



# **TRIP TO THE GAMBIA**

## **GIVE REPORTS**

**November 2012 to March 2013**



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## **FOLLOWING OUR TRIP TO THE GAMBIA**

### **November Group 2012**

Boucher	Margaret
Daly	Marie
Mc Cann	Joan

### **January Group 2013**

Brennan	Una
Brett	Teckie Calixta
Carroll	Ida
Cathcart	Violet
Cunnane	Tom
Garvey	Bonnie
Farrell	Eleanor (Ellen)
Griffin	Joseph
Hickey Gormley	Irene Margaret
Harrison	Carmel Anne
Henry	James
Henry	Sheila
Keane	Lorna
Killeen	Mary
Lyttle	Arenda
McCauley	Maeve
Murray	Mary Carmel
Murray	Yvonne
O'Connell	Una Orla
O'Donnell	Catherine Mary
O'Grady	Margaret Patricia
O'Shea	Niamh
Rochford	Nell
Quigley	Ann
Reilly	Marion Elizabeth
Ryan	Bridget
Scott O'Flynn	Aileen
Sheridan	Ena
Walsh	Esther Mary



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## **February Group 2013**

Carmody	Betty
Delaney	Martina
Dowley	Hilda
Eamonn	de Grae
Flynn	Betty
Gallagher	Ollie
Griffin	Joe
Hanrahan	Mary
Hearn	Marion
Keville	Joe
Lynch	Rose
O Malley	Nuala
Price	Marie
Roden	Frank



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## **Introduction**

### **Gambia Ireland Volunteers in Education (GIVE) Report November 2012 – March 2013**

Gambia Ireland Volunteers in Education (GIVE) started a third tour in The Gambia in November 2012 when three volunteers arrived in the country for a four week period. They collaborated in the organising and running of workshops for teachers in the nursery sector. In January 2013 they were followed by a cohort of thirty retired teachers who stayed in The Gambia for six weeks. A further thirteen arrived in February and remained until March 20<sup>th</sup>. GIVE's mission is to develop a partnership and collaboration between teachers in The Gambia and retired Irish teachers in the areas of nursery, lower basic (primary), skills centers and teacher training education. GIVE aspires to strengthen the capacity of teachers to meet the educational needs of children.

From January 10<sup>th</sup> to March 20<sup>th</sup> four volunteer teachers were actively engaged in nursery schools, following up in classrooms on work done in the nursery workshops at the end of 2012. Other volunteers worked alongside teachers in lower basic schools where most were involved in mentoring trainee teachers working in this sector. Another group worked in skills centers. For the first time GIVE became involved in secondary education, five teachers worked at this level over the period. The work done in each of these areas is outlined hereunder.

#### **1. Nursery Education**

On November 7<sup>th</sup> 2012, three GIVE volunteers, travelled to The Gambia for a four week period of voluntary work returning to Ireland on December 6<sup>th</sup>.

The brief was to set up and run workshops to benefit nursery teachers in The Gambia. A similar project took place in January 2012. On this occasion it was hoped to develop the work done the previous January by interacting closely with the coordinators of nursery education in the Education Secretariat of the Catholic Secretariat. In this way it was hoped to focus on the express needs of teachers working in nursery education.

From the outset, both Ms. Catherine Njie Haffner and Mr Edward Gibba at the Secretariat gave every assistance to ensure a worthwhile outcome. Ms Njie and Mr Gibba were fully committed to the programme with the support of Mr Emil Kujabi, the Director of The Secretariat. The project was also supported by Bishop Robert Ellison.

The four week project was arranged to provide three weeks of workshops, serving a different group of teachers each week. The first few days were set aside to communicate and fine tune plans with both Ms Njie and Mr Gibba.

The last days were spent reviewing the work done and helping to prepare for the GIVE volunteers due to arrive in The Gambia in January.

The Secretariat was contacted for planning purposes before travelling. The volunteers were asked to provide training in the delivery of the Jolly Phonics Programme. They were also requested to place an emphasis on early maths. It was understood that this should be based on 'hands on' experience of concrete materials for the children and work on effective pacing in teaching to help the teachers deliver a planned, strong foundation in maths at this level. Areas of the curriculum covered the previous January were to be re-enforced. These included aspects of Oral Language, Reading, Writing, Physical Education, Story, Rhyme and Planning.

