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| **Connor Downs Academy**  EYFS Curriculum Enhancement Plan | | | |
| Term: Autumn 2 | Year: 2019/2020 | Teacher: Mr Masters  TA: Mrs Malyan | Focus Texts: What Makes Me a Me?, See Inside Your Body, All Are Welcome, Funnybones |
| Curriculum Enhancement Focus: All About Me | | | |
| Image result for what makes me a me book cover  **Personal, Social and Emotional Development:**   * Establish and discuss the importance of diversity, mutual respect and tolerance; why is it important to celebrate our differences and foster kindness? Circle time – ‘All Are Welcome’. * What are the differences between kind choices and unkind choices? Does making unkind choices make you an unkind person? * What makes you special and why? Circle time – ‘What Makes Me a Me?’ * Why don’t we all look the same? Circle time. * ‘Stop, I don’t like it.’ – explore emotions and what they mean.   **Communication and Language:**   * Home corner role play; can you introduce a reflective storyline or narrative into your play? * Doctors role play; can you use accurate vocabulary to name and describe various parts of your body? * Emotion stones and emotion texts; can you explain and/or describe how you are feeling? * Story time reflections; can you answer key questions about the focus texts, using more complex sentences to link your thoughts? * Play ‘Guess Who?’, encouraging the use of descriptive language to identify the chosen child. Can you link your ideas together?   **Literacy**   * Can you write labels for different parts of your body, using initial sounds? * Can you match the names of your classmates to the correct initial sounds? * Can you create a story wherein you are the main character? Can you use marks, pictures, labels and/or captions to enhance your story? Can you tell your story to a friend/adult? * Draw a picture of yourself and who is special to you, writing labels to identify each person. * Find the letters of your name in a range of media, e.g. newspapers and magazines, cut them out and stick them in the correct sequence to write your name.   **Physical Development**   * What happens to our bodies when we exercise? * Can you find your heart? What does it do? * Play ‘\_\_\_\_ says’ to showcase talents/skills and teach your friends. * Can you use your fine motor skills to create a self-portrait using loose parts? * Explore different ways of moving and balancing, using different parts of the body. * Think about and practise methods of personal hygiene; how you can keep yourself healthy and safe? * Button, zip and lace station.   **Expressive Arts and Design**   * + Play with and add dialogue to small world provision – creating scenarios and stories reflective of your own experiences.   + Cut up newspaper/magazine images and combine them to create a new person, representing different people and cultures.   + Use colour, texture, shape, form and space in two or three dimensions to make a representation of either your geographical location or of the globe.   + Use mirrors and photographs to create a self-portrait, thinking about your unique features and characteristics.   + Make a representation of your body, using cocktail sticks as your skeleton and playdough as your skin.   + Learn and perform songs and rhymes linked to British Values, identity and the human body, e.g. ‘Heads, Shoulders, Knees and Toes’.   **Understanding the World**   * Investigate and name different parts of your body. * Use a range of resources to identify explore your geographical location. * Consider how we change over time, from birth to now. * Use a pictorial, chronological timeline to discuss how you have changed over time, from birth to now. * Compare and discuss the similarities and differences between ourselves and children in different parts of the world. * Develop an understanding of other cultures and faiths. * Discuss and describe toys/objects from the past, comparing them to toys/objects from the present.   **Mathematics**   * Maths is all around us; can you spot/create the number of the week in your surrounding environment? * Create a chronological timeline of your life, writing the numerals 0-5 correctly. * Can you use a tape measure to compare your height to a friend’s? Who is shorter/taller? How do you know? * Order shoes from smallest to largest; which of your friends has the smallest/largest feet? How do you know? * How many bones does the skeleton have? Can you use the model/image to count the total amount? * Can you use playdough to create the numeral that matches your age? | | | |