



Northern Ireland
Curriculum

There's no one quite like me

The main theme of this unit is self-identity and relationships with others. The learning activities encourage children to see themselves as unique and special and to develop an awareness of the important people in their lives.

Personal Development and Mutual Understanding: Foundation Stage Year 1

Strand 1: Personal understanding and health

Unit 1: There's no one quite like me

Complementary Unit: 'Living Together' 

**living
learning
together**



Teaching approaches

Creating a collage

Collages using a wide variety of textiles, papers, yarn etc. can be used to represent 'self'. They allow free expression and help children appreciate the ways in which messages can be communicated.

Drama / role play

This can help to heighten self-confidence by providing children with opportunities to take risks and to experiment with their own ideas. They can make decisions, solve problems and devise solutions in a safe, non-threatening environment

Using pictures

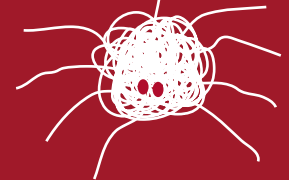
Pictures are an effective way of provoking discussion in class. They can begin to identify various aspects of the theme, and further discussion can help children explore an issue in some depth.

Circle work

A regular opportunity for Circle Work allows children to have more control, to talk about things they enjoy and do together. This develops their personal and social skills and attitudes in a relaxed way.

Agree or disagree

This is a useful technique for encouraging children to express their own opinion. They can do this either through engaging in discussion or physically placing themselves at different ends of the room to represent their opinion.



Key Experiences in developing themselves and their personal attributes

Building on Pre-school

Where children:

- feel secure and have a sense of well-being;
- are given encouragement and positive reinforcement; and
- receive consistent positive encouragement.

Where staff respect the children's views and ideas.

Working at Foundation Stage

Explore and discuss themselves and their personal attributes:

- exploring who they are;
- recognising what they can do;
- identifying their favourite things; and
- recognising what makes them special.

Moving towards Key Stage 1

Their self-esteem and confidence:

- feeling positive about themselves, and developing an understanding of their self-esteem and confidence; and
- becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals.

Progress in Learning

- I can recognise my own name.
- I can name my friends.
- I can name most of my facial features.
- I can talk about and share my experiences with others.
- I can ask different types of questions to find out about myself and my friends.
- I enjoy choosing an activity I want to do.
- I can concentrate on my choice of activity.
- I can describe what I like doing.
- I can recognise and tell what I am good at.
- I can name some of my favourite things.
- I know what makes me, me.
- I can work with a partner.
- I am beginning to talk about what I have done and learned.
- I can identify and name my family and safe/important people.
- I can talk about likes and dislikes.
- I will try something first before asking for help.
- I can independently collect what I need for a task.

