

EAL Goals: Opportunities for Observation and Assessment

These are the EAL Goals that you meet using these activities.

PRIME AREAS

Personal, Social and Emotional Development

PS&ED: Making Relationships

30-50: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

30-50: Keeps play going by responding to what others are saying or doing.

40-60: Initiates conversations, attends to and takes account of what others say.

40-60: Explains own knowledge and understanding, and asks appropriate questions of others.

ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PS&ED: Self-Confidence and Self Awareness

30-50: Can select and use activities and resources with help.

30-50: Welcomes and values praise for what they have done.

30-50: Enjoys responsibility of carrying out small tasks.

30-50: Confident to talk to other children when playing, and will communicate freely about own home and community.

30-50: Shows confidence in asking adults for help.

40-60: Confident to speak to others about own needs, wants, interests and opinions.

ELG: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help

PS&ED: Managing Feelings and Behaviour

30-50: Aware of own feelings, and knows that some actions and words can hurt others' feelings.

30-50: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

40-60: Aware of the boundaries set, and of behavioural expectations in the setting.

40-60: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as

part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development

PD: Moving and Handling

30-50: Draws lines and circles using gross motor movements.

30-50: Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

30-50: Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

30-50: Holds pencil near point between first two fingers and thumb and uses it with good control.

30-50: Can copy some letters, e.g. letters from their name.

40-60: Experiments with different ways of moving.

40-60: Uses simple tools to effect changes to materials.

40-60: Handles tools, objects, construction and malleable materials safely and with increasing control.

40-60: Shows a preference for a dominant hand.

40-60: Begins to use anticlockwise movement and retrace vertical lines.

40-60: Begins to form recognisable letters.

40-60: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

PD: Health and Self Care

30-50: Understands that equipment and tools have to be used safely.

40-60: Shows understanding of how to transport and store equipment safely.

40-60: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and Language

C&L: Listening and Attention

30-50: Listens to others one to one or in small groups, when conversation interests them.

30-50: Is able to follow directions (if not intently focused on own choice of activity).

40-60: Maintains attention, concentrates and sits quietly during appropriate activity.

40-60: Two-channelled attention – can listen and do for short span.

ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

C&L: Understanding

30-50: Understands use of objects (e.g. *“What do we use to cut things?”*)

30-50: Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

30-50: Responds to simple instructions, e.g. to get or put away an object.

30-50: Beginning to understand ‘why’ and ‘how’ questions.

40-60: Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.

40-60: Listens and responds to ideas expressed by others in conversation or discussion.

ELG: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

C&L: Speaking

30-50: Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

30-50: Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

30-50: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

30-50: Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.

30-50: Uses a range of tenses (e.g. *play, playing, will play, played*).

30-50: Builds up vocabulary that reflects the breadth of their experiences.

30-50: Uses talk in pretending that objects stand for something else in play, e.g. *‘This box is my castle.’*

40-60: Uses language to imagine and recreate roles and experiences in play situations.

40-60: Links statements and sticks to a main theme or intention.

40-60: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

40-60: Introduces a storyline or narrative into their play.

40-60: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

ELG: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

SPECIFIC AREAS

Literacy

Lit: Reading

30-50: Beginning to be aware of the way stories are structured.

30-50: Suggests how the story might end.

30-50: Listens to stories with increasing attention and recall.

30-50: Describes main story settings, events and principal characters.

30-50: Shows interest in illustrations and print in books and print in the environment.

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Begins to read words and simple sentences.

40-60: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

40-60: Knows that information can be retrieved from books and computers.

ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Lit: Writing

30-50: Sometimes gives meaning to marks as they draw and paint.

30-50: Ascribes meanings to marks that they see in different places.

40-60: Gives meaning to marks they make as they draw, write and paint.

40-60: Begins to break the flow of speech into words.

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

40-60: Writes own name and other things such as labels, captions.

40-60: Attempts to write short sentences in meaningful contexts.

ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They

write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Understanding of the World

UW: People and Communities

30-50: Shows interest in the lives of people who are familiar to them.

30-50: Remembers and talks about significant events in their own experience.

30-50: Recognises and describes special times or events for family or friends.

30-50: Shows interest in different occupations and ways of life.

30-50: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60: Enjoys joining in with family customs and routines.

ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

UW: The World

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50: Talks about why things happen and how things work.

30-50: Developing an understanding of growth, decay and changes over time.

30-50: Shows care and concern for living things and the environment.

40-60: Looks closely at similarities, differences, patterns and change.

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

UW: Technology

30-50: Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

30-50: Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

30-50: Shows skill in making toys work by pressing parts or lifting aps to achieve effects such as sound, movements or new images.

30-50: Knows that information can be retrieved from computers

40-60: Completes a simple program on a computer.

40-60: Uses ICT hardware to interact with age-appropriate computer software.

ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

EAD: Media and Materials

30-50: Beginning to be interested in and describe the texture of things.

30-50: Realises tools can be used for a purpose.

40-60: Explores what happens when they mix colours.

40-60: Experiments to create different textures.

40-60: Understands that different media can be combined to create new effects.

40-60: Manipulates materials to achieve a planned effect.

40-60: Constructs with a purpose in mind, using a variety of resources.

40-60: Uses simple tools and techniques competently and appropriately.

40-60: Selects appropriate resources and adapts work where necessary.

40-60: Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EAD: Being Imaginative

30-50: Developing preferences for forms of expression.

30-50: Uses movement to express feelings.

30-50: Engages in imaginative role-play based on own first-hand experiences.

30-50: Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

30-50: Uses available resources to create props to support role-play.

30-50: Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60: Create simple representations of events, people and objects.

40-60: Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

40-60: Introduces a storyline or narrative into their play.

