

FOUNDATION STAGE

Age 4 - 5 year olds

Pre-lesson assessment



In groups:

- Ask the children to define the meaning of safe.
- Who keeps the children safe?
- In small groups ask the children to identify places that they would visit outside of the school environment.
- Ask the children, how do parents, teachers, carers etc know where the toilets are in the park?

At the end of the pre-lesson assessment you will have identified that children will identify the term safe with key people in their lives.

A child of this age will often identify the term 'safe' as:

- A key person i.e. Mummy, Daddy etc.
- Being cuddled.
- Favourite toy or teddy.
- Familiar place i.e. home, school, grandma's house.

A small child will always trust key people in their life. The people who keep children safe are:

- Parents.
- Carers.
- Friends.
- Teachers.

Places children visit will differ, however the main answer will be:

- Shops.
- Cafes.
- Swimming Pools.
- Parks.

Small children will probably not recognise signage around public places.

A lot of 4 and 5 year olds have not encountered danger and have not experienced real pain. Most 4 and 5 year olds trust the person they are with and will trust the place they are going to.

Lesson 1 and Activity 1



Materials required:

- Colour printer.
- Blue, red, yellow and green crayons.

The aim of the lesson is to place emphasis upon the four key colours of safety signs:

- BLUE.
- RED.
- YELLOW.
- GREEN.

Lesson 1 is the introduction of the 4 repetitive colours used within the grammar of safety signs.

At the end of lesson 1 all children should be able to recognise and be familiar with all four colours.

MOLLY AND MAX – Lesson 1

Molly and Max are two very lively 4 year olds twins. Molly is very careful; she loves dressing up, playing mummies and daddies, doctors and nurses. Molly's favourite toy is a little red teddy bear called Snippy.

Max never sits still. He always wants to play his next game before he has finished the first. Max also has a favourite toy; his name is Bert. Bert is a rather large bear. Bert's left ear has no hair on it because Max used to chew it when he was a baby.

One day Mummy and Daddy told Molly and Max that they were going on an outing. "Put your coats and shoes on" said Mummy. Daddy went and got the car keys. "Where are we going?" said Molly and Max excitedly. "That's a surprise" said Daddy with a big smile on his face. "Can I take Snippy? Can I take Bert?" Molly and Max shouted at the same time.

Mummy strapped Max into his car seat and Daddy strapped Molly into her car seat. "Are we ready?" said Daddy. "Can you guess where we are going?"

After a little while Molly and Max started to get tired of sitting in their seats and asked if they could all play a game. "I know" said Mummy "let's see who can spot a green van".

Molly and Max saw lots of cars, lorries and vans. They saw a:

- Red Fire Engine
- Blue Van
- Yellow and Black Petrol Tanker Van

However, they could not see a green van.

Molly and Max were just about to give up when they both shouted "There's one!" and they were right. They had spotted a green van.

Activity 1

- Print off Activity Sheet Number 1 - Vans.
- Ask the children to colour in the 4 vans:
 - 1 - BLUE.
 - 1 - RED.
 - 1 - YELLOW.
 - 1 - GREEN.

Molly and Max hadn't noticed that Daddy was slowing the car down and turning into a drive with big tall gates. "Are we here?" said Max. "Where are we?" said Molly. Above the gates was a big blue sign which read:

"GOGGLE'S PARK". The words were very big. Molly and Max tried to read them.

G O G G L E S P A R K

They couldn't understand the sign and had to ask Mummy and Daddy.

Lesson 2 and Activity 2



Materials required:

- None.

The aim of lesson 2 is to ensure that all children are becoming familiar with the 4 key colours and associate them with Molly and Max.

MOLLY AND MAX – Lesson 2

When Molly got out of the car she looked up at the sky. It was a lovely blue colour with white fluffy clouds and she could see the big yellow sun.

The sun was very bright and Molly needed to close her eyes a bit to look at it properly. Molly asked Max to look with her. Max couldn't - he needed to close his eyes completely as the sun was so bright. Daddy said "You shouldn't look straight at the sun it will hurt your eyes. Can you see that big tree over there with the bushy leaves on it by the red car? If you look at the sky through that you will be able to see the sun without it hurting your eyes". Max found the red car. He looked through the big green bushy leaves until he could see:

- A beautiful blue sky.
- White fluffy clouds.
- The big bright yellow sun.

