



Changing life stories

# CBeebies magazine resource

A National Literacy Trust resource

## Introduction

### Who is this resource for?

The activities developed for this resource are based around favourite CBeebies characters that regularly feature in the popular CBeebies magazine. From Andy's Amazing Adventures, Hey Duggee, Octonauts, Something Special and Swashbuckle, these much loved characters lend themselves to a wealth of practical and creative ideas to enjoy with children, especially those in the Early Years Foundation Stage aged 3-5 years. All of the activities suggested have been written to be accessible for both Early Years practitioners and parents at home, and as such, we have used the CBeebies magazine Early Years learning areas. For a key on how these areas relate to the Early Years curriculum for your locality, please see the table below.

Whilst the primary focus of the resources is to develop children's communication and early literacy skills in reading and writing, most of the activities have been designed to support other areas of the curriculum too. Each activity promotes exploration and many would benefit from being resourced in the setting for independent play over several sessions. Particularly in Early Years settings, the collection of activities for each programme could be used in themed weeks and will perhaps link to existing topics covered. The activities are grouped by programme and the resources needed are either clearly described or supplied to be printed out. Where possible, ideas for extending the activities are provided to meet the needs of a range of abilities and key questions are included to develop independent enquiry.

### How do the CBeebies magazine Early Years areas relate to the outcomes I use in my setting?

The table below outlines how the CBeebies magazine Early Years areas link to the curriculum outcomes of the Early Years Foundation Stage in England, the Foundation Phase in Wales, the Foundation Stage in Northern Ireland and the Curriculum for Excellence in Scotland.

To be accessible to as wide an audience as possible, the activities in this resource do not specifically link to the curriculum targets of each curriculum but they do give an expected outcome. It is suggested that these activities can be used with a wide range of abilities and understandings and, therefore, practitioners can evaluate the learning areas on which they would like to focus their observations. The table below does not link exhaustively between curricula but rather highlights their key focus areas in relation to the CBeebies magazine areas of learning:

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<b>CBeebies magazine - Areas of Learning</b>	<b>England - Early Years Foundation Stage</b>	<b>Northern Ireland - Foundation Stage</b>	<b>Scotland - Curriculum for Excellence</b>	<b>Wales - Foundation Phase</b>
<b>Communication &amp; Language:</b> Speaking, listening and sharing ideas.	Communication and Language	Language and Literacy	Listening and Talking	Language, Literacy and Communication Skills  Welsh language development
<b>Literacy: Linking sounds and letters, beginning to read and write.</b>	Literacy	Language and Literacy	Reading  Writing	Language, Literacy and Communication Skills  Welsh language development
<b>Maths:</b> Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.	Mathematics	Mathematics and Numeracy	Mathematics	Mathematical Development
<b>Being creative:</b> Expressing ideas and sharing feelings through art, music, movement, role play and design technology.	Expressive Arts and Design	The Arts	Expressive Arts	Creative Development
<b>Feeling good:</b> Developing a positive sense of themselves, doing things which help build confidence.	Personal, Social and Emotional Development	Personal Development and Mutual Understanding	Mental and emotional well-being  Social well-being  Relationships	Personal and Social Development, Well-being and Cultural Diversity
<b>Finding out:</b> Discovering and making sense of the world. Finding out about people and animals as well as different places.	Understanding the World	The World Around Us	Sciences  Social Studies  Technologies	Knowledge and Understanding of the World  Personal and Social Development, Well-being and Cultural Diversity
<b>Let's move: Being active and interactive, developing co-ordination, control and movement. Making healthy choices.</b>	Physical Development	Physical Development and Movement	Health & Well-being	Physical Development

## Which CBeebies magazine characters are featured in this resource pack?

This resource features characters from the following popular CBeebies magazine brands:

### Andy's Amazing Adventures

Andy's Amazing Adventures is for little explorers who love dinosaurs and wild animals. In each issue, Andy is their trustworthy guide as they explore the world and even travel through time meeting incredible creatures, facing dangers, solving problems and having lots of fun.

### Hey Duggee

Devised by BAFTA winning & OSCAR-nominated Director Grant Orchard, Hey Duggee is based around 'The Squirrel Club' – run by a big friendly dog called Duggee. It's a place where children take part in all kinds of activities, have adventures and earn activity badges for their achievements along the way.

### Octonauts

The Octonauts are a team of quirky and courageous undersea adventurers who are always ready to dive into action! Their mission is to explore new underwater worlds, rescue amazing sea creatures and protect the ocean, led by their Captain Barnacles Bear. The full crew are Lieutenant Kwazii Cat, Medic Peso Penguin, Dashi the IT expert and photographer, engineer Tweak Bunny, Marine Biologist Dr. Shellington, Oceanographer Professor Inking and Tunip the Ship's cook.

### Something Special

Something Special is specifically designed to support children with communication difficulties but appeals to all children who are fans of Mr Tumble. Using a sign language called Makaton, Justin Fletcher and Mr Tumble help children learn and develop language skills in a fun and exciting way.

### Swashbuckle

Swashbuckle takes place on the shipwrecked Scarlet Squid, where three 'naughty pirates' have stolen and hidden Gem's five jewels. Every issue of Swashbuckle magazine incorporates the physical element and high energy challenges of the show, channels the spirit of the programme and delivers the key message of working as part of a team and always trying your best.

# The Activities

## Andy's Amazing Adventures

### Your Wild Sleepover!

Children research information about their chosen dinosaur and create an invitation. Explain to the children that this weekend they have a very special guest coming to stay at their house; they can invite any dinosaur of their choosing to have a sleep over. Reassure the children that their dinosaur has had their dinner and just wants to play! Use pictures or books to introduce different types of dinosaurs and the different things they eat. E.g. the tyrannosaurus rex was huge and ate meat, the velociraptor was smaller than the T-rex but also ate meat, the brachiosaurus was big but ate plants. Ask the children which dinosaur they think they would have the most fun with and prompt them to explain why.

*"How do we let someone know that they are invited to a special event?"*

Discuss different types of invitations and any they have received in the past. Encourage the children to tell you what they might need to know about the dinosaur before they arrive e.g. *"What does the dinosaur like to eat? Where does the dinosaur like to sleep?"* Either in small groups or all together, use books and the internet, to find the answer to these two questions. Have fun creating ideas for dishes that the dinosaur might like to eat, such as Stego-Spaghetti or Bronto-Burger. Children then create their own special sleepover invitation.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Literacy: Linking sounds and letters, beginning to read and write.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

Resources needed:

Dinosaur resource books or fact pages

Andy's Amazing Adventures stories and images from issues of Cbeebies magazine

Time: 30-40 minutes

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## There's a Dinosaur in my Pocket

Children suggest interesting describing words and discriminate between pictures by listening carefully to another's description.

Showing the children a range of pictures of dinosaurs on the board/carpet, ask them if they can think of words to describe the dinosaurs' appearance. They might suggest colour, size, etc. Prompt children further by using the phrase *"tell me more"* and praise unusual descriptions, especially different words for simple adjectives e.g. tiny rather than small, enormous rather than big. Challenge them to think about how each dinosaur's skin might feel!

