

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.

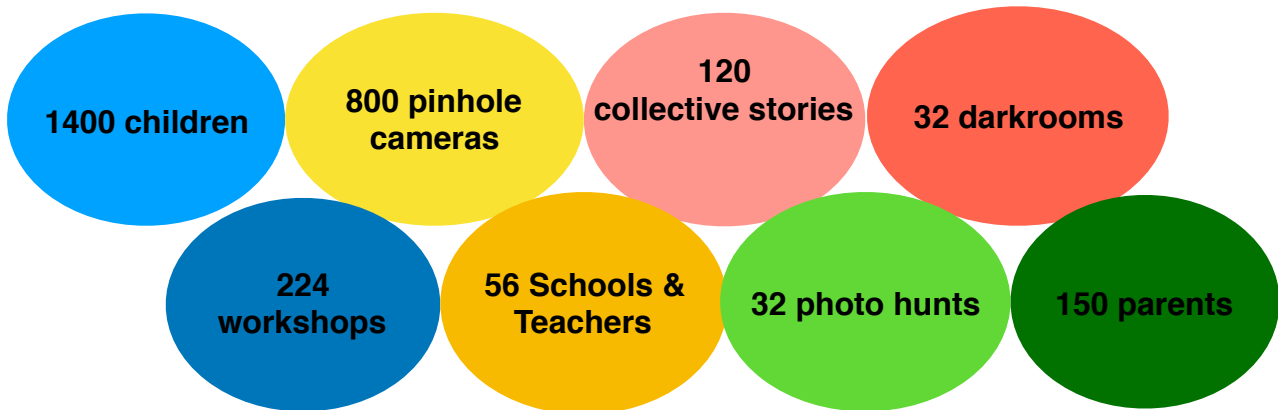
40-60: Introduces a storyline or narrative into their play.

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.

Learning Through Photography to develop children's literacy & numeracy skills



LTP is a teaching philosophy and methodology developed by Wendy Ewald. in the 1960's, that encourages children to explore their world as they photograph scenes from their own lives and to use their images as catalysts for verbal and written expression. LTP is also Learning Through Participation emphasizing that the student learn from reflecting on their past experiences and make new discoveries.

Framed around universal themes such as surroundings, self-portrait, community, family, and dreams, LTP provides children and teachers with the expressive and investigative tools of photography and writing for use in the classroom.

In connecting picture making with writing and critical thinking, LTP promotes an expansive use of photography across different curricula and disciplines, building on the information that students naturally possess.

- ✦ ***Strong emphasis on visual learning***
- ✦ ***Promoting self-expression***
- ✦ ***Communicating with the language of images***
- ✦ ***Acquiring language skills & enhancing writing skills***
- ✦ ***Unlock creative abilities and allow creativity in the classroom***
- ✦ ***Learning to use new technologies***
- ✦ ***Developing critical literacy and explore social themes***
- ✦ ***Cross disciplinary learning***
- ✦ ***Learn through real life experience & hands on activity***
- ✦ ***Increase the attention span of the children***
- ✦ ***Learning from peers & from mistakes***
- ✦ ***Use outside spaces and bodies***
- ✦ ***Brainstorming***
- ✦ ***Play and have fun***



Key changes reported for pupils

Inclusion

A great strength of this project design is that it really engaged children from all abilities. It supports speech and language of children starting from a very low base, whilst it also offers children with more developed skills to extend their literacy, so it can work in a whole class context which is practical for schools.

Confidence

- to come up with ideas themselves
- to express themselves

Ability & skills

- Improved ability to use language with each other
- Improves understanding of abstract and difficult concepts
- Working as a team and listening to other children's ideas
- Extended vocabulary, inspired them to learn, spell and write new words
- Ability to look at images and go beyond what is immediately apparent
- Looking more closely around them, looking at each other and looking at new things. It has increased their curiosity and understanding of the world
- Increased and developed their motor control abilities

Engagement

- The practical side of the workshops has allowed the children to stay engaged and focussed throughout the activities.

Key changes reported by teachers

Teachers have observed and adopted some changes in their teaching practice – they will be using new learnt tools and approaches from the workshops and adapt them. The practical nature of the project has made it easy for most children to understand better some of the concepts they'd found difficult previously.