"Wow" he said "but where has the moon gone?"

Activity 2

- Re-cap the story to ensure an understanding of the 4 repetitive colours.
- Ask the children to go around the room identifying objects for each of the colours.

Lesson 3 and Activity 3



Materials required:

- Colour printer.

The aim of lesson 3 is to start to introduce:

- CIRCLES.
- TRIANGLES.

MOLLY AND MAX - Lesson 3

When Mummy, Daddy, Molly and Max went into the park there was a clown who was throwing lots of round balls up into the air, catching them and throwing them straight back up again. "Do you know what that's called?" asked Mummy. Molly and Max both replied very quickly "juggling".

The next person they saw was a giant green teddy bear blowing bubbles. The bubbles were also giant bubbles. Molly wanted to watch because she had never seen a real teddy bear that could walk and talk. She watched the teddy blow another bubble. It got bigger and bigger. It got rounder and fatter. It looked like a huge round ball as it went up into the sky. Molly could see lots of colours. She could see blue, red, yellow and green. Just then the bubble went POP.

Discussion

- Ask the children if they know what shape a ball is.
- Ask the children to draw a ball in the air with their fingers.
- Ask the children to draw a triangle in the air with their fingers.

The clown stopped juggling and got a bike out. Molly and Max had never seen a bike like this one before. The bike was very tall. It had a seat that was a yellow and black triangle shape, no handlebars and one very big round red wheel. The clown sat on the seat and wobbled backwards and forwards and then the clown started to ride the bike in circles. Both Molly and Max stared for a while. Max asked "Why has that bike only got one wheel?". "That's a very special bike" said Mummy "it's called a unicycle".

Molly asked if they could go and find the swings. "Ok, I think the park is down by that piece of grass that is in the shape of a triangle" said Daddy.

The park was massive, the biggest Molly and Max had ever seen. There was:

- A huge slide - it looked like it reached the sky.
- So many swings that Molly lost count-1,2, 3, 4, 5, 6, 7, 8, 9,10. Molly could only count to 10.
- A roundabout which was full of children who couldn't stop laughing.
- A massive sandpit.
- A really big paddling pool which had water spraying everywhere.

Molly and Max decided they wanted to play on everything. "Shall we go over here?" said Max, not knowing which way to go. "No, I want to start over here" said Molly really excitedly. "Right" said Mummy "I have an idea". Molly you go that way and Max you go the other way. Look there are arrows showing you the way to go".

Activity 3

- Print off Activity Sheet Number 3.
- Show the directional arrows to the children and discuss the meaning.

Molly and Max went in different directions. Daddy followed Max and Mummy followed Molly. Molly followed the arrows and stopped when she reached the slide. The slide was huge and painted bright yellow. The steps were black. Molly ran underneath the slide then she stopped and looked up. "Mummy, quick come and look". "What is it?" said Mummy. "Look, look up, we are in the middle of a big triangle". Mummy looked up. Molly was right. They were standing in the middle of a big triangle.

Molly wanted to go down the slide but it was very high. "Mummy will you come with me?". Molly and Mummy climbed the steps until they got to the top. Molly could see Daddy and Max - they were standing at the bottom of the slide. "Daddy will you catch me?" shouted Molly. Daddy smiled and nodded his head. Molly went down the slide. "Whee" she cried, her tummy felt really funny as she went down.

Lesson 4 and Activity 4



Materials required:

- Printer.
- Pencils or crayons.

The aim of lesson 4 is to start to introduce:

- SQUARES.
- RECTANGLES.

MOLLY AND MAX – Lesson 4

“Molly, Molly come and look at this” said Max too excited to wait for Mummy.

Max followed the arrows until he reached a big square sand pit. “Can we go in?” he asked. Before Daddy had answered he had jumped into the sandpit. The sand was lovely and warm. Molly also jumped in. “Max come over here and lets make some sandcastles”. Molly had found some buckets; there were round ones and square ones. “Which colour do you want?” said Molly. “Can I have the green square bucket?”. “Ok, I want the blue round one”. Molly and Max tried really hard to make sandcastles but it wasn’t like the beach. The sandcastles didn’t work. “I don’t like this game.” said Molly. “I’m going to draw in the sand”.

