

Cambridge Early Years

Digital Teaching Resource 2



Block 2 Home and buildings

In Communication and Language, for First Language English, we will focus on texts about sports and outside activities, and how we learn to achieve new skills by trying, following instructions and listening to advice. Children will see that texts for different purposes look different, and will show enjoyment of texts and good listening, as well as using talk in different ways, such as clarifying, reflecting, sequencing and expressing preferences.

Children will respond to questions and begin to show some awareness of experiences over time. They will also explore non-verbal communication and the language of imaginary settings. They may enjoy attempting to write during some of the activities.

In Communication and Language ESL, we will focus on texts about buildings and homes – big and small. Children begin by exploring language to construct and answer questions and to express ideas, before using prepositions and experimenting with new words and concepts.

In Mathematics, we will focus on counting objects that we can touch and things that we cannot touch, now extending up to 10. Children will learn how to order numerals from 0 to 10 and begin to use the language of 'one more than', 'one less than' and 'one fewer than'. Children will also learn the days of the week and they will create a visual timetable to begin to understand what types of events take place at different times of the day. Finally, we will make some simple clocks and practise saying the time using 'o'clock'.

In Let's Explore, we will focus on homes and buildings, sharing what our homes look like and exploring the insides and outsides of different types of buildings from all over the world. We will visit some buildings to look at what materials were used to build them, and children will create their own craft models of buildings.

Working wall: Begin a working wall where children can revisit parts of the text explored and display their work, and practitioners can keep learning statements explicit.



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FLE Communication and Language

Week 1: Learning to surf

In Communication and Language this week, we will focus on a fun and engaging picture book from Barbados that provides opportunities to explore what it means to try, try and try again when learning something new. Children will listen and follow instructions to explore balance, and answer questions about the story itself.

Safety tip:

Ensure that outside or large equipment provided for exploring balance is well maintained and safe for the children to use.

Continuous provision

- **NEW Child-initiated play:** As you play alongside children, listen in and encourage children to explain what they are doing and join in the discussion with their own questions.
- **Writing/mark-making area:** When children are engaged in the writing/mark-making area, you could prompt them to scribe and copy captions from books, posters or signs from around the setting to practise their writing skills.
- **Outside area:** While children are playing on large play equipment, you could support and challenge them to follow simple instructions during play. As they do, encourage them to use non-verbal communication, in addition to verbal language, in an appropriate and meaningful way.

Spontaneous teachable moments

Children respond to the story song and show they are ready to listen. Take the opportunity to discuss how we display 'good listening' and 'enjoyment', for example, by focusing, not fidgeting, smiling, even laughing!

Activity	Outline of learning content
1 Read the story aloud	Show they are ready to listen, and that they recognise how to enjoy a story. Discuss what they enjoyed about the book, and what made them laugh.
2 Key messages	Search the book to explore the key messages. Join in with statements and questions, and create a class poster about surfing.
3 Following instructions	Follow simple instructions to explore balance, using outdoor equipment to represent the surfboard in the story. Their efforts may be captured as photographs, and some may wish to attempt to write a caption.

Activity 1: Read the story aloud

Learning statements

- **2CL.FLEc.06** Listen with enjoyment to stories, songs, rhymes and poems, and respond to them, including by making up their own stories, songs, rhymes and poems.

Resources

Story (*Learning to surf*).

Activity guidance

- ♪ Sing the Storytime chant to alert children to story time, and to settle them ready for listening.
- Ask *Can you show me that you're ready to listen to the story?* Draw attention to children who are still, sitting quietly and looking at you or the screen, to encourage others.
- Ask *How will you show me that you're enjoying the story?* Yes, you may be sitting very still, look at the pictures carefully, smile, laugh, etc.
- Show children the book cover and ask *What do you think this story is about? Why?*

BLOCK 2: Home and buildings

- Tell children the book title and explain that the story is about a boy who is learning to surf. If necessary, describe and explain what surfing is. You could ask if any children have been to the seaside, and if they tried surfing themselves, or if they have seen others surfing (at the beach/on television/in books)? If so, prompt them to chat about their experiences.
- Read the story aloud. Point to key items as they are mentioned in the story to help children follow the story and support attention.
- Talk about enjoyment as you read it, pausing where you can highlight signs of children's enjoyment:
 - *What made you laugh on that page, [X]?*
 - *Show me the part of the picture that you like here.*
 - *That's a funny/strange word, isn't it? (e.g. 'snorkelling')*
 - *What page of this story did you like best? Why?*
- Talk about the story and children's own experiences, aiming to build on their previous comments about enjoyment. Be mindful of possible sensitivities when talking about children visiting grandparents or going away on holiday.

