

Programme 1 - The Arts

Introduction

In this first programme of the series, the emphasis will be on encouraging children to explore a range of materials, discovering some of their properties, and giving the children opportunities to experiment with the material. The animated story will hinge on the properties of familiar materials and will be complemented by a filmed insert of pre-school children enjoying art activities. As with all the programmes, a specially commissioned song will consolidate the learning.

Learning Opportunities

The Arts

- using natural and seasonal materials to create pictures;
- creating observational paintings;
- making patterns using natural materials;
- making a collage using hand prints;
- exploring colour;
- listening to the sounds made by different musical instruments.

Early Maths

- comparing objects for size and shape;
- understanding the routines of the day;
- counting objects;
- developing language e.g. tall/ long /short, old/young, big/little

Language Development

- communicating with each other;
- recognizing and naming objects;
- following instructions;
- listening to stories and rhymes about the outdoors.

Personal, Social and Emotional Development

- looking after and helping each other;
- being aware of safety in the environment;
- working together;
- making choices.

Physical Development

- developing manipulative skills using a variety of tools and materials;
- walking / balancing etc. outdoors;

The World Around Us

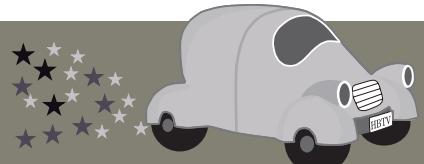
- exploring the textures and other properties of materials;
- learning about the parts of a tree;
- being aware of the importance of wearing protective clothing;
- building with blocks of wood.

Suggested Activities

- Talk about the different tools you can use for painting and then make a collection of them on an interest table. Allow the children to experiment with the different tools e.g. rollers, thick and fine brushes, sponges. Make a wall display where they can identify the tools they used to make the different patterns and textures.
- Look at the different colours of paint and talk about light and dark colours. Let the children experiment with colour mixing to see how many other colours can be made from the three primary colours.
- Encourage the children to talk about what they wear to protect their clothes when painting and why this is important
- Talk about people who wear special clothes to protect themselves. Use reference and story books to show people wearing protective clothing. If possible, invite someone to visit your setting to talk to the children about their job and show them the special clothes they wear.
- Gather together some waterproof and porous materials. Ask the children which materials would be good for making a raincoat. Allow them to pour water onto the materials in a water tray to find out which ones repel water and which ones absorb water.
- Encourage the children to collect natural materials e.g. when on a walk in the woods or on a beach, and use the materials for printing, making rubbings and collages.
- Provide opportunities for the children to create their own scene in a shoe-box or on a polystyrene tray using e.g. grass, leaves, twigs, shells, sand. Display them together so that the children can appreciate each others work. (This can be done at different times of the year to heighten the children's awareness of seasonal changes).
- Look at tree trunks and allow the children to use their senses to explore rough and smooth. Look at a cross-section of a tree trunk and let the children count the age rings to find out the age of the tree.

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- Collect an assortment of sizes and lengths of wood. (They make excellent and inexpensive building bricks.) Talk about the properties of the bricks e.g. long/ short, thick/thin, heavy/light, tall/short. Encourage the children to count the bricks and use them for building.
- Examine textures by making a 'feely' box or interest table. Gather together different materials from hard plastics to soft ribbons and wools. Ask the children to describe what each material feels like.



Programme 2 - Language Development

Introduction

This week talking and listening are highlighted with a story about 'Chinese whispers' and how a simple message can change as it's communicated from person to person. Local pre-school children enjoy a puppet show and the Hurley-Burley man teaches us a cumulative song.

Learning Opportunities

The Arts

- working with a variety of materials;
- creating puppets.

Language Development

- becoming aware of different forms of writing e.g. letter, card, information book, menu, bill;
- learning the importance of listening carefully;
- recalling experiences;
- answering questions;
- listening to stories and songs;
- listening to and identifying animal sounds.

Early Maths

- matching / sorting animals and their young;
- routines;
- looking at size;
- counting legs;
- spots, stripes and patterns.

Personal, Social and Emotional Development

- respecting animals in the environment;
- considering the feelings of others.

Physical Development

- learning about safety in outdoor play
- using space;
- developing gross motor and manipulative skills.

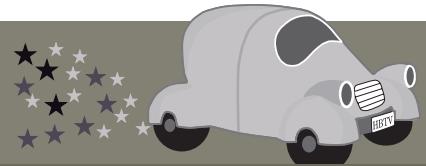
The World Around Us

- learning about wild animals and mini-beasts;
- investigating and exploring the outdoor environment.