Use of photography and images in the classroom in a more meaningful way:

- to stimulate children coming up with ideas
- as prompts for writing stories
- as ways to help them form their own ideas
- real life images so that the children can relate to them
- supporting the children to take photographs to form their own ideas and make subjects more meaningful for them
- to develop new vocabulary

Use of technology/iPads

More confidence and ideas on how to use iPads/technology in the classroom. e.g. to take pictures of themselves doing each others work - to do peer review, using the techniques to explore other topics such as art, emotion health, to develop their motor skills, part of Understanding the World and All About me, phonics, etc.

Small group work

It has demonstrated them that delivering self managed group activities in the classroom without an adult is possible

Imaginative storytelling

Feeling more free to be creative with storytelling, with more ideas, phrases etc. to support the children to come up with ideas

Use of questions

Questions are key to encourage collaborative response rather than individual

Negotiating

Working in small groups has shown them that children can negotiate while working together

Use of outdoor spaces and environment to explore around us while learning

Ideas it gave to the teaching staff

- ' We could develop our own book rather than reading one.'
- ' I could use it for my year 3 class to help them make sentences.'
- ' We could use it for emotion book, it is endless where you could take them to.'
- ' When the kids arrive in the morning during reading time, they stick some images on the wall and ask them to make sentences with them'.

Key changes reported by parents/ families

Parents loved being in the classroom to experience what the children do and get an insight of their children's education and behaviour and that they would love having more opportunities to take part in their child's education at school.

They were impressed how this is a children led activity and how we trust the children to use the cameras and give them the responsibility.

- surprise or realisation that their children can come up with ideas by themselves, or do writing by themselves
- ideas of how to nurture their imagination - not just show them the 'right answer'



What the children said...

- ' It is such an adventure!'
- ' I really like putting the characters into the story'
- ' I like the writing about the pictures'
- ' Maths is easy, photography is hard'
- ' I learnt how to take better pictures'
- ' I loved acting emotions'
- ' I likes using pictures to imagine a story'
- 'Anything around us are shapes'
- ' I learnt what a degree is'

What the teachers said...'

'They are able to remember and retain more than using a conventional method to teach. They are able to make links with objects in and outside the classroom, thereby talking about them, hence the use of key vocabulary.'

'It was a great project which sought to create awareness of mathematical concepts through unconventional methods. Excellent practice for teaching using and applying activities to children'

'It has encouraged me to use outdoor spaces more in maths learning, and highlighted the need to create further discussions within lessons around mathematical vocabulary to develop children's reasoning ability'

'We would love to do photography every day, it has so much potential in opening children's eye and mind. We feel that with the digital cameras, the children focus much more on what they are photographing and that they really remembered the photographic techniques you taught them before going out.'

'One child who is normally shy and not participating much in the class was really engaged and participating in the story making'

'It was the 1st time the children used the iPads for something else than playing games, they all had a go with it. Learnt about coming forward to take close up pictures, learnt how to share.' (Holy Trinity)

'The project really engaged children, especially boys. We will embed the methodology in the school'. (Jubilee Head teacher)

'Teachers though that week one was very positive as the children had never use the iPads other than to play games and that it was the 1st time that all children had to go at using it.'

'2 boys that normally don't speak where really outgoing and interacting, the angry dog and Isaac at the back, his mum was worried about his speech but today he was outspoken'

