

Scheme of Work for Family Language 12 hour Programme

Programme: Bilingual families: Make, Play, Clap and Sing	Subject Sector Category: FLLN	Level of Learning: Entry 2,3 and Level 1 ESOL	Length of session: 2 hours	Tutor: Chris Johnstone Teacher:
Start Date: 4 February 2008	Proposed end date: 17 March 2008	Day and Time: Monday at 1.10 p.m.	Location: Eastfield Nursery and Infant School St Ives, Huntingdonshire	

Aims of the course: (adult)

- To identify the communication skills involved in providing young children with a caring and stimulating environment.
- To identify how parents can support children's early literacy development.
- To build confidence and oral communication skills in areas connected with school.
- To promote cooperation between home and school.
- To promote understanding of the aims of the EYFS.

Learning goals:

- Model play activities on the themes of the strong child, the skilful communicator, a healthy child and the competent learner.
- Introduce aspects of the foundation curriculum.
- Use craft activities to stimulate child-adult-focused conversations to promote to child communication.
- Participate in a craft activity that parents will introduce to their children.

Learning resources needed to deliver this programme:

Laptop computers
Skills for Life assessment
Craft materials
Foundation stage curriculum guidelines
Magazines, catalogues
Digital camera

Assessment methods for this programme include:

Conversation
Individual/group discussion
Practical activities
Checklists
Learning diaries
Photographs

Session	Theme	Activities	Learning outcomes	ESOL Curriculum Reference	Home activity	Review Did the planned learning take place?
Session 1 Intro to course	Introductory Session	Icebreaker activity Introduction to course Establish group code of conduct Guided tour around school Introduce Foundation Stage curriculum Enrol Assessment What are your children's favourite toys? Craft activity: making a collage	<ul style="list-style-type: none"> Develop familiarity of the school premises and what happens in each area. The learner will be able to enter the school with confidence. Awareness of the foundation curriculum. Modelling an activity to take home and finish. 	Lr/E2.3 Lr/E3.3 Lr/L1.1 Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2 Sd/E2.1 Sd/E3.1 Sd/L1.1	<ul style="list-style-type: none"> Finish activity. 	
Session 2	The strong child	Review of the outcomes of the activity at home Preparing your child for communication, language and literacy What are the benefits of bilingualism? Craft activity: making and identifying the happy face and parts of the body Clap and sing	<ul style="list-style-type: none"> Understanding the learning cues for reading. Greater understanding of the importance of developing home language. Review the vocabulary of the head and face and emotions, and understand them. Plan a game that learners can do with their child. 	Lr/E2.3 Lr/E3.3 Lr/L1.1 Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2 Sd/E2.1 Sd/E3.1 Sd/L1.1	<ul style="list-style-type: none"> Make and play a game. 	

Session	Theme	Activities	Learning outcomes	ESOL Curriculum Reference	Home activity	Review Did the planned learning take place?
Session 3	The skilful communicator	<p>Reviewing the games from last session</p> <p>Preparing your child for numeracy/maths</p> <p>Craft activity: making the characters from nursery rhymes out of play dough</p> <p>Clap and sing: nursery rhymes with actions</p>	<ul style="list-style-type: none"> Understand the role of rhymes within reading and writing. Encouraging your child to express themselves. Hearing the rhyme and rhythm. Learning the vocabulary of counting. 	<p>Lr/E2.3 Lr/E3.3 Lr/L1.1</p> <p>Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2</p> <p>Sd/E2.1 Sd/E3.1 Sd/L1.1</p>	<ul style="list-style-type: none"> Teach your child a simple rhyme. 	
Session 4	The competent learner	<p>How did you get on with teaching your child the rhyme?</p> <p>Preparing your child for knowledge and understanding of the world</p> <p>Craft activity: making masks or hats to act out a silly story</p> <p>Clap and sing: silly rhymes</p>	<ul style="list-style-type: none"> Learning the importance of imagination and play. Encouraging creativity and imagination; asking questions what if...? Using creativity to learn about the world. Use the vocabulary of position and spatial awareness. 	<p>Lr/E2.3 Lr/E3.3 Lr/L1.1</p> <p>Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2</p> <p>Sd/E2.1 Sd/E3.1 Sd/L1.1</p>	<ul style="list-style-type: none"> Make up a silly story with your child and their toys. 	

Session	Theme	Activities	Learning outcomes	ESOL Curriculum Reference	Home activity	Review Did the planned learning take place?
Session 5	The healthy child	What were your stories about? Did the children enjoy them? Preparing your child for physical development and healthy eating Craft activities: what do we like to eat? What do children like to eat? Tasting fruit and veg Clap and sing: songs about fruit and vegetables	<ul style="list-style-type: none"> Understanding about healthy choices. Use the vocabulary of fruit and vegetables, taste and texture. Encouraging children to try new foods. What do your children like to eat? 	Lr/E2.3 Lr/E2.3 Lr/E3.3 Lr/L1.1 Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2 Sd/E2.1 Sd/E3.1 Sd/L1.1	<ul style="list-style-type: none"> Bring in a family favourite family nibble for next week. Try one fruit or vegetable new to both you and your child and discuss what it tastes like. 	
Session 6	We have learned....	Did you/your child like the new food? Review of the course: what did we do? What have you learnt? Evaluation and what next. Celebration and handing out of certificates.	<ul style="list-style-type: none"> How did we make our party food? Reflecting on the main points of the course. What have we learnt? Have we noticed any changes in our child or in ourselves? 	Lr/E2.3 Lr/E3.3 Lr/L1.1 Lr/E2.7 Lr/E2.8 Lr/E3.7 Lr/L1.2 Sd/E2.1 Sd/E3.1 Sd/L1.1		