40-60: Plays alongside other children who are engaged in the same theme.

40-60: Plays cooperatively as part of a group to develop and act out a narrative.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

0.1 - CREATE A DISPLAY BOARD



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KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To use phonic knowledge to write words or sentences
- ✓ To create long lasting resources to be used in the classroom by all

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources: Printed blank A5 card templates (see below), printed photographs generated in the photo-hunt, pens, glue, laminating machine (if you wish)

Length: 15 minutes

Organisation: Indoor activity

ACTIVITY STEP BY STEP

1. PREPARATION:

- Print empty cards provided (see below) for as many children as you need
- Download and print images generated in photo hunts or other activities (6 images per A4)

2. WRITING:

- Distribute 1 image and 1 card per child (it is much more exciting and engaging for them to work with the image they have taken)
- Children to stick their image on the card and write a word or a sentence describing it

3. CREATION: Laminate as a set of cards or create a board for all to admire

Examples of what could have been generated in your photo-hunt or other activities:

Emotions (see 'DEVELOP A NARRATIVE - Respond to an image by acting emotions')

"happy" / "confused" / "angry"

Phonics (see 'PHOTO HUNT: Initial sounds')

"board" (Something starting with the sound B)

"snake" (Something starting with the sound S)

Sensory (see 'PHOTO HUNT: Senses')

"skin" (Take a picture of something that feels soft)

"speaker" (Take a picture of something that makes a lot of noise)

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION



Children to act what is on the image photographed



Children to draw the objects photographed

Refer to the board or cards in everyday activity supporting Early Year Learning Goals



0.2 - INTRODUCTION TO TAKING PICTURES



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KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To work cooperatively
- ✓ To use technology / photography
- ✓ To learn about distance and space
- ✓ To explore environments
- ✓ Making sentences and introductions to storytelling

Suitable for: EARLY YEARS but can be adapted to any other age group

Resources: Cameras / iPads

Length: 20 minutes

Organisation: Indoor/Outdoor activity / Groups or pairs

KEY VOCABULARY

Camera, human zoom, focus, framing, landscape, portrait, lens, camera strap, close up, far, angle, shutter, blurry, sharp, color, black and white, light, dark, moving, flash, human eye, fragile,

ACTIVITY STEP BY STEP

1. PREPARATIONS:

Charge cameras or iPads and make sure you have memory space

2. INTRODUCTION OF CAMERA

- If using a Digital camera, show the strap to put around the wrist to avoid breaking it
- Remind them that the lens is very fragile, it is the eye of the camera. DO NOT put fingers in front of the lens

3. PRACTICE

- **Show them different angles** and positions using your body, distance and close up by lying down on the floor, getting closer, using the human zoom, NOT the camera zoom
- **Practice close up portrait:** Take a picture of your friend head to shoulder with nothing else in the frame in vertical or horizontal (portrait or landscape)
- **Practice full body portrait:** Take a picture of your friend from head to toe without leaving too much empty space around (portrait or landscape)
- **Practice close up:** Choose one part of the body of your partner and take a close up picture of it (example one ear, one finger, one eye, the mouth, the nose, the hand...)

Please note it is important that the pictures get shared with the children (see other activities such as 'CREATE A DISPLAY BOARD FROM YOUR PHOTOS' or 'GENERATING WRITING FROM IMAGES')

IDEAS FOR EXTENSION OR/AND CONTINUOUS PROVISION



Children to create a story about the prop/object/character found and write it



Children to draw and spell their treasure on a piece of paper



Children to create a story about the prop/object/character found and act it out

0.3 - PHOTO HUNT: Still life photography



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KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To work cooperatively
- ✓ To use technology / photography
- ✓ To learn about distance and space
- ✓ To explore environments
- ✓ To discuss similarities and differences in objects, shapes, materials

Suitable for: EARLY YEARS but can be adapted to any other age group

Resources: Cameras / iPads / Objects / Wrapping

Length: 30 minutes

Organisation: Indoor/ Outdoor /Groups or pairs

ACTIVITY STEP BY STEP

1. PREPARATIONS

Select some interesting objects and props (soft toys, figurines, animals, transports, random items of clothing, hats and, unknown and unusual objects)

- Wrap them up and hide them in your classroom or in the playground in different areas
- Show a wrapped object as an example to the children

2. HUNT

Explain that they have to wait for everybody to open their treasure. When they found their treasure, they need to sit down on the carpet and open their treasure all together in a circle.
NOTE: You might want to explain that they will not take the treasure home, that those belong to the classroom...to avoid disappointment!

3. GUESS YOUR OBJECT: Ask the children to touch and feel the wrapped object to try to guess what it is and describe the sensation with a talk partner.

4. DISCOVER YOUR OBJECT: Countdown to open all together: 3...2...1...Open!

5. DISCUSS YOUR OBJECT: Organise the children in pairs to discuss what this object could be or what they could do with them. Pairs to share with the whole class.

