

**Collins**



Foundation  
**Teacher's Guide**



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# SEQUENCE 1 Ourselves: My Body

TERM 1 (AUTUMN): 1st half term

<b>Main Topic:</b>	Ourselves
<b>Subtopic:</b>	My Body
<b>Text Type:</b>	Poem
<b>Main Source Text:</b>	'All About Me' by Georgie Adams, from <i>Time For a Rhyme</i> edited by Fiona Waters (ISBN 978-1-858-81695-1)
<b>Extra Source Text:</b>	<i>Zoom!</i> by Grace Nicholls (ISBN 978-0-006-64621-1)
<b>Approximate Duration:</b>	Two weeks

## Big Picture

During this sequence, children will listen to the poem 'All about Me' and discuss its meaning, structure and vocabulary as a group. They will join in with the poem using actions, and will enact it.

The children will become familiar with action words and rhyming words and, through a range of supportive activities, will have the opportunity to find out more about their bodies and who cares for them by using songs, art, craft and games.

## Phonics Focuses

The children will investigate words with one- and two-syllable beats, CVC spelling patterns and how they can use initial letters to help decode words.

**Learning Outcomes:** See 'Learning Outcomes' Chart, on pages xi–xiv.

**Key Vocabulary:** head, eyes, ears, nose, mouth, arms, elbows, knees, legs, feet, boring, squeezing, beat

## Home Links

Encourage children to:

- think about how they use their bodies at home (for example, when eating, washing, hugging and sleeping)
- think about all the active things they like doing (for example, at the park)
- bring in something for 'show and tell' that demonstrates them using a part of their body.

## Resources Required

**Workbook Pages:** 4–10

**Resource Sheets 1.1–1.2:** Body Parts; Split-pin Puppet

## General Resources:

- Craft paper
- A small drum
- Craft materials (e.g. paints, pipe cleaners, straws, tape, sand, glue, fabric, glitter)
- Split pins
- Sports play equipment (e.g. bean bags, soft climbing blocks, pop-up tunnels)
- Paper plates

## Background Knowledge

Explain to the children that:

- the poem 'All About Me' discusses different parts of the body and ways we can use them
- it is an active poem with action words that the children can copy and perform.

This activity is intended to allow them to explore and celebrate their own bodies, appreciating what they can do and how important it is to look after them.

## Performance Ideas and Storytelling Suggestions

- ★ Read through the poem out loud to yourself before performing it to the class, to help you decide where you could add emphasis and intonation to key words or lines.
- ★ When performing the poem, point to the part of the body mentioned in each line and make clear

facial expressions and movements illustrating the different actions described.

- ★ Read the poem slowly, taking your time with each action word.
- ★ Clap or use a drum to create a simple musical beat for the last line.

# Sequence Structure

This chart offers suggestions on the order and timings of exploring the story over a two-week period. However, please feel free to adapt the sessions to your own planning and suitable timings for your whole class or set groups.

Exploring the Poem		
<p><b>Tip:</b> If possible, aim to perform the poem to or with the children regularly over the two-week period, or before any related activity, so that the children get to know the poem and its meaning well.</p>		
WEEK 1 (PHASE 1)	WEEKS 1-2 (PHASE 2)	WEEK 2 (PHASE 3)
<p><b>Introduction to the poem</b> All sections could be done in one session or split over two or three sessions.</p>	<p><b>Getting to know the poem</b> Aim to hold one or two sessions on getting to know the poem, each retelling the poem and then including your own choice of one or more activities.</p>	<p><b>Performing the poem</b> This session could be rehearsed and performed at different times across the week.</p>
<p><b>1. What do we know?</b> (15–20 minutes) <b>2. Let's listen and talk</b> (approx. 30 minutes) <b>Extra consolidation activity:</b></p> <ul style="list-style-type: none"> <li>What we can do (approx. 30 minutes)</li> </ul>	<p><b>3. Let's get to know the poem</b> (10–15 minutes) <b>'Structure focus' activity:</b></p> <ul style="list-style-type: none"> <li>Sequencing 'All About Me' (10–15 minutes)</li> </ul> <p><b>'Vocabulary focus' activities:</b></p> <ul style="list-style-type: none"> <li>Rhyming words (15–20 minutes)</li> <li>Action words (20–25 minutes)</li> </ul> <p><b>'Phonics focus' activity:</b></p> <ul style="list-style-type: none"> <li>Clapping syllable beats (10–15 minutes)</li> </ul>	<p><b>4. Let's put on a performance</b> (20–30 minutes)</p>

