



Kindergarten & English Club Afternoon Activity Plan | Date: 15th October

	For?	Room	Monday	Tuesday	Wednesday	Thursday
Focused Activity 7 3pm – 3:15	1+ 2	MSR	Look at picture cards, talk about pictures. “What’s happening in this picture?” <i>(cards are in box with yellow lid bottom shelf of the book case in MSR)</i>	Puzzles	Clothes game (from Language Lab) – Discuss Clothes on the board – what do you like to wear?	Creatures! Take all the creatures and animals from the small world area, and jumble them up. Sort them into their correct drawers with the children
Focused Activity 7 3:15 – 4:05 4:15 – 4:30	3 + 4 5	MSR	Use a set of pictures from the boxes to tell stories. Children use the cards, to say what will happen next. Group 5 – will do it in 3’s.	Puzzle afternoon – gather puzzles from all round the gan, and set out on tables, carpets etc. Create some ‘logic’ and set up a puzzle ‘event’ encouraging children to complete alone, in pairs, in groups, introduce competition for group 5	Clothes game (from Language Lab) – create one board together, discussing the clothes. Then each child builds their own board, then show and tell – where they tell the rest of the group how they dressed their character. (Eg – I put a white shirt on him)	Creatures! Take all the creatures and animals from the small world area, and jumble them up. Give children different categories to sort them into: Dinosaurs, zoo animals, animals that fly, crawl, vegetarian etc.... Write the categories on papers for them to sort onto
Focused Language Activity 2:45 – 3:15	5	Garden	Write CVC words in chalk on the floor, call out a word, and the children have to throw a beanbag on the word	Pull letters out of the big bin (from LL) and say the sound	Hopscotch, letter sounds: f, s, m, t, p, d, w, m.	Arranging the words (hand written on laminated strips) into sentences on the floor, then reading them back
Art Project 3:15 – 3:45	5 + 6	Art room	<ul style="list-style-type: none"> Children will make ‘shape’ art as this is the theme for the week. They can only make art using shapes. Each day they make a different picture. The more able children should do a short caption to go with their picture on a different piece of paper Caption examples “I made a tree using triangles”. You can also have shape names pre-written that they can stick on The last day of the week, they will compile all their pictures in to a ‘Shape’ book, and make a front cover for their book. 			
Art Activity 3:45 – 4:15	1+2	Art Room	Drawing round shape templates – and ‘decorating’ them	Panting – printing with shape objects – Circle, Triangle	Tapes, sticking and stickers	Using Pastels on junk modelling materials



Kindergarten & English Club Afternoon Phonics and Language Plan | Date: Date: 15th October

	Sunday	Monday	Tuesday	Wednesday	Thursday
Phonics teaching Activity Group 3 & 4	Listen to the Beat	Rhyming Soup	Clap syllables in each person's name. Then play 'Playing with Words'	Rhyming puppets	Odd one out
Phonics teaching Activity Group 5 & 6	I Spy (focusing on first letter sounds)	Blending – What's missing	Sound buttons (See image)	Watch Jolly Phonics, and then practice set 1, 2, 3 letters. Hold up the sound, the children call it out. You call out a sound the children write it on their boards	Oral blending – work with children in pairs – using the words provided. Same process as sound buttons.
Reading and Writing Activity	Shape worksheet. Discuss 4 shapes (Circle, Square, Triangle, Oblong) write them on the board, and on children's own white boards, think of things with this shape... worksheets	Ugly Duckling http://learnenglishkids.britishcouncil.org/en/short-stories/the-ugly-duckling Show the video, talk about the story structure. Sequence the story, using the worksheets	Planning how to write a story (Characters, Setting, Title, beginning, middle (dilemma), end (resolution). Make a story plan	Revisit plans from yesterday and write the story (free flow on plain paper)	Writing book- Page in Malbog workbook

Phonics activities for Groups 3 and 4 – Theme this week rhythm and rhyme

Listen to the beat

Use a variety of percussion instruments to play different rhythms. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc. Keep the beat simple at first (e.g. suitable for marching) then move on to more complex rhythms for the children to skip or gallop to.

Rhyming soup

Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'Pop Goes the Weasel':

I'm making lots of silly soup I'm making soup that's silly I'm going to cook it in the fridge To make it nice and chilly In goes... a fox... a box... some socks...

Playing with words

Gather together a set of familiar objects with names that have varying syllable patterns (e.g. pencil, umbrella, camera, xylophone). Show the objects to the children, name them and talk about what they are used for. Wait for the children to share some of their experiences of the objects; for instance, some of them will have used a camera. Then encourage them to think about how the name of the object sounds and feels as they say it. Think about the syllables and clap them out as you say each word. Then clap the syllables for a word without saying it and ask: What object could that be?

As children gain confidence try some long words like binoculars, telephone, dinosaur.

Rhyming puppets

Make up silly rhyming names for a pair of puppets (e.g. Fizzy Wizzy Lizzy and Hob Tob Bob). Introduce the puppets to a small group and invite them to join in story telling, leaving gaps for the children to fill in rhyming words, for example:

Are you poorly Lizzy? Oh dear. Fizzy Wizzy Lizzy is feeling sick and...dizzy.

Bob is very excited. Today he is going to be a builder. Hob Tob Bob has got a new...job.

Odd one out

Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

Phonics activities – group 5 and 6

I spy

With a small group of children sitting in a circle, start the game by saying I spy someone whose name begins with... and give the sound of the first letter, for example 's' for Sarah. Then ask: Who can it be? Sarah stands up, everyone says her name and she carries on the game, saying I spy someone whose name begins with..., and so on. If any children call out the name before the child with that name, still let the child whose name it is take the next turn.

Move on to objects around the room. Teach them how to play – so you can set this in future, as an independent game. Show them the I Spy poster, and explain when they see this, this is part of the 'choosing' activities.

Making aliens

Some of them did this last year with Katie – ask if they remember. Before the activity begins, think of some strange names for alien creatures. The alien names must be strings of non-words with the same initial sound, for example:

Ping pang poo pop, Mig mog mully mo, Fo fandle fee.

Write them down as a reminder... Make the pattern clearer by emphasising the initial sound of an alien's name. Draw the children's attention to the way you start each word with the shape of your lips, teeth and tongue. Go through and say the names of everyone's aliens. You can also do this with made up food, robots, places, technology devises etc...

Blending - What's missing?

Resources

- Set of any six CVC objects from the role-play area (e.g. hospital: soap, pen, chart, book, mug)
- List of nine words for the teacher to read out, which includes the six objects and three additional items (e.g. bed, sheet, pill)
- Puppet

Procedure:

Pretext: you (or the soft toy) need to check that you have collected together all the items you need, which are written on your list.

- Display the six objects.
- Say one of the words on the list using sound-talk, ask the children to repeat it and then tell their partners what it is.
- The children look at the items in front of them to see if the object is there.