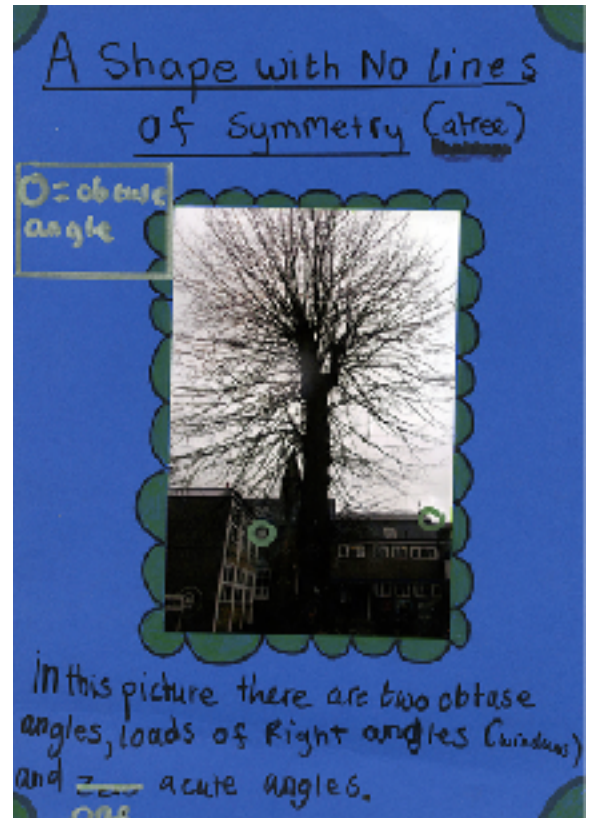


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0.1 - CREATE A DISPLAY BOARD



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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

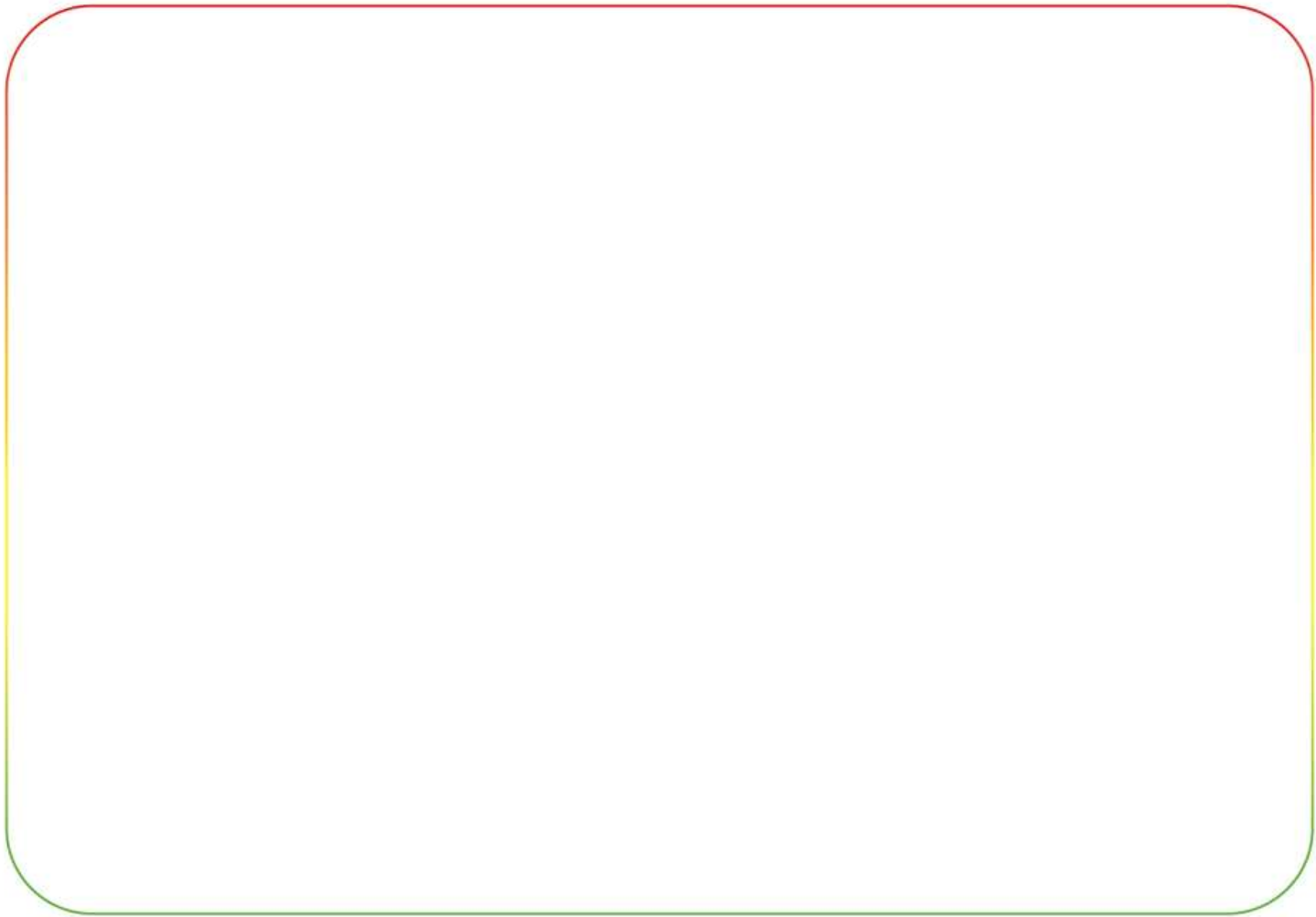


Children to act what is on the image photographed



Children to draw the objects photographed

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



0.1 - 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 YOU 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

