DAILY PLANNER: Weeks 23 and 24



Keeeping safe

Phonics focus: f
Day: Monday
Term: 3

Big Book story: *A boy's best friend*
Poster: Keeping safe

1. Arrival time
Greet each learner as they arrive. Ask learners whether they had a safe weekend. Ask them what the best thing they did was and whether they did it with a special friend. (This is setting the scene for the story which you will tell later on.) Remind learners to put their clean towels on their pegs.

2. Health check
Arrival time is a good time to do a quick and discreet check on each learner's health and well-being and personal hygiene. Check for sores, marks and unexplained injuries. In a non-threatening way ask how these injuries were sustained and use the opportunity to emphasise safety at home.

3. Morning circle
Welcome learners to the circle. Let them share their weekend news. Read the theme message: Today we are learning about safety. Discuss keeping safe while walking to school. Let them identify possible dangers as they come to school, e.g. dogs, transport, crossing the road. Let them think of and share their ideas on how these dangers can be avoided.

4. Work time
Let learners look at the theme table and the poster and talk freely about what they see. Draw their attention to the kitchen scene on Poster 12 and ask them to point out all the dangers. Make sure that they understand and can tell you why these things are dangerous. Discuss where their parents/caregivers keep dangerous items like cleaning agents, matches and poisons. Discuss why they should never eat or drink substances without asking an adult if it is safe to do so. (Explain that some items like paraffin are stored in cold drink bottles which could make them think it is safe to eat or drink.)

Work time: work stations
Literacy table: Learners cut out pictures of household cleaning agents from magazines.
Creative table: Let learners roll red tissue paper into 'sausages' and paste these onto cardboard to make the letter 'f'.
Numeracy table: Place empty, cleaned household containers on the table. Erect a tiny ramp on the table. Learners sort the containers according to their shapes. They can also check which ones roll and which slide.
Fantasy focus: Put out disused electrical appliances: iron, kettle, hairdryer, etc. Learners play with these items, showing how to use them safely. They discuss amongst themselves why electricity is dangerous. Keep an eye on learners as they work in this area.

5. Small group time
Sit with learners around the theme table. Look at the warning signs. Discuss their shapes and colours. Learners talk about other dangers such as strangers, fire, drowning, etc. Learners say which are safe or unsafe. Look at Worksheet 3. Let learners 'read' each picture and clap out the syllables in each word (syllabication). If the word has one syllable they place one counter on the picture; if there are two syllables – two counters, and so on. Let them also say the first and last sound of each word.

6. Tidy up time
Divide learners into small groups. Give each group a different colour tag and a specific tidy-up task. Use an egg timer to show when time is up. The group that tidies up first, wins. Clap to reward them or stick a star on their foreheads.

7. Hand washing
Learners wash hands before snack time. They line up like brave mice and go quietly to wash. Remind learners to keep the area clean. Talk about why we wash hands before we eat (because germs can be dangerous). Talk about what soap and hot water do to germs (kill them) and why this is important (prevents us from becoming ill).

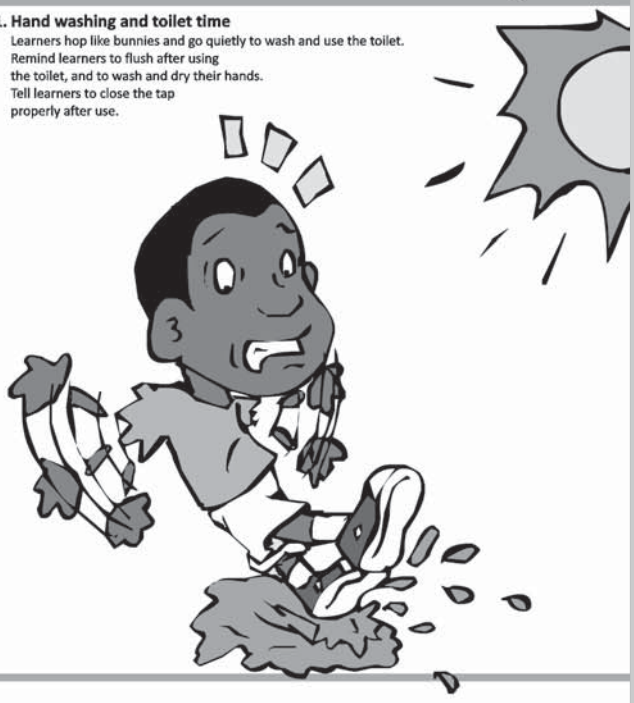
8. Snack time
Ask a few learners to be helpers who serve juice, fruit and sandwiches to the others in their group. Remind learners to eat with a closed mouth. Choose a learner to say a 'word of thanks' for the food. Let them smell the food and ask them what their noses tell them about it.

9. Music and movement ring
Refer to the park scene on Poster 12. Talk about obvious and hidden dangers. Discuss being aware of potential dangers without being overly anxious about it. Look for potential dangers in the classroom and playground. Talk about how dangerous situations make us feel and the fact that most objects are not dangerous in and of themselves, but become dangerous when people do not use them correctly or when they misuse them, e.g. cars, guns, knives. Discuss what they should do in dangerous situations. Let them move like scared mice, mice in danger, mice finding help, mice who have found help. Transferring these emotions to a 'removed' object helps learners relax with emotions that may be difficult for them to portray. Sing and move to *I'm a brave, brave mouse* – see the side panel on Poster 12.

10. Outdoor play
Talk about the gift of water. Then talk about its dangers. Talk about playing safely around water (only in the presence of an adult who can swim).

Have bowls of water and various items that sink and float. Learners experiment with items in the water, to find out which float on water and which sink.

11. Hand washing and toilet time
Learners hop like bunnies and go quietly to wash and use the toilet.
Remind learners to flush after using the toilet, and to wash and dry their hands.
Tell learners to close the tap properly after use.



12. Story time
Turn to the story *A boy's best friend* on page 34 of the Big Book. Ask learners to look at each of the pictures and talk about each scene. Ask them what dangers the boy faces in each scene and how the danger is averted. Then read each page. Ask why they think Bheki the dog is such a special friend. Talk about people and animals that help keep us safe, e.g. fire-fighters, paramedics, rescue dogs, watch dogs, police dogs and horses, guide dogs. Learners say which other dangers they would add to the story. Sing *I'm a brave, brave mouse* again.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.

Use Poster 12 as a backdrop for the theme table.
Place a red tablecloth on the table.

Types of dangers
Have pictures of water (swimming pool, river, etc), stranger-danger (a fierce looking man), guns, fire, hot water, car (child running across the street without looking) etc. Set out different objects: candles, matches, a bowl of water, a knife, a pair of scissors, an iron, electrical wires, etc. Make labels for the different pictures and label them.

Emergency vehicles
Put the following toy cars on the table: police car, ambulance, fire truck, etc.

Danger signs
Have pictures of danger signs, e.g. on bottles of poison (skull-and-crossbones), road signs, signs at parks and recreation grounds, etc.



Fantasy corner
Collect a selection of clothing worn by people who keep us safe, e.g. fire-fighter, police officer, paramedic, nurse, etc. These should be available for learners to dress up in and to play with.