Listen and observe

Support:

- If children are struggling to focus and engage with the story, bring them closer to ensure that they can see the pictures.
- Provide a structure for children to respond, for example, *Did you enjoy this picture or this picture best? Why?*

Challenge:

- If children are listening well and with enjoyment, invite them to talk about their favourite page, perhaps inviting them to hold the book and talk to the group.

Activity 2: Key messages

Learning statements

- **2CL.FLEc.11** Use talk to find out more information and to clarify ideas, for example, asking questions to find out more about people, talking about activities to decide what to do next.
- **2CL.FLEc.17** Contribute to discussions within a group, using simple statements and questions.

Resources

Story (*Learning to surf*); FLE Activity sheets 2.2.1.2 to 2.2.1.4: Picture cards of the items in the story: (sea/surfboard, advice from others/balance, healthy food/resilience, time in the sea/practice); paper for adding children's own ideas; caption-sized pieces of paper for scribing and to match to pictures.

Activity guidance

- Show the book pictures and the picture cards (FLE Activity sheets 2.2.1.1 to 2.2.1.4). Invite children in turn to select and discuss the pictures, and what is important for learning to surf. Ask:
 - *What does the book tell us about what you need to learn to surf? (the sea, a board, advice/tips, balance, eating right/good diet, trying and trying again/resilience, taking time/patience, practice)*
 - *Does anyone have other ideas to add?*
- Ask children to use talk to find out more and to clarify their ideas, for example:
 - *What else would you like to know about surfing?*
 - *I wonder what Gran means when she says: 'It'll come in time.'*
 - *Why does he say his little sister already thinks she can surf?*
 - *What does this picture tell us about learning to surf?*
- Encourage children to join in with their own questions. Ask *Who wants to ask a question about learning to surf?*
 - You could capture the key messages discussed, and scribe captions for the picture cards to create a poster display for the working wall.

Listen and observe

Support:

- If children are not joining in, or are dominating, ensure that you manage this with interventions:
 - *Let's give everyone a chance. Let's hear what Child x has to say...*
 - *Would you like to tell me about... Child x?*
 - *Do you have a question, Child x?*

Challenge:

- If children are participating confidently, invite them to answer some more challenging questions:
 - *I wonder what surfboards are made of?*
 - *What is that on the surfboard? (a fin) What do you think it does?*
 - Invite children to contribute their own ideas about what might be needed to learn to surf.

Activity 3: Following instructions

Learning statements

- **2CL.FLEc.07** Show understanding of simple instructions with at least two stages by responding appropriately, including asking questions to clarify them.

Resources

Large indoor or outside play equipment to promote balance (e.g. blocks, beams, benches, different shapes, wobble boards, low see-saw, bikes and scooters).

Safety tips:

- Make sure all equipment is safe for children to use and explore. Has your equipment area got a safety surface for falls? Does your setting require children to wear safety helmets on some equipment, for example, bikes?
- Remind children about how to take care of themselves and each other when using the equipment.
- Ensure that there is sufficient space around each child to avoid collisions with other children and objects.

Activity guidance

- Explain to children that you need to be good at balancing to learn to surf. Pretend that you are balancing on a surfboard by standing with your legs slightly apart and arms out, and encourage children to copy you.
- Ask and instruct *Who can balance on one leg? Change legs! Change legs! How long can you balance on one leg for? What can help us to balance?* (Holding on to something, using your arms out to the side, keeping your eyes on something still to help focus, etc.)
- Invite children to explore the different ways they can balance in the large play area and how well they manage. Consider creating a balance pathway or circle using blocks and bricks for children to try before venturing to the larger equipment. Ensure that equipment is well set out, and safety helmets are available if required.

- Where possible, intervene and give clear instructions for children to respond to. Ask them to find a piece of equipment they think will give opportunities to practise balancing. Remind them to focus, use their arms out to the side (unless on a bike or scooter), or bend their knees to see if that helps balancing.
- Take photographs of their resilience, and create a display or book of achievements together ('We can balance!') to add to the working wall. Some children may wish to attempt to write a caption for the working wall.

Listen and observe

Support:

- If children are finding it difficult to follow instructions to help them balance, hold their hands and coach them one-to-one. Also try giving instructions in smaller chunks to allow for processing.

Challenge:

- If children are following instructions well and responding confidently, suggest a new circuit for them to explore, or ask them to create their own balance circuit using blocks and benches.