Prior to departure the volunteers met in Cork over a two day period, during which they were in contact with Ms Njie by phone. Material from the previous workshops was reviewed and updated and new material prepared. They brought with them sufficient handouts and back up resources to cover all the workshops.

Ms Njie and Mr Gibba had also been busily engaged in preparation for the course. By November 12<sup>th</sup>, when the first workshops started, they had a large room ready and a lot of essential materials for making basic teaching aids. This was an important part of the experience for the attending teachers. Participants learned to make a selection of basic teaching aids to assist them in the classroom. The importance of using materials freely available in the immediate environment to enhance teaching and learning was a core objective.

Sixty seven teachers attended over the next three weeks. Many teachers working at this level are untrained. The need to hold workshops is very obvious. There is a clear disparity between those who have benefited from training and those who go straight into teaching with a few years of secondary education. Apart from working on basic teaching methodologies, child development and learning readiness in the early years at school was stressed. Affecting positive attitudes to classroom management and an understanding of early childhood development was woven into all sessions. Two weeks of workshops were held at the Secretariat close to Banjul, the third was held in Bwiam, 115 km inland. In both Banjul and Bwiam Ms Njie and Mr Gibba were present in the workshops. They kept the workshops grounded in the here and now of nursery education in The Gambia. In Bwiam, Mr. Henry Sanyang, a local inspector of standards in nursery schools also attended all workshops.

As well as a disparity in the educational background of the teachers attending the course, there is a distinct disparity in the conditions

experienced by the teachers and children in their schools. Some benefit from levels of sponsorship which account for improved buildings, furnishings and teaching resources. Others are very poorly provided for. The emphasis in the workshops is on enhancing the knowledge, skills and attitudes of 'The Teacher'. The teacher is encouraged to make the very best of their skills and circumstances in order to provide the children with the best possible education.

It was planned that GIVE volunteers following up in this sector in January and February and would go into the classrooms of teachers who attended the workshops to give them on the ground support and encouragement. A hand over meeting was arranged in Dublin to discuss this work and for the departing volunteers to receive copies of handouts given to the teachers who attended the workshops. The follow up work was considered a second phase that would embed the work done in the workshops.

Over a ten week period from January to March 2013, two groups of GIVE volunteers were present in The Gambia working in nursery schools. The first group from January 10<sup>th</sup> to February 20<sup>th</sup>, the second group followed on from February 21<sup>st</sup> to March 21<sup>st</sup>. Five teachers in the first group visited nursery schools; two of these were allocated full time to these schools. Likewise, two volunteers from the second group worked full time in nursery schools including St Theresa's, Lamin. School of the Holy Rosary, Lamin. St, Peter's, Lamin.

The volunteers were engaged in supporting teachers and modelling good practice in nursery education. A detailed account by one of the volunteers is attached - please see Appendix1 for an overview of a daily schedule for the nursery classes. The volunteers demonstrated teaching strategies across the curriculum with particular emphasis on the use of concrete materials in the teaching of Number.

Two teachers were involved in improving physical conditions in one of the nursery schools using funds donated to them in Ireland.

## **Conclusion**

A lot of worthwhile work was done in the workshops and nursery classrooms. For the nursery teachers to maximise the benefit of this effort, there needs to be planned continuity from the workshops through to follow up support in the classrooms. The Jolly Phonics Programme requested and worked on in workshops with the teachers should be modeled by the volunteers at a practical level in the classrooms. The volunteers supported the teachers in developing their understanding of how children at this level learn. The teachers responded and participated with enthusiasm.

### **Suggestions for 2014**

- More preparation by all volunteers who are involved in nursery education in Ireland before departure.
- Effective handover and continuity to be developed
- It would be worth discussing with the Secretariat if they would consider a two day review programme for Head Teachers who attended workshops this year, at the start of next year's session. These two days should also be attended by all GIVE volunteers destined to work at nursery level. They would then be allocated to schools to support and model teaching over an agreed period of time. There might be an opportunity to work with other teachers in a school at the Head Teacher's request

This approach should mean that the programme, agreed in advance with the Secretariat, would be followed through to the classrooms. In this way we would hopefully be putting support in place for sustainable teacher development. The nursery support programme has very worthwhile potential if we prepare adequately before leaving for The Gambia and run our programme in The Gambia in line with the wishes of the Secretariat and the Gambian Teachers Training College.