Next, show the children your pre-historic box/bag in which you have hidden duplicates of the same dinosaur pictures. Demonstrate choosing a picture, keeping it hidden and giving the children clues. The children can refer to the pictures on display and after three clues they can make a guess. The children take turns selecting a dinosaur to hide in their pocket/in their hands. Once confident, the children can ask questions about the hidden dinosaur rather than give clues.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

Resources needed:

A range of dinosaur images cut out  
2 boxes or bags

Time: 15 minutes

## Packing for Wild Adventures

Children consider what to pack by exploring the environment they are visiting. They estimate and compare weights, using the terms *heavier* and *lighter*.

*“Today we're going to think about what we would take on a Wild Adventure?”* Ask the children to share the adventures they have read about in the CBeebies magazine. Explain that in Andy's Wild Adventures, Andy visits exciting animals all around the world. Show the children your Adventure Rucksack without revealing its contents. Ask the children if they have been on holiday/had a sleep over and, if so, to explain what they packed. Agree which of these things Andy might need too and see if these are in your rucksack, pulling them out if they are. *“But Andy travels all around the world...what might I need if I were going to visit the polar bears?”* Look at some images of animals in hotter and colder countries and encourage the children to explain what they would need in these temperatures. Each time a child suggests a correct item, take it out of the bag. If they haven't suggested already, encourage the children to think about what they would need to help them find the animals and how they might record what they see e.g. map, magnifying glass, binoculars, camera, notebook, pencil, etc.

Set up a role-play area including the Adventure Rucksack and props, and let the children plan to visit an animal of their choosing. They will need to find out about the country their chosen animal is from using the internet, books and images, before deciding what would be best to pack. Children can also write/draw postcards about their imagined experience visiting their chosen animal. Once they are experts, perhaps they would like to be “hot-seated” as their animal and other children can ask them questions about their daily life.

Another activity is to show the children a scale made from a coat-hanger hooked onto a door handle or similar. With a range of items to pack on the floor, show the children two paper bags (with handles) and ask them to pack one to visit a tiger and one to visit a penguin. Hook one bag at either end of the coat-hanger scale to compare their weights. Ask the children which bag is lighter/heavier? Challenge the children to make one bag heavier/lighter and encourage them to use comparable language when they choose items to add and take out. Ask the children: *“What will happen if we take an item out? Add an item? How do you know? How can we make each bag the same weight?”* Choosing one of the bags, play a tray-style memory game where one child secretly removes an item from the packed bag and the other children use their memory to solve what is missing by looking at the remaining items.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

Resources required: Pyjamas, tooth brush, toothpaste, hairbrush, hat, gloves, scarf, sun glasses, sun cream, sun hat, map, magnifying glass, binoculars, camera, notebook, pencil, a coat-hanger (you'll need to experiment to find the best shape!), two paper bags (with handles). Resource books about animals and their habitats.

Time: 30-40 minutes

## Global Scavenger Hunt

Explain that in *Andy's Wild Adventures*, Andy visits exciting animals around the world and finds out interesting facts. "What does the word fact mean? Which one of these sentences is a fact? Fish sleep in trees. I am wearing clothes. The sun is purple." When Andy goes exploring with Kip, he takes his notebook with him so he can write down exciting animal facts and draw pictures. Tell the children that they are going to go on a Scavenger Hunt but they will need to have their own special notebook to collect facts in. Folding a piece of A4 paper in half and half again, the children make a small notebook. On the front they can draw a picture of themselves and add any information that they can, such as their name, age and perhaps give their book a title. Print and cut out the game cards provided so there are enough for each child/pair to have one each. Using the setting and information from *Andy's Wild Adventures* in issues of CBeebies magazine and in other publications and websites, children choose a card and draw a picture of their animal in their book. They then record what they find out about them in any way they can before completing the remaining challenges.

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.

Resources required:

A4 plain paper

Pencils or crayons

Scavenger Hunt cards (enough for one per child/pair- see next page)

Playdough

Resource books about animals and their habitats

Time: 40-60 minutes



## Scavenger Hunt Cards

<p>(find picture of a tiger to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>	<p>(find picture of a monkey to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>
<p>(find picture of a penguin to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>	<p>(find picture of a dolphin to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>
<p>(find picture of a wolf to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>	<p>(find picture of a polar bear to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>
<p>(find picture of a snake to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>	<p>(find picture of a kangaroo to go here)</p> <ol style="list-style-type: none"><li>1. Where does your animal live?</li><li>2. Can you make some food for your animal?</li><li>3. Find something the same colour as your animal.</li><li>4. Move across the room like your animal.</li></ol>

## Whose baby?

Children learn some babies grow in eggs and that they do not always look like their mothers. Children are shown an egg that has been discovered on the doorstep! *“Whose could it be? When will we find out?”* Collect ideas about which animals lay eggs and who the egg could belong to.

*“How do we look after an egg?”* Explain that until the mother returns, the children will need to look after the egg for her; they will need to egg-sit! Children share what they already know about looking after pets and prompt them to explain why eggs are often kept in nests until they are ready to hatch. If possible, watch clips of different animals building nests or look at images of nests and ask them, *“What do you notice?”*

Take the children outside or on a nature walk to collect materials they can use to build a nest. If not possible, provide a range of materials in the setting for the children to explore.

Encourage the children to begin talking about the properties of the materials, using words such as strong, tough, long, bendy/flexible, waterproof, etc. Let children build their own nest for the egg on a paper plate, either using natural resources found on a nature walk or materials at home/in setting. They can then explain to their friends why the egg would love their new bed!

As a follow up activity, the children can explore the similarities and differences between babies and their mothers. Give the children pictures of lots of baby animals and see if they can match them to pictures of their mothers. *“Can you find things that are the same between the babies? Can you see any differences?”* Challenge them to sort the babies by their features using large pieces of paper or hoops with headings such as *“has fur, has wings, has a tail”* etc. Take photographs to label with their findings for display.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

**Feeling good:** Developing a positive sense of themselves, doing things which help build confidence.

**Finding out:** Discovering and making sense of the world. Finding out about people and animals as well as different places.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Resources needed:

An egg (use either a chicken egg or a hollow chicken egg – [how to do this](#))

Paper plates

Natural materials such as: twigs, straw, grass, leaves, mud etc.

Suggested materials for indoors: straw, shredded paper, newspaper for tearing, string/wool, matchsticks, lolly-sticks, glue, and masking tape

Time: 30-40 minutes

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## Amazing Gadgets

Children create a gadget and explain its special features.

Explore the ways Andy uses his special Gizmo to help him by reading about Andy in CBeebies magazine. Ask the children to think about machines or gadgets in their homes which help them and discuss what they do. *“If you made a Special Gadget, what would it do?”* Encourage the children to explain their ideas by asking *“when, where, how, why”* questions and by saying *“tell me more”*.

Children create their own Amazing Gadget with junk modelling and describe to a friend what its special features are. *“Can they think of an exciting name for their invention?”* To extend the activity further, challenge them to create a blueprint of their designed gadget and label all of its special features before rolling it up for safe keeping!

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Recycled materials such as: newspaper, cardboard boxes, tubes, empty containers, bottles, bottle tops, foil, bubble-wrap, etc.

Time: 30-40 minutes

## Egg Thieves

Children work in teams to collect the most eggs.

Divide children into four teams and assign each team a corner with a basket/box. In the centre of the square they have created, place a nest (a basket or box) filled with 20-30 eggs (small beanbags/balled-up socks – the amount needed will depend on how many children are playing). Ask the children to count how many eggs there are. Explain to the children that they are Pterodactyls and they are quite naughty because they love to steal eggs from other dinosaurs' nests!

