

Context for this Book

Granny was born in 1921 and is 100 years old, the same age as Northern Ireland. Some children in your class may come from another country so you may wish to discuss this with the pupils. Through this book we hope that you can celebrate not just Granny's birthday but also the place we call home.

This book is intended to be used as a shared text with Primary 1 and 2 pupils. Activities have been designed to develop pupils' oral language skills and have been linked to the Northern Ireland Curriculum for ease of use.



Pupils with Additional Needs

It may be necessary to adapt and deliver this text when working with pupils who have additional needs. For example, you may wish to carry out picture walks or a multisensory delivery of the story using pictures and sounds.

Teacher Planning

Before using this resource, check out the Teachers' Notes for background information, language development and follow up activities. Plan the questions that you will use to engage pupils with the story.

When using this book, you should consider:

Before Reading

- Look at the cover of the book.
- Who is in the picture?
- What are they doing?
- What might the story be about?
- Can you point to the words on the front cover?
- Where is the title of the book?
- What does the title say?
- Now go to the blurb at the back of the book and read this to the pupils. Ask pupils to make predictions of what they think will happen. These can be revisited at the end of the story.

During Reading

You may wish to go on a picture walk with pupils first. Having done this, you can read the story as a shared text. You may decide to have pause points throughout the story for discussion and questions.

After Reading

Encourage pupils to recall the story in the order in which it happened. It may be necessary to use additional prompts for visual clues. You may also ask pupils to give their opinion of the story. More able pupils will be able to justify their opinion of the story and will be able to say what new things they have learned. You may wish to revisit the pupils' predictions before they read the story and compare this with the actual story.

Associated Activities

A range of follow up activities have been provided. You may wish to use these as separate planned activities or as part of a choice menu for pupils during structured play time. For example, pupils could make a toy shop or they might choose to have a shop which sells birthday card.

Guidance**Page 1**

This explains how you can use the book.

Teachers' Notes**Pages 3 - 10**

These provide teachers with additional information appropriate to topics within the text and have been presented in the order in which they arise in the book.

Resources**Pages 11 - 18**

This provides the teacher with supporting resources to help teach the text.

Suggested Language and Literacy Activities**Pages 19 - 22**

This provides the teacher with a range of suggestions for teaching vocabulary, using effective questioning strategies and links to the Northern Ireland Curriculum.

My Box Ideas**Pages 23 - 24**

Using the idea of a memory box, ideas have been presented for you to try out with your children.

Play Area Planner**Pages 25 - 28**

Using the text as a stimulus for play, ideas have been given for you to develop in your classroom setting and to incorporate into your own play planner.

These Teachers' Notes are to be used in conjunction with 'Suggested Language and Literacy Activities' which provide you with more detail on the use of effective questioning and the development of literacy skills using this text.

All About Cards

When introducing this story to your pupils, discuss the characters in the story and their relationship with each other. You should discuss that Granny is really the great granny of the children and explain this using the Resource 2.1. Some of the pupils may have a great granny. You may also wish to discuss pet names they have for their grandparents or great grandparents.

The History of Cards

The sending of Christmas cards as we know them today was started in the UK in 1843 by Sir Henry Cole. The cards were sold for 1 shilling or 5p in today's money. This was possible because the post as we know it was invented in 1840. Before that only very rich people could afford to send anything by post. The new Post Office used the railways and it was known as the Penny Post because a stamp cost a penny.

Greetings were sent as postcards with the pre-written message and illustration on the front and the address on the back. By 1915 folded cards sent in envelopes started becoming more popular.

By the 1920s buttons and glitter were put on cards and many were home-made and sent on other occasions.

Designs embroidered on silk were popular with soldiers during World War 1 and were often sent home with notes or letters.

As Granny was born in 1921, it is possible that her brothers went to War in 1939 and would have sent home cards to their family.

Cards sent during World Wars 1 and 2:
<https://www.iwm.org.uk/history/embroidered-silk-postcards>

Cards from the Queen

You may need to show pupils pictures of the Queen before discussing the cards that she sends.

Cards are sent from the Queen to those celebrating their 100th and 105th birthday and every year thereafter, Resource 2.3. The cards contain a personalised message and come in a special envelope. Cards are also sent to those celebrating their 60th, 65th, 70th wedding anniversaries and every year thereafter.

More about the Queen's Cards:

<https://www.royal.uk/anniversary-messages-0>

But who sends a birthday message to the Queen? You may want to do this with your pupils.

The Queen has two birthdays, she was born on 21 April 1926 but she also has a state birthday celebrated on the second Saturday in June and this is called the Trooping of the Colour.

More about the Queen's Birthday:

<https://www.bbc.co.uk/newsround/36489213>



You may also wish to watch these videos with your pupils:

Jean receives her card from the Queen: https://www.youtube.com/watch?v=aeejqeFO2_M

Sir Captain Tom Moore Celebrates his 100th birthday, he received more than 140,000 cards: <https://www.youtube.com/watch?v=VCPrrAfAPpc>

Resources:

- **2.1 Who is in the Story?**
- **2.2 Queen's 100th Birthday Card**
- **2.3 Diamond Wedding Anniversary Card**
- **3.1 Cards in the Past**

Associated Activities

You may wish to use these resources with your pupils to develop their Language and Literacy Skills.

Resource 3.1 'Cards in the Past' Talk to pupils about cards in the past and compare them with how they look now. Do the pupils note any things which are the same, any things which are different?

