

Be kind. Be determined. Be brave. Be...

The Best YOU

Teaching Guide



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Suitable for:

Early Years Foundation Stage
Ages 4–5

What's included:

4 EYFS lessons to use alongside the Enhanced Continuous Provision plans.
Covering a range of EYFS areas of learning.



An Enhanced Continuous Provision plan linked to the features of the book which will enable children to learn skills, challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary.



Lesson 1

EYFS links:

Communication and language – listening and attention: Listening attentively and responding to what they hear with relevant questions, comments and actions.

Communication and language – understanding: Understanding questions such as who, why, when, where, how.

Writing: Developing phonic knowledge by linking sounds to letters.
Writing recognisable letters in sequence.

Task 1: Whole class

Read through the story as a class. Ask the children:

What did you like about the story? Why?

Which was your favourite page? Why?

*Look back at the last two double-spread pages of the book.
What is happening in the pictures?*

Write on the board

Be kind

Be fair

Try my best

What can we do today to be kind? Be fair? Try our best?

Task 2: Teacher-led small-group task

Have a selection of pictures laid on the table to include a Firefighter, Astronaut, Doctor, Gymnast, Teacher, Engineer, Artist and Musician.

Children should choose a picture from the table. Children should use their phonic knowledge to label their picture with the person's job, e.g., 'I am a doctor' or 'Doctor'.

As a group, discuss what the person in each picture might be like, e.g., 'A teacher is patient', 'A firefighter is brave'. (Use the book to help.)

Extension: Children to add a speech bubble to the picture and describe that person. E.g., 'I am brave' or 'Brave'.

Differentiation: To write the initial sound of each word/Include initial and final sounds/Include as many correct sounds as possible.
Teacher to scribe children's ideas where necessary.



Lesson 2

EYFS links:

Mathematics:

- Comparing quantities up to 10 in different contexts, recognising when one quantity is greater/less than another or the same.
- Counting out up to 10 objects from a larger group.
- Matching the numeral with the group of items to show how many there are.

Task 1: Whole class

Re-read the page featuring engineers.

Today we are going to be engineers.

Use multi-link to build a quick tower.

I've built a tower.

What colour bricks have I used?

How many bricks have I used?

Show children a second tower.

What colour blocks have I used?

How many bricks are there?

Which tower is bigger? How do we know this?

Extension: Don't show the children the towers.

Just tell them how many bricks they have.

How do they know which is bigger now?

How many more bricks does the bigger one have than the smaller one?



Task 2: Teacher-led small-group task

Sit at a table with multi-link cubes. Give each child an engineering project.

Tell them the size of the building (tower) that needs building, what colour it must be and how tall it must be (how many bricks it should have). Children should build their projects following the given description.

Differentiation: Differ the number of bricks required depending on the ability of the children. Give number cards as well as verbal confirmation of the number.



Lesson 3

EYFS links:

Communication and language – speaking: Using speech to organise, sequence and clarify thoughts, ideas, feelings and events.

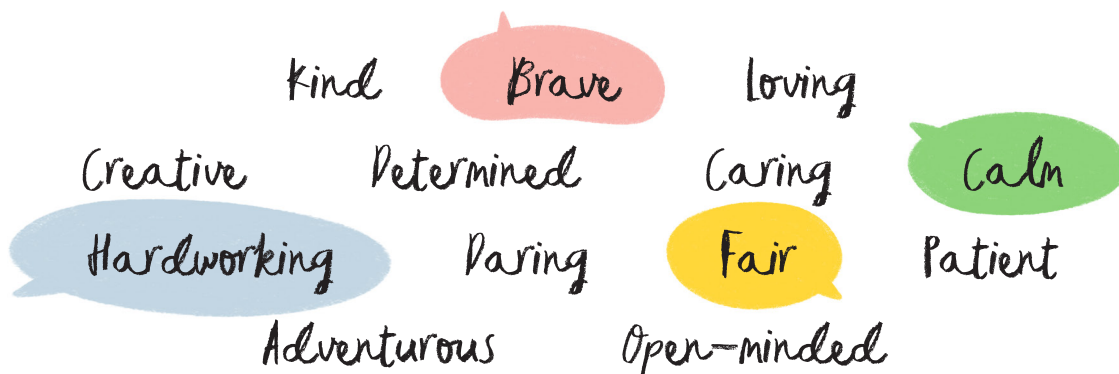
Communication and language – understanding: Listening and responding to ideas expressed by others in conversation or discussion.

Writing: Giving meaning to the marks they make as they write.

Task 1: Whole class

Who do you want to be when you grow up?

Re-read the story to the class. Explain the term 'characteristics'. With the children, go through the book and make a list of the positive characteristics featured in the story on the board.



Go through the characteristics and discuss what they mean.

Discuss with your partner which characteristics you and they have already. Which characteristics do you admire in other people?

Task 2: Teacher-led small-group task

Discuss as a group which characteristics are important to you to have.

Draw a picture of yourself.

Label the picture with the characteristics you would like to be known for.



Lesson 4

EYFS links:

Physical development:

- Travelling with confidence and skill around, under, over and through balancing and climbing equipment.
- Experimenting with different ways of moving, testing out ideas and adapting movement to reduce risk.