Chose a short piece of music to play and in the time it takes for the song to end the children have to steal as many eggs as they can for their team's nest. They can only carry **one** egg at a time and are not allowed to throw their egg into their nest. They can steal from any nest until the music stops.

When counting eggs at the end, encourage children to work out “*how many more?*” their team would have needed to have as many as the winning team. Ask them to remind you how many eggs there were all together. “*How can we check if any have gone missing?*” Support the children to add their eggs together by counting on.

## Moving House

Another game is an *Egg and Spoon* version of this game. Children can work individually or in teams to transport eggs from their old nest to their new nest. They take turns to collect one egg from the old nest and balance it in a cupped hand/under their chin/on their head – depending on what you are using for eggs! They then walk the chosen path to the second “new nest”, before returning for more or tagging another child.

Learning areas:

Let's move: Being active and interactive, developing co-ordination, control and movement.

Making healthy choices.

Maths: Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Resources needed:

Baskets/boxes

Beanbags or balled pairs of socks

Time: 10 minutes

## Octonauts

### A Day on the Octopod

Children use role-play to explore the roles and responsibilities of people who help. Show the children the Octonaut characters in issues of CBeebies magazine and explain the different roles of the characters on board the vessel:

Barnacles - Captain

Kwazii – Lieutenant and Cryptozoologist

Peso - Medic

Professor Inkling - Oceanographer

Shellington - Marine Biologist

Tweak - Engineer

Dashi - I.C.T. Officer and Photographer

Tunip - Ship's Cook and Gardener

Challenge the children to discuss the types of responsibilities these different jobs involve, relating them to “*people that help us*” in real-life. Children decide which character they would like to be and explain why. Collecting props/recycled materials from the setting/home, the children decide which tools, instruments, costumes, etc. they will need to play Octolabs.

Finally, give the Octonauts their missions in the form of the Explore-Rescue-Protect challenge cards and watch them enjoy role-playing different characters! Support them in deciding which problem will require their “*special skills*” and praise their team-work to complete each challenge. Capture their play with photographs and then let the children use these to sequence and retell what they had to do on each mission.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

Resources needed:

Pictures of the Octonauts from CBeebies magazine

Descriptions of their jobs

Recycled materials/props for doctors, mechanics, scientists, etc.

Explore-Rescue-Protect Challenge Cards (see next page).

Time: 40-60 minutes

## Explore-Rescue-Protect Challenge Cards

<p>Dashi and Peso went exploring in the rock pool, the tide went out and now the GUP-E is stranded! How can you help?</p>	<p>Kwazii has heard the legendary colossal squid is nesting in an abandoned shipwreck! Can you help him find it?</p>
<p>While counting creatures on the reef, the Octonauts notice lots of the shells disappearing! Who could the mystery thief be? Can you find out?</p>	<p>A migrating tuna fish has lost its way! How can you help it find its friends and join their long journey again?</p>
<p>Tunip has got sick. Peso thinks they might have caught vegimapox again! Peso needs to find some red seaweed to cure Tunip. Can you help?</p>	<p>Shellington and Professor Inkling were just leaving the reef when GUP D got its claw stuck! How will they get home?</p>

## Octo-phonics Sound Cave

Children listen to words and isolate their initial (beginning) sound.

Create a “cave” from a box/bag and hide within it pictures of sea creatures and seaside objects. Children play a version of eye-spy but they focus on listening and slowly saying words. The person whose turn it is takes out a picture and doesn't show it. They then say: *“I hear with my little ear something beginning with...”* Other children or an adult guesses what their hidden sea picture is. Be sure to throw in a few wrong suggestions and model for the children that you have heard it's wrong e.g. *“is it a crab? C-r-a-b Oh no crab doesn't begin with a s sound!”* Or alternatively, wait for them to tell you you've got it wrong! This can be differentiated with additional resources to support the level of the child or children. If you have several pictures which begin with the same sound, after a wrong guess the child could sound the next letter. For example, a child has guessed sand and the picture is of a seagull. The child with the pictures says: *I hear with my little ear...s-ea-. The next time they say: I hear with my little ear...s-ea-g-”*. To simplify, children could sort the objects into two groups i.e. “S” sound objects in one pile and all other initial (beginning) sounds in another pile.

It is important to note that whilst hearing and choosing sounds is an important skill, some children find it easier when they have a visual reference. Writing the letters as they are given or using magnetic letters might be helpful to these children.

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Resources needed:

Bag/box

Sea-related pictures such as: sun, sea, sand, seagull, seaweed, fish, pebbles, shells, crabs, starfish, bucket, spade

Time: 10 minutes



## Turtle Rescue

Children use sieves and funnels to explore ways of separating mixed materials.

*“In the episode The Octonauts and the baby sea turtles, the Octonauts moved turtle eggs from a beach that was going to be hit by a storm and reburied them on a safe beach. Now another storm has hit and the turtle eggs are scattered along the beach! Can you rescue them and bury them near each other?”* Investigate with the children animals which bury their eggs and discuss why. Turtles, crocodiles and dinosaurs are interesting examples to look at. Show the children the tray of sand with the eggs mixed into it (you could use beads, peas, red lentils or any other small egg-shaped objects for this activity). Give the children a box of Excavation Tools such as sieves, funnels, spoons, paint brushes and containers in various shapes and sizes. Encourage them to make predictions about how they can sort and transfer the eggs. You could prompt them to narrate what they are doing as if they were reporting to Captain Barnacles! When they have collected all the eggs, the children can have fun burying them together in one place to hatch another day. You can extend this activity by mixing up lots of different *eggs* using lentils and dried beans of different colours and sizes.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

**Let's move: Being active and interactive, developing co-ordination, control and movement. Making healthy choices.**

Resources needed:

Sand and “turtle eggs” (lentils/dried peas/dried beans) in a large tray

Sieves

Funnels

Containers such as plastic bottles/tubs, paint brushes, spoons

Time: 20-30 minutes

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## Portholes

Children describe and draw a picture of a special place.

Take the children on a walk around the setting/home and have a look at what they can see out of different windows. Ask the children to describe what they can see and talk about how some things in the view might change and some things stay the same.

Ask the children: "*What do you think you might see out of a window in the countryside? In the town? In the city? On a boat? What might change and what might stay the same?*"

Ask the children to close their eyes and think of a view that makes them feel really happy or calm. Encourage them to imagine all the small details such as the weather, the sounds they can hear, things which are moving, things which stay still. Show the children a porthole you made earlier (a paper plate with the rim coloured in to make a frame and a picture of your special place in the middle!). Give each child a plate to make their own porthole view. When they have finished, the children can share all the details they have included and explain how this place makes them feel.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Feeling good:** Developing a positive sense of themselves, doing things which help build confidence.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Paper plates

Colouring pencils/crayons

Time: 30-40 minutes

## The GUPs

Children create their own GUP for rescue missions in or under the water.

Show the children pictures of different vehicles and ask them to sort them into: *“Those that travel on land and those that travel in or on the water”*. Are there any vehicles that they haven't seen before? Decide on some common features of those which travel in and on the water. Next, look at pictures of the different GUPs the Octonauts use and discuss their features and what they look like. *“What do you notice about the vehicles?”* They are shaped like sea creatures. *“Why does the GUP-C look like a blue whale?”* Because it is extremely strong. *“When might the Octonauts choose this GUP? Can you think of when you might need to use the GUP-X or have you seen the Octonauts use the GUP-X?”* If possible, watch an episode to familiarise the children with how the vehicles are used for different missions.

