



MATHS AND ENGLISH FOR RECEPTION

Inspired by
Superworm by Julia Donaldson


Giraffes Can't Dance by Giles Andreae

Hog in the Fog by Julia Copus

Little Livello Module 2

English – Marie Svislis
Maths – Liz Hopkins





This is a free abridged version of
Little Livello Module 2 – to buy a
copy of the complete module go to
<http://www.buzzardpublishing.com>

Text © Liz Hopkins and Marie Svilis 2015

The right of Liz Hopkins and Marie Svilis to be identified as author of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988

The copyright holders authorise ONLY the purchaser of Livello to make photocopies of it for their own or their classes' immediate use within the teaching context. No other rights are granted without permission in writing from the publishers.

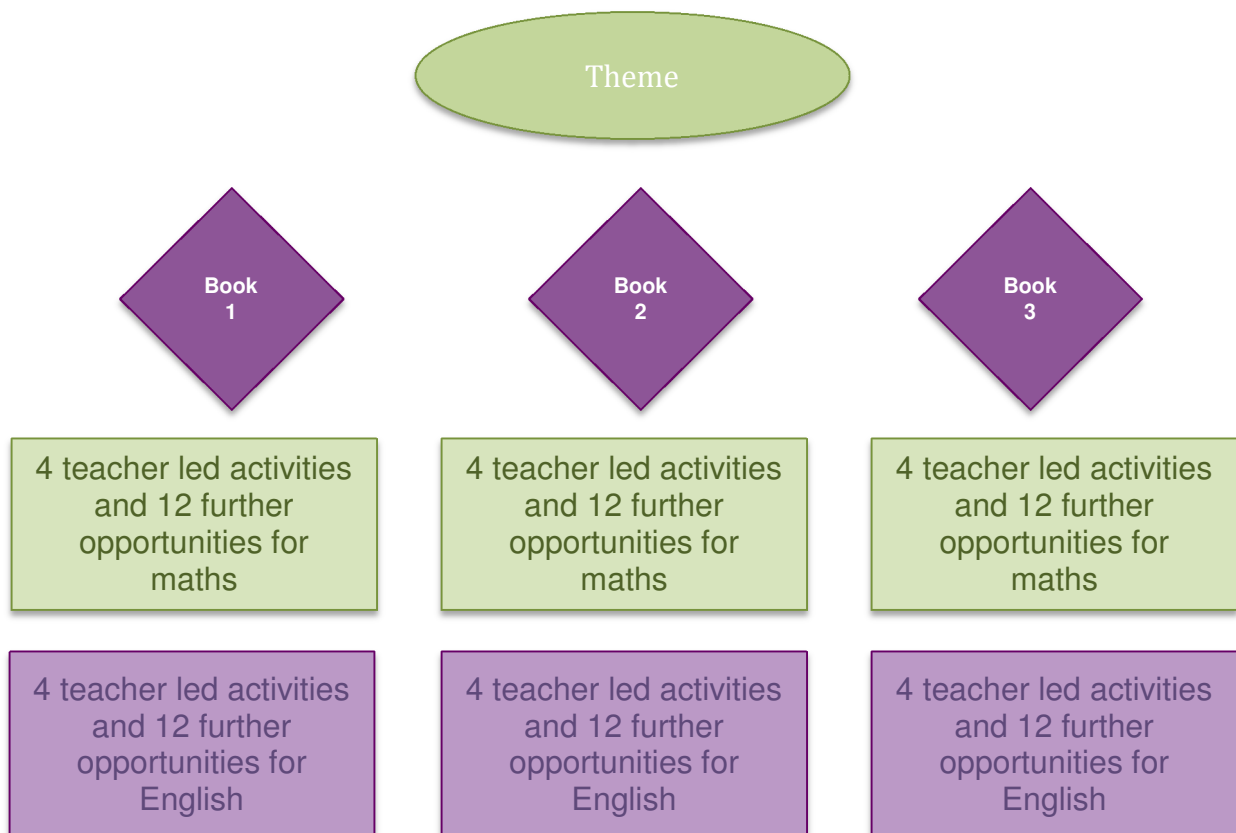
First published in 2015 by Buzzard Publishing.

ISBN: 978-1-910204-59-7



Buzzard Publishing is entirely focused on enabling schools to deliver an enquiry based approach to learning for maths and English. Our new **Little Livello** Modules' innovative and proven approach will help teachers to take their teaching from good to great by giving them a secure and supportive starting point from which to build exciting lessons. **Little Livello** ensures that an enquiry based approach unlocks learning potential and also addresses key areas such as conceptual understanding and reasoning in maths and English.

Little Livello takes a broad overarching theme, allowing for flexibility, and chooses three picture books to inspire the learning. A highlighted yearly overview identifies the learning in each module. Where the 40 – 60 month development statement is highlighted there will often be the opportunity for you to extend learning to meet the ELG. Similarly, where the ELG is highlighted then you may want to track back. For each of the three picture books there are 4 teacher led activities and 12 further learning opportunities based on the book for maths and the same for English. You may want to use the 'further learning opportunities' as whole class introductions during the week, giving you the chance to model the learning and expected language



Little Livello modules include:

Module 1 – theme – All about me

Other possible themes include homes, relationships, tales with a message.

