makes a whole)
- Pairs against each other- boys and girls, brown hair and blonde etc...tape marks on floor/large white board, roll dice and move along.

Indoor activities

- Provide children with My Family I Spy and Count to 20 to encourage counting beyond ten and recording the cardinal number with a numeral.
- Maths Counting Chilli Challenges: Let's Get Active and Count! resource encourages children to move their bodies and count the actions.
- Children can explore number recognition of numerals one to nine as they colour We Are All Different Colour by Number.
- Provide All About Me: Comparing Fingers Numbers Peg Cards and some pegs for children to consider which hand is showing 'more' fingers. Children can use their own hands and fingers to compare.
- Children can explore addition to ten with this My Body I Spy and Add to 10.
- Place white sticky labels onto large connecting bricks. The children can build their name by writing one letter onto each brick label and then joining them together. Ask the children to count how many letters they have in their name. The children's brick names can be compared and ordered.

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- Children can use Sports Tangram Activity to explore 2D shapes and the ways that they can be composed and rotated to form pictures of sporting people.
- Take photographs of the children and then laminate and cut these into shapes and smaller pieces. Can the children rotate and manipulate the shapes to rebuild their picture?

Outdoor activities

- Print out the 0-20 numbers from this Numbers on Children pack. Provide these alongside a washing line and some pegs. Can the children recognise the numerals and order them along the washing line?
- Hide the body parts images from All About Me Body Parts Scavenger Hunt around you outside area and provide children with the checklist. Can children find and name the different body parts and tick them off of the sheet? Can they count the number of body parts they found altogether?
- Provide Physical Action Word Cards and a selection of timers. The children can challenge themselves to perform different physical challenges over a set time, such as 'How many times can you touch your toes before the one-minute timer runs out?'
- Set up a Tooth Fairy counting activity in the sand tray by hiding a selection of small white beads or cubes in the sand. Tell the children that the fairy has dropped all of the teeth in the sand. Can they find them and collect them in a bowl? How many did they find?
- Create a tooth cleaning station, where children are provided with toy dolls or laminated mouth pictures. Provide two-minute timers, toothpaste and toothbrushes. Can the children brush the teeth on the image or doll for two minutes?

Understanding the World

Adult-Led Focus

- Share We Are All Different Story PowerPoint with the children and encourage discussion about how we are all unique and our differences should be celebrated.
- Explore the five senses with this Our Senses PowerPoint. Provide the children with a basket of sensory objects, such as a feather, a jar of spices, a flower, a rough piece of bark. Can they describe each object and think about which sense they are using?
- Take the children on a 'sensory walk' around your setting. Encourage the children to think about the experiences they have and the senses they are using. When they children are back in the classroom, they may like to record their findings on this Drawing the Senses Worksheet.
- Ask the children to draw a picture of the different people in their family. Can they name each person and their relationship? You may also like to ask children to bring in photographs of their family members and use this as an opportunity for children to see that all families are difference and special.
- Every Kind of Family PowerPoint is a lovely resource to encourage discussion about families.
- We Are All Different: Gingerbread People Recipe to help the children to create their own unique Gingerbread person. Encourage children to explore the changes that occur during the baking process.
- Ask the children to think about their journey to school and the things that they pass on the way. The children can create a simple linear map, where they draw home at the beginning of a line, the places they pass on the way the school and then school at the end. Ask the children to describe their journey and interpret their map.
- Going on a very simple fingerprint investigation (Mud in the corridor/paint on the door/puzzles left)
- One sense per week -lots things to smell/see/touch/ taste/hear – can you find things to hear/smell/touch, etc. at home?

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Indoor activities

- Provide Families Photo Pack alongside photographs the children have brought in of their own families. The children can share and talk about their own and other families.
- Place Special Places in Our Community Display Photos as well as photographs of special places in your own community. Can the children build one of these special places, or their own special place, from construction resources?
- Attach laminated photographs of special places in your own community to wooden blocks. Add these to a large activity tray, alongside small world figures or these Families Small World Characters. Children can build stories and narratives around these familiar places.
- Create a sensory table, with a variety of natural objects that can be explored using their hearing, sight, touch and smell. Provide the children with magnifying glasses to investigate objects closely.
- On a large simple map outline, show school in the centre and then invite the children to draw places that are special to them. These Special Places in the Community Display Photos may give the children some inspiration when thinking about their own special places.
- Provide a map or an ariel image of the school and the surrounding area. Invite the children to look for features and buildings on the map that are important or familiar to them. Can the children find their home and trace their route to school?