Explain that the children are tasked with creating their own special GUP to use for rescue missions, either on or in the water. Ask the children what special things their GUP might need to do. *“How would you rescue an animal trapped in a cave? How would you herd a shoal of fish away from danger? How would you get into your GUP? Do you have any smaller crafts attached for getting into small places? How do you see out of your GUP?”* Challenge them to make their own GUP and explain what it can do. When they have finished, they can make and label a blue-print to go with their machine. Perhaps another child could try to follow their blueprint and make their machine?!

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Pictures of the GUPs

Images of vehicles for land and in/on water

Recycled materials such as: newspaper, cardboard boxes, tubes, empty containers, bottles, bottle tops, foil, bubble-wrap, etc.

Time: 40-60 minutes

## The GUPs

**Octopod:** The Octonauts movable base and the biggest vehicle. It looks like a Giant Pacific octopus.

**GUP-A:** A propeller-powered vehicle which looks like an anglerfish. Fits at least five Octonauts and is the Octonauts main mission vehicle.

**GUP-B:** The fastest GUP, a turbo sub that looks like a tiger shark. Fits only one Octonaut; usually Kwazii.

**GUP-C:** A powerful machine with a tow-line. It has a reinforced prow which when added can be used to break ice. It looks like a blue whale.

**GUP-D:** Two claws, two drills and four legs and looks like a crab or a manta ray depending on whether its claws or legs are in use.

**GUP-E:** A green ambulance GUP with a special tank behind which can be water-filled for creatures with gills. It looks like a guppy.

**GUP-H:** H is for helicopter. It flies above the sea to help animals in and out of the water and looks like a dragonfly.

**GUP-I:** A rugged vehicle and polar exploration station which looks like a water bear.

**GUP-X:** A super-tough vehicle with treads which can be split into three sections: glider, tank and small 'Octo-Ski'. It is built to look like a horseshoe crab.

## Fish Fingers

Children create a seascape print and use hand shape fish to solve maths problems.

Let the children explore how to make different shapes and effects by printing different materials with paint. Give each child an A3 piece of white paper and a selection of materials e.g. bubble-wrap, corks, lolly sticks, sponges, etc. to create an underwater scene including seaweed, rocks, coral and crabs. They can also drizzle PVA glue along the bottom of their picture and then sprinkle sand to make a seabed. Next, the children can draw around their hand on a piece of coloured paper or card and cut out the shape. Positioning the shape so the fingers are the fish's fins, children can add eyes and scales.

Whilst their seascapes are drying, challenge the children to use their fish to solve some maths challenges. These can be adapted to suit the understanding of the child:

- Sing "One, Two, Three, Four, Five", first counting on their fingers and then sat with a partner using their fish fins to count to ten.
- Count how many fish there are together and then challenge the children to listen for the mistake when you re-count them i.e. leaving out a word: one, two, four, five; saying them in the wrong order: one, two, four, three, five; repeating a word: one, two, three, three, four. They could put their hands on their heads when they hear the mistake.
- Ask the children to close their eyes and take one or more fish away. Challenge them to solve how many fish have swum away.
- One fish is swimming in the sea – how many fins does it have? If two fish swam in the sea, how many fins would they have altogether? Find a friend and count how many fins you have? Can you show that amount using your fingers? Can you find the numeral or picture card which shows this number? How could you record that amount on a whiteboard/piece of paper?
- With your two hands as fish (wriggle those fins!) can you show me two fish with four fins each? How many fins do they have altogether?
- Can we put our fish swimming in a line? Whose fish is first? Second? Third? Last? What if we swap them around?

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Maths: Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

A3 white paper

Paints

PVA glue

Sand

Aprons

Materials for printing: bubble-wrap, corks, lolly sticks, sponges etc.

Coloured paper or card for hand fish

Number cards 0-20

Whiteboards and pens or paper/pencils for recording.

Time: 40-60 minutes

## Iceberg Hop

Children travel across apparatus to play a relay game. (The Octonauts episode *Walrus Pups* has related imagery if you would like to show this to the children in advance.)

*"The walrus pups are stranded on the iceberg and the Octonauts must rescue them!"*

Challenge the children to use the icebergs (mats/hoops/teatowels!) to hop across the icy waters to rescue the walrus pups (beanbags/balled-up socks) and get them to safety.

Place the walrus pups on a mat/in a hoop at the far end of the room or outdoor space, and collect the children at the opposite end of the space. Either prepare the game in advance by spreading out icebergs from the pups to the start point, or let the first child to go rescuing place the icebergs as they move across the space. The aim of the game is for the children to take turns hopping on the icebergs, reach the walrus pups and bring **one** back at a time to safety.

Learning areas:

Let's move: Being active and interactive, developing co-ordination, control and movement.  
Making healthy choices

Resources needed:

Hoops/mats/tea towels  
Bean bags/balled up socks

Time: 10 minutes

## Fish Rescue

Children use fine motor skills to collect objects and think about how quickly they can do something.

### This activity is best done outside!

"*The water has been polluted and the fish need moving to clean water!*" Using a tray of soap foam/sand foam, hide a number of plastic fish or similar like Lego bricks and place a bowl of warm soapy water next to it. Explain to the children that they need to rescue as many fish as they can in one minute by finding them in the "polluted" water and putting them into clean water. Show the children a clock/watch with a second hand that they can see ticks around. Practise counting as the second hand ticks around and explain that we would need to count to ten six times before the second hand makes it all the way around the watch. Challenge the children to see how many fish they can rescue (either using tweezers or their fingers) in one minute. "*Can they try again, do it faster and rescue even more fish?!*" The children will enjoy washing the fish off and playing again and again. They might also like to explore what else they can do in a minute!

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Maths: Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Resources needed:

A tray  
Foam  
Fish or Lego bricks  
Tweezers  
Bowl of water  
Apron  
Clock / watch with a second hand

To make **Soap Foam**: Combine one box of soap flakes and about four jugs of warm water in a large tray/box. Whisk until soft peaks form – an electric whisk is easiest or let the children do it with lots of hand whisks! Add green/brown powder paint to create a swamp colour.

To make **Sand Foam**: Place three cups of clean sand in a tray/box and keep adding shaving cream until you get a lovely gloopy mixture.

Time: 15-20 minutes



## Swashbuckle

### 10 Things to do with Seaweed

Children use role-play to create imaginative uses for seaweed and then investigate sequencing numbers to 10.

Show the children pictures of the Swashbuckle characters in a CBeebies magazine. Introduce them to the character of Cook and discuss why his job is so important on a pirate ship.

*“What other jobs do you think there could be on a pirate ship?”* Show the children some

green crepe paper ripped into long strips and explain that there is lots of this seaweed floating in the sea. Because of this it gets used for some crazy things on the pirate ship!