Inspired by:

Meet the Parents by Peter Bently

The Snatchabook by Helen Docherty

A Squash and a Squeeze by Julia Donaldson

Module 2 – theme – All creatures Great and Small

Other possible themes include plants and growing things, environment, tales with a message.

Inspired by:

Superworm by Julia Donaldson

Hog in the Fog by Julia Copus

Giraffes Can't Dance by Giles Andreae

Module 3 – theme – seaside

Other possible themes include friendship, people who help us.

Inspired by:

Tiddler by Julia Donaldson

The Snail and the Whale by Julia Donaldson

The Snorgh and the Sailor by Will Buckingham

Module 2 All Creatures Great and Small



Numbers

40 – 60 months

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects, which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

ELG

Begins to identify own mathematical problems based on own interests and fascinations.

Children count reliably with numbers from one to 20,

Place numbers in order

Say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single-digit numbers

Count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Books

Superworm by Julia Donaldson

Giraffes Can't Dance by Giles Andreae

Hog in the Fog by Julia Copus

Shape, Space and Measures

40 – 60 months

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.

Selects a particular named shape.

Can describe their relative position such as 'behind' or 'next to'.

Orders two or three items by length or height.

Orders two items by weight or capacity.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time.

Beginning to use everyday language related to money.

Orders and sequences familiar events.

Measures short periods of time in simple ways.

ELG

Children use everyday language to talk about:

size,

weight,

capacity,

position,

distance,

time and

money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Superworm by Julia Donaldson

Teacher led activities

It's Superworm, the skipping rope.

Learning: Count actions.

You need: Skipping ropes.

The activity: Have a look at the book. What helpful bees, turning the rope for each other.

How many times can you skip? Let's count them aloud together.

Take turns to skip and count the jumps.

Can the group clap as the skipping child jumps?

Can you find the numeral to match your number of skips?

The bees are feeling bored....

Learning: Find one more or less than a group of up to 5 then 10 objects.

You need: Bees and flowers.

The activity: The bees fly around and land on the flowers. Start with 5 bees on 5 flowers as in the book. What if 1 bee flies away? How many are there now?

Repeat for other numbers of bees. Say the stories as number sentences.

Record the stories as calculations. $5 - 1 = 4$, $4 - 1 = 3$ and so on.

What do you notice?

Further learning opportunities

Sand	Outside Area
<p>Hide pieces of string in the sand as worms. Use a stick to hook the worms out of the sand. Count them aloud as you find them. How many worms have you got? How do you know? What if you count them again?</p>	<p>Chalk some lily pads on the ground. Be a frog hopping from one lily pad to the other. How many hops do you take? Can you take more hops? Can you get to the next lily pad in fewer hops?</p>
Outside area	Creative Area
<p>Superworm could be used as a hoola-hoop. Using hoola-hoops can you keep the hoola-hoop swinging around your waist? How many times can you do it? Compete with a friend. Who can do the most?</p>	<p>Given an outline of a caterpillar with the body in sections, model numbering the sections in order. Cut your caterpillar into sections. How quickly can you put it back together. What if your caterpillar had more sections?</p>
Small World	Writing Area
<p>Model the frogs and snails going to find Superworm. How many frogs will go to rescue him? What if 1 more frog arrives to help?</p> <p>Throw a dice and collect that number of frogs. Collect 1 more snail.</p>	<p>Have a range of flower outlines with different numbers of petals. Using bright coloured pens number the petals.</p> <p>How many flowers are there with 7 petals? Sort the flowers.</p>

Teacher led activities

Superworm is super-long.

Learning: Order two or three items by length.

You need: Lengths of string or rope to compare.

The activity: Superworm is super-long and sometimes looks longer than at other times. Look through the book and talk about how long he looks and why.

Challenge the children to find a piece of rope longer than yours.

Can you find a rope shorter than this one? Can you put these ropes in order?

The garden creatures leave their home...

Learning: Describe relative position such as '*behind*' or '*next to*'.

You need: The book, plastic creatures.

The activity: Look at the picture in the book. Talk about the position of the creatures in the picture.

"The yellow snail is in front of the grey snail."

Explore the different language the children already know. Introduce one or two new words.

Practise using the words to describe the position of other creatures.

Use positional language to talk about other pages in the book.

Arrange the plastic creatures and talk about their position.

Give instructions to place an additional creature.

Can you put the frog behind the beetle?

Module 2 – All Creatures Great and Small

Writing

40 – 60 months

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet.

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

Writes own name and other things such as labels, or captions.

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

Reading

40 – 60 months

Continues a rhyming string.

Hears and says the initial sound in words.

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

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books.

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.

Books

Superworm

by Julia Donaldson

Hog in the Fog

by Julia Copus

Giraffes Can't Dance

by Giles Andreae

Understanding

40 – 60 months

Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

Able to follow a story without pictures or props.

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.

Listening and Attention

40 – 60 months

Maintains attention, concentrates and sits quietly during appropriate activity.

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.