Programme 2 - Language Development

Suggested Activities

- Set up a Post Office in the imaginative play corner. Include different shaped boxes to wrap and 'post', scales to weigh parcels, envelopes to post and a post box. Get some leaflets or posters from your local Post Office and perhaps arrange a group visit.
- Invite a postperson in to talk to the children about his/her job and to show the uniform and postbag. Talk about the transport s/he uses when delivering letters.
- Make a sorting post-box out of a cardboard box. Use a different colour on each side and make four different letterboxes. Then encourage the children to post different coloured letters in the correct letterboxes. (At the end of the game all the letters need to be sorted again!)
- Use a variety of media to make puppets (Children love making puppets out of anything from socks to envelopes, to teddies to simple pen drawings on their finger tips!) Encourage the children to slip into character and express their ideas and feelings.
- Make a mini-beast display e.g. using plastic beasts that are readily available in toy shops. Have books at hand which show the creatures in their natural habitat.
- Allow the children to use magnifying glasses and bug boxes to explore the outside environment. Talk about what they have seen and found out.
- Compare and contrast mini-beasts with zoo animals. Ask questions such as, Which animal is the biggest,/smallest /fiercest? Which animal is your favourite? Which animal/insect makes a trail and which leaves footprints?
- Practice listening skills outside with the animal game. Tell the children that four or five areas of the playground are different animal homes. Then tell a story where the children have to run to the appropriate animal home when that animal's name is mentioned
- Use musical instruments to replicate animal sounds, from tiny buzzing bees to loud roaring lions. Let the children try making the sounds with their voices.
- Make a simple tape of animal sounds so that the children can listen and identify each animal. (You can make the animal sounds yourself).



Programme 3 - Early Mathematical Experiences

Introduction

At home in the garage with his yellow van, the Hurley-Burley man has to sort through a collection of objects of different shapes and sizes and pack them into his van. We see local pre-school children sorting their toys and tidying them away in shelves and cupboards, rounded off with a song on our theme of sorting.

Learning Opportunities

The Arts

- making pictures using a variety of shapes;
- singing action/number songs.

Early Maths

- sorting objects;
- understanding mathematical language including positional and directional words;
- ordering objects by size;
- copying patterns;
- counting objects;
- comparing shapes.

Language Development

- talking about and comparing objects;
- answering questions;
- following instructions;
- listening to stories.

Personal, Social and Emotional Development

- sharing and co-operating;
- building up confidence to carry out a task;
- persevering with activities.

Physical Development

- developing hand-eye co-ordination and manipulative skills;
- using gross motor skills during outdoor play.

The World Around Us

- learning about ponds;
- finding out about caterpillars and frogs;
- respecting living things.

Programme 3 - Early Mathematical Experiences

Suggested Activities

- Encourage the children to make pictures and models using a range of "safe" scrap materials.
- Explore shape by looking at a collection of boxes which can be then be used for modelling. Ask the children questions such as, How are boxes made? What do you think was in this box? Will the boxes roll or slide?
- Encourage the children to recycle materials at home and in school
- Look at things that keep food safe, e.g. tin foil, Clingfilm, cans, containers.
- Secure three different coloured sacks with masking tape against a wall or desk in the classroom or outdoors. Provide a collection of materials to be sorted into metal, paper or plastic. (The children will enjoy this activity and it also reinforces the concept of tidying up.)
- Organise a box or display area where the children can compare a variety of objects of different sizes. Ask the children to find the biggest and smallest. Encourage new vocabulary e.g. huge, enormous, tiny, light, heavy, long, short.
- Suggest that the children set the table in the house corner for a particular number e.g. 5, using coloured cups plates and cutlery. Ask questions such as How many more cups would you need if another person came to tea?
- Use a teddy and a chair to reinforce positional words e.g. Ask questions such as, Where is Teddy? Is he on the chair or under the chair?, Can you put him behind/beside the chair?
- Use the traditional stories like The Three Bears or The Three Billy Goats Gruff to reinforce differences in size. Gather up props or make displays that the children can play with at their leisure and retell the story time and time again.
- Provide blue shiny paper and natural materials e.g. sand and small pebbles and encourage the children to use them to make a model of a pond.....ready for the frogs to visit!!



