

# Dimensions Curriculum

## Explorers 1

Listening to Others



# Happy To Be Me

All About Me

# Happy To Be Me! Contents



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# Happy To Be Me!

## Outdoor Learning



- Add various materials to the construction area: real bricks, slate, stone and wood. Encourage the children to use their sense of touch and then talk about different textures.
- Provide a range of rollers and paint brushes for the children to make marks on the floor or on the graffiti wall. Encourage them to create visually bold images.
- Make a campfire out of sticks and tissue paper for the flames. Encourage the children to make meals for one another, cooking with pots and pans on the fire.
- Create outdoor 'house' areas using furniture, boxes, crates and planks.
- Use cars and wheeled toys to create role play areas linked to familiar events such as driving to the shops.
- Ask a member of the family to provide a plant, bulb or flower for each child to plant and nurture in a growing area.
- Create a basket / box of books, to take outdoors, with a senses theme.
- Use mark making materials to create large drawings and paintings on the floor of class members. Talk about size differences.
- Create a sensory footpath for the pupils to safely walk on with bare feet.
- Make a wish tree linked to pupils' friends. Listen to each other share wishes and hang them outside.
- Play hide and seek.
- Invite parents and carers to add resources to the outdoor area, such as logs, plants or other resources. Invite children from other classes in to the setting to play and learn with the children using the outdoor area. What can they learn from each other?



# Happy To Be Me! Continuous Provision

## Sand



- Stick pictures of the children's family members on wooden spoons. The children must find their family member and talk about them and listen to others while they share.
- Make sand castle houses.

## Construction



- Dress up as builders and work as a team to build their house.
- Make a model using their hands to mould the material e.g. salt dough. Concentrate on feel and texture.

## Maths



- Children have a photo of themselves. After measuring themselves against the wall, they stick their picture at their height and compare with friends.
- Draw around their hands and feet. Cut them out and organise into size order.





# Happy To Be Me! Continuous Provision



## Water

- Make a washing line above the water tray. Children pair socks and hang the baby clothes on it to dry.
- Add household items to the water tray and talk about floating and sinking.



## Creative

- Make a puzzle of themselves by printing photos on card, cutting it up and putting it back together again.
- Use cotton buds to make small models of themselves and talk about different body parts.



## Mark Making

- Children lie on the floor and use chalks to draw around each other.
- Wrap bubble wrap around rolling pins and explore making marks with coloured paint.
- Explore mark making using toothbrushes and toothpaste on black sugar paper.





# Happy To Be Me! Continuous Provision



## Malleable

- Use playdoh mats and pasta to create faces showing how they feel.
- Children make meals for their friends. Make the meals by adding different coloured paints to spaghetti.
- Print sounds in play dough using Duplo blocks.



## Role-Play

- Provide clothes linked to family members e.g. dad's jacket, granny's hat and act out family scenarios.



## Reading

- Read books that have a family theme. Ask the children to bring their favourite books to share with everyone.
- Do letter rubbings and then cut out the letters and stick them on coloured paper to spell out their names.
- Make a topic book all about themselves.







# Communication and Language

## Explorers 1



### Learning Objectives

### Possible Activities

#### Listening and Attention

- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds
- Listens to others one to one or in small groups, when conversation interests them
- Listens to stories with increasing attention and recall
- Anticipates key events and phrases in rhymes and stories

#### Understanding

- Understands simple sentences
- Understands more complex sentences
- Understands 'who', 'what', 'where' in simple questions
- Shows interest in play with sounds, songs and rhymes
- Identifies action words by pointing to the right picture

#### Speaking

- Beginning to put two words together
- Beginning to talk about people and things that are not present
- Holds a conversation, jumping from topic to topic
- Beginning to use more complex sentences to link thoughts
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences

- Daily time to share news and listen to others talking about everyday experiences.
- Use daily snack time as an opportunity to extend language by sharing news and comments.
- Use simple computer programs to extend language and promote listening skills.
- Listen to stories about families and familiar environments.