ESL Communication and Language

Week 1: In the city

In Communication and Language this week, children will explore a rich and engaging non-fiction book providing opportunities to explore the sights and sounds of life in the city. They will listen, explore new vocabulary, and build their own city themselves.

Safety tip:

Ensure that outside equipment is well maintained, safe and not slippery, as children may want to use this equipment to explore how to balance.

Continuous provision

- **Construction and small world play area:** Enhance the construction and small world play area with blocks of different shapes, colours and sizes for child-initiated play and exploration around the theme of buildings and vehicles. Encourage children to use key vocabulary, such as size and colour words, to describe the buildings and vehicles ('cars made from blocks', etc.) they are 'building' as they play, prompting them with simple questions.
- **Art area:** Enhance the art area with paints and different-sized sponges so children can experiment with creating sponge paintings (Activity 3). Listen in and model expressing ideas and sharing opinions as well as using simple instructions as a prompt, for example, *That's pretty! Put the red sponge here. Where will you put the green star? Which colour are you going to choose next?* etc. Children could present their sponge paint buildings and engage in discussion about them with their classmates.
- **Library/reading area:** Enhance the reading area by adding a selection of texts about life in cities or towns and vehicles (modes of transport). Ask simple questions to encourage children to talk about the pictures they explore in the books during their play, for example, asking what they can see, describing things in the pictures. Model choosing and handling books for children to copy.

Spontaneous teachable moments

Explore opportunities that spontaneous outdoor sounds offer, particularly if you teach in a city. Challenge children by asking open and closed questions, for example, *What's that noise? Is it an aeroplane, train, helicopter, ambulance? Can you mimic the sound?*

Activity	Outline of learning content
1 Read the story aloud	Show they are ready to listen to and enjoy a story about buildings, vehicles and life in the city.
2 Exploring vocabulary and key language	Begin to show understanding of key vocabulary by identifying buildings and vehicles (modes of transport) in a large, busy 'In the city' poster.
3 My special building	Design, construct and answer questions about their own special building for your city display.

Activity 1: Read the story aloud

Learning statements

- **2CL.ESLc.34** Enjoy listening to different types of short, simple texts that are accompanied by pictures, responding using simple words.
- **2CL.ESLc.04** Enjoy and begin to listen attentively to short, simple stories, accompanied by pictures, to show appreciation of spoken language that does not include rhythm and rhyme (prose).
- **2CL.ESLc.37** Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words.
- **2CL.ESLc.11** Show understanding of the main point of short, simple talk, including during play and everyday situations.

Resources

Story (*In the city*); copies of the story in the Library/reading area; construction blocks of different shapes, colours and sizes; toy cars, trains and buses; fiction and non-fiction books about buildings and vehicles.

Key vocabulary

There is/are...
buildings, school, shops, hospital, houses, city
How many...? What colour...?

Activity guidance

- ♪ Sing the Storytime chant to alert children to story time, and to settle them ready for listening.
- Show children the book cover and ask *What do you think this story is about? Why?*
- Explain to children that the book is about life in a city. Ask *Can anyone tell me what a city is?* Accept answers in home language and second language.
- Read the story to the children. Focus on the inside cover and encourage children to identify any buildings or vehicles they can see – prompt them to respond with simple words and phrases.
- As you read, pause and ask questions about the pictures accompanying the text, for example, *What colour are the buildings? How many animals can you find? How many noises are there?*

- Follow up with talk about how similar the city in the story is to their own village, town or city. Children may offer simple verbal responses, or non-verbal ones by pointing to similarities or differences on the story pages.
- In the construction area, make available blocks of different shapes, colours and sizes for children to experiment with designing and constructing their own buildings. Add toy cars, trains, buses and any other vehicles available in the toy box for a pretend city. Encourage children to talk about their creations as they play. Prompt children by asking simple questions, for example, *What are you building? Is this a car? What sound does your car make?*

Listen and observe

Support:

- If a child is struggling to listen attentively to the story, give them the responsibility of holding the class puppet (who loves listening to stories!) as the story is read, or turning the pages.

Challenge:

- If children are enjoying looking at the pictures in the story and making comments about the content, encourage them to find more detail in the pictures, for example, *How many children can you find sleeping in their homes?*
- Provide copies of the text in the reading area for children to enjoy and explore further. You could also provide other books about buildings and vehicles.