The nursery support programme is well worth developing and continuing into the future. The contribution of the volunteers' expertise in support of the work of the Secretariat and the enthusiasm of the teachers have the potential to develop long term outcomes in the education of nursery school children which is well worth striving for.



## **2. Skills Centers**

GIVE became involved with the work of Skills Centers on the first visit to The Gambia in 2011. The centers exist to equip young people for the workplace many of whom had very little formal education. Practical skills are taught as well as basic literacy and numeracy. There are many skills centers in The Gambia, and many others that have closed their doors due to the high cost involved in running them.

In early 2013 GIVE sent two groups of volunteer teachers to support three skills centers for girls. These centers are independently sponsored by different orders of nuns and other organisations who provide the premises, equipment and tutors. The courses on offer at the centers vary in length between two and three years. The centers supported were:

- St Peter's Skills Centre, Lamin (60 students)
- St Martha's Skills Centre, Fajakunda (32 students)
- Presentation Skills Centre Banjul (300students)

The volunteer teachers were involved in supporting the teaching of ICT, Literacy, Numeracy, Home Economics – Sewing, Cookery and Preparation for Work. In addition, a teacher with qualifications and experience in library development worked on setting up a library in Brusabee.

### **ICT**

St Peter's is the biggest of the three skills centers. This centre caters for sixty girls, twenty of whom are engaged in secretarial training. They study English, Maths, IT and Business. The stock of computers in the centre was old and mainly dysfunctional. Through a fundraising effort by one volunteer, ten laptops were donated to St Peter's Centre. These were fitted out with appropriate software in English, Maths, Touch Typing and Word Processing. The girls were trained on the laptops by the volunteers working alongside the local class teachers who also acquired the skills necessary to continue the work after the departure of the volunteers. Laptops are an ideal aid as they are not dependant upon a continuous supply of electricity.

A wireless internet connection was donated by an Irish donor through GIVE. This is funded for twelve months. Plans are now under way to introduce a course in internet usage.

### **Literacy**

English literacy and Language was taught in all three centers. Classes ranged from small group settings to individual work with students who had particular needs. Many of the students have very poor English. The work done was in line with the needs expressed by those in charge in the centers. The volunteers saw an opportunity to widen the range of resources used to include maps, charts, letters, the Dolch word list, African short stories, magazines and games. These materials supplemented older text books which were mostly out of date and designed for other cultures. In one centre assistance was given in drawing up a plan for English for the centre.

### **Numeracy**

In addition to the numeracy programme installed on the laptops in St. Peters, work was done in all centers on basic numeracy including tables.

### **Home Economics**

GIVE was fortunate this year in having the services of two teachers qualified in Home Economics. These teachers shared their skills with two centers. They taught cookery, dress making and needlework. Other crafts supported include Tie-dye and patchwork. They brought new ideas and techniques to the classes to enhance the work being done in the centres. The volunteers helped finance and fit out the kitchen at the Presentation Centre. This was greatly appreciated and helped revitalise the department.

A number of sewing machines were donated by GIVE volunteers to help individual students set up in business.

### **Preparation for Work**

Developing interview confidence and technique is very important for the students. In St Peter's the girls were assisted in composing their CV's and helping to develop interview skills. This was done by a GIVE volunteer who is a qualified Career Guidance Teacher.

## **Conclusion**

The work in these centers is vital for the young people who are making every effort to learn a skill which will prepare them for the workplace. GIVE volunteers are high in praise of the work being done. In 2013 Give's involvement in the centers provided support for students in improving basic English and numeracy. It also improved their employment opportunities by providing laptops and training in their use. The teachers were enabled to continue this work after the departure of the volunteers. Interview skills were taught. Dressmaking, Craft and Cookery classes were all supported. The volunteers found the work most rewarding. The skills centers provide for an essential need in the community. It is an area of work that GIVE values highly and is keen to support in the future.

