

Teddy's Birthday

A planning, assessment
and recovery tool for the
Foundation Stage



‘Teddy’s Birthday’ is intended to help nursery, reception and year one teachers reintroduce children to school in a gentle, meaningful way during the challenges of the Coronavirus pandemic and at the same time provide opportunities for assessments to be made.

Teddy had his birthday during the lockdown and wasn’t able to see his friends and family on his special day. His Mum and Dad made him a card and sock puppet to play with and told him that he would get his proper presents and have his party when the Coronavirus had gone away. This type of experience will be common to many children and it is hoped that this book can be used as a tool to encourage children to talk about how it was for them, what made them scared and worried and what they liked about it.

The suggested activities are intended to help children ‘recover’ from the pandemic experience, ‘learn’ something new and give them opportunities to play independently so that observations and ‘assessments’ can be made to provide teachers with a basic baseline from which to move forward. Activity suggestions are in these three categories ‘recover’, ‘learn’, ‘assess’ to help you plan.

The assessment grid is designed to help teachers make a quick decision about the phase of development the child is working in. Development Matters statements have been adapted to help practitioners get a ‘sense’ of the phase of development children are working within. Development Matters will need to be used to make an exact assessment but this may not be appropriate at the point of return to school.

Now we are back together it’s time to organise Teddy’s Birthday party!



Teddy's Birthday Party

● = Recovery ● = New Learning ● = Assessment

Communication and Language

- Use and explain vocabulary that children will have heard – 'lockdown', 'social distancing', 'Coronavirus', 'pandemic' etc.
- Ensure children have lots of time to talk about and share their experiences of being at home.
- Follows instructions to make a birthday cake.
- Role plays birthday parties and uses appropriate language.

PSED

- Did anyone have a birthday during the lockdown? What did you do?
- Give children lots of opportunities to talk about their experiences and their emotions.
- Use the book 'The Colour Monster' to extend children's emotional language.
- How did Teddy feel when he couldn't invite his friends to his birthday party?
- Encourage children to talk about the illustrations in the book and relate to their own experiences.
- Play party games: work together, share, join in.

Physical Development

- Why did some people need to go to hospital in an ambulance.
- Why do we have to keep washing our hands? Children could make posters about hand washing and why this remains important.
- Did anyone get sick – what happened?
- Sort party food into healthy and unhealthy.
- Use scissors and tape to wrap presents.
- Play party games such as 'musical bumps' and 'musical statues'.

Literacy

- Independently write invitations to the party.
- Independently write Teddy's birthday card.
- Make lists for: friends to invite; games to play; food; music etc.
- Read stories together that include birthdays:
Kipper's Birthday – *Mick Inkpen*
The Night Before my Birthday – *Natasha Wing*
I want Two Birthdays – *Tony Ross*
Happy Birthday Sam – *Pat Hutchins*
Bear's Birthday – *Stella Blackstone*
My Presents – *Rod Campbell*

Maths

- Wrap presents (empty boxes); make own wrapping paper using different patterns.
- Sorting activities: bears, balloons, cake candles etc.
- Make a cake: follow instructions, weighing, measuring and sharing.
- Make a birthday calendar that shows which months the children's birthdays are in.
- Teddy marks off the days to his birthday on a calendar: talk to the children about days, weeks and months.

Teddy's Birthday Party cont...

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Understanding the World

- Every country in the world has Coronavirus – do children know people living in other countries. Look at a globe or atlas to see where those countries are.
- Technology has been so important during this time. Ask the children about what they did – FaceTime, Zoom, BBC lessons, games etc. What was their favourite thing?
- Think about people who helped us during the pandemic: nurses, doctors, paramedics, shop workers, lorry drivers, refuse collectors, delivery people.
- A birthday is a celebration of the day you were born. What did you look like on the day you were born? Create a display of 'birth' day photos.
- Your age is how many years you have been alive: how many years have you been alive? Your mum and dad? Your teacher?
- What did your Mum and Dad look like on the day they were born?
- Who is the oldest person you know?
- What month were you born in? Do you know all the months of the year?
- Each month has a birthstone (Jan: Garnet; Feb: Amethyst; Mar: Aquamarine; Apr: Diamond; May: Emerald; Jun: Pearl; Jul: Ruby; Aug: Peridot; Sept: Sapphire; Oct: Opal; Nov: Topaz; Dec: Turquoise).
- Can you find out what colours all these gems are? Allow children to explore colour and relate to the 'Colour Monster' book.
- How do you celebrate your birthday?
- Children may have different things that they do to celebrate birthdays in their own cultures – ensure that these things are incorporated into the planning for Teddy's birthday.
- In Mexico a birthday is celebrated with a Pinata; in Vietnam everyone celebrates their birthday on New Year's Day not the day they were born, they call it 'tet'; in China when its your birthday you have to slurp long noodles without biting them.

EAD

- Design and make party invitations.
- Design and make a birthday card for teddy.
- Design and print wrapping paper.
- Role play birthday parties.
- Explore colour and colour mixing. What are happy colours? What are sad colours? What colour is your name?
- Sing songs and dance.
- Design a birthday cake – what kind of cake would you like for your next birthday?