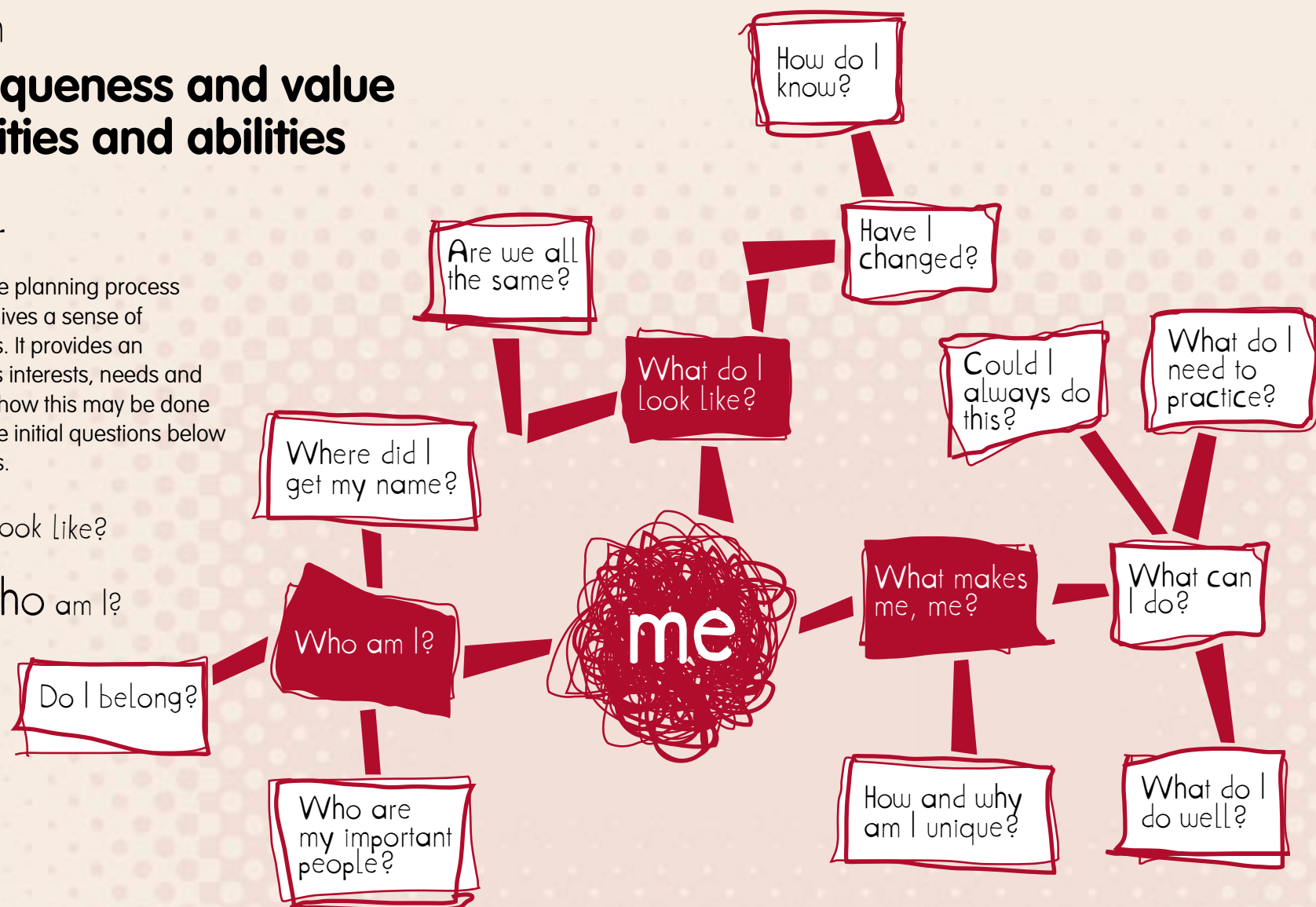
Learning intention

Recognise uniqueness and value personal qualities and abilities

Planning together

Actively involving children in the planning process provides a starting point and gives a sense of the current thinking in the class. It provides an understanding of the children's interests, needs and experiences. A suggestion on how this may be done is shown opposite, where three initial questions below are asked to begin the process.

What do I look like?
What makes me, me?
and who am I?



Thinking Skills and Personal Capabilities by the end of Foundation Stage

Managing information

Start with a focus. Ask and respond to questions to clarify a task;

Select (with help) information from materials and resources provided and suggest ways to obtain information;

Follow directions in relation to a task. Begin to plan; and

Identify and use simple methods to record information.

Thinking, problem solving and decision-making

Show their ability to memorise by recalling and structuring experiences and stories;

Make close observations and provide descriptions of what they notice;

Show the ability to sequence and order events and information and to see the whole/parts. Identify and name objects and events as same/different, put objects into groups; and

Make simple predictions and see possibilities.

Being creative

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;

Talk about their memories and experiences;

Play for pleasure and as a form of creative expression. Be willing to take on challenges; and

Experiment with ideas through a performance.

Working with others

Be willing to join in. Learn to work and play co-operatively;

Develop the routines of listening, turn-taking, sharing and co-operating;

Be able to learn from demonstration and modelling;

Be aware of how their actions can affect others;

Use words to suit different people and situations; and

Develop confidence at being with adults and other children in a variety of contexts.

Self-management

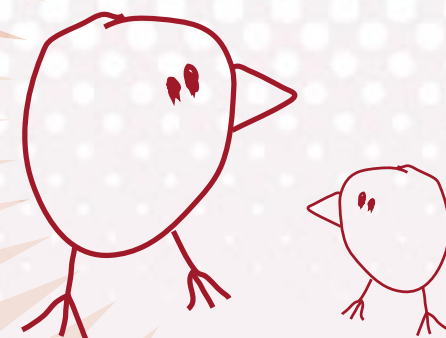
Talk about what they are doing and what they have learned;

Develop the ability to focus, sustain attention and persist with tasks;

Develop awareness of their emotions about learning, their likes and dislikes;

Be able to make choices and decisions; and

Ask an adult or friend for help.



Across the Curriculum: Connecting the Learning

The Arts



Own self image: free expression and communicating ideas about self

Outdoor Play



Role play in a variety of situations. Adopting different roles

Physical Development



Gaining confidence

Words and phrases I will hear and use

My name

I statements -
I am, I know,
I can

Names of friends and family

Special



My facial
features

Me

Unique

Learning activities

Activity 1 **The name game**

Focuses on the importance of our names and encourages the children to tell the story of their individual names.

Activity 2 **This is me**

Activity 3 **There's no one quite like me**

Through discussion in activities two or three children discover that they have distinguishing physical features. These are represented through their art.

Activity 4 **My important people**

Helps children to identify key people in their lives who keep them safe.

Activity 5 **Bear hugs**

Children explore feelings associated with exclusion and inclusion, and some simple responsibilities for the classroom are introduced.

Activity 6 **The whole day through**

Suggestions are provided to help foster self-esteem in the classroom throughout the year.

Learning activity 1: The name game

CORE CONCEPT

Names are an important aspect of identity. Learning the story of their names helps the children to know and value themselves.

SUGGESTED SUCCESS CRITERION

We will recognise and understand the importance of our own name and the names of others.

POINTS TO NOTE

If space in the classroom is limited, the Name Game could take place in the hall with the children sitting in a circle.

WHAT TO DO

- Game
- Let's Talk
- Decorating Special Names
- Display and Let's Talk

WHAT YOU NEED

- Speaking object for Circle Work
- Cards with the children's names written/printed on them
- Letter for parents (Resource B)
- Paints, collage materials

Game

Sit the children in a circle. Start the game by saying your own name, for example, 'My name is Mrs Thompson'. Pass the speaking object to the child on your right who says his/her name before passing on the speaking object. When the speaking object reaches you again, select a child and say, for example, 'Your name is Orla' before throwing the speaking object to her. Orla then chooses someone to throw the speaking object to but names the child before doing so.

EXTENSION Clap out the syllables of each other's names.



Let's Talk

Talk with the children about names and how important they are. Encourage the children to ask at home why their name was chosen and who chose it. The letter for parents can be sent home.

The children may also enjoy finding out and talking about their second names or any pet names they may have from their parents or carers. During circle work, allow the children to share these with the class.