## **Suggestions for 2014**

- Subject to discussion with those in charge in the centers and their agreement, GIVE is suggesting providing nine volunteers for six weeks to skills centers from next January and a further nine for the following six weeks. Three volunteers to each of the three centers supported.
- GIVE is keen to provide more laptops and expertise in their use. The Presentation Centre, Banjul and St. Martha's has requested to be included in this programme. This is dependent on successful fund raising
- It is hoped to identify another centre that would benefit from the work of GIVE volunteers in future years.

### **3. Trainee Teacher Classroom Support January – March 2013**

In response to a request from Ms Isatou Ndow, Director of Teacher Education at Gambia College and in collaboration with the Education Secretariat at the Catholic Secretariat in Banjul, GIVE has supported mentoring of Trainee Teachers (TT) in Lower Basic schools for the past two years.

In 2013 nine volunteers worked in this capacity for six weeks in the period January 10<sup>th</sup> to February 20<sup>th</sup>.

GIVE volunteers who were designated to support TT mentoring programmes in the schools undertook training for their role under the auspices of the Irish Department of Education and Hibernia College. Two of this year's volunteers were accredited Irish Department of Education Mentors. As GIVE has worked closely with The Catholic Secretariat since its inception in 2010, most of the schools served come under its patronage. The schools served this year include:

- St Teresa's Lower Basic School
- St Peter's Lower Basic school
- St Edward's Lower Basic School (Bwiam)
- St Charles Lwanga
- Latrikunda Sabigi & Latrikunda Lower Basic
- Bakau Proper & Bakau Lower Basic

Ms Ndow explained that as a result of recent education policy changes large numbers of trainee teachers are currently going through the teacher training programme, resulting in the mentoring system coming under severe pressure. TTs are under the supervision of a tutor from the college and a nominated mentor in the schools they are attached to. GIVE is in a position to assist in this area.

TTs in The Gambia are usually allocated to schools after one year of teacher training in Gambia College. They contend with large classes and a full curriculum from the outset. Further training takes places at weekends and during holiday periods. This system depends on strong mentoring support. Mentors, who are senior teachers, are often heavily engaged in their own teaching. Though a system is in place where they check and sign weekly planning notes for the TTs, the necessary observation does not always take place. To mentor effectively, the senior teachers would need to be released from their teaching duties to model lessons for the TTs and provide the trainees with opportunities to observe other experienced teachers in their classrooms.

On the whole the TTs cope extraordinarily well despite limited resources and very challenging circumstances. GIVE volunteers found that most TTs were enthusiastic and keen to learn, they were open to suggestions and support in the areas of:

- Classroom Management
- Teaching Methodologies
- Role Play
- Preparation of charts and workcards
- Production of resources from free, local materials
- Differentiation of work for different groups of students
- Encouragement of students
- Boosting confidence in students
- Group work,
- Questioning skills.
- Inclusive activities – pupil involvement
- Pacing of lessons
- The importance of bright, colourful wall displays, providing stimulation for visual learning was emphasised.

Give volunteers noted classroom management strategies in some schools which are not in keeping with recommended teaching practice

### **Recommendations:**

- Continue with preparation in Ireland for volunteers offering their services in Gambian schools.
- Practical communication with our Gambian hosts prior to departures. All Gambian stakeholders (Teacher Training College, Secretariat, and School Principals) should be visited in advance to discuss the programmes.
- Head teachers should be aware of the work being done and see its value.
- Mentors/Tutors from Gambia College should be made aware of the presence and role of GIVE volunteers in their schools.
- Consider re-naming the work being done by volunteers as ‘TT Support’ rather than ‘Mentoring’.
- A minimum of two weeks to be spent with any one TT
- A list of basic equipment for volunteers to be compiled (e.g. Dolch list, Hundred Square, Multiplication Square, Flash Cards, etc.)

## **Conclusion and Suggestions for 2014**

- For this work to be considered successful there should be a positive influence on teaching practice that is maintained by the teacher long after the volunteer has left the classroom. As the mentors in schools remain in support of the TTs, it is worth considering how we can help them in their challenge to provide quality mentoring. Two volunteers included this as part of their work in schools this year. The workshops were welcomed, attended by head teachers as well as trainee teachers and the feedback was very positive. The mentors requested further training at the time, which was delivered. To develop a programme along these lines would be a big commitment and would need to be considered by the relevant parties in The Gambia and its implementation discussed in detail. It is worth noting that we have been asked by The Gambian Teachers Union (GTU) to provide such a course.
- Five volunteers is the suggested number of volunteers to work in this sector on each of the two trips being planned for 2014.