Do they ever make their own cards?

They could describe how they do this and the materials they use. As a follow up activity pupils could make their own card for someone special. This could be done using an IT application such as Paint.

Celebrations

You may wish to discuss other events that we celebrate as well as birthdays, for example, Christmas, Weddings, Diwali, Twelfth of July, St Patrick's Day or other celebrations which are relevant to the pupils in your class.

For example:

Christmas: <https://www.bbc.co.uk/programmes/p02mwyn6>

What is Diwali: <https://www.youtube.com/watch?v=KZU6M4EisyA>

Chinese New Year: https://www.youtube.com/watch?v=Mm9LJC_5g2o

Orangefest: <https://youtu.be/zo0-diFGR5E>

St Patrick's Day: <https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-stpatricksperformance>

Associated Activities

You may wish to use these links with your pupils to develop their Language and Literacy Skills. You may also wish to develop the vocabulary relevant to each celebration. Depending on your location in Northern Ireland, you could discuss celebrations which occur in your town and village and what they mean to the pupils.

Today, Yesterday, Tomorrow

What does the word today mean for pupils? Can they tell you something that they did today? Can they tell you one thing they did yesterday? Is yesterday in the past? (Check for pupils' understanding of this. You may wish to draw a timeline to show today, yesterday and tomorrow.)

Associated Activities

On the interactive whiteboard show the days of the week. Now record 'today' in the appropriate place. Now ask the pupils where you should record 'yesterday' and then move on to 'tomorrow'.

As a follow up activity, you may wish to ask pupils to draw or write about one thing they did today, one thing they did yesterday and one thing they might do tomorrow.

Memories

You may wish to ask the pupils what special memories that they have. Can they remember going to Nursery or Playschool?

Do they have a memory of a holiday?

Now explain that Granny lived a long time ago and things when Granny was young, were much different when compared with today. For example, people didn't go on holiday on aeroplanes back then and even going to the beach was a special day out.

<https://www.ukphotoarchive.org.uk/photos-at-the-seaside-1930s/hC613BA89#he1137ee8>

Show the pupils a few of these pictures of children at the seaside in the 1930s when Granny was a girl. What do they notice about how the children are dressed? Do they think there were any water parks back then?

This short video gives pupils an idea of what beaches were like in the 1930s.

<https://www.youtube.com/watch?v=7b2dJSJMagw>

You should talk about the donkey rides on the beaches, the puppet shows and the stalls selling ice-cream. Some things have remained the same such as buying ice-cream, jumping the waves, or getting fish and chips.

Resource:

- **6.1 At the Beach**

Associated Activities

You may wish to carry out a compare and contrast activity and encourage pupils to write or draw their own memory of a day at the seaside. Some pupils may also want to draw one of Granny's memories at the seaside such as a donkey ride or eating an ice-cream.

Pupils may also create their own memory box which they can share during 'Show and Tell' time. This should contain some of their memories or some favourite things. This idea may be developed further. (See 'My Box Ideas'.)

Schools in the Past

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z39wjxs>

View this BBC Bitesize animation on schools 100 years ago. Explain to pupils that all the children were taught in the one classroom and that it was often cold. Children had to bring a piece of peat or coal to school to heat the fire or the stove.

Children learned to write on slate and spat on the slate to clean their writing off!!! The writing made a scratchy sound on the slate. Sometimes the older pupils helped the Master or teacher to teach the younger pupils their numbers.

Resource:

- **7.1 At School Now and Then**

Associated Activities

Use **Resource 7.1** to inform your discussion. Continue to use the words then and now in your questions to reinforce the concept of the past. What things are the same about the classroom?

What things are different?

As a follow up activity, you may wish to give the pupils an opportunity to write their names with chalk. You can increase the level of difficulty of this task depending on your pupils, to include, if applicable, writing their names or a sentence multiple times and in straight lines. Explain to pupils that if the children back then did not do this correctly, they might get punished.

Using black paper and chalk, pupils may also create a chalk picture of Granny's classroom back then.

Toys in the Past

Granny had a spinning top and some string in her box.

<https://www.youtube.com/watch?v=EDAPaEVr1Hk>

This video shows the history of toys over 100 years, a spinning top is the third item. Granny's spinning top had string so looked a bit different. Show pupils Resource 8.1 or a spinning top and ask pupils how they think it worked.

Other toys that were popular when Granny was a girl were marbles, dolls, trains, dolls houses or rocking horses if you were from a wealthy family. At the beginning of the 20th-century pedal cars for children were introduced. Train sets became very popular in the 1920s as did Teddy Bears.

Toys were made of wood or metal and many toys were home made too.

Board Games

Popular board games when Granny was a girl included Scrabble, Snakes and Ladders and Monopoly. Show pupils a picture of a Ludo board and explain the rules. You may also wish to have some board games in your classroom so that pupils can have a go; some older pupils may help with this.

This video explains the rules of Ludo <https://www.youtube.com/watch?v=Ins9TeKVeBY>

You can discuss with pupils what board games they like to play and why they like them. Have they ever played a board game with a dice? What did they use the dice for?

Do the pupils think computer games are more fun than board games? Can they explain their reasons?

Resource:

- **8.1 A Spinning Top**

Associated Activities

Use Resource 8.1 to inform your discussion about spinning tops. You may wish to make some with your pupils. See video below for a simple idea.