Challenge the children to listen to the Seaweed Rhyme and count how many things you can make with seaweed. Encourage the children to copy keeping count using their fingers:

*We're playing with seaweed and singing a rhyme,*

*Making lots of things like a washing line.*

*Put it on your head to make a funny wig,*

*Or wave it in the air and dance a silly jig.*

*Maybe make a beard, to wear on your chin,*

*Or wrap it round a box with a present in.*

*You could make a mop and clean the floor,*

*How about a limbo stick? Can you think of more?*

*Perhaps the cat would like a seaweed bed?*

*Or what about a floppy hat to wear on your head?*

*We're playing with seaweed – have you counted ten?*

*You have! Well done! So let's start again!*

Recite a second time and encourage the children to mime each idea to help them remember in their role-play.

Next, in pairs, challenge them to make up their own seaweed creations, either based on their own ideas or those given. Explain we need to have 10 ideas to make a display! With their seaweed, give the pair a digit card (1-10) and aim to give out all ten cards if possible. Photograph the children freeze-framing their favourite seaweed creation with one child holding up their number card clearly in the picture.

When you have photographed all the children, these can be printed out and used for retelling their ideas and making up a new rhyme. The children can also use the photos for number sequencing activities. The photographs can be muddled on the floor and the children work together to sequencing the numbers 1-10. Alternatively, each child holds a picture and they organise themselves into a 1-10 number line for more children to check.

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Maths: Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Resources needed: Green crepe paper, A4 digit cards 1-10, camera, Seaweed Rhyme.

Time: 30 minutes

## Gem's Treasure Map

Children create a treasure map and use positional language to describe how to use it.

Depending on the number of children, you might want to introduce the activity in small groups or with several different pre-prepared treasure maps.

*"You need to help Gem hide her treasure from Captain Sinker!"* Show the children a bag of gems or golden coins and tell them that Captain Sinker is trying to find Gem's treasure - *"How can we hide it?"* Encourage the children to share what they know about buried treasure and treasure maps. *"How will we remember where we buried our treasure?"* Ask the children to close their eyes and hide the bag in your secret location. When you are ready, ask the children to open their eyes and show them a treasure map you made earlier on A3 paper (if it's stained with tea and a bit torn and old-looking, even better). On your map you should include key landmarks of the setting/room with a dotted path drawn *around, through, over* and *under* them; you could also introduce the idea of counting in *steps* as a non-standard measure. Explain they are going to test your map works by following your instructions to find the *"X Marks the Spot"* and the treasure. *"Do you recognise things from the room on the map?"* With the children, use the map to follow the dotted line and ask the children to tell you whether the map shows *under, over, through* or *around* and how they know this. When they have found the treasure, it's their turn to make their treasure maps!

Give children tea-stained paper (this is something you can do with them the day before) and task them with making a treasure map - *"What do they need to decide first?"* Agree they need to know where they are going to bury their treasure but also where their starting point is! Let them make and follow each other's maps, giving them a coin or similar to hide.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

Resources needed:

A3 paper (tea-stained by dipping in cold black tea and leaving to dry)

Pencils

Treasure to hide

Pre-prepared Treasure Map

Time: 30-40 minutes

## My Treasure Chest

Children discuss what is precious to them and share some of their special memories.

In preparation for this activity, ask parents/carers to help their child find a photograph of someone who is special to them or a picture/item that reminds them of a special day to share. Alternatively, this activity can be enjoyed at home. Show the children a family photograph album and explain who the people are pictured. Describe what these people are like and why they are special to you. *“What does special mean? How does special feel?”* Encourage the children to discuss this in any context they can and how it makes them feel inside their tummy/body. The children will probably expand the idea of *special* to include memories and things. Show further photographs of an event, such as a party/wedding, and also mementoes such as a souvenir from a holiday. Describe for the children how these memories make you feel and begin to collect some words to write on a board or on paper on the floor. In small groups, encourage the children to share their special items and explain how they make them feel.

Explain to the children that special people and memories are our most precious treasure and to help them keep them safe they are going to make a *Treasure Chest*. Giving each child a cereal/shoe box, allow them to paint and decorate their treasure chest to take home and use as a memory box.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Feeling good:** Developing a positive sense of themselves, doing things which help build confidence.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Photographs/special items such as souvenirs

Boxes

Paints

Glue

Glitter, etc.

Time: 30-40 minutes

## Sinker Says

Children give and follow instructions, collecting doing words.

*“Captain Sinker is soooo bossy! She is so bossy that if you don't do what she tells you, she'll probably make you walk the plank.”* Pretending to be Captain Sinker, play Sinker Says by giving the children instructions to follow such as: *wash the deck, climb the rigging, dig for treasure, walk the plank, jump overboard, spy land ahoy, etc.* When the children have had a few goes themselves being Captain Sinker, get the children to take turns miming an action for others to guess. *“What is....doing? What is.....doing?”* Record the doing words (verbs) on separate cards on the floor/stick them on the board i.e. *washing, spying, walking, etc.* Once you have collected a few, ask the children to tell you what they notice about the doing words you've recorded – that they end in the same letter blend *-ing*. *“Oh yes, they sound the same at the end and they look the same at the end!”* Model saying the words and listening carefully. *“I wonder if all the words that end with an -ing are doing words?”* Send the children off to investigate through miming all the *-ing* words they can think of. Challenge them to collect three new doing words to play another game – if they get stuck, suggest they mime waking up and all the other activities they do before leaving the house!

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Let's move:** Being active and interactive, developing co-ordination, control and movement.

**Making healthy choices.**

Resources needed: Pieces of card and a pen for -ing words.

Time: 20-30 minutes

## Walk the Plank!

Children use a variety of equipment to create their own imaginative pirate games. Using larger equipment outside such as boxes, baskets, tubes, ropes, sheets, nets, etc. children can create games by making bridges to walk across. They can use a sheet for the water and sharks can be made from fin-shaped card. Before letting them explore the materials for themselves, show the children these games:

Set up a plank to be walked (this can be an actual plank of wood, a long strip of wrapping paper/wallpaper or a couple of scarves laid out end-to-end on the floor). On either side of the plank you need at least one shark (this can be a box/basket or a child holding a hoop). The aim of the game is for the pirates to abandon their sinking ship and safely board another. To do this they must walk the plank without falling into the shark-infested water! Luckily, they have some fish to feed the sharks to distract them! The children take turns to take two *fish* (beanbags/small balls) and walk across the plank with them, throwing them in the sharks' mouths. They then walk to safety to the end of the plank and jump on board the rescue ship. Extend the game by playing **Pass the Treasure**: Position children along the plank and challenge them to unload the sinking ship by passing the loot along the plank to safety! Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

**Let's move: Being active and interactive, developing co-ordination, control and movement.**

**Making healthy choices.**

Resources needed:

A plank (wood/wallpaper/wrapping paper/scarves)

Boxes

Tubes

Ropes

Sheets

Card

Beanbags

Hoops

Balls

Time: 20-30 minutes

## Cook's Messy Kitchen

Children role-play being a ship's cook and create a special lunch for the Captain. They create recipes.

*"The Captain has an important guest coming for lunch and needs something special making!"* Tell the children that unfortunately Cook has a horrid cold and is tucked up in bed with his teddy bear... There's only one solution – they will have to create a special lunch for Captain Sinker. Using cooking equipment (and either mud/sand/rice if available) the children role play using Cook's kitchen to make a delicious lunch. Encourage the use of related vocabulary such as *mixing, stirring, pouring, sieving, a pinch of, a cup of, a spoon of*, and if possible have labelled pictures of these words around the environment. Taking and printing photographs of the activity to add to the labels will support the children to use this vocabulary in their writing. When the children have created their dishes, suggest they teach you how to make it, asking *"how much?"* and encouraging them to describe the methods they enjoyed. Finally, photograph their special lunch and use the picture to illustrate a recipe of their ingredients and method – perhaps for Sinker's guest to take home or another child to follow!