The volunteers expressed their appreciation of the welcome extended to them, they returned home to Ireland enriched by their experience and hopeful that they have sown some seeds for future volunteers to nurture and grow.

## **4. Secondary Schools**

In 2012 GIVE was invited by Fr. Bruno, Principal of St Peter's Technical and Secondary School, Lamin, to provide retired secondary school teachers to assist in the school. Seven volunteers responded to this request, two for six weeks in January – February, followed by a further five for four weeks in February – March. They worked in the Maths, French, Geography and Biology Departments. The volunteers' work included teaching or co-teaching classes, sharing methodologies and observation. Most work was with trainee teachers. This was GIVE's first involvement with Secondary Education in The Gambia. St. Peter's is a highly organised and well run school with hard-working teachers. Classes can have as many as 40/50 students.

The school caters for students from Grade 7 to 9 (Junior Section) and Grade 10 to Grade 12 (Senior Section). There are approximately 2,000 students. The day is divided into two parts catering for two groups of students. The first group attends in the mornings from 8.30am to 13.40 and the second in the afternoons from 13.50 to 18.40. The afternoon students are those who

have not achieved an average grade in exams and are most likely to drop out. Approximately one third of the students continue to the senior cycle where the ratio of girls to boys changes significantly – fewer girls continue to Grade 12.

The drop- out rate amongst students is high. Only the very able, committed and financially secure make it to third level.

In St. Peter's, classes are mainly graded according to ability with all students covering the same syllabus, at a similar pace. Less able students find difficulty with this. Many of the topics covered in Grade 12 core maths are similar to those on the Irish LC ordinary level syllabus. Further maths is taken by a small number of students and covers many topics on the higher level Irish LC syllabus. The school arranged for some of the afternoon students experiencing difficulty to attend reinforcement classes with GIVE volunteers. They recommended continuation of these sessions with attention given to basic maths concepts and concentrating on a limited section of the course. As the volunteers' time in the school was limited to working between 10am and 1pm it was not always possible to work consistently with some classes. One volunteer hoped to help with Chemistry but found that it was only taught as an optional subject in the evenings or on Saturday mornings. Because of logistics it was not possible to help in the Chemistry Department.

Resources in all subjects are limited. Textbooks (without aural element) and blackboard are generally used. There is scope for developing interactive programmes.

## **Conclusion**

GIVE volunteers were made very welcome in St Peter's, both by the management team and by the teachers in the various Departments. As this was the first year that GIVE volunteers worked in a secondary school, it was an exploratory and informative exercise. For future work at this level to be fruitful for the school and rewarding for the volunteer, it would need to be based on formal preparatory work, with a clear understanding of the roles of the volunteers by the school and all involved. St. Peter's organises detailed planning in each subject department, for each term of the year. These, along with exam papers and timetables, would be important for future volunteers in planning the time they will spend in the classroom and in selecting useful resources.

Particular areas of work, identified by the volunteers, for possible future involvement, include support of the less able students, who attend in the afternoons, support of trainee teachers and exchanges of methodologies with subject teachers. The school has expressed a desire for the volunteer teachers to

give workshops on teaching methodologies. This would need to be discussed further and planned for before taking place. They would also like to see textbooks from Ireland.

It was evident from the experience in 2013 that the greater the preparation done beforehand the greater the success. In that light we strongly recommend that Principals, Deputy Principals and teachers would be actively involved at an early stage in designing and setting out in greater detail the programme of work for the volunteer teachers. For future volunteers to work with weaker students they would need a list of topics to be covered in each subject and a timetable. They would also need a classroom for this purpose.

### **Suggestions for 2014**

- It is suggested that one or two volunteers spend time in The Gambia in 2013 looking at the sector and reporting to GIVE on the benefits or otherwise to be derived from providing volunteer assistance at this level and drawing up guidelines for any future involvement.
- FR Bruno has requested the assistance of one teacher in the area of ICT for 2014. St Peters is selected as a pilot school by the Ministry of Education for computer training to ECDL standard.