Literacy Activities		
READING	WRITING	PHONICS WORK
<ul style="list-style-type: none"> <li>I spy</li> <li>Making body pairs</li> <li>Body books</li> </ul>	<ul style="list-style-type: none"> <li>What I can do</li> <li>My body booklet</li> <li>Sensory writing</li> </ul>	<ul style="list-style-type: none"> <li>Body spelling</li> <li>Dressing a snowman</li> </ul>

Cross-curricular Activities	
<p><b>Adult-led activities:</b></p> <ul style="list-style-type: none"> <li>Moving puppets (Expressive Arts)</li> <li>Action songs, poems and stories (Communication and Language; Physical Development)</li> <li>Sensory fun (Physical Development; Communication and Language)</li> <li>Modelling a park (Expressive Arts; PSHE; Understanding the World)</li> </ul>	<p><b>Child-led activities:</b></p> <ul style="list-style-type: none"> <li>Being active (Physical Development)</li> <li>Fingerprint maths (Mathematics)</li> <li>Mirror paper plate faces (Expressive Arts; PSHE)</li> <li>Caring for each other (Communication and Language; PSHE; Understanding the World)</li> </ul>

Sequence Assessment
<ul style="list-style-type: none"> <li>Communication and Language</li> <li>Reading</li> <li>Writing</li> <li>Review of the Big Picture</li> </ul>



# EXPLORING THE POEM

## PHASE 1: Introduction to the poem

### Session 1: What do we know?

Perform and sing the song 'Heads, Shoulders, Knees and Toes' with the children.

Then give prompts to assess the children's current knowledge about the names of parts of their body. For example: *Point to your head.*

- *Hold your ears.*
- *What other features are on our faces?*
- *Use your arms as if you are flying.*
- *Clap your hands above your head.*

- *Touch your elbows. How many elbows do you have?*

- *Pat your legs three times.*

- *Pat your knees.*

- *Touch your feet. How many feet do you have?*

Discuss the **Background Knowledge** given above. Then explain to the children that they are going to learn more about the different parts of their bodies and what they can do with them.

### Session 2: Let's listen and talk

Remind the children briefly about the last session, and perform 'Heads, Shoulders, Knees and Toes' with them again, if you feel it is necessary. Display and introduce the poem 'All About Me'. Explain that this poem is also about the body, and about how we use it.

Show the **Storyteller** video for 'All About Me' on **Connect**, or read and perform it to the children. If you are performing the poem, use the poem text on **Connect** for hints and directions, and include props if required (see also the **Performance Ideas and Storytelling Suggestions** above).

After the reading, check that the children understand any new or difficult words (see **Key Vocabulary** above).

Ask questions to check the children's understanding of the poem and how they use body parts. These can be open to group discussion or children can pair

with talk partners before reporting back to the group. For example:

- *How does the poem say we can we use our heads?*

- *Show me how we can use our eyes.*

- *What kind of nice things do you hear with your ears?*

- *Who can make a snoring sound with their nose?*

- *How do we use our teeth? Has anyone lost teeth?*

- *What do we use when we want to hug someone?*

- *How do we use our knees and elbows?*

- *What does the poem say we can do with our 'two little feet'?*

Say the poem one more time. Slow down and encourage the children to predict and join in with saying the body parts and doing the actions.

### Extra consolidation activity

#### What we can do

Explore the poem's actions, and other actions of these body parts, in more detail:

- Ask the children to try making different sounds (loud or soft, nice or boring) for their talk partners to hear and describe.
- Ask talk partners to discuss their favourite and least favourite smells.
- Ask the children to sing or whistle songs, for their talk partners to guess and/or with which they can join in.
- Ask the children to draw pictures of all the actions in the poem and that they have discussed.
- Create a display using a child-sized body shape cut out from craft paper, and add the pictures to the correct body part.