Molly thought really hard but couldn’t think of a picture to draw. “Why don’t you draw some shapes?” said Mummy. So Molly drew a big triangle. Max wanted to draw too so he drew a circle then they both drew a square. Daddy looked at the shapes and said “If you draw two long lines and two short lines then join them up so you draw a box you have another shape. Do you know what it’s called?”. “I know” said Max “it’s a rectangle”. “No it’s not” said Molly in an angry voice. Daddy looked at them both. “Max is right, it is a rectangle”. Max and Molly then both drew lots of squares and rectangles in the sand.

Activity 4

- Print off Activity Sheet Number 4 and follow the instructions.
- Follow the dots and identify the shapes.

Lesson 5 and Activity 5



Materials required:

- Teddy bears.
- Picnic blankets.
- Food, drinks, plates, cups.

The aim of lesson 5 is to re-emphasise the shapes ensuring that all the children are familiar with:

- CIRCLES.
- TRIANGLES.
- SQUARES.
- RECTANGLES.

MOLLY AND MAX – Lesson 5

Mummy decided it was time for lunch. “Shall we have a picnic?”, “Yes please” Molly and Max both shouted at the same time. Mummy looked around. She saw a lovely large picnic area. “Molly, Max you go and choose somewhere for us to sit”. Molly and Max ran around until they had decided that they had found the best place for their picnic. “Over here” they called to Mummy and Daddy.

Daddy was carrying a big green square bag. Mummy opened the bag and got out a huge red square blanket for them to sit on. “I’m so hungry” Daddy said. “Me too” said Max. “What have we got?” said Molly.

Mummy reached into the bag and pulled out another bag from inside. She opened it and it was full of delicious food. The sandwiches were different; they had been cut into triangles. Mummy had also put in lots of round cheeses. There was a box of red, yellow and green peppers all chopped up into different shapes. The yellow pepper had been cut into triangles; the red into long rectangles and the green peppers had been cut into squares. “I’m thirsty” Max said. “Please may I have a drink?”. Mummy had brought the blue picnic cups. Max drank his drink very quickly and then noticed that when he looked in his empty cup he could see a blue circle at the bottom. Mummy, Daddy, Molly and Max ate and ate until they felt really full! Molly and Max were both then asked to go and put all the rubbish in the bin.

Activity 5

- Ask the children to describe their favourite foods emphasising shapes and colours.

Teddy bears picnic

- Organise a teddy bear’s picnic for the children.
- Ask them to bring a teddy bear to school.
- Arrange a picnic with a variety of different shapes and colours of food.
- A small donation may be required from parents / carers.

The aim of the picnic is to start to combine shapes and colours using a variety of healthy foods:

- CIRCLES.
- TRIANGLES.
- SQUARES.
- RECTANGLES.

In addition try to incorporate the key colours;

- BLUE.
- RED.
- YELLOW.
- GREEN.

Aim to combine:

- Circles with blue or red.
- Triangles with yellow.
- Squares with green or red.
- Rectangles with green or red.

Lesson 6 and Activity 6



Materials required:

- Colour printer.

The aim of lesson 6 is to combine the colours and shapes in order to match the grammar of safety signs.

MOLLY AND MAX – Lesson 6

After lunch Molly and Max decided they wanted to go and play in the paddling pool. They followed the white arrows on the path. On the way they saw lots of flowers all grouped together. There was a massive triangle of yellow flowers and two big circles of flowers. One circle was full of bright red flowers and the other circle was full of blue flowers. They all looked really pretty. Finally they arrived at the paddling pool.

There was a big gate that they had to go through. On the gate was a sign. It was round with a red circle around the edge, a red line going across it and a picture of a black and white football in the middle. “What does that mean?” Molly asked. Mummy and Daddy looked at it and told Molly and Max that it was a sign to tell people that balls are not allowed in the paddling pool area.

Activity 6

- Print off Activity Sheet Number 6.
- Show the ‘No ball games’ safety sign to the group and discuss the content:
A red circle will always mean – You must not do.
The sign will always have a red diagonal line through the centre running left to right.
The symbol will be the activity that is not allowed.