<https://www.youtube.com/watch?v=LwL-LULCTA0>

Pupils can decide how to decorate their spinning top and then see what their design looks like when they spin it. They may wish to have a competition to see whose spinning top spins longer.

https://www.youtube.com/watch?v=SHxK_fHiELA

A spinning top can also be made from an old CD and a felt tip pen. Have pupils experiment with this idea using different coloured pens to make their own pictures. What do they notice as the top slows down spinning? What helps the top to spin longer?

Money

Explain to pupils that when Granny was a girl, the money she used was different from our money. Granny had three pence or thrupence. She might have bought some sweets with this, sweets like Black Jacks or Fruit Salads or even Gobstoppers. You might wish to source these from some traditional sweet shops to let the pupils see them. A survey in 2019 said that Britain's favourite sweets were Haribo! What favourites do your pupils have? Remind pupils that sweets were a real treat years ago and not something which children would have eaten every day.

Other coins Granny would have used would have been a penny, farthing and shilling. To give pupils an idea of the cost of things you could explain that with 5 pence, Granny could have bought a doll. Today you could buy a chew with 5p!

Associated Activities

If children get pocket money or money as gifts, what do they do with it? Explain to pupils that it is important to save their money in a money box or in the bank. Why is this important?

Videos to watch: Five Currant Buns in a Baker's Shop

https://www.youtube.com/watch?v=w2s7gnaL5rI&feature=emb_logo

The School Room Back Then

Refer to Resource 7.1 about school when Granny was a girl. Remind pupils of the stove they would have seen at the front of the classroom in the video <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z39wjxs>

Explain to pupils that because there was no electricity, Granny had to bring coal to school to heat the classroom. Children sat in rows facing the front and the teacher's desk was at the front, sometimes beside the stove. The stove was also used to dry out wet clothes and shoes as children often got wet, especially if they lived in the countryside and had to walk long distances to get to school. Sometimes peat was used for the fire, especially in the country areas. Ensure that pupils know that both peat and coal come from the ground and in Granny's day they were used to heat houses too. Your questioning should also focus on key points about the pupils' classroom today such as, how is your classroom kept warm?

Resource:

- **R7.1 At School Now and Then**

Associated Activities

Using Resource 7.1 pupils will differentiate pictures between classrooms now and classrooms in granny's day. Pupils who can, should attempt to write the appropriate words. Some pupils may wish to write about what they would or would not have liked about going to school when Granny was a girl.

Recap on the Story

You may wish to refocus pupils on some of the language previously taught such a 'back then' and 'now'. You may also wish to prompt the pupils to remember the contents of Granny's Memory Box and to help with this you can use the pictures as prompts.

Ask pupils to look at the back cover of the book. You can explain to pupils that just as we have a birthday, so too does the place where we live, Northern Ireland. Granny was born in the same year that Northern Ireland was born. When she was a little girl, we have found out that her life was different from ours. You may wish to ask the pupils if Granny liked her life, was she happy?

Associated Activities

Pupils may design a birthday card for Granny and write a message inside it. They may also want to design a birthday card for Northern Ireland too.