Outdoor activities

- Provide the children with magnifying glasses so that they can use their sense of sight to explore the outside area.
- Place Homes Around the World Display Posters with your large construction materials, fabrics and large boxes for children to explore and build.

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	<ul style="list-style-type: none">• Create a sensory collection of natural objects and encourage the children to explore them using their four senses. Can the children explore the outside area and add to the sensory collection?• Ask the children to bring in photographs of their own homes (which can be laminated). The children can use these to build their own homes from outside construction materials. Children may like to compare the home they live in to different homes around the world with these Homes Around the World Display Posters.• Place real flower heads in the water tray, along with scoops and nets for the children to catch them with. The children can explore the flowers using their sense of smell and sight.
Expressive arts and design	<p><u>Adult-Led Focus</u></p> <ul style="list-style-type: none">• Learn the songs within All About Me/Ourselves Songs and Rhymes Pack and ask the children to add actions or movements to each song.• Provide the children with paper plates, different coloured wool and a range of materials and small parts. The children can decorate the paper plate as a collage self-portrait.• Ask a child to mime something about themselves that they like to do, such as dancing, football, drawing. Can the other children guess what activity they are miming?• Support the children in making handprints and footprints with paint. Children may like to rub their hands together when they have two different coloured paints to explore the effects of colour mixing.• Encourage the children to look carefully into a mirror and paint or draw a self-portrait. Encourage children to look very carefully and capture the texture of the hair and the lines on their face.• Invite children to explore and engage in music making using body percussion. Share this Body Percussion Games and Activities PowerPoint and explore the sounds that can be made with parts of

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our bodies. You may like to explore composing music with body percussion with this Composing Body Percussion Patterns Resource Pack.

- Listen to a variety of music genres with the children and talk about which emotion the music may be. Is the music loud and fast? Perhaps this is angry music. If the music is slow and quiet, then it could be sad music.
- Learn and sing the song Head Shoulders, Knees and Toes. Encourage the children to add appropriate actions.
- Drawing around pupils and staff with chalk on the playground
- Making different people and faces with playdough (Mats made)
- Mirrors and crayons- can they draw each other
- I'm special mirror- decorate round foil
- Using colourful sticks to make houses
- Printing with Duplo to make houses
- Little wooden spoons, add eyes, wool for hair, colour
- Make puppets

Indoor activities

- Provide Family Role-Play Masks in a home corner role-play area. The children can develop storylines and narratives in their play.
- As part of exploring dental health, the children could create art by printing with the cap of a toothpaste tube. Dip the caps in different coloured paints and print the circles onto the paper.
- Provide the children with a large collection of metal loose parts, such as bolts, washers, nuts, chains and screws. Can the children create some images of people or faces using these parts?
- Provide We Are All Different Stick Puppets so that children can develop storylines and narratives around the characters different hobbies and friendships.

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- Encourage the children to explore colour in relation to different emotions. Provide large versions of these Feelings Monsters that the children can work collaboratively and add coloured collage materials to each coloured monster.
- Play music in an area of your setting that evokes a particular emotion, such as soft, gentle music or loud, fast music. Can the children capture this music and emotion on paper with the colours they use and the marks they make?

Outdoor activities

- Play music in the outside area that evokes an emotion. How does it make the children feel? Can they move their bodies and dance as though they felt that emotion?
- Display Giuseppe Arcimboldo Portraits for children to talk about what they can see within the pictures. How has the artist used healthy foods to make the people? Provide the children with a selection of fruits and vegetables in a large activity tray, so that they can create their own self-portraits out of food.
- Add paint and paper to a large activity tray so children can explore the artistic effects of painting with a toothbrush. What different marks can be made?
- Provide easels and paint so that the children can paint a self-portrait. You may like to add small safety mirrors to the side of the easel to allow children to study their faces.
- Provide ribbons of different colours to reflect the colours of different emotions, such as red for anger and blue for sadness. The children can create dances and movement using the ribbons that reflect each emotion. How could they move the ribbons and their bodies to show anger/sadness/happiness?