Task 1: Whole class

Re-read the sports stars section of the book.

In P.E. today we are going to be training to be gymnasts. What are the important things we need to be to be an excellent sports star?

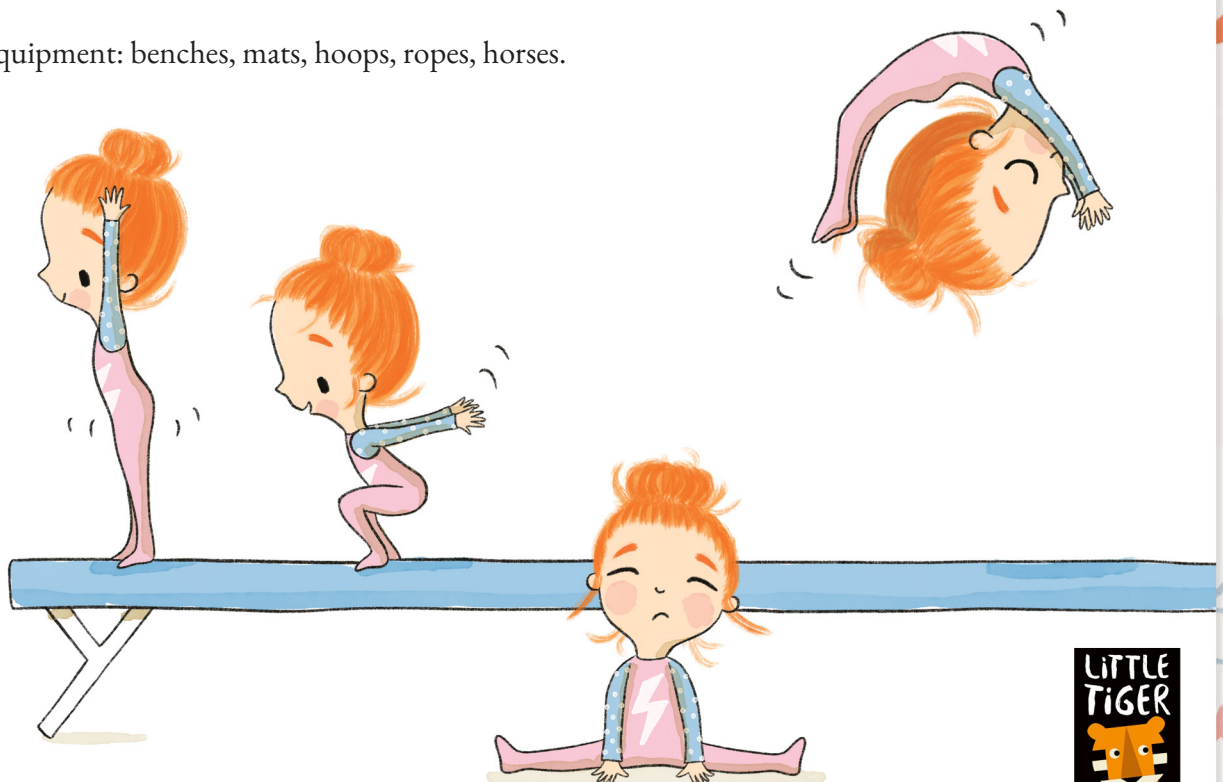
Discuss.

Task 2: Whole class

Children to complete a gymnastics session in the hall and safely travel around a variety of stations. Talk throughout about the skills a sport star needs.

The hall should be set up with a variety of stations for small groups to rotate around. Ensure each station promotes a new skill, giving the children the opportunity to travel over, under and through equipment.

Equipment: benches, mats, hoops, ropes, horses.



Enhanced Continuous Provision Book:

The Best You

Outside area 1: Firefighters

Children to play firefighters. Begin by giving children orange chalk to draw flames on the ground. Then children get water soakers to aim at the flames and wash them away.

Outside area 2: Astronauts

Number hunt activity. Find hidden pictures of spaceships around the outside area. Count the spots on the spaceships and record the number on your clipboard.

Table activity: Chefs

Cooking station. Children to wash, prep and chop a selection of fruit to make a class fruit salad for snack time.

Table activity:

Match the photos of people to photos of their jobs. Have pictures of people dressed up for their job spread out across the table. Muddle them in with images of jobs. Children to match them.

Art area: Artists

Pretend to be a famous artist and paint your own creative and imaginative picture to display in our class art gallery.

Carpet area: Teachers

Mini-whiteboards, number cards, phonics cards, paper and clipboards set up so children can role play being teachers.

Malleable area: Artists

Make sculptures out of playdough. Put them on display in our class art gallery.

Construction area: Engineers

Children to explore the class blocks and build their own towers, bridges and buildings just like engineers.

Role play:

Set up the role play as a vet surgery. Children role play being vets.

IWB/Computers:

Select the correct outfit for each job: <https://1c7951e0f713f82c10d3-9c5e6fbd2c9d828eb37b6bf0399bddd6.ssl.cf1.rackcdn.com/job-mixer/index.html>