- Play simple board games and use construction kits in pairs and small groups to promote basic language skills.
- Use the opportunity of visitors, parents, carers and walks to widen language experiences.
- Use a range of information and story books about familiar family themes to promote good language skills.

- Encourage children to have the freedom to play and talk with staff and peers.
- Adult support and intervention, offering commentary and speech modelling, and open questions during play activities.





# Communication and Language

## Practitioner Notes



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# Physical Development

## Learning Objectives

## Possible Activities

### Moving and Handling

- Beginning to balance blocks to build a small tower
- Runs safely on whole foot
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles or lines
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Draws lines and circles using gross motor movements
- Uses one-handed tools and equipment such as scissors
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and use it with good control

- Dress dolls in different clothes. Use buggies to push the dolls around the space available.
- Respond to music in a large space. Move in different ways – crawl like a baby, walk like a toddler, stride like an adult.
- Use sand or water tray to make cups of tea, carry containers filled with sand or water and control their movements.
- Use large blocks or building equipment to construct familiar environments – my home, a garage etc.
- Talk about the different places where people might stay or live with their families. Construct tents, dens, trailers, boats using different materials.
- Use malleable materials such as clay and playdoh to make models of themselves and their friends.
- Use small world toys to create familiar environments.
- Have handwriting patterns and tracing picture cards with dry wipe pens.
- One-to-one with an adult, encourage the children to share their family experiences by making books.

### Health and Self Care

- Willing to try new food textures and tastes
- Clearly communicates their need for potty or toilet
- Helps with clothing
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
- Can usually manage washing and drying hands
- Dresses with help

- Teach how to put on, take off and hang up coats, jumpers and aprons.
- Talk about healthy eating during snack time or lunch time.
- Discussions about using the toilets, how to wash and dry hands and keep our bodies clean.

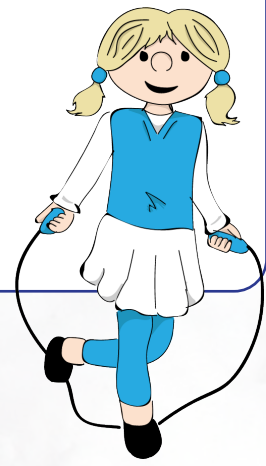


# Physical Development

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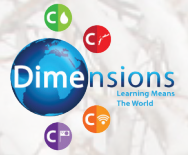
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# Physical Development

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# Personal, Social and Emotional Development



## Explorers 1

### Learning Objectives

### Possible Activities

#### Making Relationships

- Plays alongside others
- Plays cooperatively with a familiar adult
- Interested in others' play and starting to join in
- Plays in a group, extending and elaborating play ideas

- Play circle games and parachute games to stress the importance of being part of a group.
- Develop ways to resolve conflict, cooperation and listening skills using puppets, circle games and rounds.

#### Managing Feelings and Behaviour

- Can inhibit own actions / behaviours
- Begins to accept the needs of others
- Takes turns and shares resources, sometimes with support
- Adapts behaviour to different events, social situations and changes in routine

- Establish clear rules and routines in the setting with consistent behaviour management. Liaise with parents and carers to establish how children behave at home in order for you to support behaviour and ensure children understand the expectations in the setting.
- Promote and encourage positive behaviour.

#### Self-Confidence and Self-Awareness

- Explores new toys and environments but 'checks' in regularly with familiar adult as and when needed
- Separates from main carer with support and encouragement from a familiar adult
- Expresses own preferences and interests
- Selects and uses activities and resources with help
- Talks confidently to other children when playing
- Communicates freely about own home and community

- Invite parents / carers to settle the child in the setting with a book or activity before leaving each day.
- Celebrate children's achievements with adults, children and parents / carers.
- Encourage children's confidence and how they express their needs.
- Encourage children to talk about their home lives and their experiences in the community.
- Provide a wide range of accessible materials.
- Interact with individuals and small groups, allowing the children freedom to choose and explore while learning from their mistakes.
- Observe children's activity preferences and use careful intervention to help them develop.