The support given by the volunteers was much appreciated by the staff of St. Peter's. The volunteers enjoyed their work in the school.

### **Library**

One GIVE volunteer undertook the specialist task of setting up a Library in Brusabee Lower Basic School. In addition to cataloguing all the books she physically organised them on shelves in accordance with standard Library practice. She offered advice, help and especially training to staff who were able to continue on with the project after she left. This volunteer also worked on setting up a library in the St Peter's Skills Centre. There is scope for GIVE to bring a Librarian volunteer to The Gambia.

### **Conclusion**

These reports clearly indicate that our team of volunteers became aware that The Gambia is a small low income country, which like other developing countries is grappling with many challenges in the educational sphere.

The Gambian government in its (2004-2015) education policy plan set out ambitious targets in developing important areas in education, such as access to quality basic and secondary education, girls' education, early childhood





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education, science, technology and teacher education.

We feel that Give's volunteers made a small but worthwhile contribution. Along the way we engaged with many stakeholders who were so generous in helping us achieve our 'mission', the Catholic Secretariat, the Ministry of Education, School Principals and staff of the Teacher Training College, the GTU, and Teacher Unions back in Ireland.

Let us go forward in supporting the children of The Gambia.



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## APPENDIX 1

## Daily Schedule for the Nursery Classes

This is a rough plan of what I hoped to cover each day. I adapted according to class age, size and room restriction. When modelling these topics I stressed the importance of the teacher using the resources/charts/blackboard that they have around them for reference and the importance of using a stick/ruler as a pointing tool when saying a letter/sound/word/number for the children and getting the children to look, say and repeat each time as a class, individually and in groups where possible.

- **Days of the Week**

- Song: Monday Morning Off to School I Go
- Teacher points to each day when singing the song, child/children are then picked to repeat the process pointing as s/he and the others sing. This will encourage good behaviour and involvement as every child will want to do well to be picked to have a go.
- Day Word Study – Each day is looked at and read, looking at the first letter/sound of each, how many letters in each day, which one is the longest/shortest, etc.
- Expansion on above the teacher asks the children – what day was yesterday, what day is today, what day will tomorrow be?

- **Alphabet**

- Ideally each blackboard would have the top of it with the Alphabet written on it, each letter a different colour. This patterned alphabet would stay there the whole time, visible as a reference for the children

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

(I did this in Mrs. Kamara's Nursery 2 Class in St. Peter's)

It was beneficial each morning for singing the alphabet, again emphasising that the letters be pointed to and looked at as the children sang.

The use of colour would be used later as a game, asking the children to name the red/blue/green/yellow letters; what is the first/last/second/fifth letter of the alphabet; whose name begins with Ss, Bb, etc.

The alphabet would be visible as a reference tool to point to and look at throughout the day for incidental work when doing reading, writing, oral language later.

- **NEWS**

I stressed the importance of the teacher working with the children as she/they said the sentences, sounded out the words, wrote each one and read them, rather than just writing up 4-5 sentences and getting the children to copy them with no reading or comprehension.

Example – Today is Monday.

- It is a sunny day.
- It is hot.
- Zachariah saw a man with a donkey.

News is a fabulous way to incorporate Oral Language, Phonics, Writing, Reading, Art and other subject areas.

- **Number**

As with letter formation and writing, it is very important that the teachers take their time when teaching number formation and concept.

- Model number formation on the blackboard
- Air tracing
- Finger tracing on a child's back where the child has to guess what number was written
- Clapping and counting the claps, stamping of feet, etc.

Where possible I used bottle tops for counting and the concept of number however due to lack of resources I got the children to use their fingers, school bags, pencils, etc. to count. I also took children out to the top of the class and used them as counters. This was expanded on to teach pattern sequence, by rearranging the children that were taken out – boy girl boy girl boy girl...

- **Writing**

- I highlighted the importance of model writing, especially in the younger classes with letter formation – teacher writing letter formation on the board, children air tracing, children writing letter formation on the board, children writing letters on a page/in their copies.
- -I highlighted the need for the teacher to write a sample letter in the copies of the weaker children and where possible to get them to trace dotted letters until they were more able to write on their own.

- **Reading**

Reading is a section that is written up on the blackboard in every class however in some classes the words and sentences written for the section were not referred to or used. In most cases, the teacher would say the sentence without pointing to the words and then get the children to repeat what she had said.