Colour of the Week

- Sorting objects onto plates/tubs
- Painting leaves

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	<ul style="list-style-type: none">• Fingerprint animals• Colouring relevant foods• Coloured pasta or rice on tuff trays• Threading pasta on string and paint colour• Setting up only set colour of building blocks• Shaving foam with different colour paint in it• Different shade activities• What's missing off the tray (all same colour)• Colour treasure hunt• A big bag of coloured cubes/ blocks, each child comes and takes a block then adds it to the correct tower. It's a race to see what tower is the tallest when the bag is empty.• Make playdough
Tuff Tray / Enhancements for Continued Provision	<p><u>Small World</u></p> <ul style="list-style-type: none">• Provide We Are All Different Stick Puppets so children can develop storylines and narratives around the characters different hobbies and friendships.• Attach laminated photographs of special places in your own community to wooden blocks. Add these to a large activity tray, alongside small world figures for children to explore. <p><u>Music</u></p> <ul style="list-style-type: none">• Children can explore body percussion and pattern using the resources in this Composing Body Percussion Patterns Resource Pack.• Play music in an area of your setting that evokes a particular emotion, such as soft, gentle music or loud, fast music.

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Construction

- Place Home Around the World Display Posters with your large construction materials, fabrics and large boxes for children to explore and build. Can they compare these homes to their own home
- Ask the children to bring in photographs of their own homes, which can be laminated. The children can use these to build their own homes from outside construction materials.

Gross Motor

- Provide ribbons of different colours to reflect the colours of different emotions, such as red for anger and blue for sadness. Children can make dances and movements to reflect these emotions using the ribbons.
- Provide the children with chalks so that they can draw around their friend's body.
- Building blocks to make different houses.

Creative / Painting

- Play music in an area of your setting that evokes a particular emotion. Can the children capture this music and emotion on paper with the colours they use and the marks they make?
- Provide easels and paint so that the children can paint a self-portrait. You may like to add small safety mirrors to the side of the easel to allow children to study their faces.
- Shaving foam to write bodies/faces.
- Plates, buttons, string and smaller objects to make own faces.

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Role Play

- Provide Family Role-Play Masks in a home corner role-play area. The children can develop storylines and narratives in their play.
- Set up an outside Home Corner Role-Play area, where children can take on familiar family roles and use vocabulary related to families.

Sand

- Place Emotions Story Stones within the sand tray for children to find, name and talk about.
- Add a thin layer of sand to a large activity tray. The children can use their fingers to draw a face showing an emotion into the sand.

Malleable

- Encourage children to explore their senses and fine motor skills with some of the recipes in this Sensory Playdough Recipe Pack.
- Add toothpaste tubes to a large activity tray and toothbrushes. Children can squeeze out the toothpaste, spread it across the tray with the toothbrush. Then, make marks and patterns in the toothpaste with the brush.

Mark Making/Fine Motor

- Provide the children with empty photo frames and small parts, such as washers, bolts, pom-poms and beads. The children can make faces inside the frames using the small parts.
- All About Me Do a Dot Activity can be used with a bingo dabber or painted cotton bud to support children's fine motor skills.
- Go for a walk first - Leaves and sticks/stones to make faces/bodies/houses (could make a collage).
- Paper pieces of face features (already done in draw)

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Writing

- Provide the children with sticky notes that they can write body part words on. Can they then stick them to themselves or on a friend in the correct place?
- Children can use We Are All Different Page Borders to write a sentence about themselves. This could be about their hobbies, what they look like or their families.

Water

- Place real flower heads in the water tray, along with scoops and nets for the children to catch them and explore with their senses.
- Place dolls in the water tray for the children to clean. Add some soaps, brushes and sponges.

Investigation

- Create a sensory table with a variety of natural objects. Provide the children with magnifying glasses to investigate objects closely using their senses.
- Provide a map or an ariel image of the school and the surrounding area. Invite the children to look for features that are important or familiar to them.



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Maths

- Provide Physical Action Word Cards and a selection of timers for children to challenge themselves to perform different physical challenges over a set time.
- Take photographs of the children and then laminate and cut these into shapes and smaller pieces. Can the children rotate and manipulate the shapes to rebuild their picture?

Workshop

- Children can create a Split Pin Person that they can then personalise to look just like themselves.
- Ask the children to bring in photos of their homes. Can they try to make their homes out of junk materials? They could join materials together using tape, glues and split pins.