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Cooking equipment

Mud/sand/rice (if using)

Cooking vocabulary labels

Camera

Time: 40-60 minutes

## Pirate Ships

Children make their own ship and explore floating and sinking.

Sit the children in a circle or stand around a table. If possible, show the children pictures of a range of different ships such as a *cargo ship*, a *ferry*, a *speed boat*, a *lifeboat* and discuss their different jobs. "What does a ship need to do? What is its job?" Produce a tray of water and place in the middle of the children. Explain that today they are going to be making their very own pirate ships! "What does a ship need to do? What is its job? I wonder what materials we could use to **make** a ship?" Let the children share their ideas and encourage them to relate to their own experiences, finding links between different contexts. Send the children on a scavenger hunt around the room to find something small for a *float or sink test*. Ask the children to predict whether what they have found will float or sink using thumbs up/thumbs down. "How could we record our predictions before checking if we are correct?" Create a large chart with the children, record their predictions, test and record with a tick or a cross if they were correct. "Which items floated? Which items sunk? I wonder what we should make a pirate ship out of?"

Using a range of containers, let the children explore how materials float and sink to make their own *Pirate Ships*. They could even make their own flag with a personally designed crest to attach! To extend the activity, the children can explore which ships carry the most cargo by adding blocks or similar, counting one at a time until it sinks and record their results.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

Resources:

Plastic bottles  
Various shaped plastic containers such as yogurt pots  
Plastic straws  
Lolly-sticks  
Tin foil  
Bottle lids  
Cotton reels  
Sellotape  
Plasticine

Time: 40-60 minutes



# Hey Duggee

## The Club House

Children explore clubs and belonging. They use role-play to create a club-house and negotiate rules.

Ask children to share their experiences of Hey Duggee and the different characters. Looking at Hey Duggee in CBeebies magazines, explain that the Squirrels (as Duggee refers to them) meet up regularly at their clubhouse to have adventures. "*What is a clubhouse? Do they belong to any clubs?*" Encourage the children to share their experiences of themselves or others meeting in a place regularly, wearing a uniform, learning new skills, etc. "*Have you ever made a den at home before? Why was it special? Was anyone allowed in your den?*" Agree that to use the den they should come up with a secret password or handshake so they know they are a member of the club! Let children play with this before encouraging them to make their own den from boxes, material, cushions, tables, etc. Extend the activity by making a pretend *campfire* for the children to play cooking on and sit round to sing campfire songs (any they usually sing at home/in the setting) – the more actions the merrier! The children might also enjoy listening to the Meatball Song if they haven't heard it before:

*On top of spaghetti, all covered with cheese,  
I lost my poor meatball, when somebody sneezed.  
It rolled off the table, and on to the floor,  
And then my poor meatball, rolled out of the door.  
It rolled in the garden, and under a bush,  
And then my poor meatball, was nothing but mush (children clap hands)  
The mush was as tasty, as tasty could be,  
And then the next summer, it grew into a tree.  
The tree was all covered, all covered with moss,  
And on it grew meatballs, and tomato sauce.  
So if you eat spaghetti, all covered with cheese,  
Hold on to your meatball, whenever you sneeze.*

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

Resources needed:

Resources for making a den: boxes, material, cushions, tables, etc.

Time: 20-30 minutes

## Which Squirrel are you?

Children think about what makes them the same and different. They tell other children why they are special.

If possible, show the children Hey Duggee in CBeebies magazine and watch a clip that introduces the show and the characters on the CBeebies website. *“The Squirrels like making new friends, they like playing games and they like going on adventures... let me say those again and you put your thumbs up if you like those things too.”* Encourage the children to think about how they are the same and what else they enjoy. Every Squirrel in Hey Duggee is described using various describing words (adjectives) which give us a good idea of what they are like. Using pictures of the characters and the description cards, see if the children can hear the adjectives: *“I wonder if you close your eyes and open your ears whether you can hear some words which tell us what the Squirrels are like?”* Show them one picture at a time, asking them to close their eyes and listen for the key words i.e. we want them to hear Tag is *sweet* and *clumsy*. Encourage the children to explain what each description means.

Tag is a sweet-hearted rhino that is a bit clumsy.

Betty is a jolly little octopus who is clever and can sulk.

Roly is an excited hippo who interrupts people.

Happy is a small, happy crocodile who loves water.

Norrie is a chatty mouse who is giggly and fast but goes the wrong way.

*“Are there any words that describe what you are like? What do you enjoy? What are you good at doing?”* Encourage the children to suggest kind words to describe their friends. The children might find it helpful at this point to collect a bank of words to share and refer to - it doesn't matter if these are not single describing words such as *“excitable”*, being *“good at balancing”* is great! When they have their chosen descriptions, the children draw their own special Squirrel picture the same size as those used in the games. With support as necessary, they add their words to describe themselves or extend this to write a one-sentence description i.e. *“Jo is good at building robots and pulling funny faces.”* To extend this activity the children can then play the listening games again but include their *Squirrel* cards too.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Feeling good:** Developing a positive sense of themselves, doing things which help build confidence.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

CBeebies magazines featuring Hey Duggee

Squirrel cards with descriptions (make these using the descriptions above)

Blank Squirrel cards

Time: 30 minutes

## People with Badges

Children learn about why people wear badges and link this to a sign of achievement.

Share with the children a range of pictures or photographs of people who wear badges, these might include *emergency services, doctors/nurses, shop assistants, scouts/guides, military services*, etc. Whilst you are discussing what these people do, begin to collect ideas about why their where badges. “*Why have they been given a badge? What is the same about what they do?*” Ask the children to think about a time when they have received a badge or even a sticker for something. “*What was it for? How did it make you feel?*” Explain the phrase “*try, try and try again*” and ask the children to think about something that they are learning to do at the moment or something they would like to achieve. “*What have you learnt to do this week/month?*” Give the children a circular piece of card to make their own badge to represent something they have achieved in the last week/month – this could be *making a boat which floated, writing their name smaller, counting 10 cars*. When they have made their badges they can be attached with double-sided tape/loop of tape. You could even hold an award ceremony to present the children with their badges!

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

**Feeling good: Developing a positive sense of themselves, doing things which help build confidence.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

Resources needed:

Pictures or photographs of people with badges

Blank badges to decorate

Tape

Time: 30-40 minutes

## Super Squirrels

Children create their own Super Squirrel and make mixed media pictures.

“*What is a hero?*” Discuss with the children, who at home and in the local community helps them and why they might be called a hero. If they haven't already expanded this, ask: “*What is a super hero?*” Encourage the children to think of all the powers that superheroes have. Next, challenge them to think about which one they would have for the day (in addition to flying!) and why? Share with the children the Super Squirrel badges that you have to award them after the activity – these can be stickers of any sort. To earn their badge they must transform themselves into a Super Squirrel by completing the following challenges:

1. Decide their Super Squirrel name
2. Make a mask or badge to identify themselves and show people who they are
3. Practise their flying around the room/outside
4. See if anyone needs help/rescuing (you can have a lot of fun with this, placing a favourite soft toy in perilous trouble...)