Decorating Special Names

Distribute their name, one for each child. These could be hand written or prepared using, for example, WordArt (with open space) size 96 or above.

This will allow adequate space to decorate using a variety of mediums, for example crayons, markers, glitter or mosaic pieces. Their name can be used to denote ownership of work on classroom displays throughout the year or added to display work in suggested Activity 2.

Display and Let's Talk

Prepare a banner with the words: **'Special People have Special Names'** and place it above the display area. Invite each child to show their decorated name to the children. Encourage the children to say something about their names, for example why this name was given to them or why they like their name.

The children could also talk about other names that they are called and the name they like to be known by.

Extension Work

What does a name mean? If you have access to a baby name book, it may be interesting to read out what your and the children's names mean and to learn their country of origin.

As the year progresses and as the children's word recognition skills develop, use their name cards during a circle game. Deal three of the cards to a child and have them place the correct card on the floor in front of the named child. Encourage the children to help each other out.

Peter Julie
Sineada



Learning activity 2: This is me

CORE CONCEPT

Building children's self-confidence is central to the Personal Development Programme. It is important to help the children become aware of themselves as unique and worthy individuals.

SUGGESTED SUCCESS CRITERION

We will recognise and name all the features that make a person special and unique.

WHAT YOU NEED

- Paints and brushes
- Crayons
- Art paper
- Individual mirrors

WHAT TO DO

- Let's Talk
- Art
- Show and Tell

Let's Talk

Discuss the physical traits we may have in common: hands/eyes/ears/legs, and so on. Discuss the different coloured hair and eyes within the class. Encourage the children to name less frequently identified features for, example eyelashes, eyebrows, freckles, etc.

Invite two children to stand and ask the other children to identify how they are different, for example colour of hair/skin/eyes, shape of face/nose, boy/girl.

If there are twins in the class or school invite them to the class, and ask the children to say how they tell them apart. Explain that although the twins may look identical and it may be hard to tell them apart, each child is special and unique.



Art

Using individual safety mirrors, ask children to look carefully at their reflection. 'Is there anything you notice about your face that you don't remember seeing before?'

Ask the children to represent themselves. Use a variety of mediums: paint, draw, collage, sticky paper/tissue or fuzzy felt /Velcro. Encourage them to create large portraits. Alternatively, take digital photographs.

Show and Tell

Allow time for each child to say a few sentences about his/her picture. For example, 'My name is John. I am a boy. My eyes are blue. I have curly, brown hair'. This could be completed over the space of a week, allowing a small group of children to talk about their pictures at a set time.

Display the pictures. Can the children identify each other? If the children have individual name cards, these can be placed below their pictures.

Extension Work

Using individual digital photographs have the children create a frame for their photograph. Have them incorporate their identity into the frame using, for example their favourite colour, pictures from magazines of their favourite animal or their finger prints. Use a variety of materials.

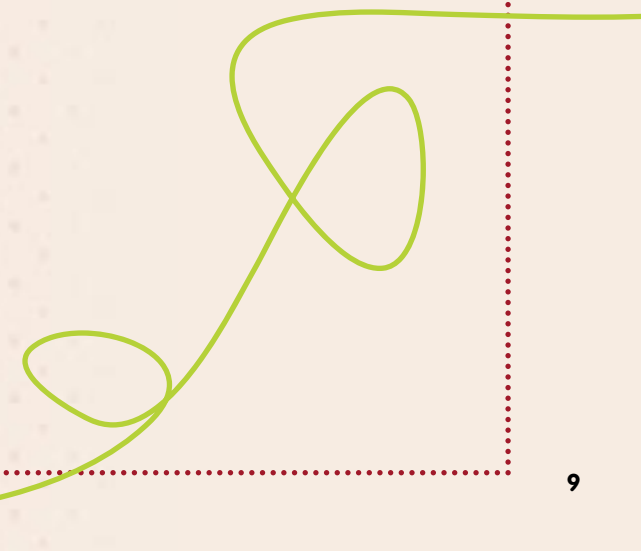
Using digital photographs of each child, ask the children to create their own 'sunshine' to star in! Encourage them to:

- use their hands to mix different quantities of red and yellow paint, and create a swirling effect with the tops of their fingers;
- create rays of sunshine coming out of their sun using their fingers; and
- take a mono print of the 'sun' (place a piece of paper large enough to cover the surface and press down lightly, gently peel the paper to discover the print) and allow to dry.

When the outline is cut out, place the digital photo in the centre and display with the names they created in Activity 1.

Repeat this activity later in the year when the children have more experience of drawing and painting. This time their picture could show them doing something they enjoy, wearing their favourite clothes. On completion, use a 'Show and Tell' session to allow each child to say a few simple sentences about her/his work, for example:

- **My name is Zoe**
- **I am a girl**
- **In my picture I am swimming**
- **I can swim with my armbands.**



Learning activity 3: There is no one quite like me

CORE CONCEPT

Recognising and accepting difference is an important aspect of inclusion.

SUGGESTED SUCCESS CRITERION

We will recognise, discuss and respect similarities and differences.

POINTS TO NOTE

Teachers need to be mindful of the diversity of abilities and needs within the classroom and recognise the positive aspects of all children.

WHAT TO DO

- Let's Talk and Print
- Unique Profile
- Pair and Share

WHAT YOU NEED

- Glue
- Scissors
- Inkpad
- Paint/crayons
- Paper

Let's Talk and Print

Recall for the class the discussion about twins. Explain that even though they might look the same and their handprints might be the same size, their fingerprints are different. No two people in the whole world have the same fingerprint. Encourage the children to make their own unique fingerprints printed in the colour of their choice, also highlighting for the children that they differ from others. Look closely at the lines and patterns on their fingers and the fingers of other children. Their printed fingerprints could be enlarged using the photocopier.