Daily over the weeks I emphasised the importance of

- pictorial/letter/sound/word relationships
- looking at the first letter of each word and sounding it out where possible.

I am a dog.	Nursery 1
I am a car.	
This is a dog.	Nursery 2
This is a car.	
This is a boy.	
This is a girl.	

- **P.E.**

- Number Call
- What time is it Mr. Wolf
- Fruit Salad

- **Rhymes**

- Rolai, Polai
- Fingers twinkle...
- Hands on Hips...
- I am...
- This is...

- **Songs**

- Monday Morning Off To School I Go [Alive-O Song]
- Into School [Alive-O Song]
- If You're Happy and You Know It
- Head, Shoulders, Knees and Toes
- One, Two, Three, Four, Five, Once I Caught A Fish Alive

- **Stories**

- Little Red Riding Hood
- The Three Little Pigs

**Action Rhymes** I used during the 3 weeks

- **Rolai, Polai**

Rolai Polai, Up Up Up; [Arms Up]  
Rolai Polai, Down Down Down; [Arms Down]  
Rolai Polai, Out Out Out; [Arms Out to the side]  
Rolai Polai, In In In. [Arms Folded In]

- **Fingers twinkle...**

Fingers twinkle,  
Fingers close.  
Creep them,  
Creep them to your toes.  
Fingers twinkle,  
Fingers close.  
Creep them,  
Creep them to your nose.

- **Hands on Hips...**

Hands on hips,  
Hands on knees,  
Hands behind you,  
If you please.  
Touch your shoulders,  
Touch your toes,  
Touch your tummy,  
Touch your nose.

- **I am...**

I am a dog, woof woof woof;  
I am a train, puff puff puff;  
I am a car, beep beep beep;  
I am a chick, cheep cheep cheep.

- **This is...**

This is a dog, woof woof woof;  
This is a train, puff puff puff;  
This is a car, beep beep beep;  
This is a chick, cheep cheep cheep.

### **Songs I used during the 3 weeks**

- Monday Morning Off To School I Go [Alive-O Song]
- Into School [Alive-O Song]
- If You're Happy and You Know It
- Head, Shoulders, Knees and Toes
- One, Two, Three, Four, Five, Once I Caught A Fish Alive

### **P.E. Games I used during the 3 weeks**

- **Number Call**

Teacher calls a number and the children must arrange themselves into groups according to the number called,

**Examples** – Teacher calls 2, children get into pairs.

Teacher calls 3, children get into groups of 3.

Teacher calls 4, children get into groups of 4, etc.

- What time is it Mr. Wolf
- Fruit Salad

Teacher arranges children into a circle and goes around and names each child a type of fruit – apple, orange, banana, grapefruit, apple, orange, banana, grapefruit, apple, orange, banana, grapefruit, etc – then calls out a type of fruit

Example – banana: all the children named banana run to a different spot in the circle; grapefruit: all the children named grapefruit run to a different

spot in the circle; when the teacher calls 'Fruit Salad' all the children must change spots.

### **Stories I used during the 3 weeks**

[Expanded on and used for other subjects such as Oral Language, Drama, Number Work, P.E. etc]

- **Little Red Riding Hood**

- \* Colour Work: red, yellow, blue, green, orange, pink, white, black.

- \* Oral Language:

What is Little Red Riding Hood's favourite colour?

What is your favourite colour?

Where was Little Red Riding Hood going?

Who did she meet?

What happened first/next/last?

- \* Phonics/Writing/Reading:

What is the first letter/last sound/letter in a word?

Pictorial Representation beside each word, example: red - red dot; basket - a picture of a basket; girl - a picture of a girl; axe - a picture of an axe, etc

These may be written/drawn on the blackboard or written/drawn on paper to make flashcards.

- \* Number Work: How many bees/birds/flowers can you see in the picture?

- \* Drama: Pupils act out the story, each being a character from the story - one as

Little Red Riding Hood, one as the Mother, one as the Wolf, one as Grand-Mother, one as the Wood-Cutter; a desk and chair was used as a bed.

- \* P.E.: What time is it Mr. Wolf?

- **The Three Little Pigs**

[Adapt as above for the various subjects]