Programme 4 - Personal, Social & Emotional Development

Introduction

In today's programme we focus on learning to co-operate, share and take turns. Our story hinges on a task that can only be completed with all the characters working together; a theme picked up in this week's song. We go out and about to film a group of pre-school children playing a game which needs the whole group to work together to make the game fun for everyone.

Learning Opportunities

The Arts

- singing together;
- playing percussion instruments to the beat of the music;
- beginning to be aware of the mood of music.

Language Development

- talking about thoughts and feelings;
- responding to questions;
- taking turns in conversations and not interrupting;
- expressing ideas;
- listening to songs and stories.

Personal, Social and Emotional Development

- understanding the importance of working together;
- showing respect and helping each other;
- taking turns;
- persevering when things are difficult;
- exploring feelings using puppets;
- looking at facial expressions which show emotions;
- talking about what makes people sad/happy/angry/afraid.

Physical Development

- developing hand-eye co-ordination using percussion instruments.

The World Around Us

- learning about farm animals and the sounds they make;
- caring for animals;
- talking about the work of the farmer.

Programme 4 - Personal, Social & Emotional Development**Suggested Activities**

- Use puppets, masks or pictures to talk about feelings. Ask questions such as, Why is he crying? What made him angry? How could we make him feel better? What makes you feel happy/sad/angry afraid? (The children may wish to use a puppet when describing their feelings.)
- During story time, draw a face with no mouth on a white board/large sheet of paper and ask the children to draw the mouth on the face to show how the character in the story is feeling .
- Look through magazines and newspapers to find pictures of people laughing, crying, shouting etc.. Let the children cut them out and make into a 'feelings' collage . (This should provide opportunities for discussion.)
- Place a mirror in the classroom and encourage the children to look carefully at their faces. Ask them to make happy/sad/angry/scared faces.
- Encourage the children to play dice games with 4 or more players so that they get used to taking turns and respecting others.
- Play Kim's game with a selection of farm animals. Let the children study a display of animals and then ask them to close their eyes whilst one or two are removed. When they open their eyes ask them which animal or animals are missing?
- Talk to the children about what farmers feed their animals. Then make a chart showing the favourite foods e.g. a red apple, a bowl of corn, green grass, fresh hay, a turnip. Put small farm animals under the chart. The children will enjoy matching the food to the animal.
- Provide scraps of fur fabric, feathers, suede and leather off-cuts and encourage the children to make a collage of animals, exploring the textures as they work.
- Put a selection of musical instruments on display for the children to explore. Once the children are used to the different sounds, try 'playing' them behind your back so that the children have to identify them.
- Take your musical instruments outside and encourage the children to find something that sounds the same as footsteps, rain or the wind whispering through the trees.....also marching bands do not sound so loud in the big outdoors!



Programme 5 - Physical Development

Introduction

Our story this week is an updated retelling of the tortoise and the hare and sets the theme of different ways of moving and getting from A to B. We join a group of pre-school children enjoying exploring all the different ways they can move across a space and round off our programme with a travelling song.

Learning Opportunities

The Arts

- dressing up / role play;
- listening to sounds made by different vehicles;
- singing action songs.

Early Maths

- understanding daily routines;
- counting wheels on vehicles;
- comparing sizes of objects
- understanding and using mathematical language e.g. underneath, beside, tall, fast, slow, tall, high, top, bottom.

Language Development

- communicating with each other during play;
- naming objects;
- listening to stories and songs.

Personal, Social and Emotional Development

- exploring feelings – happy, sad, afraid, angry;
- being aware of personal safety;
- being aware of wearing safety clothes;
- understanding the importance of rest;
- learning to share and take turns.

Physical Development

- developing gross motor skills e.g. running, crawling, climbing, sliding, catching, balancing, riding, pushing;
- moving at different speeds;
- keeping safety rules;
- using space effectively;
- developing hand-eye co-ordination;
- dressing and undressing.

Programme 5 - Physical Development

The World Around Us

- understanding how things move e.g. using pedals, engine, wheels gears;
- learning about different forms of transport e.g. bicycle, car, boat, scooter, train;
- making bubbles.