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## Explorers 1

### Learning Objectives

### Possible Activities

#### Reading

- Interested in books and rhymes and may have favourites
- Repeats words or phrases from familiar stories
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principal characters
- Looks at books independently
- Handles books carefully
- Holds books the correct way up and turn pages
- Is beginning to be aware of the way stories are structured

- Encourage the children to look at books independently and listen to the stories being read out loud.
- Create book areas linked to the theme of myself.
- Collect other resources and toys linked to this theme and display with the books.
- Promote the taking home of books to share together with families.
- Opportunities for adults and carers to share books with individuals or small groups.
- Look at relevant information books together.
- Talk about the pictures in books. Give children opportunities to look at and respond to illustrations.
- Give opportunities for the children to discriminate between the different voices they have when singing, speaking, shouting, whispering, growling and speaking.
- Enjoy singing together using familiar songs with a family theme.
- Encourage the children to join in with action rhymes, stories and poems e.g. There was an old woman who lived in a shoe.

#### Writing

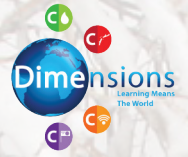
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

- Establish a writing area well stocked with a variety of books, paper, pens, crayons and pencils.
- Indoors and outside use easels, paint, chalk and chalk boards. Promote use of clipboards.
- Encourage and value writing in role – play e.g. shopping lists, telephone messages.
- Model writing and scribe language for children by an adult e.g. on displays or individual work.





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### Learning Objectives

### Possible Activities

#### Numbers

- Beginning to organise and categorise objects
- Selects a small group of objects from a group when asked
- Begins to make comparisons between quantities
- Uses some number names and number language spontaneously
- Sometimes matches numeral and quantity correctly
- Shows curiosity about numbers by offering comments or asking questions
- Knows that a group of things changes in quantity when something is added or taken away
- Knows that numbers identify how many objects are in a set
- Shows an interest in number problems

- Sing number songs and rhymes together.
- Count familiar objects and toys into hoops.
- Bring in photos of family members. Laminate them and count the sets. Group in different ways e.g. all the girls, boys, men, women, babies.
- Make large collage numerals 1-5 to hang up.
- Use stories and pictures as a counting opportunity, where appropriate.
- Match numerals to collections of objects.
- Compare collections of objects e.g. clothes, toys, furniture. Begin to use the language of comparison e.g. more, less, most, least, one more, one less.
- Paint pictures of friends. Talk about features linked to the senses e.g. hands, eyes, mouth, ears. Use language of comparison (same and different) when painting.
- Make collections of clothing and accessories e.g. hats, bags, shoes and use these to develop comparative language.