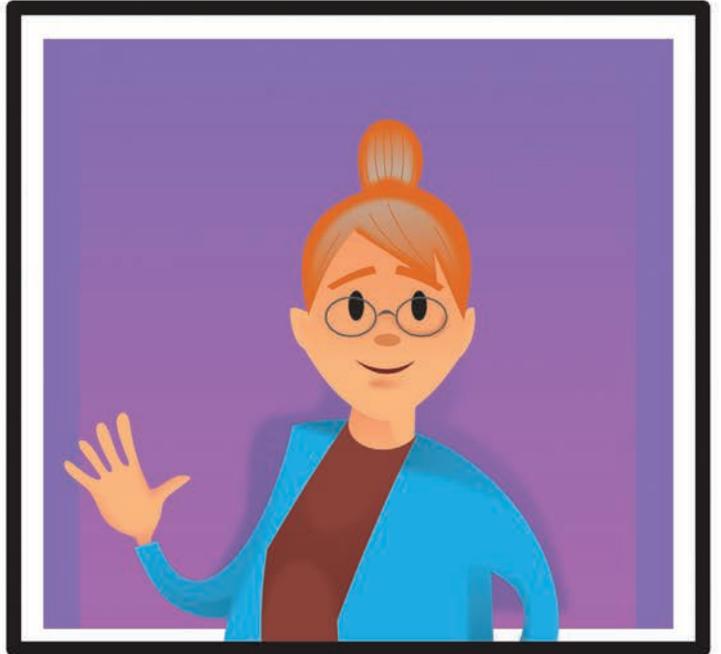
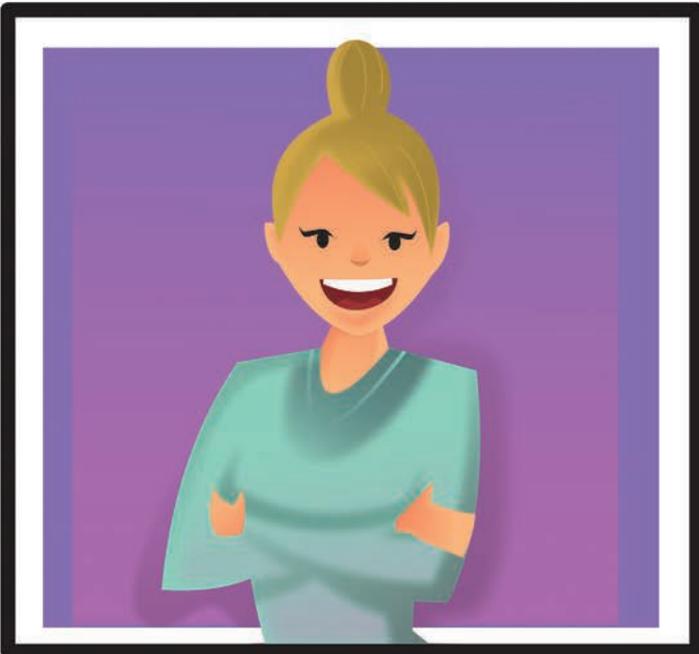
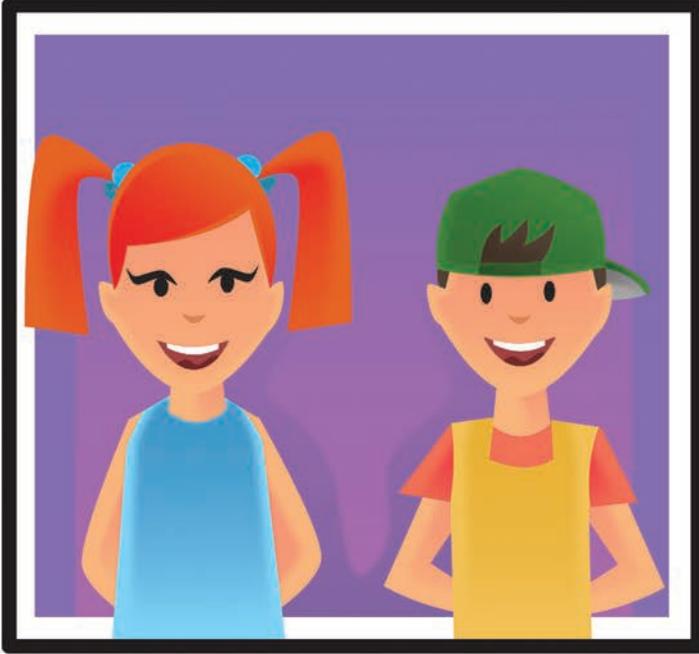
If you were having a birthday party for Granny and a birthday party for Northern Ireland, what sort of cake would you have? What sort of food would you have at the party?

On completion of this story, you may wish to select appropriate ideas from '*My Box Ideas*'.

You may also wish to use the '*Play Planner*' to organise opportunities for play based activities, using the book as a stimulus.

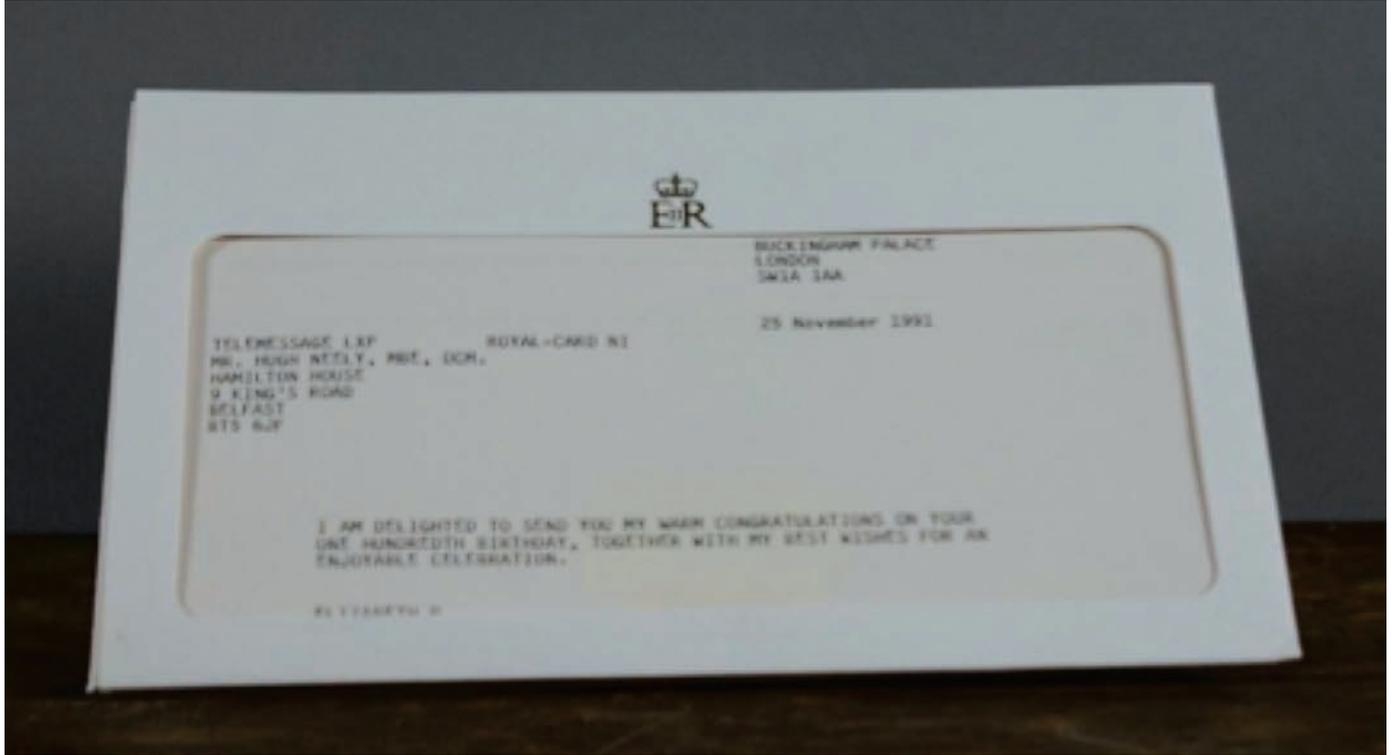
Resource:

- 2.1 The Family



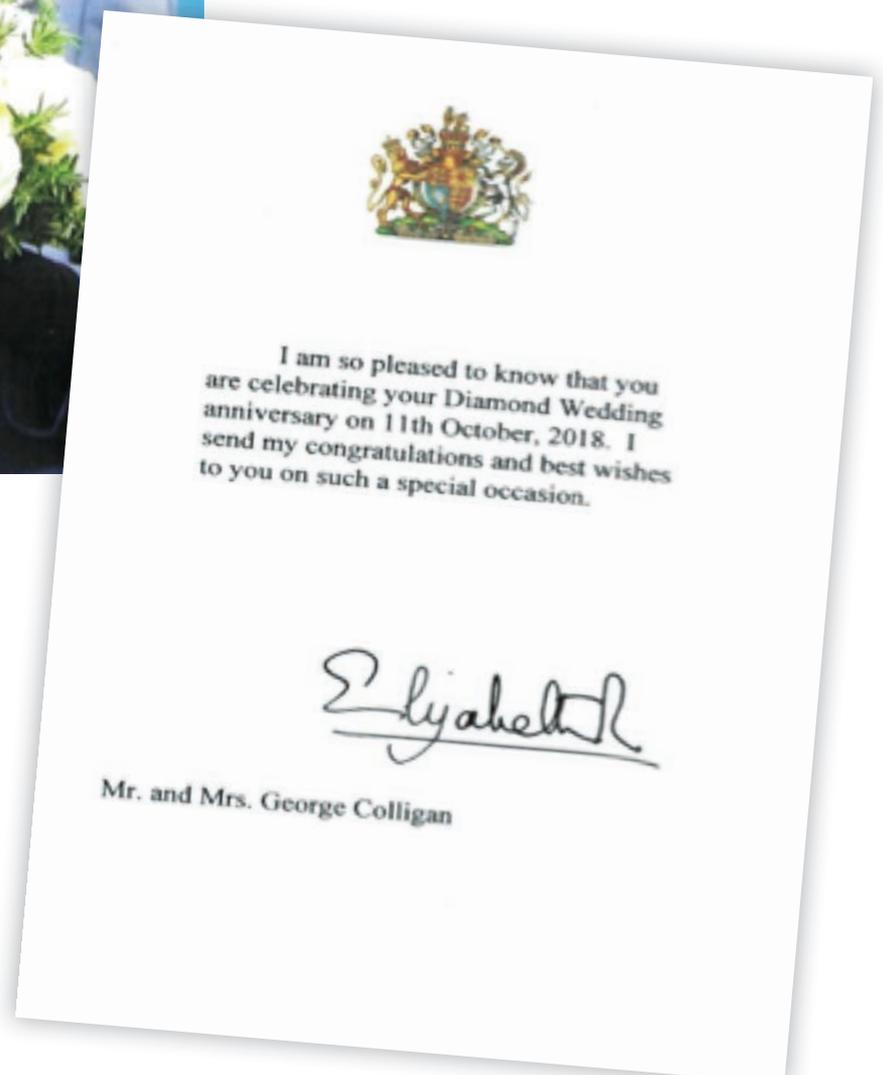
Resource:

- 2.2 Queen's 100th Birthday Card



Resource:

- **Resource 2.3 Diamond Wedding Anniversary**



Resource:

- **3.1 Cards in the Past**



Resource:

- **6.1 At the Beach**



Resource:

- 7.1 At School Now and Then



Resource:

- 8.1 A Spinning Top



Additional Resources which Support this Book

| | |
|--|--|
| <p>https://ccea.org.uk/downloadsdocs/ccea-asset/Resource/The%20Birthday%20Surprise.pdf</p> | <p>The Birthday Surprise The story is about Amy and her brother Paul, who are on a shopping trip to buy their mum a surprise birthday present. They use lots of different sources of information to choose a present for their mum, but not everything goes according to plan.</p> |
| <p>https://ccea.org.uk/downloadsdocs/ccea-asset/Resource/Tell%20It%20Again%2C%20Granda.pdf</p> | <p>Tell it Again Granda In this story, Tim and his Granda Jim have great fun on a day out together in Antrim. Tim loves to listen as Granda Jim recalls lots of interesting tales from the past</p> |
| <p>https://ccea.org.uk/downloadsdocs/ccea-asset/Resource/Name%20That%20Place%</p> | <p>Name That Place Adam and his class are discovering how places got their names. His mum and dad share lots of surprising and interesting stories about the town and country that they heard when they were children.</p> |
| <p>https://ccea.org.uk/learning-resources/living-learning-together/year-1</p> | <p>Living. Learning. Together. P1 Learning about Culture and Race The fact that Granny has a card from the Queen shows that she is proud of her culture and the Royal Family. (Link with CCEA Unit You and Me.) Can the children sing Happy Birthday in other languages too? Perhaps some of their classmates can teach them the words?</p> |
| <p>https://ccea.org.uk/learning-resources/living-learning-together/year-2</p> | <p>Living. Learning. Together. P2 Strand 2 Mutual Understanding in the Local and Wider Community This Place Around Me Use the Internet to show children their world, continent, country, county, and school. Now show them where Granny Lives. Can they identify Northern Ireland? Can they identify places they live close to? Do they know their address? What is their town or village? What is their county? Perhaps some of their classmates can teach them the words?</p> |