As an extension, the children can use materials from the setting to make a collage of a landscape i.e. houses/fields, or draw a landscape in chalk on the ground outside. They then take turns arranging themselves lying on the floor as a Super Squirrel flying over the city/town for an adult to take an aerial photograph by standing on a chair. The photographs would make a great display recounting their adventures or a postcard to someone special.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

Resources needed:

Stickers for Super Squirrel badges

Sugar paper to make masks

Masking tape/string to secure

Collage materials: sugar paper, tissue/crepe paper, lolly-sticks, foil, bottle tops, etc.,

Chalk

Camera

Time: 40-60 minutes

## The Rocket Badge

Children follow instructions to make a rocket launcher and investigate how far they can travel.

You will need to make one of these before you share it with the children!

Using the internet or resource books, share with the children a variety of things that need to be launched. These might include *a rocket, a lifeboat, seed dispersal* (such as a bursting pea pod). "*What is happening to the rocket? It is being given a big push isn't it?*" Explain to the children that they will be earning their Rocket Badges by helping their rockets launch into the air. Show the children your pre-made rocket launcher and show them how to make one. Ask the children to help you add pictures to your instructions that you have written out/on the board:

1. Decorate your post-it note
2. Find a straw (wider ones work best)
3. Wrap your post-it note around the top of your straw to make a loose tube
4. Tape the tube closed and seal the top (you should have a tube which sits on top of your straw)
5. Blow your straw and watch your rocket launch!

When the children have helped illustrate your instructions set them off to make their own rocket launchers. Once finished, they can have competitions to see who can launch their rocket furthest using ordinal language such as *first, second, third, last* etc. They can also measure distances travelled using non-standard measures such as footsteps, book lengths, etc. Ask the children to suggest ways to record their results and let them experiment with these. As an extension to the activity, the children can also explore if making taller/shorter rockets affects the distance that the rocket is launched.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Finding out:** Discovering and making sense of the world. Finding out about people and animals as well as different places.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Square post-it notes

Straws

Tape

Pens

Time: 30-40 minutes

## The Teamwork Badge

The children complete a series of challenges by work in teams.

*"Can you work together like the Squirrels to solve the puzzles?!"* In a large space such as a hall/playground or garden, set up a series of mini-challenges and puzzles that the children have to work in pairs or small groups to complete. During or after each completed challenge, their achievements can be photographed before they move onto the next task and another group attempts their challenge. You can make the children a score card to add stickers to after each completed challenge or tick tasks off to earn a teamwork badge at the end.

These challenges might be specific to what the children have been exploring recently or could include any of the following:

- Arrange wooden blocks/construction bricks to make a spaceship
- Sort the objects from smallest to biggest
- Excavate some buried bones
- Use 2D shapes/fuzzy felt to make the picture shown e.g. a house
- Dress the scarecrow
- Group the objects by their beginning (initial) sounds
- Share the pasta evenly between the bowls
- Walk along bendy the path (rope) and throw the beanbag into the basket
- Find all the numerals 1-10 hidden in the sand tray, order them then use fingers to write numbers in the sand. Take a couple of numbers out for children to solve those missing, etc.
- Make a cardboard box into any vehicle
- Transfer the water to another bowl using a cup/spoon

Ring a bell or similar for the children to swap activities and at this point praise the children's turn taking and sharing. When all the challenges have been completed, encourage the children to share which was their favourite activity and why.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Feeling good:** Developing a positive sense of themselves, doing things which help build confidence.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources will depend on the activities you choose but could include:

A sand tray, wooden/plastic numbers and letters, cardboard boxes, construction brick/blocks, clothes for dressing-up, small toys for phoneme (sound) sort, various sized toys, ropes, beanbags, hoops.

Time: 30-40 minutes



# Something Special

## Special People

Children think about people who are special to them and how they are related.

Show the children pictures of the Something Special characters (Mr Tumble, Aunt Polly, Grandad Tumble, Lord Tumble, Fisherman Tumble and Chef Tumble) in issues of CBeebies magazine.

Discuss how some of these characters are Mr Tumble's family and some his friends. "*These people are all special to Mr Tumble. Do you have people who are very special to you?*" Depending on the age of the child, they can either draw a picture of their special people and label their names or they can start to think about how people in their family are related by making a family tree with pictures and string.

Learning areas:

Communication & Language: Speaking, listening and sharing ideas.

Literacy: Linking sounds and letters, beginning to read and write.

Feeling good: Developing a positive sense of themselves, doing things which help build confidence.

Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Paper

Pens

String

Time: 20-30 minutes

## Aunt Polly's Lunchbox

Children make healthy choices and create their own healthy pizzas.

You will need to check allergy information before completing this activity with a group of children. All the children will need to wash their hands before this activity.

*"Aunt Polly really likes all things chocolate and would eat chocolate all day long! She also likes cake. A lot of cake!"* Explain to the children that Aunt Polly really doesn't know that eating lots of chocolate and cake is not very healthy. *"Can you help Aunt Polly choose some healthy foods for her lunchbox?"* Sitting the children in a circle or around a table, show them a variety of foods, either real or pictures/photographs of food, including all food groups. Begin to introduce the different food groups: fruit and vegetables give us vitamins which help prevent illness; sandwiches/roll/wrap/pasta (carbohydrates) give us energy; meat, fish, beans, eggs (proteins) help us grow/build muscle; yogurt/cheese/milk (dairy foods) give us strong teeth and bones; fats and sugars are important in small amounts for our bodies to work properly. With a lunchbox in the middle, the children decide what to put in and discuss their choices. If appropriate, you might also ask some children to show what they have in their lunchboxes.

*"Do you know what we could make Aunt Polly to show her different foods are fun? A pizza! What is a pizza made of?"* Show the children how to make a muffin pizza by topping a halved muffin with tomato paste, cheese and a variety of toppings. Let the children each make their own pizza and challenge them to create patterns or a face using toppings chosen from small bowls. Encourage the children to count the toppings as they add and compare *"how many more/less"* with other children. Send the pizzas home in a sandwich bag with a cooking instruction of *bake in the oven for around 15 minutes on 180 degrees (fan assisted)* on a label/sticker. Alternatively, cook immediately and enjoy!

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Let's move: Being active and interactive, developing co-ordination, control and movement. Making healthy choices.**

**Maths: Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.**

Resources needed:

A selection of food for discussion: sandwich/wrap/roll/pasta pot, veg sticks, yogurt, variety of fruit, dried fruit, small piece of cake/biscuit, chocolate, sweets, crisps, whole cake!  
Muffins (enough for one between two) tomato paste, oregano, grated cheese, chopped ham, sweetcorn, chopped peppers, chopped/sliced mushroom  
Sandwich bags, stickers/labels

Time: 30-40 minutes

## How do you feel?

Using examples from Something Special in CBeebies magazine, show the children some Mr Tumble activities. Ask the children to discuss how they think Mr Tumble feels at different times and prompt them to explore what changes the way he feels. *Have you ever felt like Mr Tumble?*

Showing the children a selection of prepared drawn faces and labels, ask the children to work together to match the emotion shown to the correct feeling word (*e.g. sad, happy, angry, surprised, worried*). *"I wonder if you can watch my face really carefully and tell me how you think I am feeling?"* Model a few examples and then give the children the chance to show their feelings faces. Prompt them to discuss what makes them feel these different emotions. Folding a piece of paper in half and half again, make four equal sections and support the children to label each section choosing four feeling words or give them a prepared chart. Using their own experiences, encourage the children to draw a picture of a situation when they've felt each different emotion.