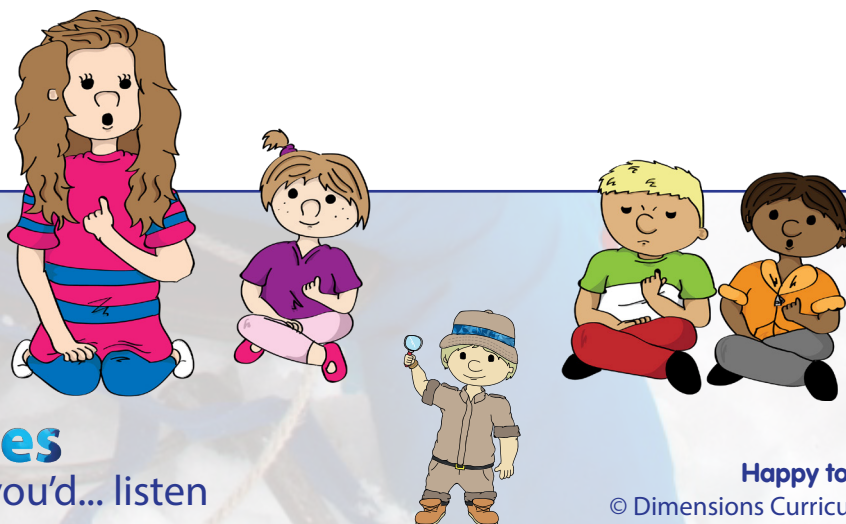
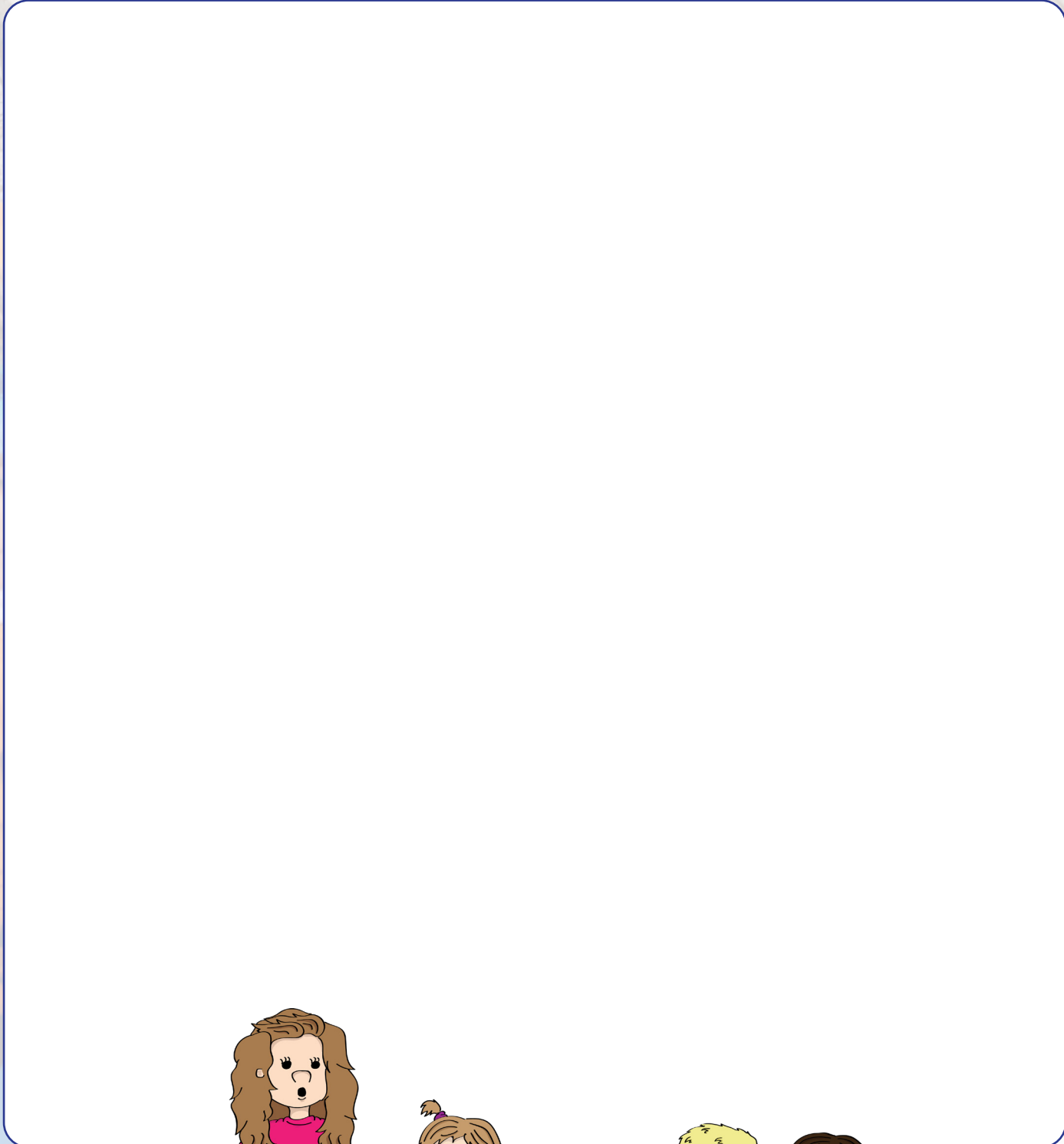
#### Shape, Space and Measure

- Uses blocks to create their own simple structures and arrangements
- Beginning to categorise objects according to properties such as shape or size
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Beginning to talk about the shapes of everyday objects

- Use construction and modelling materials to make models of people of differing sizes. Use appropriate language to talk about the models.
- Sort and match objects e.g. hair clips, socks, shoes, pictures.
- Provide sorting trays with small objects to sort.
- use shapes and objects to make people pictures and models with.
- Use age appropriate computer software to interact with relevant shape activities.
- Play Lotto and matching games with familiar household objects.