Activity 2: Exploring vocabulary and key language

Learning statements

- **2CL.ESLc.23** Describe people, places and objects, using simple words, including a range of colours.
- **2CL.ESLc.06** Show understanding of short, simple instructions with demonstration and support, by responding appropriately.
- **2CL.ESLc.11** Show understanding of the main point of short, simple talk, including during play and everyday situations.
- **2CL.ESLc.12** Ask 'how' and 'why' questions using the question word and at least one more word to communicate meaning, for example, *Why here?*

Resources

Story (*In the city*); ESL Activity sheet 2.2.1.1: In the city poster; ESL Activity sheet 2.2.1.2: City picture cards (one set per four children); a decorative bag or box; a stick, pointer or fly swatter.

Pre-prepare: Cut out and laminate the city picture cards from ESL Activity sheet 2.2.1.2.

Key vocabulary

house, flat, shop, school, hospital, park

Find a... How many... are there? What colour...?

Activity guidance

- Display the large city poster for all to see (ESL Activity sheet 2.2.1.1), and give children time to explore it. Ask children to find buildings and places using the new language from the 'In the city' text.
- Provide volunteers with a stick, fly swatter or pointer, and give some simple instructions, for example, *Find two cars. Point to the park. Show me a shop.* Children respond by pointing to the item and saying what each is.
- Once children are confident with the activity, ask for volunteers to take the lead. Encourage each leader to describe something on the poster using descriptive language (e.g., simple words and colours). Their peers then guess what it is.
- Provide opportunities for further language work by asking questions about quantities and colours, for example, *How many animals are there? Is there a red building?* Point to different items and ask *Why here?* Encourage children to experiment with new language, asking and answering questions using 'How (many?)' and 'Why?'
- Make available a set of city picture cards (ESL Activity sheet 2.2.1.2) – have one set for each group of four children. Shuffle the cards and model how to share them out, stressing the importance of making sure each child has the same number of cards (each child should have three). Ask children to count out their cards: 1, 2, 3.
- Model how to play a game of 'Snap' by giving verbal instructions as you show the game. Each child in the group places one of their cards face up on the table, and says what it is, for example, *a house*. If another child has the same card, they put that card on the table and call out *Snap!* They win these cards and the game continues.

BLOCK 2: Home and buildings

- Monitor as children play, providing language support and helping children with their understanding of the game. Also remind children about the importance of playing nicely with friends – this game can become heated if children think they said the word ‘snap’ first.

Listen and observe

Support:

- If children are struggling to describe the buildings and places on the poster, help by using gestures as you ask questions, for example, Is it big? Accompany with closed questions, for example, Is it red? (Point to the red building on the poster.)

Challenge:

- If children are confident at taking part in the game ‘Snap’, encourage them to describe the card as they say what it is, for example, A house. It is big and blue.
- Encourage children to invent their own card game using your setting’s resources.

Activity 3: My special building

Learning statements

- **2CL.ESLc.01** Listen and respond appropriately using simple words in everyday situations and during simple conversations, for example, answering questions about their play, responding to the question *Is the cat black?* by saying *No. White.*
- **2CL.ESLc.23** Describe people, places and objects, using simple words, including a range of colours.
- **2CL.ESLc.09** Show understanding of short, simple ‘how’ and ‘why’ questions and sometimes offer an appropriate answer through simple words and gestures.
- **2CL.ESLc.12** Ask ‘how’ and ‘why’ questions using the question word and at least one more word to communicate meaning, for example, *Why here?*
- **2CL.ESLc.42** Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, *This says ‘Daddy!’*

Resources

Different-shaped sponges; construction blocks of different shapes and sizes, both interlocking and freeform.

Pre-prepare: A sponge painting of a building using a variety of different shapes and colours.

Key vocabulary

It’s (red), It’s got... (two floors)

Activity guidance

- ♪ Sing the Hello chant to draw children’s attention to starting a new activity.
- Show the children the building painting that you pre-prepared. Ask children questions about it, for example, *What colour is it? What shapes can you see? How many windows has it got? Do you like it? What do you think is inside?* Encourage children to respond with simple words, for example, *It’s square. It’s blue. It’s got two windows. (I think) Mummy and Daddy (are inside).* You could also engage in more advanced conversation about the building in their home language.
- Draw children’s attention to the construction blocks. Say *Let’s make our own special building!* One by one and respecting turn-taking, ask each child to place one block on top of another. Stress the importance of starting out with a solid base – you could show what happens if not (the building falls down). Say *‘Oh, no! It fell down. Why?’* Shrug your shoulders to help convey meaning. Say *Let’s try again!* How can we do it? Congratulate children as they go about solving the problem as they reconstruct the building.
- Show your pre-prepared building painting again, and ask children if they would like to make their own painting. Explain that you used different-shaped sponges and coloured paints to create your picture, and encourage them to do the same.
- Monitor as children paint, offering help and enquiring about their building, for example, *Why is your building yellow, Child x? Why is it tall? How will you paint the roof? How many windows are there?* You could also ask questions for children to correct you, for example, *Is it red?* (No, it is blue.)
- Children may show understanding by offering an appropriate answer through simple words or gestures. Children may also like to write or scribe some words onto their painting, for example, ‘roof’. Praise attempts at writing even if the meaning is not immediately clear to the reader.