*"Some feelings make us feel good and some feelings make us feel bad – which feelings make you feel bad?"* Give the children example scenarios for them to role play in groups. These might include: arguing with a friend over the same toy, wanting a new bag like your brother/sister, not being able to tie your shoe lace, etc. Challenge the children to represent the scenario and share their ideas for how they can solve the problem and feel better. Photographing the role-play and asking the children to make some thought and speech bubbles to go with the images would make a fantastic display!

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Feeling good: Developing a positive sense of themselves, doing things which help build confidence.**

**Being creative: Expressing ideas and sharing feelings through art, music, movement, role play and design technology.**

Resources needed:

Something Special stories and activities from CBeebies magazine

Emotion faces

Labels

Plain paper/blank charts

Scenarios

Time: 20-30 minutes

## Chef Tumble's Café

Children make a cafe and role-play buying and selling items from the menu.

"Chef Tumble has opened a new cafe but needs some more staff. Can you help him?" Ask the children to tell you their favourite meals and share their experiences of going to a cafe. "What are the different jobs in a cafe?" Collect the children's ideas and make a note of the roles of chef, waiter and customer. Give the children some menus to look at and ask them what they notice – they have pictures, writing and numbers. Discuss what the job of a menu is and with another child, role-play reading, choosing and ordering a dish from the menu. Show the children a very simple Tumble Menu made on a piece of A4 card split into quarters. In each of the quarters include a picture of a dish and a simple description (e.g. pizza, pasta, ice-cream, apple juice). "What is missing from this menu?" Explain that the children need to help record how much the customer will need to pay for each dish. Show them some toy/real coins – depending on the understanding of the child these might include 1p, 2p, 5p and 10p or single cardboard "coins". Discuss how we know how much each coin is worth. Choose one item from the menu and underneath it draw around two or three coins to show how much it costs.

Let the children role play running Chef Tumble's cafe, taking turns being the chef, waiter and customers. They can enjoy making playdough food and using the menu to ask the customer for the correct amount of money. This activity can be extended with the children making their own menus, recording orders on notepads and providing customers with their bill!

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Literacy:** Linking sounds and letters, beginning to read and write.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

Resources needed:

Take-away menus or menus printed from the internet

A4 Tumble Menu

Plastic money

Playdough

A till

Role-play items for a kitchen/restaurant

Time: 40-60 minutes

## Mr Tumble's Spotty Bag

Children use sensory language to describe a setting.

Show the children a picture of Mr Tumble's magic yellow spotty bag – one of the children might have a toy version of the bag they can share. Explain that the bag uses magic to let Mr Tumble send things for Justin and his helpers to look for on their adventures.

Show the children your magic bag: *"It looks like Mr Tumble has left some things to look for in my magic bag for us today! I wonder where he might want us to visit?"*

In advance, you will need to have taken and printed three photographs from one familiar setting, for example outside in the garden/playground. These photographs might be of a bird, a climbing frame or other interesting images. Show the children the pictures and see if they can suggest where we might find these things.

Let them take you outside to explore and find the items in the pictures. *"What could we tell Mr Tumble about..?"* Collect the children's ideas about what they can *hear, see, smell* and *feel*. Back inside, ask children to recall their wonderful describing words.

A second activity is to place several settings picture cards into the magic bag e.g. pictures of a farm, a city, a beach, a funfair, etc.

With the children, say the magic that Mr Tumble says to send the bag to Justin: *"Take your finger and touch your nose, blink three times and off it goes!"*. Once they have said the magic, take a picture out of the bag and give the children clues about what you can hear, see, smell, feel when at this place. *"Can you tell where I am describing? Maybe close your eyes and try to see a picture"* When they have guessed, say the magic again and choose a child to take a different picture out of the bag to describe.

Learning areas:

**Communication & Language: Speaking, listening and sharing ideas.**

**Finding out: Discovering and making sense of the world. Finding out about people and animals as well as different places.**

Resources needed:

A picture of Mr Tumble's spotty bag

A magic bag

Three photographs of an outdoor setting you can visit

Pictures or photographs of various settings

Time: 20-30 minutes

## Your Day

Children think about their daily routines.

Justin often meets interesting people and finds out what they do. “*What do you do in a day?*” Let the children share ideas in pairs and ask them which things are the same. Act out some different daily routines and see if the children can guess what you are miming. Next, sing the song “*This is the way we...*” to describe daily actions like *brushing teeth, tying our shoes*, etc. and encourage the children to join in with the actions. Choose two children to mime a whispered action each and ask the other children which action they do first in the morning. In groups, ask the children to act out what they do from the moment they wake up in the morning to the time they get to school. As an additional activity, the children can make comic strips of their morning routines on folded strips of paper. They could also make their own sequencing games by drawing these activities on cards.

Learning areas:

**Communication & Language:** Speaking, listening and sharing ideas.

**Maths:** Problem-solving, matching, shapes, numbers, measures, time, patterns and puzzling.

**Being creative:** Expressing ideas and sharing feelings through art, music, movement, role play and design technology.

**Finding out:** Discovering and making sense of the world. Finding out about people and animals as well as different places.

Resources needed:

Strips of paper

Pens

Small pieces of card to make a sorting game

Time: 20 minutes

## Grandad Tumble's Allotment

The children explore which foods grow above and below the ground and plant their own allotment.

"Grandad Tumble loves to grow food in his allotment. He has sent me this huge box of food - I wonder if you can guess all the mystery fruits and vegetables inside?" Let the children take it in turns closing their eyes and feeling/smelling one of the foods before guessing what it is. "Where do we get these foods from? Where do the shops get them from?" Prompt the children to expand on their experiences of seeing food grown/growing food. Using hoops/baskets on the floor, ask the children to sort the food into those that are grown above the ground and those below the ground. Children might suggest further ways of sorting the foods such as those that grow on a tree. Younger children might sort them by colour and feel. Show the children a picture of a seed, the sun, a watering can and some soil/plant pot. Ask the children to explain what the cards show and agree that fruit and vegetables grow from a seed in soil when they have water and sunshine.

"How would you like to make your own very small mini-allotment?" Show the children one you have made earlier using a plastic container such as an empty takeaway tub, cotton wool and cress seeds. The children can paint their tubs to look like planters, add damp cotton wool and then sprinkle cress/mustard seeds on top. "Shall we put the seeds in the cupboard to grow?" Agree on a sunny spot or let the children take their allotments home.

As an extra activity, explore the job of a scarecrow and give the children lolly-sticks, card, straw and felt to make their own mini-scarecrow to protect their allotment.

**WARNING: Please check with parents for any allergies before allowing children to handle or eat fruits, vegetables or seeds.**

Learning areas:

**Communication & Language: speaking, listening and sharing ideas.**

**Finding out: discovering and making sense of the world. Finding out about people and animals as well as different places.**

Resources needed:

Pictures of: a seed, the sun, watering can and soil/plant pot

A large box

A variety of fruits and vegetables

Hoops/baskets

One take-away tub/similar empty plastic container per child

Cotton wool pleat

Mustard/cress seeds

Water

Materials to decorate tubs (sugar paper, glue, pens, etc.).

Time: 30-40 minutes