Suggested Language and Literacy Activities

| Vocabulary | Syllabification | Questioning | Curricular Links Oral Language Activities |
|--|--|--|---|
| Granny Discuss other forms such as: • Gran • Nan • Nanny | Gran/ny 2 claps Nor/a 2 claps Dan/iel 2 claps | <ul style="list-style-type: none"> • Who has a Granny? • How is your Granny related to you? • Who has a great granny? • Explain to pupils that Granny is a special name – she is really a great granny. • Do you have a special name for your Granny? • Why do you think ‘Granny’ was happy to see the children? | <p>LITERACY</p> <p>Talking and Listening</p> <ul style="list-style-type: none"> • be able to answer questions about the story; • be able to talk about personal experiences and memories; • be able to retell the story in sequence; • give an opinion about the story. |
| birthday Queen 100 | Birth/day 2 claps Queen 1 clap | <p>Discuss the meaning of the word birthday. You may wish to ask pupils some of the following:</p> <ul style="list-style-type: none"> • How old are you? • How old are your siblings? • How old are your parents? • Who is the Queen? • How old is the Queen? • Tell me one thing you know about the Queen? • What does a birthday card from the Queen look like? <p>100 - Explore the number 100 with pupils. Do you know anyone who is 100 years old? (The pupils may have heard of Sir Tom Moore – see Teacher’s Notes for further information.)</p> | <p>Reading</p> <ul style="list-style-type: none"> • talk about what has been read and say what they have enjoyed or found out; • talk about story structures, for example, actions, reactions, build-up, conclusion; • use title, cover, blurb and illustrations to predict the type of text and its content; • use pictures and text to make predictions about the story; • talk about personal experiences related to the text, for example, do they have a memory box. |



Suggested Language and Literacy Activities

| Vocabulary | Syllabification | Questioning | Curricular Links Oral Language Activities |
|------------|--|--|--|
| card | Card 1 clap | What different types of cards are there? Why do we send cards? What types of cards have you had? Now look at different kinds of cards with pupils. | Language and Thinking <ul style="list-style-type: none"> • retell the story, for example, by using pictures, props or prompts; • ask and answer questions about the story; • model questions for children where appropriate. |
| special | Spec/ial 2 claps | What does special mean? What special events happen during the year? e.g. Christmas/Easter/Weddings Do you have a special toy? Why is it special? | NUMERACY <ul style="list-style-type: none"> • use early mathematical language modelled by the teacher and show understanding; • the teacher models and language through structured activities, for example a sorting box for long and short items; • use everyday language associated with length, ‘weight’, capacity and area to describe objects; • talk about activities associated with day and night; • talk about routines during their day, for example lunch time and home time. |
| today | To/day To/morr/ow Yes/ter/day 3 claps 3 claps 3 claps | Explore the time-related words and discuss in context of the class activities to ensure pupils understand the language of today, tomorrow and yesterday. For example, When do we do PE? When did we sing? | |
| memory | Mem/o/ry 3 claps | What does it mean? What memories do you have of, for example, <ul style="list-style-type: none"> • A holiday? • A special visit? • A special time in your life? | |

Suggested Language and Literacy Activities

| Vocabulary | Syllabification | Questioning | Curricular Links Oral Language Activities |
|--|---|--|---|
| <p>back then then and now blackboard chalk</p> | <p>Then 1 clap Now 1 clap Black/board 2 claps Chalk 1 clap Far/thing 1 clap</p> | <p>Discuss the difference between classrooms then and now. (See Teachers' Notes for classroom then and now picture.) Does a teacher use chalk today? What type of board is in the class now? What does a teacher use to write on the board now? Back then, what did pupils write with?</p> | <p>THE WORLD AROUND US Interdependence Pupils should be enabled to explore: • Who am I? • What am I? • Am I the same as everyone else?</p> |
| <p>in the past spinning top</p> | <p>Spin/ning 2 claps Top 1 clap</p> | <p>What does 'in the past' mean? What are your favourite toys? You may wish to follow this up with a look at toys in the past and toys today and how they are different. (See Teachers' Notes for more information on Toys in the Past.)</p> | <p>Change over Time Pupils should be enabled to explore: • How do things change? How has Granny changed? Change over Time • What kind of changes happen, have happened or might happen? • How can we make change happen?</p> |
| <p>computer games</p> | <p>Com/put/er 3 claps</p> | <p>Together with pupils, make a list of the computer games the children play. Link this discussion back to the previous page about favourite games. What computer games do you play? What computer games do you play in school?</p> | <p>MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY Pupils should be enabled to explore: • their relationships with family and friends;</p> <p>Thinking Skills and Personal Capabilities Managing Information • Ask and respond to questions about the text.</p> |