Promote discussion on the **theme of difference** by asking:

- What is the difference between this fingerprint and yours?
- What is the same between this fingerprint and yours?
- What is the difference between you and...(any child)?
- What things are the same about you and...?



Unique Profile

During the course of the week, remind the children to gather at least five items to form their unique profile. Take impressions of their hand either by painting and printing onto paper, drawing around and cutting out or by photocopying their hand. Cut out and glue the handprint onto card to form the top part of their profile. Fasten a piece of card to each of the paper hand's fingers and attach items, drawings or pictures that 'Make me, me,' for example an imprint of their finger print, a piece of fabric that shows their hair colour, a photograph of something they like doing or a favourite food or toy. At home, parents could write the statements onto each finger, for example 'I have black curly hair', 'I have freckles', 'I have a scar on my knee'. 'I love apples'. A digital photograph of the child could be attached to the palm of the hand.

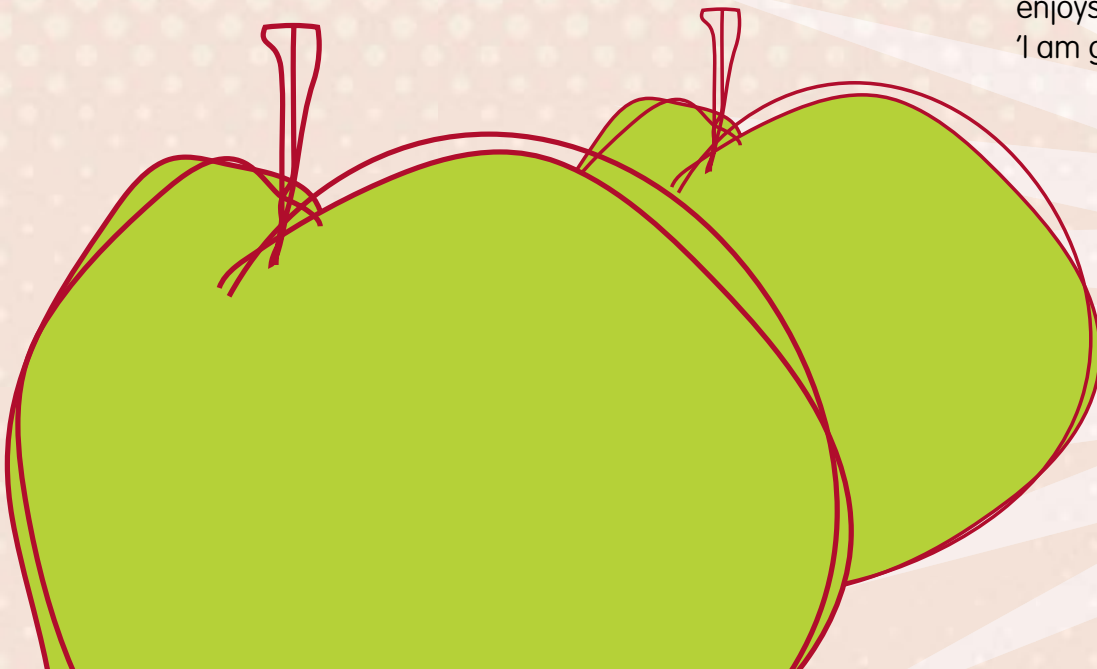
Pair and Share

Use a fair way of pairing the children. Then have each pair spend a few minutes comparing profiles. Encourage them to look carefully and see how they differ from each other. Ask the questions on the theme of difference as a starting point.

Explain the rules of the circle - only the person with the speaking object has the power to talk and everyone else has the power to listen. Then ask the children what they noticed when they were working in pairs:

- Did you look like each other in the photographs?
- Was your handprint the same size as your partner's?
- What did you notice about the fingerprints?

Think about other aspects of the person. In a circle tell each child one thing you have noticed that they are good at, for example, 'John is a good footballer', 'Emma is good at drawing' or 'Paul is a kind friend'. Invite each child to say one thing they think the person on their right enjoys doing. Alternatively, have each child complete the phrase: 'I am good at...'



i ♥ apples

Learning activity 4: My important people

CORE CONCEPT

Being part of a network of people and having caring adults in their lives helps children feel secure.

SUGGESTED SUCCESS CRITERION

We will recognise and name people who help keep us safe.

POINTS TO NOTE

A short note to remind parents about the family member photograph, and magazine cuttings of people/services who keep us safe, could be included as part of their home learning.

WHAT TO DO

- Story
- Let's Talk
- Let's Draw
- Collage

WHAT YOU NEED

- James' story (Resource A)
- Letter for parents (Resource B)
- Crayons and paper



Story

Have the children sit in a circle and read James' story. Ask the following questions to discuss the story:

- Who helped James?
- How did they help keep him safe?
- How did James feel when his Mum told him that Emma was too sick to go to school?
- How did he feel when Claire bumped into him?
- What did he tell Emma when he went home?

The children should be encouraged to share times they felt as James felt in the story - sad, scared, worried, proud, happy etc.

Let's Talk

Remind the children of the roles that different characters in the story played in helping keep James safe. Encourage the children to draw up a list, with your help, of the people who kept James safe. Ask the children to think of their own day. Select one child and write a list of the people who help keep him or her safe and place it next to James' list. Draw out similarities and differences.