**Differentiation:** More confident writers could label the actions and/or body parts for the display.

# EXPLORING THE POEM

## PHASE 2: Getting to know the poem

### Session 3: Let's get to know the poem

Remind the children of the poem and ask them what they remember about it. Retell the poem using the **Storyteller** video on **Connect**, or by reading it aloud to the class using the actions. Then retell or show the poem again, asking the children to join in with the actions and words.

After the retelling, choose focus activities to explore the poem in more depth.

#### 'Structure focus' activity

##### Sequencing 'All About Me'

- Display the interactive activity 'All About Me'.
- Look at the figure on the screen and point to the top label: 'head'.
- Ask the children if they can remember what the head does in the poem.
- Then click on the label to show the poem line revealing this information.
- Repeat these steps for each label on the body.
- Once all the poem lines are revealed, read out the poem and encourage the children to join in with the actions.

#### 'Vocabulary focus' activities

##### Rhyming words

- Look at the first two lines of the poem. Ask the children to say the words 'thinking' and 'blinking'.
- Emphasise the sounds that are the same: 'inking'. Explain that the two words **rhyme**: they have the same sound patterns at the end. Say them again slowly, so the children can hear the rhyme.
- Ask the children to join in with the rhyming words as you say the first two lines of the poem.
- Repeat for the other five pairs of rhyming lines. Point out that rhyming words can be short or long (using 'feet'/'beat' as an example of short (i.e. one-syllable) words rhyming).
- Say the poem again, and encourage the children to join you with all the rhyming words.

**Differentiation:** More confident children could explore other rhymes for the poem's end words.

##### Action words

- Read out the first two lines of the poem, putting emphasis on the six action words.
- Explain their purpose as action words to the children: they each describe doing something.
- Ask the children to do the actions as you say the words again.
- Go through the poem, one line at a time, and ask the children which words they think may be the action words. Ask them to perform the actions once the words have been identified.
- When you reach the final two lines, clap or use a percussion instrument so that the children can tap their feet to a 'musical beat'.

#### 'Phonics focus' activity

##### Clapping syllable beats

- With the children sitting in a circle, use a drum to play a musical beat and ask them to clap along.
- Say 'head' and drum the one beat for the word. Ask the children to clap one beat.
- Say 'nodding' and drum the two beats for the word. Ask the children to clap two beats.
- Read through the poem, looking at all the action words in terms of their syllable beats.
- Next, ask a child in the circle to name an action (for example, look, shiver or tiptoe) and drum the syllable beat(s) for that word. Ask the children to clap along.
- Repeat, asking for an action word (or a body part) from each child in the circle.

# EXPLORING THE POEM

## PHASE 3: Performing the poem

### Session 4: Let's put on a performance

Remind the children of their work so far. Show or retell the poem with the children, using facial expressions and miming the actions. Then create a performance of the poem by splitting the class into five or ten small groups or pairs:

- Allocate each group or pair a couple of lines to act out (or a line each, if ten groups/pairs have been formed). Omit the final rhyming couplet.
- Depending on the confidence of the children, they could do all the actions in their line(s) together or take turns, doing an action each.
- In preparation for the final pair of lines, ask the whole class to create a musical beat using percussion instruments: play different rhythmic beats and then ask the children which would work well for the poem.
- Ask the groups to stand in order, and then – as you read out the poem – to perform their actions at the appropriate time.
- Encourage the children to say the body parts from their lines, or the rhyming words at the ends of their lines, with you.
- When you reach the final two lines, the children should make actions using their feet such as hopping, dancing, skipping and jumping along with your beat.
- If possible, film the performance for the children to watch and enjoy.

**Differentiation:** More confident readers may wish to read their lines along with their performances or assist you in reading out the poem. Encourage as many children as possible to join in with this.



# LITERACY ACTIVITIES

## Reading

### I spy

- Ask mixed-ability pairs to work on the interactive activity 'I Spy', choosing the right words for four items in a play-area scene.
- Discuss what other words with the initial-letter sound/s/could also be in the picture.