6. PHOTOGRAPH YOUR OBJECT: Give the digital compact cameras/iPads and learn some still life photography skills (see 'INTRODUCTION TO TAKING PICTURES') taking **close up** pictures of their object-getting really close in small groups. **Each object is photographed individually** (One image per child)

Please note it is important that the pictures get shared with the children (see other activities such as 'CREATE A DISPLAY BOARD FROM YOUR PHOTOS' or 'GENERATING WRITING FROM IMAGES')

IDEAS FOR EXTENSION OR/AND CONTINUOUS PROVISION



Children to create a story about the prop/object/character found and write it



Children to draw and spell their treasure on a piece of paper



Children to create a story about the prop/object/character found and act it out

1.1 - GENERATING WRITING using an image



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To write independently
- ✓ To use phonic knowledge to write words or sentences
- ✓ To develop visual literacy by responding to images
- ✓ To work cooperatively

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources: Printed photographs, pens, paper, glue

Length: 20 minutes

Organisation: Classroom activity / Group or pair

ACTIVITY STEP BY STEP

1. PREPARATION

- Download and print an image (see in **GALLERIES**, or found topic related images or images taken previously by the children)
- Glue one image per paper (A3 is advised as it provides more space for the children to write)
- Put children in groups or pairs and distribute one page per pair/group

2. **LOOKING AT THE IMAGE:** Encourage children to look at the image in details

3. **WRITING:** Children to write individual words or sentences about what they can see

Use Prompt questions such as:

What can you see in the image? (tree, blue sky, stones, clouds)

Where do you think it could be? (country name, on earth, imaginary place, countryside, seaside, warm)

How does it make you feel? (happy, scared, curious, etc)

IDEAS FOR EXTENSIONS OR/AND CONTINUOUS PROVISION



Children to talk to each other about what they like or do not like about the image or what they can see in it: I like it because..... I don't like it because...



Print other images and children to create a story (see '**DEVELOP A NARRATIVE - Making a story with 3 pictures**')



Children to photograph things that they have written about (tree, blue sky, stones, clouds)



Children to draw the image or what they can see in it or what is outside of the frame

1.2 - GENERATING VOCABULARY:

Exploring the 5 senses

KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To use the five senses to generate and extend vocabulary
- ✓ To listen and respond to ideas expressed by others in conversation
- ✓ To work cooperatively
- ✓ To look closely at similarities and differences

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources: Senses cards or images '**Senses Gallery**'

Length: 15 minutes

Organisation: Indoor/ Outdoor activity/ Groups



KEY VOCABULARY

Senses, touch, feel, to hear, sound, smell, taste, to see, sight, soft, hard, smelly, sweet, sour, savoury, salty, spiky, prickly, silence, noisy, loud, rough, sweaty cold, warm, sour...

ACTIVITY STEP BY STEP

1. PREPARATION

- Print the **Senses Cards** or project images from the **Sense Gallery**
- Put the children in pairs

2. DISCUSSING

- Ask them to discuss what they can see on the image taking turn with their talk partner
- Encourage them to describe as much as they can





3. SHARING

Each pair to share to the class one response to the image

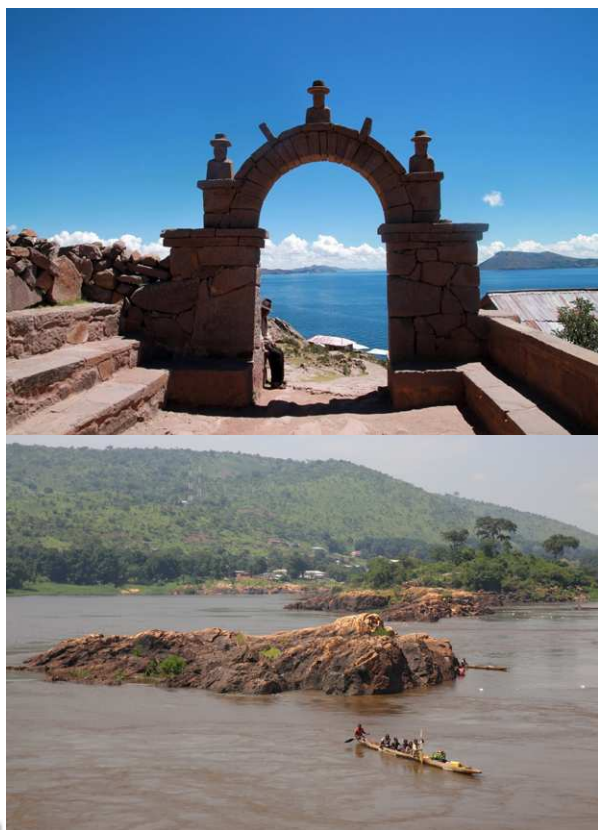
Use Prompt questions such as : How what is on the picture would:

- feel (if you could touch it, how would it feel?)
- taste (if you could taste it, what do you think it would taste like?)
- smell (if you could smell it, what do you think it would smell like?)
- sound (if you could hear it, what do you think it would sound like?)
- look (what does it look like to you? What do you think it is? What can you see?)

IDEAS FOR EXTENSIONS OR/AND CONTINUOUS PROVISION

-  Print images and let the children write about them (See '**GENERATING WRITING using an image**')
-  Expand vocabulary related to senses by choosing other words that describe the opposite emotions: soft/ squishy/mushy, hard/firm/rigid
-  Children to take pictures of something that feels the same as on the image
-  Children to develop a story in response to the image and the emotions discussed and make a story/performance

2.1 - DEVELOPING NARRATIVE: Settings



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓To develop visual literacy by responding to images
- ✓To look closely at similarities /differences
- ✓To develop narrative
- ✓To make sentences using past, present and future tense
- ✓To work cooperatively

Suitable for: EARLY YEARS but can be adapted to other age groups

Length: 15 minutes

Resources: Images of scenes (from the SETTING gallery or search for your own curriculum topic related images) - Cameras/ iPad

Organisation: Indoor / Talk partners

KEY VOCABULARY

I can see.. I think it is.... I like it because.... If I was there I would...