Listen and observe

Support:

- If children seem unsure how to respond appropriately using simple words during simple conversations, ask them simple 'Yes' and 'No' questions first, for example, *Is your building big/red?*, before encouraging them to expand on their responses, for example, *Ahh, so your building is small. (Yes, small.)*

Challenge:

- If children are confident in answering simple questions during their play, invite them to describe their design to their classmates. Prompt them with more questions as they describe.

Mathematics

Week 1: Counting up to 10 things

In Mathematics this week, children will count items up to ten – both those items that can be seen and touched and things that cannot be touched (e.g. sounds or actions). Children will learn that the number of items in a group remains the same even if we rearrange them or count in a different order. Children will also explore counting out ten items from a larger collection.

Continuous provision

- **Art area:** Provide stickers so that children can make patterns with up to 10 stickers.
- **Whole setting:**
 - Keep up the washing line displaying the numerals 0 to 10 in order for the rest of the term.
 - Find a space to create an 'All about 10' display or area, where children can bring examples of 10 items/photographs/drawings, etc.
 - When children are, for example, playing with building bricks or stickers, join them and ask what they can make with 10 bricks or stickers. Then draw attention to the different arrangements that the items can be placed in, for example, ten items can be placed in one line, two lines, as two rows of 5, as a star and so on. When children rearrange their items ask them to count and confirm they still have the same number of items.

Safety tip:

Choose a suitable and safe place to attach the washing line, so that children will not run into it when playing. Keep string and cords out of reach of children to prevent strangling hazards and use child-safe pegs. However, place the line so that children can reach it and access it from both sides (so it is not against a wall).

Spontaneous teachable moments

When asking children to tidy up, move items, pass you items, or hand out items, always try to include a number within this instruction, for example, *Please pass me two cups. Please put away the four pencils.*

Activity	Outline of learning content
1 Counting 10 objects	Begin to extend touch, counting items to up to 10 items.
2 Counting in context	Continue to learn how to count out 10 items, sometimes from a larger group.
3 Action counting	Begin to extend counting things that cannot be touched up to 10 things.

Activity 1: Counting 10 objects

Learning statements

- **2Mn.05** Count up to at least 10 items (e.g. all the toy animals with two legs from a collection), including counting out or taking a specified number of objects from a larger collection.
- **2Mn.01** Say the number names zero to at least ten, in order; forwards and backwards.

Resources

Multiple collections of 10 items (objects or cut-out pictures), at least enough for one set per child plus a set for you; washing line with numerals 0 to 10 in order (for support).

Safety tip:

Ensure that objects used for counting are not choking hazards.

Key vocabulary

one, two, three, four, five, six, seven, eight, nine, ten, how many?, count

Activity guidance

- Give each child five items and ask them to explain how to count them. If necessary, remind children that it is helpful to touch each item as we count, because this helps us keep track of which items we have counted and the items we still need to count.
- Agree that we all have five items, reminding children that the last number word said is also how many we have altogether.
- Now get 10 items and put them in a line. Model how to count all 10 items using the same strategy as before (touch each item as you count), encouraging children to count along with you. Ask children how many items we have; agree we have 10 items because, again, the last number word said is also how many we have altogether.
- Give each child their own set of 10 items to count.
- Have children take turns to count their set of items, placing them in a line before they start counting. Each time ask *How many do you have?* and confirm they have 10 items.
- When all children have counted their items, ask each child to mix up their items and count them again. If they want to, they can arrange their items in a different way, leave them in a pile, or put them in a line. Then ask *Do you still have 10 items?* and take or discuss suggestions.
- Confirm that the arrangement does not matter, they still have 10 items.

Listen and observe

Support:

- Work with a small group counting and rearranging 7 items before moving on to 8, then 9 then 10 items.

Challenge:

- Use a puppet to count a number of items incorrectly (e.g. by missing out a number name or object, counting an object twice or not using the last number said as the total). Can children spot, explain and correct the mistake?