Let's Draw

Explain that you want them to think about one important person who helps keep them safe. Ask them to draw this person. As they are working, move around the classroom and write, or help the children to write, the name of the person they have chosen. When the pictures are complete, have the children return to the circle and let each child show their person, say his/her name and tell how this person helps keep them safe. Collect all the responses and create a big book to share.

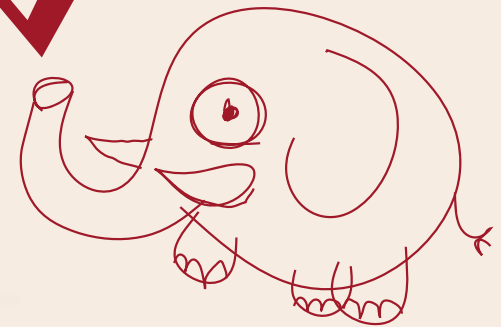
Collage

Remind the children of the photographs to be brought in from home. Display their photographs with a speech bubble saying:

**I keep
(name of child)
safe by...**

Surround the photographs with the additional pictures cut from magazines of other people/services who keep them safe.

In a follow-up discussion, emphasise that these are people we trust and if the children are feeling worried or scared or sad, they should talk to one of these people.



**keeping
me safe**

Learning activity 5: Bear hugs

CORE CONCEPT

Young children are by nature egocentric and have to be helped realise that they are part of a network of people. Becoming aware of the needs of others is a gradual process.

SUGGESTED SUCCESS CRITERION

We will recognise, explore and discuss the feelings associated with exclusion and inclusion.

POINTS TO NOTE

Bear Hugs is like musical chairs, but it is the mats rather than the children that are put out. It is best played in the hall. Musical chairs is played at the beginning of the lesson. As an alternative this activity could be divided into two, with Musical Chairs being played on an earlier occasion.

WHAT YOU NEED

- Mats
- CD player
- Music

WHAT TO DO

- Warm-up and Game
- Let's Talk

Warm Up and Game

Do a normal warm-up activity with the children, moving quickly about the hall, in and out of all the spaces, changing direction and taking care not to bump into anyone else. Play a game of Musical Chairs. If the children are unfamiliar with the rules, explain them.

Tell the children that you are going to play another game called Bear Hugs. Place a number of mats/hoops around the room. Explain to the children that while the music is playing they must move around the room. When it stops and you call Bear Hugs, they must find others to form a group, link arms and stand on a mat together.

Each time you restart the music, remove a mat (or mats) and call Bear Hugs when the music stops. As the size of the groups increase two mats can be placed together to accommodate the children safely. Finally, only one area for the Bears to congregate should remain - this can be any number of mats joined together. When the music stops, call All Bear Hugs. There will be a great deal of laughter as the children try to get everyone on the mat(s). **You should join in too!**



Let's Talk

Seat the children in a circle. Ask them if they enjoyed Bear Hugs. Invite them to give you as many words as possible to describe how they felt while they were playing Bear Hugs. Did they like playing Musical Chairs? Ask them to describe how they felt as they played. What is the difference between the two games? In Bear Hugs everyone stays in the game and everybody wins; in Musical Chairs all except one winner are put out of the game. Which game do they prefer? Many children

enjoy the competitive element of Musical Chairs. However the fact that they all win in Bear Hugs should be emphasised. In the classroom, ask the children to think and talk about times when they were left out: How did it feel? Have they ever left someone out of a game?

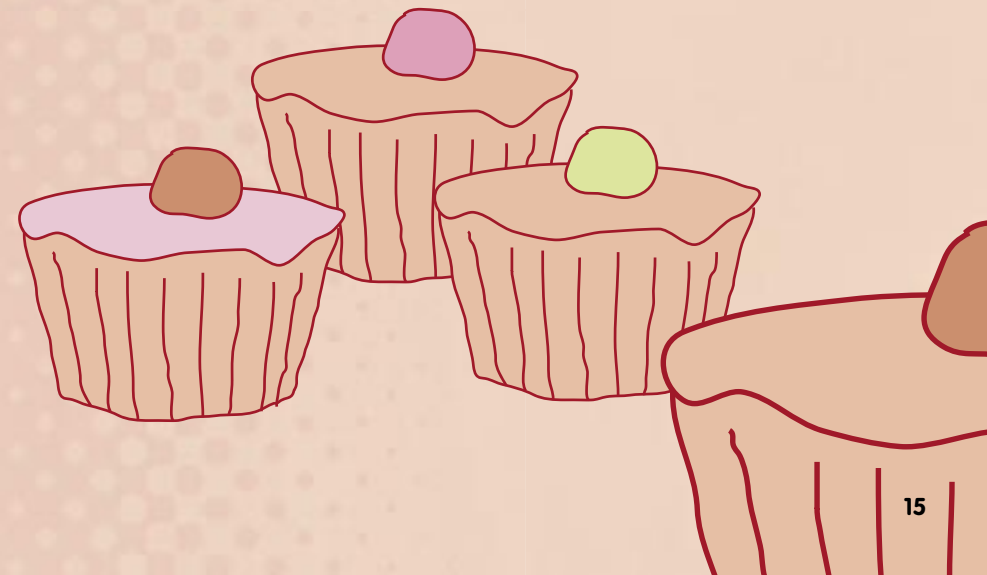
Extension Work

Introduce simple 'Class Responsibilities'. Draw up a class list of responsibilities that the class will agree to adhere to. For example: 'We care for our library books', 'We share our toys', 'We take turns during play' or 'We let everyone play'.