Hot, cold, countryside, city, seaside, mountain, scary, sad, happy, excited, lonely, city, sound, smell, animals, trees, water, sky, clouds, sun, high, wind

ACTIVITY STEP BY STEP

1. PREPARATION

- Print/screen an image (see below, or found your own topic related image)
- Put children in pairs

2. LOOKING AT THE IMAGE

- Encourage them to look closely at details and ask them questions
- Children take turns to describe what they can see to their talk partner
- Give a few minutes to discuss each questions

3. SHARING Each pair to share one idea with the class

Use Prompt questions such as:

Where do you think this could be? (Country name, imaginary place, countryside, warm, etc)

Is the story happening now, in the present/future/past? (How do you know?)

Have you ever been to a similar place? Would you like to go to this place? Who live there?

What do they do? Are there any animals?

If you were transported to that place right now, how would you feel? What would you see?

What could you hear? What could you smell? What would you do you if you were there?

IDEAS FOR EXTENSIONS OR/AND CONTINUOUS PROVISION



Children to write words about the setting
(See '**GENERATING WRITING using an image**'))



Print other images and children to create a different story
(see '**DEVELOP A NARRATIVE - Making a story with 3 pictures**'))



Children to draw the setting and what is outside of the frame



What would you see if you were there? Draw it or write about it
What would you do if you were there? Draw or write about it



How would you feel if you were there and take a picture of this emotion
(See '**DEVELOP A NARRATIVE - Respond to an image by acting emotions**'))



2.2 - DEVELOPING NARRATIVE:

Responding to an image by acting emotions



VOCABULARY

Sad, miserable, unhappy, upset, happy, content, cheerful, joyful, tired, exhausted, scared, frighten, afraid, excited, delighted, worried, anxious, proud, pleased, stressed, nervous.....

KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To develop visual literacy by responding to images
- ✓ To extend vocabulary
- ✓ To talk about feelings and emotions
- ✓ To represent ideas through role play
- ✓ To use of technology/photography

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources:

Images of scenes (from the SETTING Gallery, or search for your own curriculum topic related image)

Ipad/camera

Length: 20 minutes

Organisation: Indoor/ Outdoor activity/ Groups

ACTIVITY STEP BY STEP

1. PREPARATION:

- Print/screen an image (see below, or in **GALLERIES**, or found your own topic related image)
- Put children in groups of 3 or 4

2. LOOKING AT THE IMAGE:

- Encourage them to look closely at details. What can they see?
- Encourage them to describe what is happening and how it makes them feel

3. SHARING:

- Each group to share to the class, one of the emotions responding to the image
- Inspire them to find different words to describe similar emotions: happy/excited/delighted
- Demonstrate acting an emotion in response to the image

4. PHOTOGRAPHY/ACTING:






- Distribute the cameras/ iPads (see 'INTRODUCTION TO TAKING PICTURES')
- In their groups, children to take turn to act out their individual chosen emotion in response to the image and take turn in using the camera to photograph each other.

Use Prompt questions such as:

Where do you think this could be? Would you like to be there?

How would you feel if you were there? How do you think this person (if applicable) is feeling?

IDEAS FOR EXTENSIONS OR/AND CONTINUOUS PROVISION

-  Print the photos of the emotions taken by the children and let them write about words or sentences about them (See '**GENERATING WRITING using an image**')
-  Print the photos of the emotions taken by the children to create an “Emotions display board” (See '**CREATE A DISPLAY BOARD FROM YOUR PHOTOS**')
-  Expand vocabulary related to emotions by choosing other words that describe the opposite emotions: Sad/Happy, Depressed/Cheerful...
-  Children to take pictures of opposite emotions
-  Children to develop a narrative in response to the image and the emotions discussed and make a story/performance



VOCABULARY

Scary, sad, happy, excited, lonely, city, sound, smell, animals, man, women, girl, boy, white, black, Asian, European, African, young, old, children, colours, blond, hair, short, tall,

KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To develop visual literacy by responding to images
- ✓ To develop narrative
- ✓ To work cooperatively

Suitable for: EARLY YEARS but it can be adapted for to any other age group

Resources: Picture of a character from 'CHARACTER gallery' or any curriculum related image

Length: 15 - 20 minutes

Organisation Indoor activity/Talk partner/Group

TIP: Correct spelling is not the primary focus. It is important to let them try and write

ACTIVITY STEP BY STEP

1. PREPARATIONS

- Print the image provided or screen it on the board (more in the **CHARACTER gallery** or use images taken previously by the children)
- Put children in pairs

2. LOOKING AT THE IMAGE

- Encourage the children to look closely at details. What can they see?
- Encourage them to describe how they see the character, taking turn to talk with their partner

3. SHARING

- Each pair to share to the class one response to the image

Use Prompt questions such as:

- Who can this be? What could be his/her name?
- Where do he/her live?
- Where can she/he form?
- What does she/he do?
- What language does he/she speak?
- Where could he /she going? Who else he/she meet on the way?
- Who/what do you think this could be?

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION



Act out the character created



Describe the character in writing



Draw the character



Create a story using this image giving it a setting (See '**DEVELOP A NARRATIVE: SETTINGS**')



Children to go and take additional pictures to complete their story

2.4 - DEVELOPING NARRATIVE

Past, Present & Future



KEY VOCABULARY

Senses emotions, people, actions, adjectives, descriptive words such as hot, cold, countryside, city, seaside, mountain, scary, sad, happy, excited, lonely, city, sound, smell, animals, man, women, young, old, children, animals, actions, surprised,

KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To work cooperatively and take turn
- ✓ To generate conversation about the past, the present and the future
- ✓ To look closely at similarities and differences
- ✓ To develop visual literacy by responding to images

Suitable for: EARLY YEARS but it can be adapted for to any other age group

Resources: Picture of a busy setting/iPad or camera

Length: 20 minutes

Organisation Indoor activity / Talk partner/ Group

TIP: Correct spelling is not the primary focus. It is important to let them try and write

ACTIVITY STEP BY STEP

1. PREPARATIONS

- Print an image or screen it (see below or research and use curriculum topic related images)
- Put children in pairs

2. ACTIVITY

- Encourage children to discuss the image by looking closely at details. What can they see?
- Encourage children to think about different time: past, present, future in response to the image

3. SHARING: Each pair to share 3 things with the class in response to the image

Write 3 things that they can see in the image

What do you think it is happening in the image?