Activity 2: Counting in context

Learning statements

- **2Mn.05** Count up to at least 10 items (e.g. all the toy animals with two legs from a collection), including counting out or taking a specified number of objects from a larger collection.
- **2Mn.01** Say the number names zero to at least ten, in order, forwards and backwards.

Resources

Containers of more than 10 themed items (objects or cut-out pictures) and matching counting mats (e.g. sea creatures and a blue counting mat, farm animals and a green mat, space objects and a dark coloured counting mat, etc.); large numeral cards 6 to 10 (created using Mathematics Activity sheet 2.2.1.1); washing line with numerals 0 to 10 in order (for support).

Key vocabulary

one, two, three, four, five, six, seven, eight, nine, ten, how many?, count

Activity guidance

- Give each child one of the containers of (more than 10) themed items and matching counting mat.
- Shuffle the numeral cards, turn over the top one and ask children to count out that many of their items from their container onto their counting mat. Encourage children to count and check each other's items, then confirm that we all have X items. Ask children to return their items to their container.
- Repeat for the next number card. As you continue, you can have children swap sets of items and counting mats for variety.
- Once you have used all the number cards, ask questions such as *How many shall we count now? Would you like to count 6 or 7? Choose some items to put on your mat and we'll say how many you have.*
- You could also invite children to turn over a numeral card and show the rest of the group or to give instructions for the rest of the group.

Listen and observe

Support:

- If you draw one of the higher numbers (e.g., 9 or 10) first, and children find counting out this many items difficult, reduce the quantity to a number they are confident with before gradually increasing to 10.

Challenge:

- Ask children to count the items in different arrangements, not just in a line. You could suggest different arrangements (e.g., two rows of five) or observe how they decide to arrange them.

Activity 3: Action counting

Learning statements

- **2Mn.06** Count up to 10 things that cannot be touched, for example, bubbles, beads on a necklace someone is wearing, actions, sounds.
- **2Mn.01** Say the number names zero to at least ten, in order, forwards and backwards.

Resources

Washing line with numerals 0 to 10 in order (for support).

Pre-prepare: Temporarily remove the numbers 0 to 5 from the washing line or move them aside.

Safety tip:

When children are doing actions, ensure that there is sufficient space around each child to avoid collisions with other children and objects.

Key vocabulary

six, seven, eight, nine, ten, how many?, count

Activity guidance

- Begin by whispering an instruction that includes a number to a child, for example, *Do 6 jumps*. Ask the child to do the action while the rest of the children watch and count. After the action, ask the class *How many jumps did they do?*
- Repeat, but this time invite a child to whisper an instruction for you to carry out, including one of the numbers 6, 7, 8, 9 or 10. Carry out the action while the children watch and count and ask the child if you did the correct number of actions.
- Ensure that seven is allocated to a single action, not two because 'seven' has two syllables.
- Now ask children to work in pairs, taking turns. Child 1 says a number and action (jump, clap, hop and so on) for Child 2 to perform, while Child 1 counts and checks they have carried out the correct number of actions. Ask children to focus on 6, 7, 8, 9 or 10 actions.
- Ensure that both children in the pair have at least two turns each, then invite each pair to show the class, with the rest of the class saying how many actions each child did. If you have a class camera, take photographs of some actions and make a display with captions, for example, 'Jabari jumped 6 times'.

Listen and observe

Support:

- Work with individual children to carry out the paired activity. Model the activity first and then ask the child to take their turn.

Challenge:

- Ask children to give two different instructions with two different numbers, for example, *Do six jumps and then five hops. Do seven claps and then six taps of the drum.*

Let's Explore

Week 1: Inside

In Let's Explore this week, we will look at the inside of homes and settings. Children will look at a variety of bedrooms and create their 'dream' bedroom from craft materials. They will also explore sounds that we hear inside and how we move indoors.

Continuous provision

- **Home area:** Include pots and pans, fluffy cushions, soft blankets, furry rugs, items of clothing and a role-play kitchen for children to play with. While they are playing, encourage children to talk about how things feel to touch and how they look.
- **Library/reading area:** Add books that include pictures of animals to help children talk about patterns and fur, and any age-appropriate touch and feel books.
- **Construction and small world play area:** This area will already have a range of materials (e.g., wooden blocks, connecting building blocks, magnetic tiles, etc.) that children can choose to build homes for play people or animals. While the children are playing, support them in problem solving how their buildings can be big and strong enough, encouraging them to think about the materials that are using that might work best for what they are building. Remind children to be aware of space when walking around those using the building blocks and to be careful so that they don't knock anything over.
- **Music area:** Provide materials that are good for sound effects, such as rainmakers, shakers, wind instruments, coconut shells and percussion instruments. Children who have completed Activity 2 can explore different sounds with each other. *Can you make a sound like a horse's hooves? How would you make a sound that is like a door slamming?*

Spontaneous teachable moments

When the occasion arises, draw the children's attention to the volume of their voices and the sounds they are making and their effects on others. Practise moderating their voices.