Display the responsibilities alongside visual cues, for example actual digital photographs of the children illustrating these responsibilities.

These will provide a focal point and visual reminders for the children when incidents arise. It is a good idea to notice and mention the children keeping rather than breaking the 'Class Responsibilities', for example 'I am very pleased to see Adam sharing the crayons with David and Melanie'.

A simple way of modelling inclusion is to rotate the children's jobs or tasks during the term.



Learning activity 6: The whole day through

CORE CONCEPT

We need to be sure that we appreciate children's essence, not just their external accomplishments. Being ourselves and being kind and considerate of others to the best of our own nature are major accomplishments too.

SUGGESTED SUCCESS CRITERION

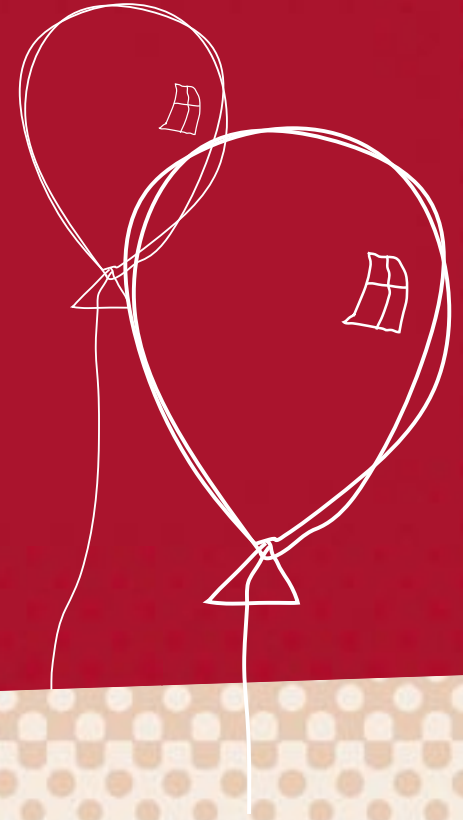
We will value all contributions in class.

WHAT YOU NEED

- Strips of coloured paper

WHAT TO DO

- Welcome
- Paper Chain Achievements
- End of the Day
- Just for Being You
- Thank You Letter



Welcome

During the daily routine, point out how important it is to feel welcome in class. Ask the children to suggest how they make others feel welcome. Examples might include greeting them when they arrive, smiling at the person, asking them how they feel or making them feel relaxed and happy.

Explain that small everyday things like a greeting in the morning can mean a great deal to people, as it acknowledges that they are important and a valued member of the class.

Talk about how different cultures have different ways to welcome. Use different nationalities in the class or community to greet each other by, for example:

- Bowing their head with hands in prayer gesture (Asia).
- Bowing from the waist (Japan).
- Kissing both cheeks (France).

Agree that each morning the class will be welcoming and make everyone feel important and involved. Use the greetings explored or make up new gestures or types of handshakes to greet each other.

Paper Chain Achievements

Support the children in solving problems. Each time they solve a problem or achieve a personal goal, add it to the class 'Personal Power Paper Chain'. Use thin strips of coloured paper and scribe what the goal achieved or problem solved was. For example:



At the end of each day or week, as appropriate, read through the personal achievements, allowing time for each child to be congratulated. Children glue or staple the ends of their paper to form a ring and attach it to someone else's. As children achieve more, add links to the chain as tangible evidence of their personal accomplishments. Encourage them to take responsibility for keeping their paper chains up-to-date.

End of the Day

At the end of a day or week, set aside a time to share and celebrate group and individual achievements. Make parents aware of the celebration by providing them with a written record of the achievement.

Thank You Letter

Write a thank you letter to your children at the end of each term, thanking them for being 'them'. Point out ways that they helped and supported you. See how you feel when you have done this and see how the children feel to have that sort of acknowledgement.

Just for Being You

Why not include this well known chant at different times of the day:

2,4,6,8, who do we appreciate?

3,5,7,9 Who do we think is mighty fine?

Response...(name)! x3



Resource A

Personal Development and Mutual Understanding **Red Unit**

Learning activity 4 : *My important people*

James' Story

James walked to school every morning with his big sister, Emma. She held his hand and helped him cross the road safely. Some mornings when he took a long time getting ready she would call - **'Hurry up slowcoach or we'll be late,'** but she was never really cross with him. Emma was a very kind big sister. Once when some bigger boys had been picking on him in the playground, Emma told them to leave James alone or she would tell Miss Cosgrave, the principal.



Then one morning Emma was too sick to go to school. James was worried and he asked his Mum who would bring him to school and look after him. **'Don't worry James,'** smiled his Mum, **'there are lots of people who will help you until Emma is better. Your friend Paul and his dad will be here soon to walk to school with you.'** Sure enough, Paul and his dad arrived a few minutes later. James called goodbye to Emma and went off to school. At the crossing, the school patrol person said good morning to James. **'Where's Emma today?'** she asked. James told her that Emma had to stay in bed for a week because she was sick. **'Well, I'll be here every day to make sure you cross the road safely,'** said the school patrol person.

Paul's dad said goodbye to the boys at the gate and they hurried into the line with the rest of their class. James really liked Tuesdays. In the morning they went to the hall for P.E., and when they came back the teacher always told them a story.

