

PROJECT September 2021

'U' is for Unique

Thinking behind the project



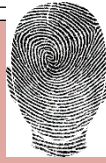
What matters to our children?

Hypothesis

As a school it is our priority to build positive relationships with children and their families. Bruce believes that when children feel secure that they perform better. Young children are ego-centric (Pollard) and therefore are interested in matters which relate to their own lives. What matters to children is themselves! Since recent worldwide events which have raised the issue of racism, the professionals in the Foundation Stage recognised a need to address race in all areas of provision and through provocations.

Provocation

Every child and their family were set a 'Holiday Challenge' in which they were asked to fill a bag with objects and photographs of things which represented them and why they are special. Children will be encouraged to discuss their photographs to enhance their speaking and listening skills and talk about their lives. This will also give practitioners an insight into the child's experiences and interests and act as a vehicle towards building strong relationships between them.



SMSC/ PSED

Sense of belonging



Strengthening Parent Partnership

Expressing to parents that we are interested in the **whole child**. Most of a child's important experiences happen at home. **Celebrating and discussing these experiences.**

Rites of passage.

Being honest and open about what children can do.

Building on their previous knowledge and utilising their strengths and interests.

Being aware of each child's



It is important for teachers to remember that young children have rich lives outside the of the classroom too!



Who Am I?



To develop self-confidence/ security to show adults and children what they are capable of.

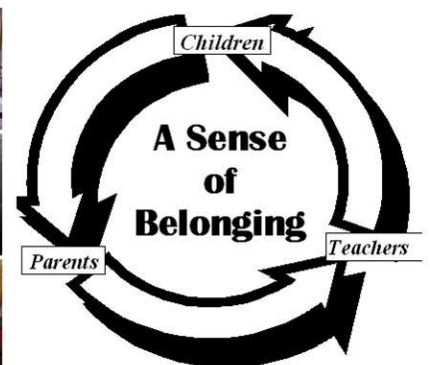
To be in a secure environment in which they know that they are safe and valued.

A learning community/ community learning contract. Children learn from other children.

Children are not empty vessels.

Knowing their place in the world... ambitious.

IDENTITY



Anticipating children's interests and responses.

Provoking ideas.

MIRROR, MIRROR
ON THE WALL,
Who's the SMARTEST
Of THEM ALL?



Communication and Language

Many of the children that we work with show some immaturities in their speech. They often use the word, "me" instead of the pronoun, "I". If child

Babies

Talking about how humans grow and change. The lifecycle of a human.

How human's develop; discussing and comparing babies and children.

Things babies have in common.



Family/ Culture - reflected in the home-corner and all aspects of the room.

Pets

History/ heritage. Family home and away.



Key Quality Literature

Be You!

Our Skin

The Ghanaian Goldilocks

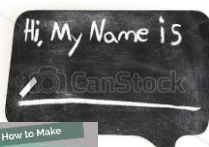
My Hair is a Garden



Opposite - disguise

Role-play; exploring clothing for different purposes/ uses and people.

Stories involving



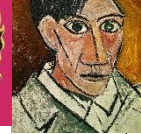
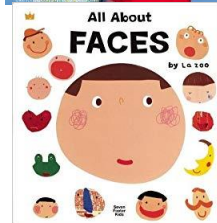
Diversity #selfie

Hair dressers role-play area.

Literature reflecting a range of cultures; Ghanaian Goldilocks

Black characters in resources such as baby dolls and small world toys.

Language; shade of



Faces Emotions. Draw feelings. Feelings related to colours. Light - linked to Diwali.

Parts - what do the eyes tell us? What is seeing?

Ascetate faces. Portraits. Famous portarits.

Different types of distorted portraits



An EYFS Historian will . . .

Talk about babies and the relationship this has with themselves.

Use the phrases, "When I was a baby . . ." and, "Now I can . . ." in order to make comparisons about their lives and skills over time.

Make comparisons and identify changes within their lives over time.

Sequence images in order to create a timeline of a human life.

Talk about their heritage in terms of family traditions and events.

Talk about their faces, skin and hair in relation to their family members. **UTW (Past and Present)**

(People, Culture and Communities)
(The Natural World)



An EYFS Scientist will . . .

Notice and talk about the season of Autumn and how the weather changes and compares to Summer.

Exploring living creatures at forest school.

Notice and talk about features of the Eco-garden.

Recognise and name features of the face and body.

UTW (The Natural World)



An EYFS Geographer will . . .

Talk about the immediate school environment and the physical and natural features present.

Talk about their homes and the local area of Sutton Hill.

Begin to develop an awareness of the world by looking at places their families have connections to.

UTW (People, Culture and Communities)
(The Natural World)



An EYFS Theologian will . . .

Explore and retell the Christian story of Christmas.

Visit a Christian church and talk about some of the features they observe.

UTW (People, Culture and Communities)



An EYFS Designer will . . .

Build using large and small scale blocks. Create representations of buildings including their homes and a Church.

Begin to use tools such as scissors and knives in the malleable area to snip and cut materials.

Begin to use materials and tools to join.

Use the skills of mixing, spooning, chopping, cutting and moulding during baking.

EAD (Creating With Materials)
(Being Imaginative and Expressive)
PD (Fine Motor Skills)



An EYFS Artist will . . .

Explore lines by making marks and drawing.

Create self-portraits.

Study the artist Paul Klee.

Explore colour by describing, sorting and mixing using a range of media.

EAD (Creating With Materials)
(Being Imaginative and Expressive)
PD (Fine Motor Skills)