Activities	Outline of learning content
1 My bedroom	Make a bedroom in a box
2 Inside sounds	Song: my house can talk
3 Indoor movements	Moving around obstacles

Activity 1: My bedroom

Learning statements

- **2CEa.05** Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature.
- **2CEa.10** Make some considered changes to their art and design, for example, add more detail to a model after talking about it with an adult or peer.

Resources

Shoeboxes; things to decorate the bedroom in a box (e.g., wallpaper samples, magazines to cut out from, paint colour cards, wrapping paper, scraps of material, tin foil, felts); child scissors; glue; small boxes to make beds.

Activity guidance

- Invite the children to talk about their bedrooms. Ask questions such as *Do you share your bedroom? What colour is it? What do you have in your bedroom – toys? books? games? What do you do in your bedroom?*
- Begin to talk about some of the materials you find in a bedroom (this will come up later), for example, glass for the windows, wood for the bed or walls, fabric for the curtains and bedspreads. Tell the children that they are going to make their dream bedroom in a box.
- Encourage them to work in pairs to discuss and plan the room first. They can exchange ideas of what their dream bedroom would be like. Ask *What colour would your dream bedroom be? What would you like in your bedroom?*

- Pass different fabric materials around and encourage the children to feel them and comment on their qualities (hard, soft, rough, smooth, etc.). Discuss what they could use them for.
- Give them a shoebox to work with and support as necessary. This project might need several sessions and can be as simple or as intricate as you like. Start with the basic room, then give the children the option to make furniture.
- At the end of the activity, create a display of the completed bedrooms.

Activity 2: Inside sounds

Learning statements

- **2CEm.05** Relate sounds to visuals using reasoning and abstract thought, for example, associate loud, low-pitched sounds with big animals.
- **2CEm.13** Provide and apply sound effects and other musical ideas independently to accompany a range of stimuli (e.g., story, song, drama), exploring musical elements such as different dynamics (loudness).

Resources

On a video sharing platform, find a video that has sound effects or download sound effects from free music platforms. Try to include an echo, if possible.

Activity guidance

- Tell the children to be very silent and point to your eyes, then your ears, and say *Close your eyes and listen. What can you hear?*
- Play the sound effects. Ask *Which room would this sound be coming from inside the house?*
- The children try to identify the different sounds they might hear, for example, traffic from outside, inside sounds, scuffling feet, coughing. Discuss what they heard.
- Ask the children if they can think of any quiet noises inside their houses, and any loud noises. If they feel confident enough to do so, can they recreate this noise?

Activity 3: Indoor movements

Learning statements

- **2PD.02** Negotiate space successfully and safely, showing increased agility, balance, coordination and spatial awareness, for example, change direction to avoid still and moving peers and objects, run at speed then stop with control.
- **2PD.16** Recognise the importance of their own and others' safety when tackling new movement challenges and equipment.

Resources

Equipment for different activities (e.g., a puzzle, paints, a piece of paper for drawing, a football, a toy hoop); slow and fast music.

Activity guidance

- Set out and identify the equipment. Ask a volunteer to choose one item. Ask *Do we play this inside or outside?*
- Ask questions appropriate to the weather and habits in your country. Discuss why, for example, we usually play football outside. Ask *Why is it sometimes difficult to draw outside?* Encourage the children to express their ideas. Remind them that it's fine if we all have different ideas or if we don't agree.
- Continue until you have looked at all the equipment.
- Shift the conversation onto doing activities indoors and being aware of our space, obstacles and other people. Remind them about how we stay safe and keep each other safe. Ask *What things do we need to be careful of in the classroom? What could happen if we were running too quickly and didn't notice a classmate or chair?*
- Ask the children to stand up and create an open space in the classroom but put some obstacles in the middle of it, for example, two chairs and a small table.
- Model changing direction as you move around the classroom. Tell the children they should change direction when you clap your hands.
- Play the slow music and encourage the children to move around the classroom to it. Encourage them to keep to the time of the music. Clap your hands for them to change direction.
- Then repeat the activity with the fast music. Discuss how their movements changed and how they had to be more aware of the obstacles and each other.

