DAILY PLANNER: Weeks 1 and 2



My body

Phonics focus: a
Day: Tuesday
Term: 1

Big Book story: *Afro Ant's Adventure*
Poster: My body

1. Arrival time
Welcome learners and their parent or caregiver as they arrive. In each locker place a coloured card with a picture of a body part on it (six body parts to make up one body – each on the same colour card). Tell learners to place their bags in their lockers, collect their body card and bring it with them to the carpet for the morning circle.

2. Health check
As you greet each learner and as they settle in, take note of their appearance. Pay attention to details like how they are walking, i.e. are they favouring any part of their body – indicating pain or discomfort? Make a note and keep an eye on that learner for the day. A meeting with the parent or caregiver may be necessary.

3. Morning circle
Read the theme message (sentence strip): Today we are learning about our body. Ask them to name the body part on their cards. What can they do with this body part? Show me. Now ask the learners to find all the other cards to complete their body. They should get up and move around to find friends with the same colour cards, e.g. learners with the six yellow cards get together, learners with the six blue cards get together etc.

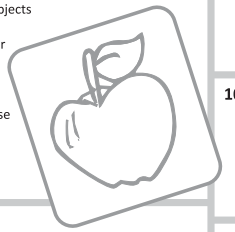
4. Work time
Revise the activities that learners did the previous day. Play a quick guessing game to check their understanding of what was covered. Describe a body part and what it can do and learners have to guess what it is. Explain any challenging work station activities.

Work time: work stations

Life Orientation table: Make body lacing cards. Paste pictures of different people, cut from magazines, onto cards. Punch holes around each card. Learners thread shoelaces in and out of the holes around the card.
Science table: Learners make body puzzles. They cut out individual body parts from magazines and paste them together to form a complete body.
Life Orientation table: Learners use playdough to form a person's body.
Numeracy table: Learners copy pegboard patterns using the templates in the Learner Resource Book.

5. Small group time
Show learners an apple. Ask them to say what it is. Say the name very slowly – emphasising each sound. Ask learners what sound they hear at the beginning of the word 'apple'. Let them repeat the 'a' sound a few times. Tell them that all sounds that we hear in words have a letter to show that sound.

Introduce learners to the letter 'a'. Show the flashcard for the letter 'a'. Ask learners to think of another word that begins with 'a'. If they can't, show actual objects or pictures of ant, astronaut, axe and arrow. Using chalk draw a large 'a' on the carpet or concrete. Guide learners to walk along the 'a' letter in the correct formation. Each time, encourage them to repeat the sound. Allow each learner to trace the shape on the sandpaper letter.



Provide each learner with a small tray filled with sand. Learners practise writing the letter over and over again.

Learners can now complete Worksheet 2.

6. Tidy up time
As learners move around the room tidying up their games and toys, call out a body part. They can then only use that body part to tidy up, until you call out another body part. Make this activity fun but not too rowdy.

7. Hand washing
Before eating it is important for people to wash their hands. The learners need to understand the importance of having clean hands, especially before touching food.

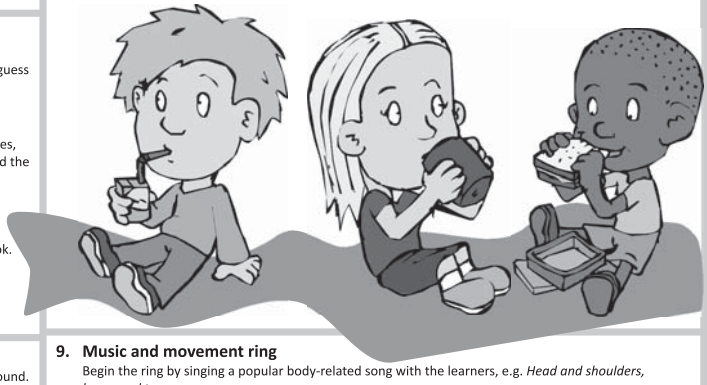
As they wash their hands make sure learners are washing correctly and adequately. You can make up silly rhymes to remind learners of the order:

First wet your hands, then soap them well. Rub, rub, rub, till you see bubbles.
Now rinse your hands and get them dry. You're all done now – off you fly!



8. Snack time
As learners sit down to eat their lunch encourage them to first say thanks for the food they are about to eat.

As they eat, chat about who made their lunch.
What parts of the body did that person use to make the lunch?
What steps did they take?
Using their hands only, learners can mime some of the actions – cutting bread, spreading butter, etc.



9. Music and movement ring
Begin the ring by singing a popular body-related song with the learners, e.g. *Head and shoulders, knees and toes.*

Play some music and encourage learners to walk around the space without touching or bumping into anyone else. Stop the music. Hold up a certain number of fingers. Learners have to get into groups of that number. In their group they then have to hold hands and do something creative with their bodies. Encourage them to do something as a group rather than as individuals. You can also call out a part of the body and in their groups; learners have to use that part of the body in a creative position.

10. Outdoor play
On a large cardboard box, draw a large face. Cut out large holes where the mouth, eyes and ears should be.

Provide learners with bean bags. Encourage them to aim the bean bags into the holes. They can get a point for each time they get the bean bag in. The learner with the most points can get a small reward.

11. Hand washing and toilet time
After play, lead the learners to the bathroom. They can walk like big, strong giants. Repeat the hand washing song from earlier. Make sure all learners wash their hands after using the toilet.

12. Story time
Learners settle comfortably on the carpet to get ready for the story. Hold up a picture of an ant, or a plastic toy ant if available. Ask learners to talk about the ant's body. Is it big? Is it strong? Are their own bodies stronger than an ant's? Are they happy with their bodies? What would they change? Introduce the story by saying you are going to tell them about a little ant who got so tired of being little that he decided to do something about it. Ask what they think the ant will do? Read the story on page 1 of the Big Book. Stop where necessary to talk about the events.



After reading, ask learners if they think Afro Ant is now happy with his body. What problems did he have when he got so big? Ask if they would have similar problems if they got too big. Refer to the things they said they would change about their bodies. Guide learners to understand that their bodies are fine just as they are and, like Afro Ant, they mustn't wish to get too big, too quickly.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 3 as a backdrop for the theme table. Place a coloured tablecloth on the table.

Display Poster 1 and flashcards found in the Learner Resource Book on your table. Also put a mirror on the table; place it at an angle so that learners can see themselves in it, but make sure that it is secured to the table. Then add objects which we use on our bodies for personal hygiene and appearance – creams, nail files and scissors, facecloths, sponges, make up brushes, deodorant and perfume containers (with water inside), razors (with no blades) etc.

Also put out cards with pictures of various body parts. Nearby have a basket with either actual objects or pictures of things we use. Learners match each item to the correct body part, e.g. a pencil would be placed with a hand, a ball with a foot, a spoon with a face (mouth).



Fantasy corner
A full length mirror would be an excellent asset to the fantasy corner. Learners love to look at themselves, especially when in character. For this fantasy space, create a 'body workout' centre. Make it an open space with minimal furniture. On the floor, place non-slip mats. On the wall around this space have pictures showing bodies in different positions (or even photographs of the children themselves in different positions). Learners go to this space and use it to stretch, touch their toes, copy the cards, etc. To make it seem more realistic, have paper towels that learners can use to wipe their 'sweaty' faces and even glasses of water to drink.