**Differentiation:** Write down other simple words for the play area, and ask more confident readers to use their sound and blending skills to decode the words.

### Making body pairs

Cut out the tiles showing body parts and labels from Resource Sheet 1.1 for the children to use in a variety of reading games:

- Ask the children to match the labels with the images independently.
- Hand out one word or image card to each child at random, and ask the children to form pairs by finding the card that either labels or illustrates theirs.
- Ask the children (in pairs or independently) to draw a body and label it using the label cards.
- Give one child in each pair the image cards and the other the label cards. Ask the child with the label cards to start sounding out the words, concentrating on the initial letters, to request the correct image cards from their partner.

**Differentiation:** More confident readers may be able to add more word cards and body parts to the pack or to sound out the labels fully with greater accuracy and fluency.

### Body books

- Ask pairs to share fun and interesting books about the body and physical activities (such as cycling, football, dancing or swimming).

## Writing

### What I can do

- Ask mixed-ability pairs to work on the interactive activity 'What I Can Do', adding the missing letters to complete each sentence.
- Once the activity is complete, ask the children to write out the sentences and draw the actions.

### My body booklet

- Ask the children to compose simple sentences about their body verbally (for example, 'I have brown hair' or 'I have two hands') as you scribe the sentences for the children to copy or complete.
- Ask the children to illustrate their sentences.
- The children use their illustrated sentences to make their own body booklet.
- Write 'My body book by ...' on each body book cover and then let the children write their names on it.
- Encourage them to share their books with others.

### Sensory writing

- Write out labels for a full-body model, naming body parts and/or actions children can perform.
- Ask the children to use a variety of sensory craft materials (such as sand, fabric, glitter or pipe cleaners) to copy out the labels before you attach their creations to the model.

## Phonics Work

### Body spelling

- Write out these CVC action words taken from the poem: 'nod', 'hug', 'run' and 'tap'.
- Ask the children to create large letter cards for the letters in these words (creating two cards each for the letters 'n' and 'u').
- Read out a word from the list, sounding out each letter. Ask the children holding the correct letter cards to step forward, and then ask the children to help you to place them in order.
- Ask the class to sound out each letter and blend them together to make the word.
- Repeat for the remaining words, making sure that all the children get a chance to use their skills in sounding and blending letters.

**Differentiation:** More confident children could look at model blending CVCC, CCVC and CCVCC words from the poem, such as 'help', 'bend', 'kick', 'kiss', 'clap', 'think', 'blink' and 'smell'.

### Dressing a snowman

- Ask mixed-ability pairs to work on the interactive activity 'Dressing a Snowman', sounding out the labels and dragging the items to dress the snowman.
- Once the activity has been completed, point to different items and ask the children what they are, encouraging them to sound out and say the words.

# CROSS-CURRICULAR ACTIVITIES

## Adult-led activities

### Moving puppets (Expressive Arts; Communication and Language)

- Cut out the shapes from Resource Sheet 1.2.
- Ask the children to decorate them and then assemble the bodies using split pins.
- Discuss the different moving parts of the puppet, and the actions it can perform.

### Action songs, poems and stories (Communication and Language; Physical Development)

- Throughout the two weeks, sing different action songs with the children (for example, 'If You're Happy and You Know It', 'The Hokey Cokey' and 'Dingle Dangle Scarecrow'), and read action poems and picture books (such as *Zoom!*).
- Ask the children to join in and then discuss the actions.

### Sensory fun (Physical Development; Communication and Language)

- Set up various sensory activities to enable the children to explore and discuss their different senses. These could include identifying objects they feel in bags, guessing what is making different sounds or naming different foods from their scents.

### Modelling a park (Expressive Arts; PSHE; Understanding the World)

Create a large model of a park:

- Discuss with the children what would be in the park (for example, slides, swings, benches, a pond, and so on).
- Ask the children to create models or card pictures to add to their park.
- Use the model to discuss what activities they like to do in the park, and what parts of their bodies these use.