BLOCK 2: Home and buildings

- Make the activities more complex. Suggest different movements (e.g., hopping and twirling) and different instructions (e.g., move towards the window, door or whiteboard, stop, turn round). Remind the children to look out for each other and other obstacles.
- Compare their movements inside with what they would do outside. How are they different?

Home links

Customise the Home links letter for Week 1 as appropriate and send it home to families. Feel free to add other suggestions!

FLE

- Ask the children to explain the story to parent(s)/carer(s).
- Ask parent(s)/carer(s) to give their child simple balance challenges: stand on one leg, change legs, balance on this block, balance along this line.
- If possible, ask parent(s)/carer(s) to encourage their child to transfer their learning to a playpark they may frequently visit.

ESL

- Provide parent(s)/carer(s) with a copy of the story so that they can enjoy it at home with their child.
- Encourage parent(s)/carer(s) to talk with their child about buildings in their local area, asking simple questions, including simple 'yes' and 'no' questions as well as 'how' and 'why' questions, as they chat.
- When out and about in their village, town or city, encourage parent(s)/carer(s) to draw their child's attention to the different sizes, shapes and colours of buildings and ask them simple questions. They could take a photograph of their child in front of their favourite building to bring in.

Mathematics

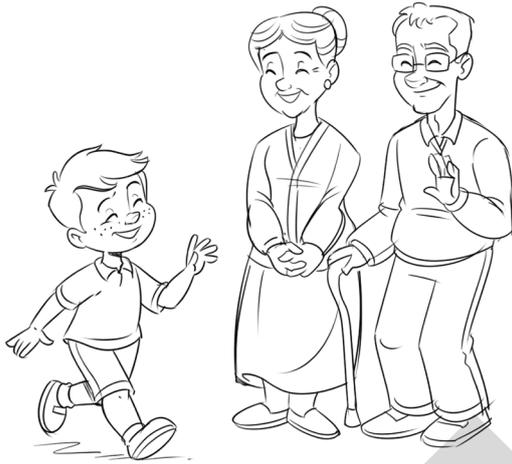
- Ask parent(s)/carer(s) to encourage children to count up to 10 objects or actions in and around their environment, asking, for example, *How many cups are on the shelf? How many times did I stir the pot?*
- Encourage children to bring in any examples (photographs or real items) from home to add to the 'All about 10' display or area.

Let's Explore

- Remind children to listen to the sounds in their homes and to try and identify where the sounds are coming from. Can they recreate these noises using their mouths or bodies?
- Encourage children to notice the different textures around their homes and to talk about them with their families.
- Remind children to think about whether their games are suitable for indoor or outdoor play at home, and to move safely around whatever space they are in.

Name:

Kindness flashcards



smile at people



help a friend



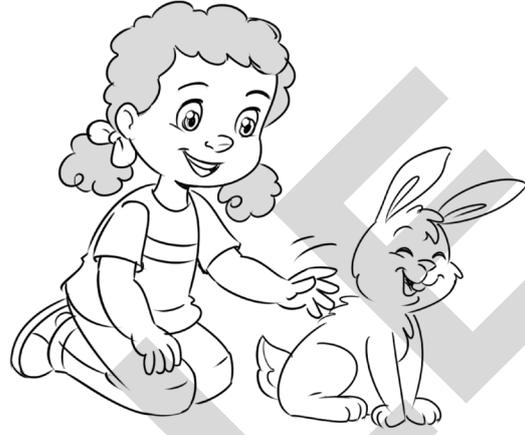
give someone a surprise



share



take turns



be kind to animals

SAMPLE

Name:

Number formation



0 1 2 3 4 5

6 7 8 9 10

This section contains a dashed-line box for cutting out. Inside, the numbers 0 through 10 are arranged in two rows. The first row contains 0, 1, 2, 3, 4, and 5. The second row contains 6, 7, 8, 9, and 10. The numbers 0, 2, and 10 are filled with a dotted pattern and have small arrows and numbers indicating the starting point and direction of the stroke used to form each digit. The number 10 has a vertical line for the '1' and a dotted circle for the '0'.



0 1 2 3 4 5

6 7 8 9 10

This section is identical to the one above, containing a dashed-line box for cutting out. It features the numbers 0 through 10 in two rows. The numbers 0, 2, and 10 are dotted with stroke order guides. The number 10 consists of a solid vertical line and a dotted circle.

Practitioner guidance: print and cut out; provide unlaminated copies for use with pencils, crayons etc.; provide laminated copies for use with dry-wipe markers.