What could have happened BEFORE the picture was taken? AFTER?

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION



Children to create a story using this image giving it a **SETTING**



Children to take a picture of what is happening **BEFORE** and **AFTER**



Children to discuss **SOUNDS** that they could hear



Children to draw what is **OUTSIDE** of the frame



2.5 - DEVELOPING NARRATIVE: Freeze your story



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To develop narrative
- ✓ To represent ideas through role play
- ✓ To work cooperatively
- ✓ To use technology/photography
- ✓ To develop visual literacy by responding to images

Suitable for: EARLY YEARS but can be adapted for to other age groups

Resources: Images of scenes (from the **SETTING** Gallery or search for your own curriculum topic related image)

Length: 30 minutes

Organisation: Indoor/ Outdoor activity/ Groups

ACTIVITY STEP BY STEP

1. PREPARATION

- Print the images (1 per group from 'SETTING gallery' or print a curriculum topic related image)
- Put children in groups of 3 or 4

2. LOOKING AT THE IMAGE

- Encourage them to look closely at details in the image, What can they see?
- Encourage them to describe what is happening in their group, taking turn to talk

3. SHARING: Each group to share one idea to the class

4. STORIES

- Ask the children to respond to the image by developing a narrative around their original ideas
- Demonstrate acting something in response to the image

5. PHOTOGRAPHY Distribute cameras/iPads (see 'INTRODUCTION TO TAKING PICTURES')





- In their groups, children decide who will be the photographer and who will act
- Children to respond to the image by creating a 'tableau' of characters inspired from their original responses and ideas

Use Prompt questions such as:

Where do you think this could be? Who is there? What are they doing?

How do you think they are feeling? What would you do if you were there? What could you hear?

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION

-  Print the photos taken by the children and let them **WRITE** about the images (See '**GENERATING WRITING using an image**')
-  Print other images and children to create a different story (see '**DEVELOP A NARRATIVE - Making a story with 3 pictures**')
-  Children to **DRAW** the image or their response to it
-  Children to develop their story based on the image and make a **PERFORMANCE**

2.6 - DEVELOPING NARRATIVE: Making a story with 3 pictures



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To develop visual literacy by responding to images
- ✓ To represent ideas through storytelling
- ✓ To develop imagination and generate verbal and written expression
- ✓ To work cooperatively

Suitable for: EARLY YEARS but can be adapted to other age groups

Length: 30 minutes

Resources: Pictures of a setting, a prop and a character. Pens

Organisation: Indoor / In groups and ideally with adult support

TIP: Correct spelling is not the primary focus. It is important to let them write independently

KEY VOCABULARY

Senses, emotions, adjectives, descriptive words such as hot, cold, countryside, city, seaside, mountain, scary, sad, happy, excited, lonely, city, sound, smell, animals, man, women, young, old, children, animals, actions, surprised, sound, smell, colours...

Title

Once upon a time...

One day...

Suddenly....

Then.....

ACTIVITY STEP BY STEP

1. PREPARATION

- **Print** images provided in **gallery** or/and images taken by children during previous activities: Setting + Character + Prop (or animal or transport)
- **Stick** them on a A2/A1 sheet:
- Put the children into **groups** and distribute the pens

2. WRITING

- With a focus on **curiosity** and **imagination**, let the children lead and respond to the images.
- With adult support, children to start building a narrative with **a beginning, a middle, an end and a title.**
- Children to **write/spell/draw** as many words or element of the story as they can





Guidance questions:

Setting: Where could this place be? How could we call it? Is it warm or cold? What could be happening there, etc...

Character(s): What could be their name? Where do they live? Where can they be from? What do they do? What language do they speak? What is special about them? What is their passion? Do they have any magical power? Who do they meet on the way? etc.....

Prop: What is it? How could it be used? Does it have any magical power? How can it help with the story? What happens next?

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION

-  Rehearse acting the story and present it to the class
-  Draw 2 empty rectangles and draw 2 extra pictures that would take to complete the story
-  Take pictures of emotions that could be added to your story (see '**DEVELOP A NARRATIVE - Respond to an image by acting emotions**')
-  Write in simple words the story created by the children and ask them to read it out loud



3.1 - UNDERSTANDING THE WORLD: Travelling back in time through an image



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To work cooperatively and take turn
- ✓ To generating conversation about the past, the present and the future
- ✓ To look closely at similarities and differences
- ✓ To develop visual literacy by responding to an image

Suitable for: EARLY YEARS but can be adapted for to other age group

Resources: Printed or projected image from the gallery or your chosen image

Length: 20 minutes

Organisation: Indoors / Talk partners or group

KEY VOCABULARY

I think it was different because...

I think it was a long time ago because... old days, new, a long time ago, past, future, old, before

ACTIVITY STEP BY STEP

1. PREPARATION:

- Print or screen the image provided (or research and print archives images)
- Put children in small groups or pairs

2. LOOKING AT THE IMAGE:

- Encourage the children to discuss the image by looking closely at details.
- What can they see?

3. SHARING: Each group/pair to share to the class one response to the image

Use Prompt questions such as:

Have they seen similar pictures before?