The paddling pool was a very big. It was round and the water looked really blue. There was water spraying out everywhere and there were lots of children laughing, singing and shouting. Molly and Max got changed into their swimming clothes. “Do we need our armbands?” said Molly. “Yes’ Daddy said. Mummy looked around and Max was already running into the water. Mummy went and fetched Max. Mummy told Max that he could not go into the water until he had put his armbands on.

Molly and Max ran into the water. It was a bit cold to start with but they soon started to warm up. They jumped, they splashed, they ran, they swam and they played and played in the water. This was the best day they had ever had. They did not want the day to finish.

Daddy and Mummy were so happy watching Molly and Max have so much fun that they had not noticed that it was nearly teatime. “Have you seen what time it is?” said Daddy. “It’s nearly 5 o’clock. We should really think about going. Molly and Max will soon be getting really hungry”. Mummy called to Molly and Max. Mummy told them that it was time to get dry and dressed, Mummy got two towels out of her bag, Molly had her big red towel and Max had his big green towel.

On the way back to the car Max asked if they could have an ice cream. Mummy and Daddy told them that because they had been so good all day they could. They saw the ice cream van parked by the park café. It was very bright and colourful:

- The van had two bright blue round wheels and two bright red round wheels.
- One side of the van was painted with a bright red rectangle.
- The other side was painted with a big green square.
- At the side of the van was a big yellow triangle which had pictures of all the ice creams and ice lollies on it.

Daddy asked every one what they would like. “I want an ice cream with chocolate sauce on” said Molly. “I want a strawberry lolly” said Max.

Discussion

- Ask the group if they can remember the colours of the ice cream van.
- Ask the group if they can remember the shapes on the ice cream van.
- Encourage the children to put the correct colours with the correct shapes.

Lesson 7 and Activity 7

The Conclusion



Materials required:

- Printer.
- Blue, red, yellow and green crayons.

The aims of lesson 7 are to:

- Re-enforce the colours and geometric shapes of safety signs – identification of simple signs.
- Assess the children's increased knowledge and awareness.

MOLLY AND MAX – Lesson 7 – The Conclusion

On the way home Mummy and Daddy decided to stop for tea at a restaurant. "Who likes pasta?" said Daddy. "I do, I do" Molly and Max both said at the same time. "Good" said Daddy "We will stop here to have our tea". Daddy parked the car and they all went into the pasta restaurant.

The waiter showed them to the table. He then gave the children a packet of crayons each; there were four crayons in each packet (what colour crayons do you think were in the packet?).

There was a:

- BLUE CRAYON.
- RED CRAYON.
- YELLOW CRAYON.
- GREEN CRAYON.

The waiter also gave the children an activity colouring book. Molly opened her book. Each page had a different shape on it (what shapes do you think there were?).

There was a:

- CIRCLE.
- TRIANGLE.
- SQUARE.
- RECTANGLE.

Activity 7

- Give the children access to the 4 coloured crayons.
- Ask the children to draw the shapes below then colour the shapes in:
 - CIRCLE – BLUE.
 - CIRCLE – RED AROUND THE EDGE WITH A RED DIAGONAL LINE ACROSS.
 - TRIANGLE – YELLOW.
 - SQUARE – GREEN.
 - SQUARE – RED.

Molly and Max started to colour in. When they had finished Mummy asked them to look around the room and see if they could spot anything that looked like their colourings.

They did and they saw:

- A green rectangle sign and it had a white arrow on it. The arrow pointed to the door.
- A red circle with a line through the middle and a picture of a cigarette.
- A blue circle sign on a door.

Molly then asked if she could go to the toilet. Mummy took her. When she was washing her hands she noticed a yellow triangle with a black edge and a funny shape in the middle. "Mummy look, that triangle looks a bit like mine, what does it mean?". Mummy explained that that sign was a warning to people to tell them that the water gets very hot. When Mummy and Molly arrived back at the table their food had also arrived. It was delicious. When they had finished eating Daddy said "Come on, we need to go home. Have you had a nice day?". Molly and Max both said it had been the best day ever. When they got back into their car seats Molly picked Snippy up and Max picked Bert up to cuddle. As Daddy drove out of the car park Mummy turned around to look at Molly and Max, they were both fast asleep.

Activity 8

- Re-enforce information following assessment.
- Walk around the school. Ask the children to identify safety signs and discuss their shape, colour, graphical symbols and meaning.