2.4 - 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



Letters Photo-hunt

1- DISCOVERING

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



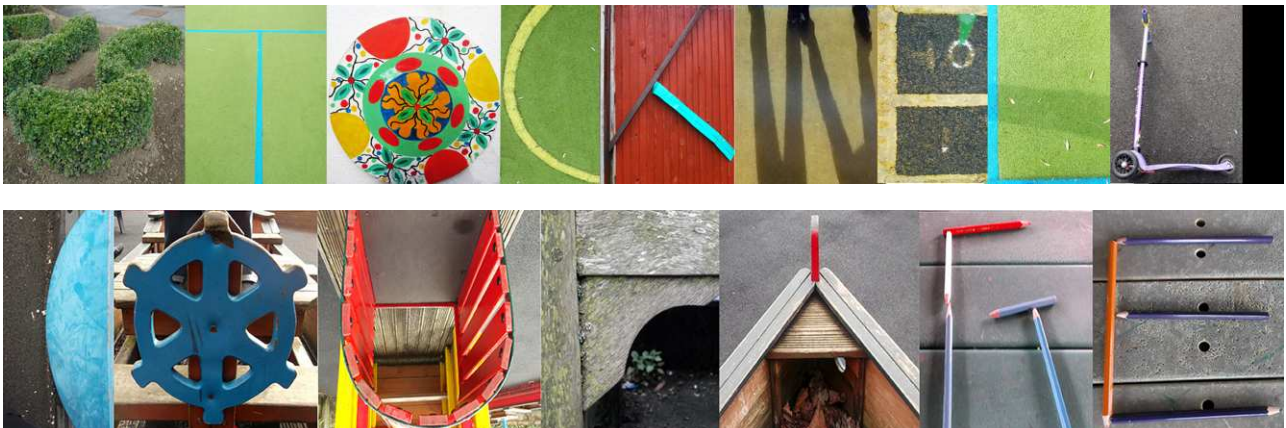
at. Ask the to guess what is the image about and see if they can read this image: **LOVE**

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
what is in
front of
you



**take a
picture**

of
your friends
acting
scared



**take a
picture**

of
what is
above
you



**take a
picture**

of
something
blue





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



4.1 - PHOTO HUNTS: Explore environments



KEY OBJECTIVES

Opportunities for Observation and Assessment

- ✓ To explore environments
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Ask children to draw what they have photographed



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take a
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take a
picture



take a
picture



take a
picture



4.1 - PHOTO HUNTS: Explore environments



KEY OBJECTIVES

Opportunities for Observation and Assessment

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- ✓ 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

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of
what is
above
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**take a
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of
something
blue





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picture



of
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with letter

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of
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take a
picture



of
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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
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that

**smells
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of
something
that is
loud



take a
picture



take a
picture

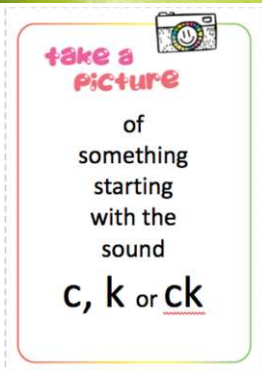


take a
picture



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



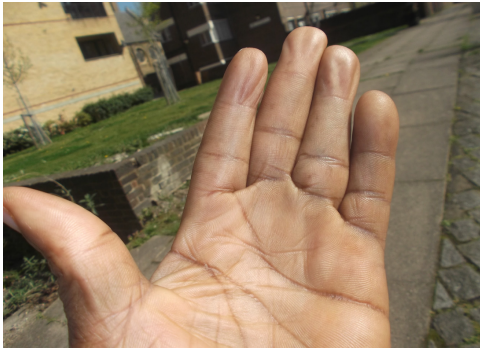
take a
picture



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



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