Suggested Activities

- Ask the children to talk about how things move. Ask questions such as, Do they go fast or slow? Do they have wheels or tracks, pedals or engines? Collect photographs and information books about vehicles for the children to look at and talk about.
- Set up a 'transport' interest table. Cover the display area with white paper and secure with masking tape. Gather together a selection of different sized toy cars and lorries. Dip the tyres in black paint and roll across the paper. Allow to dry. The children will then have fun matching the cars and lorries to the different tyre tracks.
- Make a slope for the children to use to race toy cars down using lengths of guttering or downspout. (These can be bought cheaply at DIY shops.) Ask questions such as, Does the height of the incline make the cars faster or slower? Which car is going to be the winner?
- Set up a ramp with a piece of board. Gather together pieces of carpet, cardboard, leather, bubble wrap etc. and place in turn on the ramp. Then let the children roll a toy car down the slope to investigate which surfaces are good for making car tracks.
- Tell a story about the routines of the day and let the children dramatise it as you go along e.g. Johnny is sleeping in his bed (snore snore) and the alarm goes off (ring ring)he stretches (yawn) and jumps out of bed (jump)he runs downstairs (clap hands on knees quickly) and says Hi to his mum (wave).... The children will ask for the story again and this time see if they can remember the sequence of events.
- Use percussion instruments to explore movement and rhythm. Get the children to find a space and play the "Opposites Game" where the children move to the beat of the music e.g. reaching up high/reaching down low; running on the spot fast/then slowly; bending left/then right; shaking hands out in front/then behind. Eventually the children might try tapping out the rhythm of their own name.
- Put a selection clothes with different fastenings...e.g. Velcro, press studs,

Programme 5 - Physical Development

zips, buttons, bows in your dressing up box. Encourage the children to help each other to get dressed up . (This will provide plenty of opportunities for the children to work together and to use their fine motor skills.)



Programme 6 - The World Around Us

Introduction

This week the Hurley-Burley man is going on a journey, following directions he has been given to find his way. We see a group of children identifying some features in their local environment, the church, bridge, school, shop etc. followed by a trip to their local fire station. The visit is consolidated by some lively role-play back in the classroom. Our song and story are all about giving and getting directions.

Learning Opportunities

The Arts

- role play – including the work of the fireman;
- listening to songs.

Early Maths

- counting objects;
- following directions;
- understanding positional and directional language;

Language Development

- recalling events in sequence;
- following simple instructions;
- asking and answering questions;
- communicating with others during play.

Personal, Social and Emotional Development

- keeping safe in the environment, including road safety;
- wearing protective clothing;
- making choices;
- co-operating in play;
- helping others.

Physical Development

- moving quickly / slowly;
- developing gross motor skills e.g. running, jumping, sliding, climbing, pushing, riding;
- developing hand-eye co-ordination;

The World Around Us

- learning about the work of the fireman and postman;

- looking at and talking about safety equipment and protective clothing;
- understanding that maps help us find our way about;
- planting seeds and looking at pond life;
- identifying buildings in the local environment.

Suggested Activities

- Set up a travel agency in the imaginative play corner. (Most local travel agents will provide you with old brochures and posters to decorate the area.) Provide some props such as writing materials, a telephone and perhaps a globe. Younger children will enjoy looking at the brochures but this can be extended for older children by introducing tickets and encouraging them to make their own passports.
- In the house corner introduce a small suitcase or grip so that the children may experience packing a case. Ask questions such as, What should we pack for a short holiday? Will it all fit into the case?
- Go for neighbourhood walks. (It is amazing how much more the children will notice when they are in a pre-school group even if they travel the same route to pre-school every day!) This also provides stimulus for discussion about buildings, architecture, shops and open spaces.
- Invite 'people who help us' into the setting. (The Fire Service, PSNI and Ambulance Service all have Education Officers and are well worth contacting) Do not forget that the milkman, district nurse, postman local mechanic and hairdresser can all give the children a valuable insight into their work.
- How about setting up a 'hats' interest table. Collect hats (or use play hats) e.g. chef, doctor, policeman, soldier, builder. Gather together reference books so that the children can match up the hats to people. If you cannot get enough hats, you might set up a 'tools' table with e.g. a rolling pin, handcuffs, spirit level, safety gloves. This will provide a stimulus for discussion.
- Make a collage/display of your local area, letting the children choose from a variety materials.. Discuss the different buildings – their sizes, shapes and uses.
- To help the children understand the whole process of sending a letter, send a letter to yourself in the setting passing on some information, e.g. about a teddy bears picnic next week where everyone is invited to bring along their own teddy. Ask the children questions e.g. How did the letter get here? How long did it take to get here? Who wrote and posted the letter? What should we do now?