Speaking

40 – 60 months

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

Uses language to imagine and recreate roles and experiences in play situations.

Links statements and sticks to a main theme or intention

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative into their play.

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.

Superworm by Julia Donaldson

Teacher led activities

The bees are feeling bored today...

Learning: Continues a rhyming string.

The activity: What might Superworm turn into so that the bees can play?

‘Cheer up, bees! No need to mope...
It’s Superworm, the ...’

Orally model saying words that rhyme with ‘mope’ and dismissing those that don’t make sense in the sentence

Read the next page and see if the children can guess the rhymes.

Write some rhyming words on the board. What do the children notice?
Play snap with rhyming cards/objects.

Learn a new skipping/clapping rhyme such as Ten Green Bottles or Five Little Speckled Frogs. (Link to maths)

Then toads and beetles, bees and bugs ...

Learning: Attempts to write short sentences in meaningful contexts.

The activity: Read the chant and encourage the children to join in.

Talk about how you celebrate achievement in school – awarding certificates.

The other creatures decide to make Superworm a certificate to celebrate his success.

Model writing the certificate: E.g. ‘For Superworm for being so super-strong’

Provide certificates and gold/silver pens and encourage the children to write their own.

Further learning opportunities

<p style="text-align: center;">Sand</p> <p>In pairs. One child hides four creatures in the sand whilst the other child looks away. Then they give instructions how to find them. The other child follows the instructions. Score a point if they find the creature. (Could play hot and cold – giving hints.)</p>	<p style="text-align: center;">Book corner</p> <p>Know information can be retrieved from books and computers Provide a range of texts that the children can use to identify insects on an insect hunt. Hide pictures of insects outside if necessary. How many can they find and identify?</p>
<p style="text-align: center;">Water</p> <p>Floating and sinking in the well. Poor beetle fell in the well. Provide a range of objects to ‘drop’ into the water. Talk about the sounds they hear. Model story language <i>‘Oh no, beetle has fallen into the well – splosh.’</i></p>	<p style="text-align: center;">Writing Area</p> <p>Go on an insect hunt (pictures or the real thing). Use magnifying glasses to look closely at them. What do they notice about the number of wings, legs etc. Create a book about insects.</p>
<p style="text-align: center;">Outside</p> <p>Superworm is a superhero. Provide wings and insect masks. Become super insects in an insect world.</p> <p>What might they get up to? What powers might they have?</p>	<p style="text-align: center;">Creative Area</p> <p>Create magical creatures using materials of different textures for different parts of an insect. Talk about their insects. How many legs, parts of the body, wings? What is it called? Where does it live? Label your insect.</p>

Teacher led activities

For days he tunnels ...

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

The activity: Look at all of the objects hidden underground. I wonder how they got there?

Bury, or hide, classroom objects in the sand or around the classroom.

Model picking an object and describing it – giving one hint at a time.

'My object is long. I wonder what it could be?'

Keep going until the object is guessed – you might want to provide another set of the objects so that the children can see what is hidden too.

Take turns to pick and give clues.

“Action! Quickly! ...”

Learning: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

The activity: Oh no! How will the other creatures save Superworm?

Read up to and including, *'We must hatch a cunning plan!'*

Help the children identify the problem (Superworm might be captured by the crow and lizard – and eaten!).

Talk about the different things the different insects/creatures could do to save him.

Orally model what could happen – *'I think the slugs might leave a snail of slime to ...'*

In pairs, come up with other ways to stop crow and lizard.

Can two insects be involved in the rescue? What about three?

Opportunity to explore *'first, next, finally'*.

Share their ideas with another pair, or whole class.

Vote for the best story.

Further learning opportunities

Sand	Outside
<p>Make insect homes in the sand using natural materials found outside.</p> <p>Make labels for their homes – Buzz Bungalow/Honey House.</p> <p>Create an insect village.</p> <p>Talk about their insect land.</p> <p>‘Who lives next to...?’</p>	<p>The insects all move in different ways. Place lily pads on the ground so that the children can jump like frogs.</p> <p>Can they move in different ways from lily pad to lily pad?</p> <p>Wear different insect masks or have pictures of different insects.</p> <p>Can they explain how they are moving? (Wiggle like a worm. Crawl like a caterpillar.)</p>
Small world	Writing Area
<p>Provide a series of animals and pictures from the story.</p> <p>Can they retell the story or make up their own?</p> <p>Who will the hero be this time?</p> <p>Who needs rescuing?</p> <p>Do they use story language?</p>	<p>Provide petals (large enough to write/mark on). The slugs haven’t eaten these – phew.</p> <p>Create a class flower garden with all of their names on.</p> <p>Can they write their initial?</p> <p>Can they write their name?</p>
Construction Area	Creative Area
<p>Superworm became all sorts of things including a train and a crane. But he was not a strong enough crane to rescue lizard from the dump.</p> <p>Provide a range of construction equipment.</p> <p>Make a crane to rescue lizard.</p> <p>Can they explain how it works?</p>	<p>Provide a range of worm-like materials – string, cooked spaghetti, pipe cleaners.</p> <p>Can they write their own name using ‘Superworm’ letters?</p> <p>Create a collage.</p>