How long ago do you think the photo was taken?

What has changed? What is similar?

What do they think happen to the people/place on the image?

This includes: architecture, fashion, haircuts, vehicles and streets, aesthetics and texture of the photograph (ie black and white, faded)

IDEAS FOR EXTENSIONS OR/AND CONTINUOUS PROVISION



Children to bring an old family picture from home to the classroom and discuss it



Children to bring an object/traditional artefact from their family/culture & discuss it



Children to photograph in a similar way to the photograph discussed



Children to create a story and act it out.



Children to create a story, act it out and photograph it (see '**DEVELOPING NARRATIVE - freeze your story**')

3.2 - ALL ABOUT ME: Find out about your friend



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To work cooperatively and take turn
- ✓ To develop self confidence and to express own interest
- ✓ To represent ideas through role play
- ✓ To use technology/photography

Suitable for : EARLY YEARS but can be adapted to any other age groups

Resources: Camera/ I pads

Length: 20 minutes

Organisation: Indoor / Talk partners or groups

KEY VOCABULARY

My favourite thing do to is... because
I like .. because

ACTIVITY STEP BY STEP

1. PREPARATION:

- Put children in pairs







2. DISCUSSING AND SHARING:

- Ask the children to find out one thing that their partner likes doing
Example: 'I like swimming'- 'My favourite thing to do at home is baking'
- Share one thing that the partner has said to the class

3. PHOTOGRAPHY/ACTING:

- Distribute the cameras/IPADS (See 'INTRODUCTION TO TAKING PICTURES')
- Children to take a picture of their talk partner acting it out what they have said they like doing

IDEAS FOR EXTENSIONS IN TO CONTINUOUS PROVISION

-   Same exercise but children to find out one thing that they like about themselves and take a picture
-   Same exercise but children to find out one thing that they like about their school and take a picture
-  Print the photos taken by the children and let them write about them
(See **'GENERATING WRITING FROM IMAGES'**)
-  Print the photos taken by the children and create a display board of "All about me"
(See **CREATE A DISPLAY BOARD FORM YOUR PHOTOS**)

Letters Photo-hunt

1- DISCOVERING

Look at examples of words on the screen **WITHOUT** telling them what they are looking



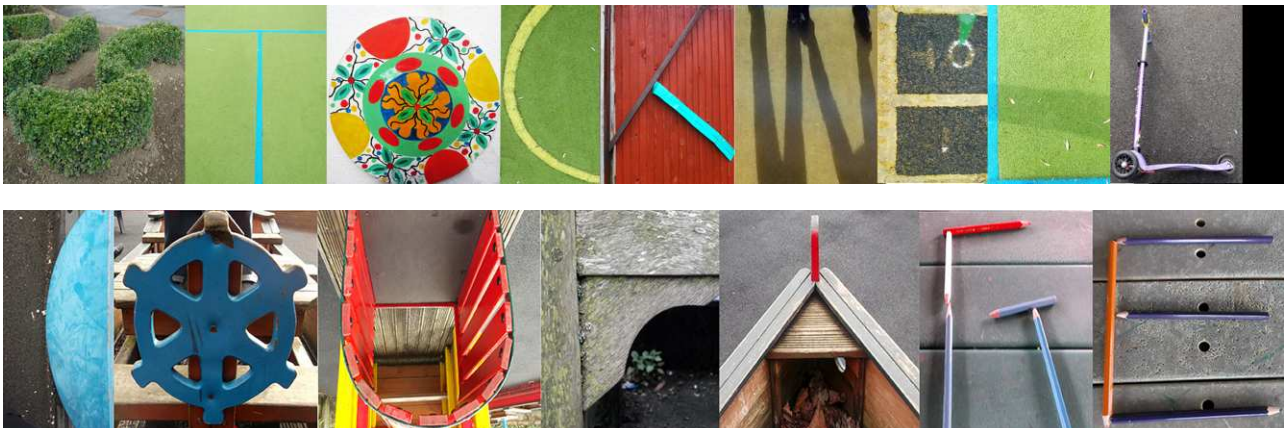
at. Ask the to guess what is the image about and see if they can read this image: **LOVE**

2 - OBSERVING

Once they have found the word, ask them what is the word made of. **What has the photographer used to make the word.** (Windows, lines, colours, zip....)

3 - UNDERSTANDING

Introduce the other examples of words and see if they can read it. Ask them what is the word made of. What has the photographer used to make the word = everyday objects to recognising and identifying shapes and angles in the classroom that look like letters
NOTE: the G and E are cheated. You can only cheat if the teacher says that you can and it needs to be a creative cheat!



4 - COMPARING



Show them images of different letters and ask them **what can they see?** (1st: letter E; 2nd: Letter L) **Which letter is the best and why?**

(They should get to the fact that the right one is the best because the E fills the whole frame, you can read it straight away. The others are too far away and full of distractions.)

5 - TIPS TO PHOTOGRAPH GOOD LETTER

Use the **human zoom** to get closer, NOT the zoom of the camera

Look around and find different angles. **Close Up**

NO CROPPING allowed in photoshop so make sure you **frame** the letter properly

Plain colour are easier to read that multicoloured / patterns ones

Respect the parallel line, straightness, angle and position well yourself. If a capital L has a right angle, photograph it so the image looks like a right angle (viewpoint)

6 - PRACTICE IN THE CLASSROOM

- Ask them to look around the classroom and to find letter
- How would they photograph them? Ask them to physically demonstrate (place themselves, angle, close up...)
- Learn and practice with framing / composition / respecting angles / parallels through taking pictures of found letters with digital cameras (in the buildings, play area, foliage and furniture)



7- DO IT!

