Frome Valley Preschool Mid-Term Plan Autumn 1 - All About Me

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| PSED | PD | C and L/Literacy  |
| Week 1 | Introduce the hello song to children to learn each other’s namesTake photos of children for name tags and drinks station  | Play game “let’s find….” Using flash cards to see if children can touch parts of their bodies.  | Using Playdough and playdough mats encourage the children to talk about and make someone who is important to them. Use stories to introduce the differences in each other |
| Week 2 | Send home all about me books-leave these for children to look at when they want in the setting. Include a photo of them as a baby so they can see how they have changed already.  | Explore the importance of exercise. Teach the children a selection of active games that they can play together in a large space or outdoor area that the children can then begin to play together. Tag/catch | Set up a large activity tray with a town or home scene and these As children play with the characters, engage them in conversations about their own families. Model related vocabulary and encourage children to take turns in conversations.  |
| Week 3 | Circle time with a bear- children introduce themselves. Say something about themselves if able. | Use mirrors whilst engaging in dance activities so children can look and watch themselves if they want to. Direct commenting on facial expressions | Encourage children to listen to the Twinkl Originals story, [‘We Are All Different](https://www.twinkl.co.uk/resource/tf-or-35-we-are-all-different-story-powerpoint)’. Draw attention to the descriptive vocabulary introduced in the book that the children can use to describe themselves and others.  |
| Week 4 | Set up a baby’s clinic in role play Encourage children to play together to check and look after the babies. How do they play together? Can they work together to look after the babies?  | Talk about the importance of being healthy and keeping our bodies healthy. Make fruit kebabs together. Give children the opportunity to help themselves.Brushing teeth activity.  | In small groups use a feely bag with small world objects in to discuss how thing make the children feel. E.g. a spiderDraw an outline of a child on the ground in chalk and draw some pre-writing shapes inside, such as swirls, lines and crosses. Leave chalk and encourage the children to fill the outline with the different shapes. |
| Week 5 | Introduce if you are happy and you know it and change the emotions and actions each time.  | Bubble play, big and little wands to encourage hand eye co-ordination. | Introduce if you are happy and you know it and change the emotions and actions each time. |
| Week 6  | Talk about the differences in families, read stories with different family set ups in them. | Encourage children to use large equipment in the outdoor space to build homes. Can the children work together? Can they move things safely? | Provide a large selection of writing materials and paper in different photo frame sizes. Encourage children to draw pictures of themselves, their friends or family in the photo frames then put them on a display. |
| Week 7 | Do a graph to note on hair colour, height, eye colour.Make a chart and mark height when children start and record throughout the year to note changes. | Challenge the children to move their bodies in different ways.  | Find the initial letter of their name and decorate it using different textures. E.g sandpaper, wool |
| Maths  | UTW | EAD |
| Explore the ‘twoness’ of two using body parts. Ask the children to wave their hands, then ask, “How many hands do you have?” Repeat the same question for different body parts, such as shrugging shoulders, stamping feet, blinking eyes etc. | Create oval shapes using playdough. Provide googly eyes and coloured wool to represent hair for the children to use to create a face. Add these [Hair Colour Cut-Outs](https://www.twinkl.co.uk/resource/t-n-7222-hair-colour-cut-outs) and talk about differences between people.  | Create oval shapes using playdough. Provide googly eyes and coloured wool to represent hair for the children to use to create a face. Add these [Hair Colour Cut-Outs](https://www.twinkl.co.uk/resource/t-n-7222-hair-colour-cut-outs) and talk about differences between people.  |
| Create simple repeated patterns using actions that involve body parts. For example, nod your head then clap your hands. Model saying the body parts or actions as you do them as well as the words “repeated” and “same”.  | Send home all about me books-leave these for children to look at when they want in the setting. Including a baby photo so they can talk about how they have already changed. | Learn a range of songs that relate to bodies, such as ‘Head, Shoulders, Knees and Toes’ and ‘The Hokey Cokey’. Sing these regularly to encourage children to learn the entire song. |
| Children can make collages of their own faces using a range of materials or small parts. Can the children count each body part as they add it to ensure they have two eyes, one nose, two ears and one mouth? Encourage 1:1 counting or subitising. | Encourage children to listen to the Twinkl Originals story, [‘We Are All Different](https://www.twinkl.co.uk/resource/tf-or-35-we-are-all-different-story-powerpoint)’. Draw attention to the descriptive vocabulary introduced in the book that the children can use to describe themselves and others.  | Children can make collages of their own faces using a range of materials or small parts. Can the children count each body part as they add it to ensure they have two eyes, one nose, two ears and one mouth? Encourage 1:1 counting or subitising. |
| Explore counting with our bodies. Can the children use their fingers to count to five? Show the children a number of fingers to five. Can they say the number and find the matching numeral? | Make pizza faces. Which emotion will they show on their pizza face? Will it be happy, sad, angry or worried? Throughout the cooking process, encourage children to notice how the ingredients change as they are combined, mixed and cooked. | Make pizza faces. Which emotion will they show on their pizza face? Will it be happy, sad, angry or worried? Throughout the cooking process, encourage children to notice how the ingredients change as they are combined, mixed and cooked and the texture of things.  |
| Use snack time as an opportunity to compare groups. Allow the children to cut their own fruit and discuss more/few. | Take the children on a sensory walk, where they are encouraged to listen, look, touch and smell natural things around them. | Children to make pictures and describe the texture of things that they find on their sensory walk. |
| Baking activity. Make biscuits with the children and discuss more/few/amounts whilst cooking. | Play different games, such as catch or parachute games to help children learn each other’s names. | Provide a large selection of writing materials and paper in different photo frame sizes. Encourage children to draw pictures of themselves, their friends or family in the photo frames then put them on a display. |
| Play a ‘Where Am I?’ game with the children. Take a photo of yourself and laminate it. Hide yourself in different places around the setting. Ask the children ‘Where am I?’ Encourage them to use positional language to describe where you are. | Provide the children with pots that each contain a smell, such as coffee, mint, chocolate, vanilla or spices. Ask the children to use their sense of smell to discover which smells they like or dislike.  | Using clay or [salt dough](https://www.twinkl.co.uk/resource/nz-t-2547662-salt-dough-recipe), support the children in making hand and feet imprints. These could then be painted once dry.  |