Suggested Language and Literacy Activities

| Vocabulary | Syllabification | Questioning | Curricular Links Oral Language Activities |
|-----------------------------|--|---|--|
| pocket money farthing | Pock/et Mon/ey Far/thing 2 claps 2 claps 1 clap | You may wish to do coin recognition of some main coins used today. You can point out that the Queen's head is on British coins. What is pocket money? Who gets pocket money? What do you think Granny bought with her pocket money? | Thinking, problem solving and decision-making <ul style="list-style-type: none"> Show their ability to memorise by recalling items in Granny's Memory Box. Show an ability to sequence and order the story. Make simple predictions using picture clues about what Granny might have in the box. |
| coal stove | Coal Stove 1 clap 1 clap | What is coal? What is coal used for? Where does it come from? How else do people heat their homes? What is a stove? What does a stove do? Discuss how the stove in the book compares with a stove today. | Being Creative <ul style="list-style-type: none"> Be curious and ask about life when Granny was a girl. Talk about their memories and experiences. |
| language candles | Can/dles 2 claps | When do we use candles? What do we do to the candles on a birthday cake? How many candles will be on your birthday cake? Why was it difficult for Granny to blow out all the candles? What does the picture on the television say? Do you know what this means? Discuss with pupils that Granny is the same age as Northern Ireland. (See Teachers' Notes.) | Working with Others <ul style="list-style-type: none"> Develop the routine of listening and turn taking when their peers are talking or the teacher is asking a question. Self-management <ul style="list-style-type: none"> Talk about their box and what it means to them. Be able to make choices or decisions about what to put in their box. |

Just like Granny’s Memory Box, the following are ideas for boxes that could be used by the teacher to support the Foundation Stage Curriculum through active learning.

These boxes enable pupils to develop a wide range of skills as referenced below.

However the teacher’s role as a facilitator is vitally important as one who asks effective questions, encourages pupils to be aware of similarities and differences and promotes creativity.



| Type of Box | Associated Activities | Curricular Links |
|----------------------|--|---|
| This is ME box | Pupils find things that represent themselves and put them in their box. e.g. photos, favourite teddies etc. | <p>Language and Literacy Attention and Listening Skills</p> <ul style="list-style-type: none"> • Tell their own stories about their box. • Listen to and respond to instructions about their box. <p>Social Use of Language</p> <ul style="list-style-type: none"> • Talk with adults and peers about their box. <p>Language and Thinking</p> <ul style="list-style-type: none"> • Talk about and name the items in their box. • Predict what might be in a friend’s box. • Ask and answer questions about their box and those of their peers. • Explain why they picked the items in their box. • Describe the items in their box, for example, playing the game ‘Give us a clue?’ <p>An extended vocabulary Listen to the words used about other boxes and the items in them.</p> <p>Using Mathematics: Number Pupils should be encouraged to:</p> <ul style="list-style-type: none"> • Count a variety of numbers. • Explore different ways of making sets. • Develop an understanding of conservation of number. |
| My LIKE box | Pupils put in their box things they like such as sweet wrappers, empty food wrappers etc. | |
| My SOUND box | Depending on what the class sound is, the pupils take their box home and put in objects from home that represent that sound or blend. | |
| My HOME box | Pupils place objects from home in their box. These could be things they like such as a special photograph, a special cup etc. | |
| Our CLASS box | The whole class have a box into which each pupil places an item which represents them. | |
| Our CLASS TOPIC box | Depending on the topic being studied, pupils place objects relevant to that topic in the box. | |
| Our CLASS SOUND box | Depending on the sound being taught, pupils will place related objects into the box. For example, words starting with an ‘s’ sound such as sock, seed etc. | |
| Our SEASONS box | Pupils place objects in the box which represent the season being studied. | |
| Our CLASS COLOUR box | Depending on the colour, pupils place objects of that colour into the box. | |

| Type of Box | Associated Activities | Curricular Links |
|----------------|--|---|
| My COUNTRY Box | <p>Pupils will place in the box things which they associate with living in Northern Ireland. This may include a food they like, a picture of a place they like to visit, an item of clothing, a flag etc.</p> <p>Pupils in the class from other parts of the world should also be encouraged to put an item in the box from their country too.</p> | <p>Sorting</p> <ul style="list-style-type: none"> Sort the items in their box and the box of a partner for one criterion using two-property collections, re-sort for the second criterion, explain their work. <p>The World Around Us: Interdependence Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> Who am I? What am I? Am I the same as everyone else? <p>Place Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> Where do I live? <p>Mutual Understanding in the Local and Wider Community Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> their relationships with family and friends; similarities and differences between groups of people; learning to live as a member of a community. <p>Personal Development and Mutual Understanding Personal Understanding and Health Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> themselves and their personal attributes. <p>Using ICT Express Pupils should be enabled to:</p> <ul style="list-style-type: none"> create, develop, present and publish ideas and information using a range of digital media; create information and multimedia products using a range of assets. |