Choose a word that describes your portrait (or a common word for the whole group)

Go out and take the letters! (One letter each if group word or whole word per person)

4.1 - PHOTO HUNTS: Explore environments



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To explore environments
- ✓ To work cooperatively
- ✓ To look closely at similarities and differences
- ✓ To use technology/photography

Suitable for: EARLY YEARS but can be adapted to any other age group

Resources: Printed photo hunt cards, camera, iPad or camera phone

Length: As long as it is fun!

Organisation: Indoor/Outdoor. Small groups/Pairs

ACTIVITY STEP BY STEP

1.PREPARATION:

- **Download, print, cut and fold**, the photo hunt cards provided (see below)
- Laminate if wanting lasting resource.

2.HOW TO TAKE A PICTURE:

- **Demonstrate** how to take a photo using the media of choice, camera or iPad (see separate resource 'INTRODUCTION TO TAKING PICTURE')

3.HUNT:

- **Organise** children in small groups/pairs for team work and distribute one card at a time
- **Motivate** children to carefully look around what they see in the environment (classroom, school or playground) in response to the cards given
- **Encourage** children to look for more than one thing suggested on the card
- Children to **take pictures**, giving a few minutes for each card before giving out the next one

4.DISCUSS AND SHARE:

After the hunt encourage children to talk about what they discovered and why they photographed it

Please note: it is important that the pictures get shared with the children (see other activities such as 'CREATE A DISPLAY BOARD FROM YOUR PHOTOS' or 'GENERATING WRITING FROM IMAGES')

IDEAS FOR EXTENSION OR/AND CONTINUOUS PROVISION



Print the photos and use them to create a story (see our **Storytelling** activities)



Print the photos taken and ask the children to write about them (see '**Generating Writing from Images**')



Ask the children to imagine a similar hunt in a different location (what could they find in the seaside, forest, park, neighbourhood, starting with those sounds) and share with their talk partner.



Ask children to draw what they have photographed



Print the photos and use them to create a story (see our **Storytelling** activities)



take a
picture



of
your friends
acting

scared

take a
picture



of
what is in
front of
you



take a
picture



of
something

blue

take a
picture



of
what is
above
you



take a
picture



of
something
starting
with letter

C

take a
picture



of
something
that
makes you
happy



take a
picture



of
something
that you
can use
to

learn

take a
picture



of
a
sign



**take a
picture**



of
something
that you
like



**take a
picture**



of
something
that feels
rough



**take a
picture**



of
something
that
**smells
lovely**



**take a
picture**



of
something
that is
loud



take a
picture



take a
picture

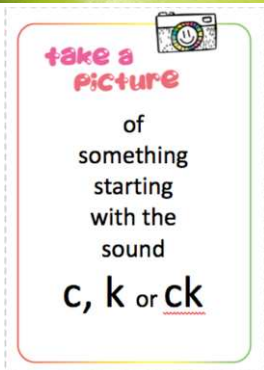


take a
picture



take a
picture





KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To hear ear and say initial sounds in words
- ✓ To work cooperatively
- ✓ To use technology/photography
- ✓ To explore environments

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources: Printed photo hunt cards, camera, iPad or camera phone

Length: 20 minutes

Organisation: Indoor/Outdoor. Small groups/Pairs

ACTIVITY STEP BY STEP

1. PREPARATION:

- **Download, print, cut and fold**, the photo hunt cards provided (see below)
- laminate if wanting lasting resource.

2. HOW TO TAKE A PICTURE:

- **Demonstrate** how to take a photo using the media of choice, camera or iPad (see separate resource 'INTRODUCTION TO TAKING PICTURE')

3. HUNT:

- **Organise** children in small groups/pairs for team work and distribute one sound card at a time
- **Encourage** children to look around and sound out the words of objects or things that they see in the environment (classroom, school or playground)
- **Motivate** children to look for more than one thing starting with the same sounds and take close-up photos
- Children to **take pictures**, giving a few minutes for each sound card to be explored before giving out next one

4. **DISCUSS AND SHARE:** After the hunt encourage children to talk about what they discovered and what and why they have photographed it

Please note it is important that the pictures get shared with the children (see other activities such as 'CREATE A DISPLAY BOARD FROM YOUR PHOTOS' or 'GENERATING WRITING FROM IMAGES')

IDEAS FOR EXTENSION OR/AND CONTINUOUS PROVISION

- 📌 Children to create a story about the prop/object/character found and write it
- 🎨 Children to draw and spell what they have photographed on a piece of paper
- 🎭 Children to create a story about the prop/object/character found and act it out



**take a
picture**



of
something
starting
with the
sound

S



**take a
picture**



of
something
starting
with the
sound

t



**take a
picture**



of
something
starting
with the
sound

a



**take a
picture**



of
something
starting
with the
sound

p



take a
picture



of
something
starting
with the
sound

i



take a
picture



of
something
starting
with the
sound

m



take a
picture



of
something
starting
with the
sound

n



take a
picture



of
something
starting
with the
sound

d



take a picture



of something starting with the sound

g



take a picture



of something starting with the sound

c, k or ck



take a picture



of something starting with the sound

o



take a picture



of something starting with the sound

e



take a picture



of something starting with the sound

u



take a picture



of something starting with the sound

h



take a picture



of something starting with the sound

r



take a picture



of something starting with the sound

b



take a
picture



of
something
starting
with the
sound

f

take a
picture



of
something
starting
with the
sound



take a
picture



of
something
starting
with the
sound

l

take a
picture



of
something
starting
with the
sound



take a
picture



take a
picture



take a
picture



take a
picture



4.3 - PHOTO HUNT: Senses



KEY VOCABULARY

Senses, touch, feel, hear, sound, smell, taste, see, sight, soft, hard, smelly, sweet, sour, savoury, salty, spiky, prickly, silence, noisy, loud, rough, sweaty, cold, warm, sour, colourful, waxy, sweaty, smooth...

KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ Use the five senses to generate and extend vocabulary
- ✓ To work cooperatively
- ✓ To look closely at similarities and differences
- ✓ To use technology/photography
- ✓ To learn new vocabulary

Suitable for: EARLY YEARS but can be adapted to other age groups

Resources: Printed photo hunt cards, camera, iPad or camera phone

Length: 20 minutes

Organisation: Indoor/Outdoor. Small groups/Pairs

ACTIVITY STEP BY STEP

1. PREPARATION:

- **Download, print, cut and fold**, the photo hunt cards provided (see below)
- Laminare if wanting lasting resource.

2. HOW TO TAKE A PICTURE:

- **Demonstrate** how to take a photo using the media of choice, camera or iPad (see separate resource 'INTRODUCTION TO TAKING PICTURE')

3. Hunt:

- **Organise** children in small groups/pairs for team work and distribute one card at a time
- **Encourage** children to carefully look around what they see in the environment (classroom, school or playground) in response to the cards given and take close-up photos
- **Motivate** children to look for more than one thing that would feel, taste, smell, sound or look as the word on their card
- Children to **take close-up pictures**, giving a few minutes for each card to be explored before giving out a next one

4. DISCUSS AND SHARE:

After the hunt encourage children to talk about what they discovered and what and why they have photographed it

Please note it is important that the pictures taken get shared (see activities such as 'CREATE A DISPLAY BOARD FROM YOUR PHOTOS' or 'GENERATING WRITING from IMAGES')

IDEAS FOR EXTENSION OR/AND CONTINUOUS PROVISION



Children to draw what they have photographed



Children to create a story about what they have photographed and act it out



Children to create their own hunt using the empty card templates provided (see below)



Children to think of the opposite word they had on their card and go to photograph it: Smooth/rough, soft/hard, cold/hot..



Children to imagine a similar hunt in a different location (what could they find at the seaside, in the forest, at park) and share with their talk partner.



Print the photos taken and ask the children to write about them (see our resource GENERATING WRITING using an image)



**take a
picture**



of
something
that feels
cold



**take a
picture**



of
something
that feels
prickly



**take a
picture**



of
something
that feels
smooth




**take a
picture**



of
something
that feels
hard



**take a
picture** 

of
something
noisy

**take a
picture** 

of
someone
laughing



**take a
picture** 

of
something
silent

**take a
picture** 

of
something
squeak



take a
picture



of
something
colourful

take a
picture



of
something
shiny



take a
picture



of
something
big

take a
picture



of
something
dark



**take a
picture**



of
something
that smells
sweet

**take a
picture**



of
something
that smells
good



**take a
picture**



of
something
that smells
rotten

**take a
picture**



of
something
that smells
tangy



take a
picture



of
something
that tastes

sour



take a
picture



of
something
that tastes

salty



take a
picture



of
something
that tastes

spicy



take a
picture



of
something
that tastes

bitter



take a
picture



take a
picture

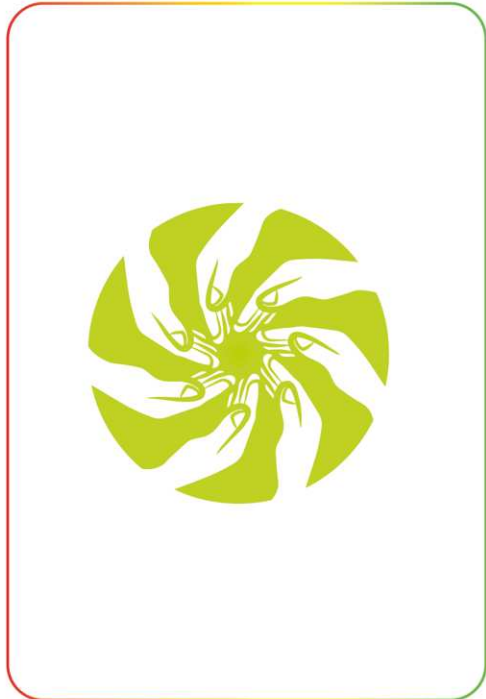


take a
picture



take a
picture

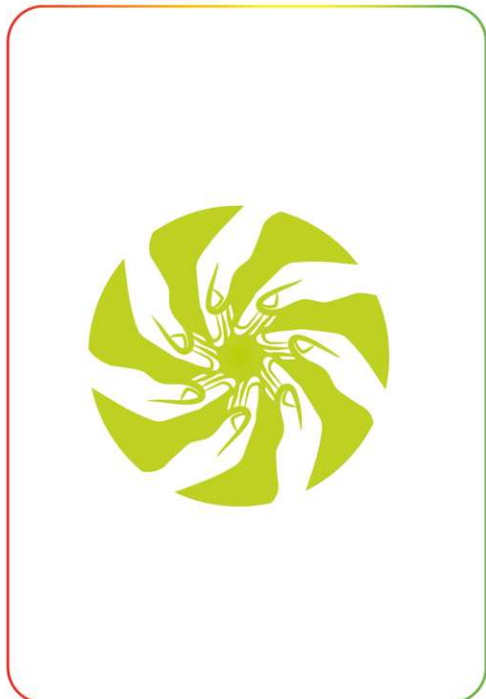




take a
Picture



take a
Picture



take a
Picture



take a
Picture