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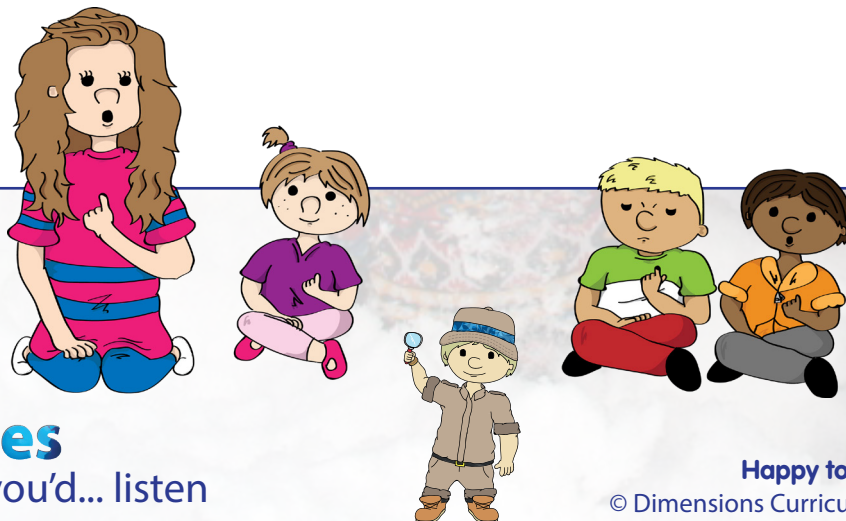




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# Understanding the World



## Explorers 1

### Learning Objectives

### Possible Activities

#### People and Communities

- Is curious about people and shows interest in stories about themselves and their family
- Enjoys pictures and stories about themselves, their families and other people
- Has a sense of own immediate family and relations
- Learns that they have similarities and differences that connect them to, and distinguishes them from, others
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends

- Begin to use language such as 'yesterday, tomorrow, soon, a while ago' when talking about personal experiences.
- Listen to each other share about special occasions they have experienced e.g. christenings, weddings, festivals, celebrations, bonfire night. Use books, stories, artefacts and objects to support discussions.

#### The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Enjoys playing with small-world models such as a farm, a garage or a train track
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Shows care and concern for living things and the environment

- Provide interesting and attractive resources to stimulate curiosity e.g. household objects, toys and artefacts.
- Encourage and respond to children's signs of interest and extend through questions, discussions and further investigations.
- Play alongside children in their self-chosen activities, offering encouragement, ideas and questions which encourage good language skills different features of the environment. Relate this to where children live and places they know.
- Talk about children's homes and places they visit e.g. at the weekend.

#### Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment
- Operates simple equipment such as turning on a CD player or using a remote control
- Knows that information can be retrieved from computers
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones

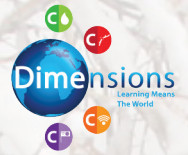
- Use age appropriate software and games to introduce children to the computer.
- Teach and model good mouse control.
- Show children how to operate equipment such as a digital camera or a CD / MP3 player to play their favourite songs or nursery rhymes.





# Understanding the World

## Practitioner Notes



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# Understanding the World

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# Expressive Arts and Design

### Learning Objectives

### Possible Activities

#### Exploring and Using Media and Materials

- Explores and experiments with a range of media through sensory exploration, and using whole body
- Moves their whole body to sounds they enjoy, such as music or a regular beat
- Begins to move to music, listen to or join in rhymes or songs
- Joins in singing favourite songs
- Experiments with blocks, colours and marks
- Sings a few familiar songs
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance