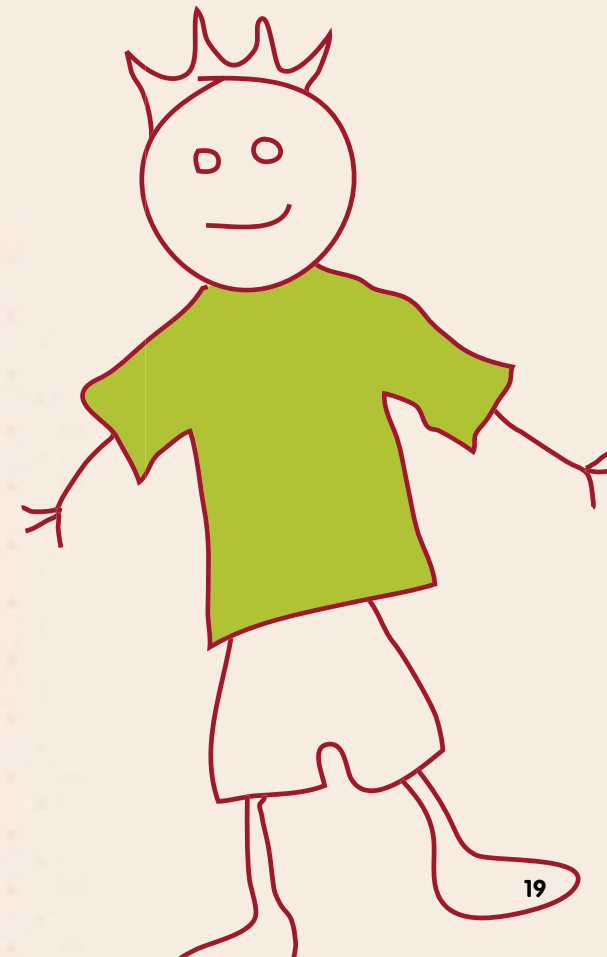
At break-time, James walked around the playground on his own. He looked for his pals Kevin and Paul, but he couldn't see them anywhere. The playground was noisy and full of children playing football, skipping or chasing. Just then, Jane, a big girl from primary six bumped into James and knocked him over. He started to cry. Jane helped him up and said

sorry. Then she took him over to Miss Mullen who was in the yard. Miss Mullen put a plaster on his knee. She called Lucy over. Miss Mullen asked her to keep an eye on James until Emma was better. At lunchtime, when the children were in the playground again, Lucy came over to see if James was okay. He was playing with Paul and Kevin. Lucy noticed that his shoelace was open. Instead of just tying it herself, Lucy showed James how to do it. He was very pleased when he managed it after just a few tries.

That afternoon his Granny was waiting at the gate to take James and Paul home. His mum was back at the house looking after Emma. When James got home, he ran upstairs to see Emma. The doctor was just about to go. **'Hello, James,'** said Dr. Diver. **'Hello, Dr. Diver,'** said James. **'Is Emma better?'** **'Well,'** said the doctor, **'I've given her some medicine so she will be better soon.'** After the doctor left, James sat up on the bed beside Emma and told her all about the people who helped him that day. He even opened his shoelaces to show her how he had learned to tie them.

EXTRA

class hand puppets could be used to enhance the story



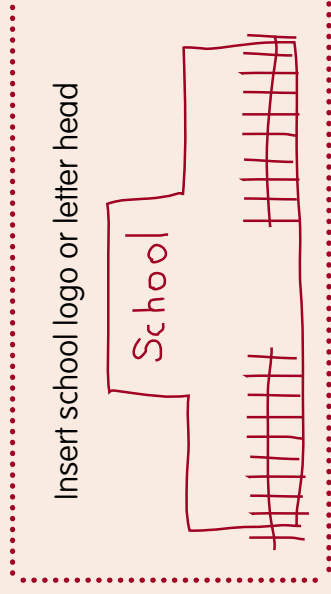
Resource B

Personal Development and Mutual Understanding **Red Unit**

Learning activity 1 and 4 : The name game and My important people

Letter for Parents





Date

Dear Parent(s)/Carer(s),

Over the next few weeks we will be learning all about what makes each child special and unique and the people in their lives who help keep them safe. To help us with this, we would be grateful if you could talk to your child about some of the questions below:

- How did your child get their name? Is there a family story about your child's name? Would you share it with them?
- Who chose their name? What do you like about their name? What does it mean?
- Talk about your own name: What do you like/not like about it? Talk about your first, middle and last name.
- Do other people spell your name incorrectly or mispronounce it? How does this make you feel?

The children will also hear a story about a little boy called James and the people in his life who help keep him safe. It is important that young children can recognise and name people that they trust. Together we will learn that they should talk to one of these people when they feel worried, scared or sad.