Play Area Planner

| Play Areas | Play Area 1 Creative/Art | Play Area 2 Sand | Play Area 3 Water | Play Area 4 Dough | Play Area 5 Table | Play Area 6 Role play Exploration table top |
|---------------------------|---|---|--|---|--|--|
| Learning Potential | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> -experience working with a range of materials and objects; -develop fine motor skills e.g. cutting, tearing, holding, joining, and moulding; and, - talk about what they have done with confidence and experience a sense of achievement. | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> - use sand for mark making and drawing; - recognise and create patterns; and, - identify their name and describe the natural materials and the patterns they make. | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> - respond to instructions; Can you fill the cup/teapot? Can you pour the water from the jug to the cup? -investigate absorbency using teabags and cloths; and, - develop the therapeutic nature of playing with warm water. | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> - develop manipulative skills; - develop representational skills; and, - share equipment and collaborate when making the dough. | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> - express themselves; and, - use their skills to make the things needed for their play and adapt as necessary. | <p>Children will have opportunity to:</p> <ul style="list-style-type: none"> -talk about the equipment, the pictures, shapes, sizes, colours in the box; and, - take turns and share equipment. |
| Activities | <p>Create a birthday card/invitation/bunting</p> <p>Children will be invited to design and make a birthday card, a birthday invitation, or some bunting for Granny's party. Real cards, invitations and bunting will be displayed around the area along with tricky words such as birthday, party etc. to inspire and give children ideas.</p> | <p>Exploring Number 100</p> <p>Children will be invited to explore the number 100 in the sandpit. Children will be encouraged to use natural resources such as pebbles and shells to make the number 100 in the sand. Children will also be encouraged to practise their handwriting by using sticks to write the number</p> | <p>Tea making station</p> <p>Children will be invited to make tea for the party by experimenting with teabags and warm water in the water tray. Visual picture aids will be displayed around the water tray showing instructions on how to make tea. Different sizes of teapots, cups and saucers, spoons, cloths, and teabags will be beside the</p> | <p>Dough cupcakes/birthday cake</p> <p>Children will be invited to create a cake or cupcakes for Granny's party using play dough. A visual play dough recipe will be displayed, and children will make it following the visual recipe cards (an adult should supervise when adding the hot water). After the dough is made, children will make</p> | <p>Birthday Party</p> <p>Children will be invited to create a birthday party for Granny in the home corner. Children may choose to dress up using clothes from a dressing-up box. Children can choose to play music using an iPad and speakers or create their own music using a box of instruments. Children can decorate the area</p> | <p>Memory box and book</p> <p>Children will be invited to explore Granny's memory box. Children can explore and read the book. Children can choose to play Ludo, write on the blackboard with chalk, play with the spinning top or explore and count the lumps of coal.</p> |

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|---------------------------|--|---|---|---|--|---|
| Activities Cont'd. | Children will be given free choice of art materials to support their creativity. Children may be invited to showcase their finished work to the class or the teacher. The adult may wish to use questions that focus on the process used rather than the finished product. | 100 in the sand. Posters featuring the number 100 and 100 number squares will be displayed around the sand area for children's reference. Children will be encouraged to take pictures of their number 100 creations on the class iPad. They may also be encouraged to upload the picture to their individual or class journal. | water tray and children will explore the resources provided by mixing, wiping and pouring. Can they make strong tea? Can they make weak tea? Can they explain why the water is different | cakes and cupcakes and decorate using candles, sprinkles etc. Photographs of real birthday cakes and cupcakes will be displayed to inspire children. | with items from a birthday box e.g. banners, cards, fairy lights etc. or they may decide to make decorations at the creative table. Children may take on the role of party goers, Granny, Nora and/or Daniel. Children may wish to play party games with balloons or wrap a box for pass the parcel. | |
| Resources | A range of birthday cards, banners, posters and invitations displayed around the area for children's reference. A range of art materials all easily accessible e.g. card, paper, tissue paper, pens, paints, pencils, paintbrushes, scissors, glue etc. | A range of pictures showing the number 100 and a 100 number square for children's reference. Sand, a range of natural loose materials e.g. pebbles, leaves, sticks, shells. An iPad to record children's work. | A range of display pictures showing cups of tea and a visual picture showing tea making steps for children's reference. Different sizes of teapots, cups and saucers, spoons and teabags. | A range of pictures of real cakes and cupcakes and a visual picture recipe on how to make playdough for display around the dough table. Bowls, ingredients for playdough, spoons, rolling pins, cupcake cases, cake tins, plates, sprinkles, candles etc. | A dress-up box containing white shirts, a range of hats, scarves, shoes, jewellery and bags. A birthday box containing battery operated fairy lights, balloons, banners, bunting, wrapping paper, boxes, cards etc. An iPad and speakers and a music box containing a range of musical instruments. | A memory box with blackboard and chalk, a spinning top, a set of Ludo, some old coins and some coal in it. Granny Remembers book. You may wish to add a mock up 100th birthday card from the Queen. |

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| <p>Role of the Adult</p> | <p>This is a child led activity. The adult may support by helping when asked. Open-ended questioning may encourage problem solving. However, children must not be interrupted when actively working something out. The adult should encourage and praise children's processes.</p> | <p>This is a child led activity. The adult may provide support when asked. Open-ended questioning may help develop language. The adult will encourage children to record their work on the iPad.</p> | <p>This is a child led activity. The adult should only offer support when required. Open-ended questioning to encourage problem solving may be required at times.</p> | <p>This is a child led activity. Children will work out themselves how to follow the play dough recipe card. The adult will observe and only intervene to support learning and to supervise pouring the hot water.</p> | <p>This is a child led activity. The adult may support children's learning when invited, for example, what might Granny say? Children will lead the role play. The adult will check that all children are able to participate equally.</p> | <p>This is a child led activity. The adult will ask open-ended questions to encourage further discussion around the contents and their meanings and encourage children to refer back to the story. The adult may need to model play using the contents of the box.</p> |