## Child-led activities

### Being active (Physical Development)

Set out equipment that encourages children to use their bodies (for example, bean bags, soft climbing blocks and pop-up tunnels) and ask them to name the activities they perform.

### Fingerprint maths (Mathematics)

Write a number on a piece of paper and ask the children to make the correct number of fingerprints under it. Use these sheets for assistance with adding.

### Mirror paper plate faces (Expressive Arts; PSHE)

- Give talk partners a paper plate each.
- Encourage children to look at themselves closely in a mirror and then to discuss their different features with their partners.
- Then ask them to use a range of craft materials to recreate their faces on their plates.

### Caring for each other (Communication and Language; PSHE; Understanding the World)

- Set up role-play that encourages children to explore visits to people and places that deal with the body (for example, a doctors' or dentists' surgery, an opticians', and so on). Ask them to explain why they are there, naming a body part and an activity they wish to complete.



## SEQUENCE ASSESSMENT

### Communication and Language

- Does the child listen and respond to discussion about the poem?
- Does the child listen to and join in with the retelling of the poem?
- Does the child use talk to organise, sequence and clarify thinking and ideas about the poem and the related poem activities?
- Does the child show evidence of extending their vocabulary?

### Reading

- Can the child recognise rhythm in the poem's lines?
- Can the child anticipate key words and rhymes in the poem?
- Can the child hear initial sounds in words relating to different parts of the body?
- Can the child segment and blend sounds in CVC/CVCC words relating to the body?
- Can the child begin to read simple sentences?

### Writing

- Can the child write labels for parts of the body?
- Can the child segment and blend sounds in CVC/CVCC words relating to the body?
- Can the child use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence?
- Can the child begin to write simple sentences?

### Review of the Big Picture

At the end of this sequence, discuss with the children what they liked about the poem 'All About Me'. Ask: *Which lines did you like most? What have you learnt about the parts of the body and how we use them? Which action words did you like most, and why?*

Encourage each child to show and explain examples of their writing and reading achievements, and any cross-curricular activities they enjoyed.

Use the 'Pupil observation chart' to record each child's responses and attainments.

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# Foundation Workbook



Alison Milford

# The alphabet

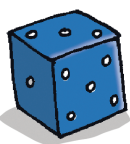
## Let's read

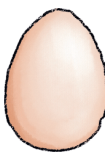
1. Say each alphabet sound and its word. Can you think of another word containing each letter?