- Use familiar personal items, objects, food and clothing to explore textures and talk about. Introduce vocabulary such as 'shiny, rough, prickly, patterned, bumpy or jagged'.
- Use fingers to paint with.
- Make pictures and models of familiar items linked to experiences.
- Sing nursery rhymes, number rhymes and seasonal songs.
- Use appropriate music for children to listen and sing along to. Accompany singing with percussion.
- Play ring games e.g. The Farmer's in his Den.
- Provide for and support children in the use of a range of construction materials such as building blocks, Duplo, wooden bricks, Mobilo, play dough, clay.
- Introduce children to appropriate tools to use with different materials e.g. scissors, hole punch, glue spreader and cooking utensils.
- Provide opportunities for the children to participate in cooking activities to help explore the sense of taste. Find out which foods parents and carers cook at home and which experiences the children have for cooking at home. Encourage parents and carers to participate in cooking activities in the setting.

#### Being Imaginative

- Pretends that one object represents another, especially when objects have characteristics in common
- Beginning to make-believe by pretending
- Creates movement in response to music
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words

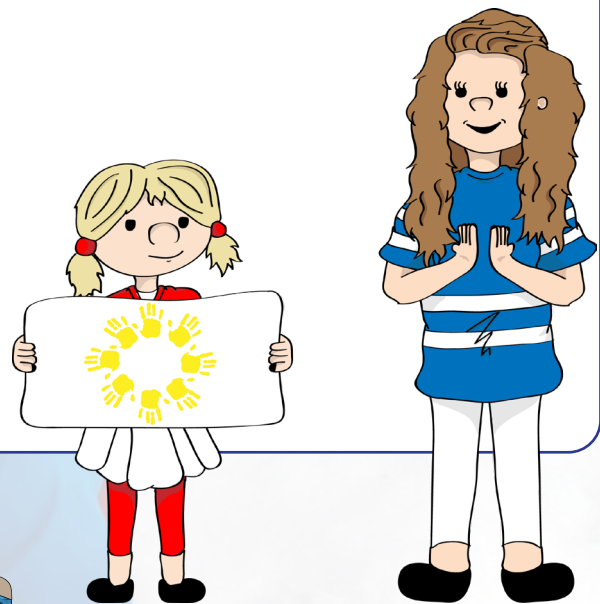
- Give children opportunities through role play, painting and music to express their thoughts, ideas and feelings. Encourage children to describe experiences.
- Create pictures of themselves using finger painting.
- Make printed pictures using footprints.
- Make models, songs, dances, artefacts and pictures linked to familiar experiences personal behaviour and social interactions.
- Encourage use of role play home area equipment e.g. microwave, washing machine, kettle and iron. Adults model for children to listen to and imitate.
- Develop role play activities linked to familiar experiences e.g. the home, the shops, the doctors. Dress up and create props to enhance the role play areas.



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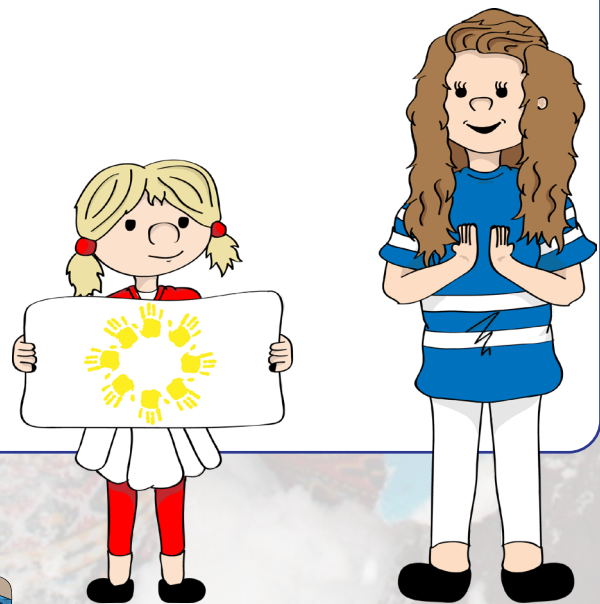




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*"Don't use it as a coaster,  
Don't shelve this book away,  
Don't put it on a crowded desk  
To look at another day.  
Above all else, we beg of you,  
(Please don't ignore our plea)  
We ask you not to copy it  
And give it away for free!"*

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## Explorers