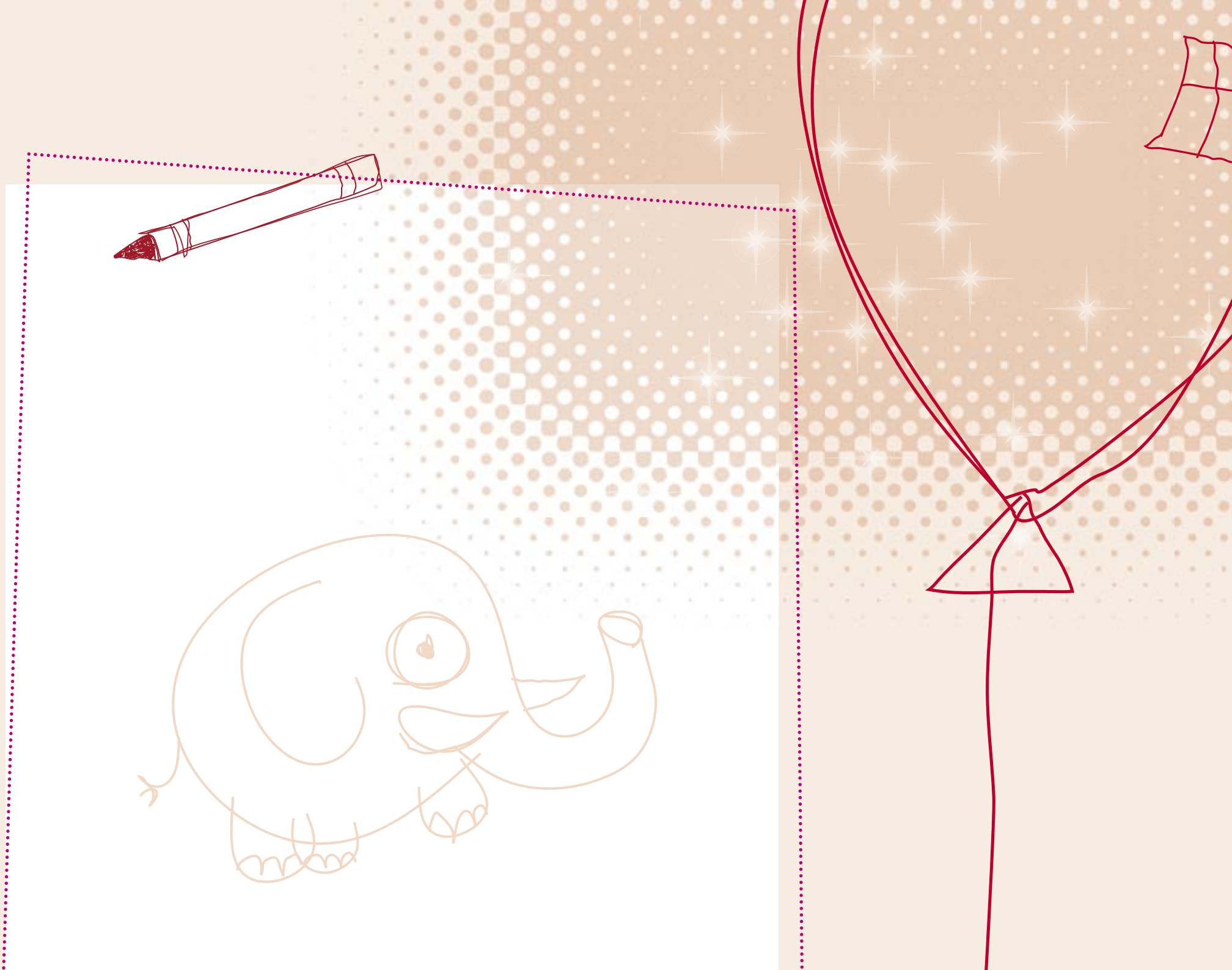
I'd also ask you to help your child to find and bring in a photograph of someone in their family, then share with your child how that person helps keep them safe.

These photographs will be used for a class collage and display. In addition to the family member(s) photographs, please help them find and bring in pictures from magazines of other people/services who keep us safe in our community, for example a child minder, fire fighter, paramedic or doctor.

It would help us if you would write your child's name on the back of each photograph.

Thank you for your help!

.....
Class Teacher





Suggested stories

Anholt, C and Anholt, L **What I Like**
(1998) Walker Books Ltd 0 7445 6070 5

Ashley, B **Cleversticks**
(2002) Picture Lions 0 00 663855 4

Brown, R **Helpful Henry**
(2003) Andersen Press Ltd 1 84270242 4

Churchill, V **Sometimes I Like to Curl up in Ball**
(2001) Gullane Children's Books 1 8623 3253

Donaldson, J **The Gruffalo**
(1999) Macmillan Children's Books 0 3337 1093 2

Goldhor, S and Lerner, H
Franny B. Kranny There's a Bird in your Hair
(2002) Walker Books Ltd 0 7445 8951 7

Hughes, S **Alfie's Feet**
(1997) Bodley Head Children's Books 0370 324552

Hutchins, P **Titch**
(1997) Red Fox 0 0992 6253 3

Inkpen, M **Nothing**
(1995) Hodder Children's Books 0340 646500

James, S **Little One Step**
(2004) Walker Books Ltd 1 8442 8467 0

Parr, T **The Okay Book**
(2004) Megan Tingley Books 0 3169 0809 6

Parr, T **This is My Hair**
(2004) Megan Tingley Books 0 3169 0811 8

Parter, J and Rogers, P **Nearly But Not Quite**
(1999) Red Fox 009 9714213

Ross, T **I Want To Be**
(2001) Picture Lions 0 0066 4357 4

Dr Seuss **Oh the Thinks you can Think!**
(2004) Collins 0 0071 7315 6

Willis, J **Susan Laughs**
(2001) Red Fox 0 0994 0756 6

Suggested songs and rhymes

Nicholls, S
Bobby Shaftoe Clap your Hands
(1992) A & C Black 0 7136 3556 8

Nicholls, S
The Handy Band
(2004) A & C Black 0 7136 6897 0
"Special things I do"
"Superhero"
"Well done, hip hooray"

Sanderson, A
Me: Songs for 4-7 Year Olds
(1997) A and C Black 0 7136 4800 7
"Me, I'm great!"

Suggested additional resources

Story Sacks

People at Work Glove Puppets
Spectrum Educational

Positive Attitude Ball
www.incentiveplus.co.uk