a is for 

b is for 

c is for 

d is for 

e is for 

f is for 

g is for 

h is for 

i is for 

j is for 

k is for 

l is for 

m is for 

n is for 

o is for 

p is for 

q is for 

r is for 

s is for 

t is for 


u is for 

v is for 

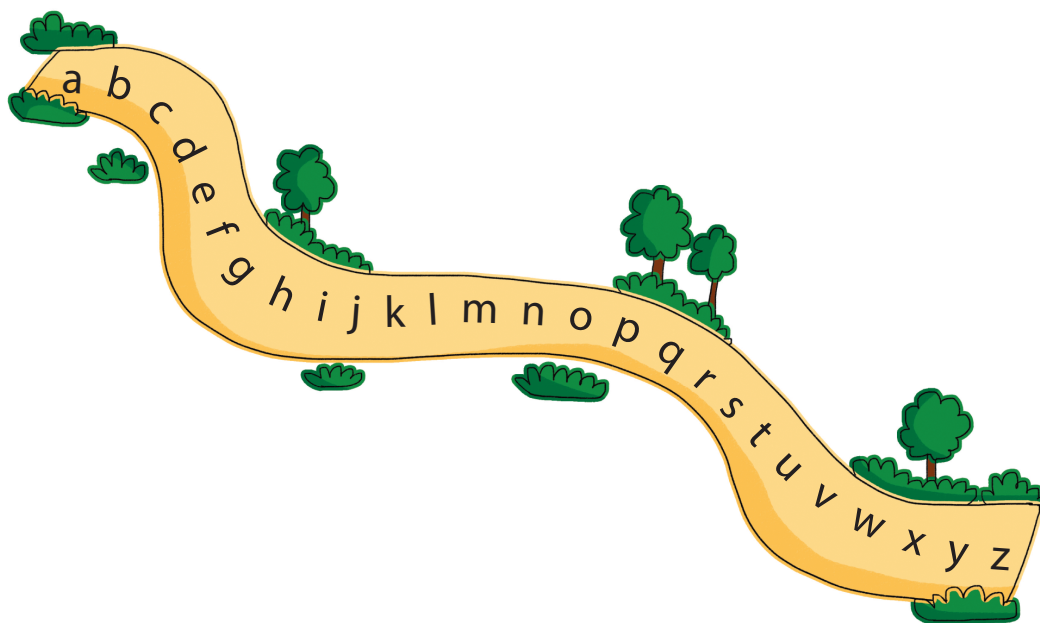
w is for 

x is for 

y is for 

z is for 

2. Start at 'a' and say the letters as you go along the alphabet path.



### Let's write

3. Write these names in alphabet order.

Sam	Tim	Ana
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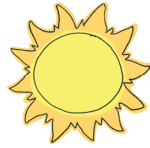
# Initial letters I

## Let's read

1. Say the letter sounds. Link them to the correct pictures.

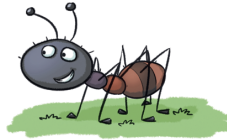
h

sun



n

ant



m

tap



s

pan



a

mat



p

hat



t

nut



2. Look at the picture. Put a ring around the correct label.

bat

cat

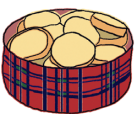
pat



## Let's write


3. Say the letter sounds. Add in the letters to make words.


l is for \_\_\_\_\_ e g 


t is for \_\_\_\_\_ i n 

\_\_\_\_\_ o g 

\_\_\_\_\_ o p 

p is for \_\_\_\_\_ e n 

m is for \_\_\_\_\_ a p 

\_\_\_\_\_ e g 

\_\_\_\_\_ u d 

4. Add in the right letter to make each word. Look at the pictures for help.

m	b	h
---	---	---

Mum has a \_\_\_\_\_ a t.



Dad has a \_\_\_\_\_ u g.



Nan has a \_\_\_\_\_ a g.



# Initial letters 2

## Let's read

1. • Choose a letter.
  - Say the letter sound.
  - Cover the letter.
  - Say a word that begins with that sound.
  - Tick off the letter.
  - Repeat these steps with a new letter.

s	t	p	n
m	d	g	c
k	r	b	h
f	l	j	w

## Let's write

2. Add in the right letter to make each word.

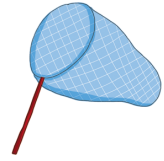
f	n	r	p	b
---	---	---	---	---



\_\_\_\_\_ a n



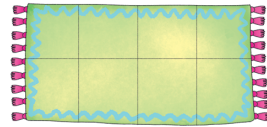
\_\_\_\_\_ e d



\_\_\_\_\_ e t



\_\_\_\_\_ o x



\_\_\_\_\_ u g

3. Say the letter sounds in this chart. Look at the words already there.

v	w	j
vet	wax	jug

Write these words in the right boxes of the chart.

jam	van	wet
-----	-----	-----



# Reading and writing names

## Let's read

1. Read the sentence below. Put rings around the names in the sentence. There are two to find.

Bella and Tom went to the park.

## Let's write

2. Draw a picture of your favourite story character.



Complete these sentences with names. Remember the capital letter for each.

I like \_\_\_\_\_.

My name is \_\_\_\_\_.

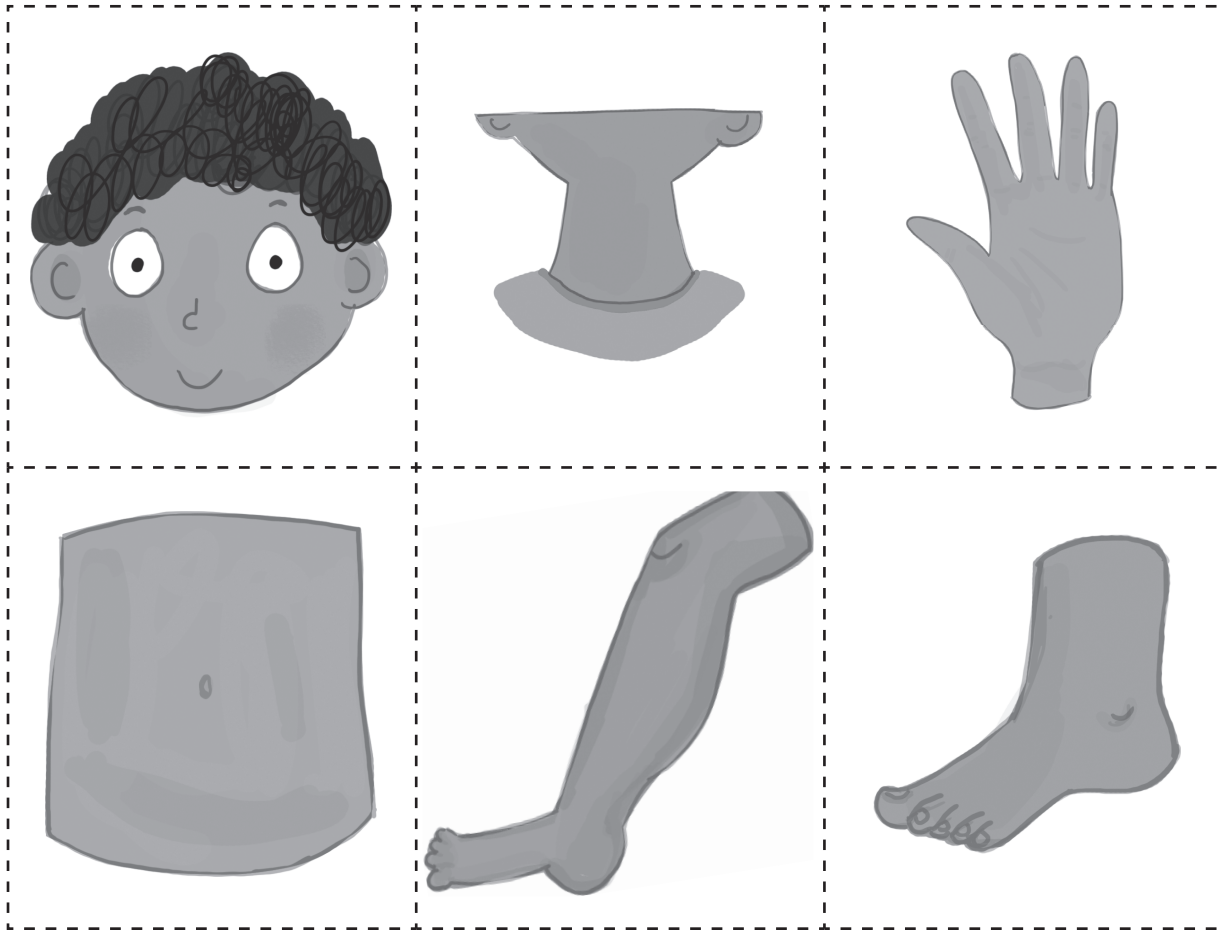
## Bonus question

3. Where could you look to find out more facts, stories and poems?  
Put a ring around two pictures.





# Body Parts



head

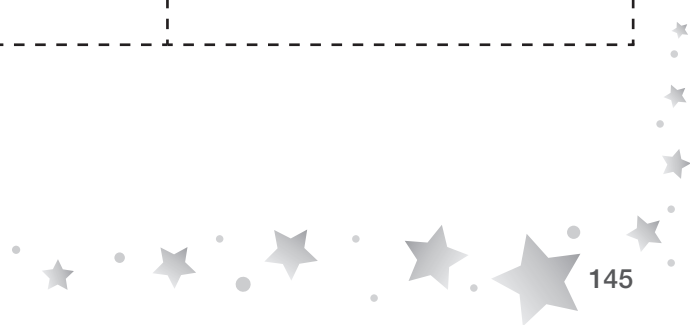
neck

hand

tummy

leg

foot





# Split-pin Puppet