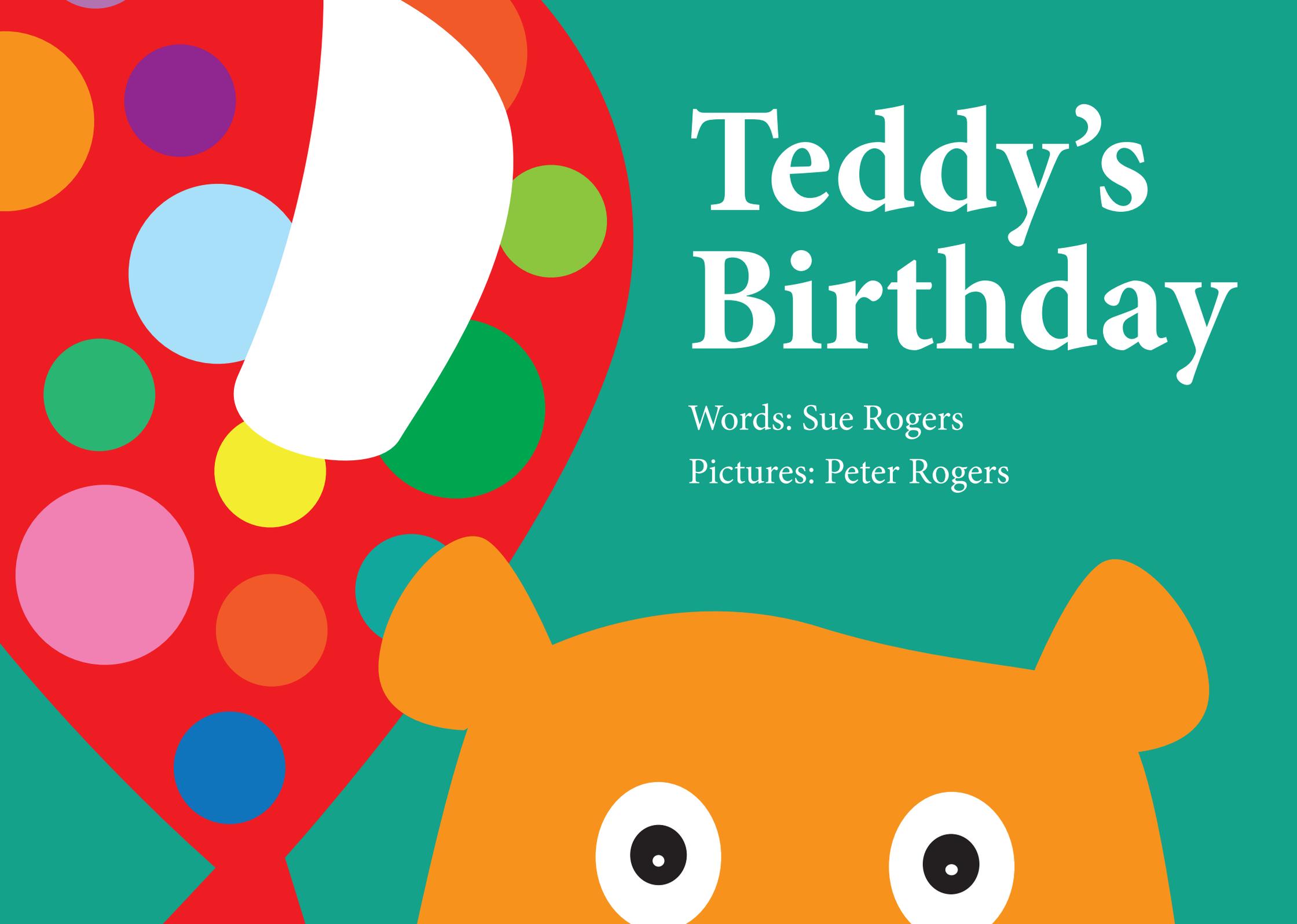


Assessment Grid

<p>PSED</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Manages emotions when reasoning and explanations are given • Able to share with adult support • Parallel play with some communication <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Beginning to manage emotions by offering own explanation and reasoning • Shares resources and forms close friendships • Follows expectations • Independent, negotiates, collaborates & has stamina 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<p>PD</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Fist to tripod grip and gaining more control • Improved bladder control • Beginning to negotiate space more successfully • Coordination improved & more upright when moving around <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Tripod grip with control • Controlled movement, more agile and skilful • Negotiates space 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>CL</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Beginning to use simple sentences & refine grammar • Beginning to initiate & understand conversation & stories • Asks and answers questions <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Uses more complex sentences with an expanding vocabulary • Initiates conversation & shares experiences • Follows simple two and three part instructions • Using imaginative narrative in role play situations 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Assessment Grid cont...

<p>L</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Writing mock letters/words • Beginning to ascribe meaning to marks/have a purpose <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Makes recognisable letter shapes • Makes some initial letter correspondence • Knows writing goes from left to right/ top to bottom 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<p>M</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Can count up to five (not 1-1 yet) • Begins to recognise some significant numerals <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Can count to ten and beyond • Able to use 1-to-1 correspondence to count a group of objects • Begin to group two objects together and find total 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<p>UW</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Explores using senses & with some intention • Knows about own wider family & where they live <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Explores purposefully & asks questions to develop knowledge/ understanding • Begins to know about others families & how it is the same/different to own 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<p>EAD</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Recalls and sings a few songs • Uses shapes to represent objects • Explores and fits together construction materials <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Plays with and alters voice & musical sounds • Makes creative models & materials, tools & colours selected with a purpose in mind 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Teddy's Birthday

Words: Sue Rogers

Pictures: Peter Rogers

Tomorrow
is Teddy's
birthday.



But Teddy
isn't excited
like he
should be
the day
before his
birthday.



Teddy is at home with his Mum and Dad and baby sister.



They are
not allowed
out because
of the
Coronavirus,
not even
to go to
school.





The virus has been making people very poorly and lots of them have gone to hospital. It's very sad.

Mum says
that he won't
be able to
have a party
with his
friends until
the virus has
gone.



Teddy
asks if
that will
be long?



Mum says it
might be and
he needs to
be patient.

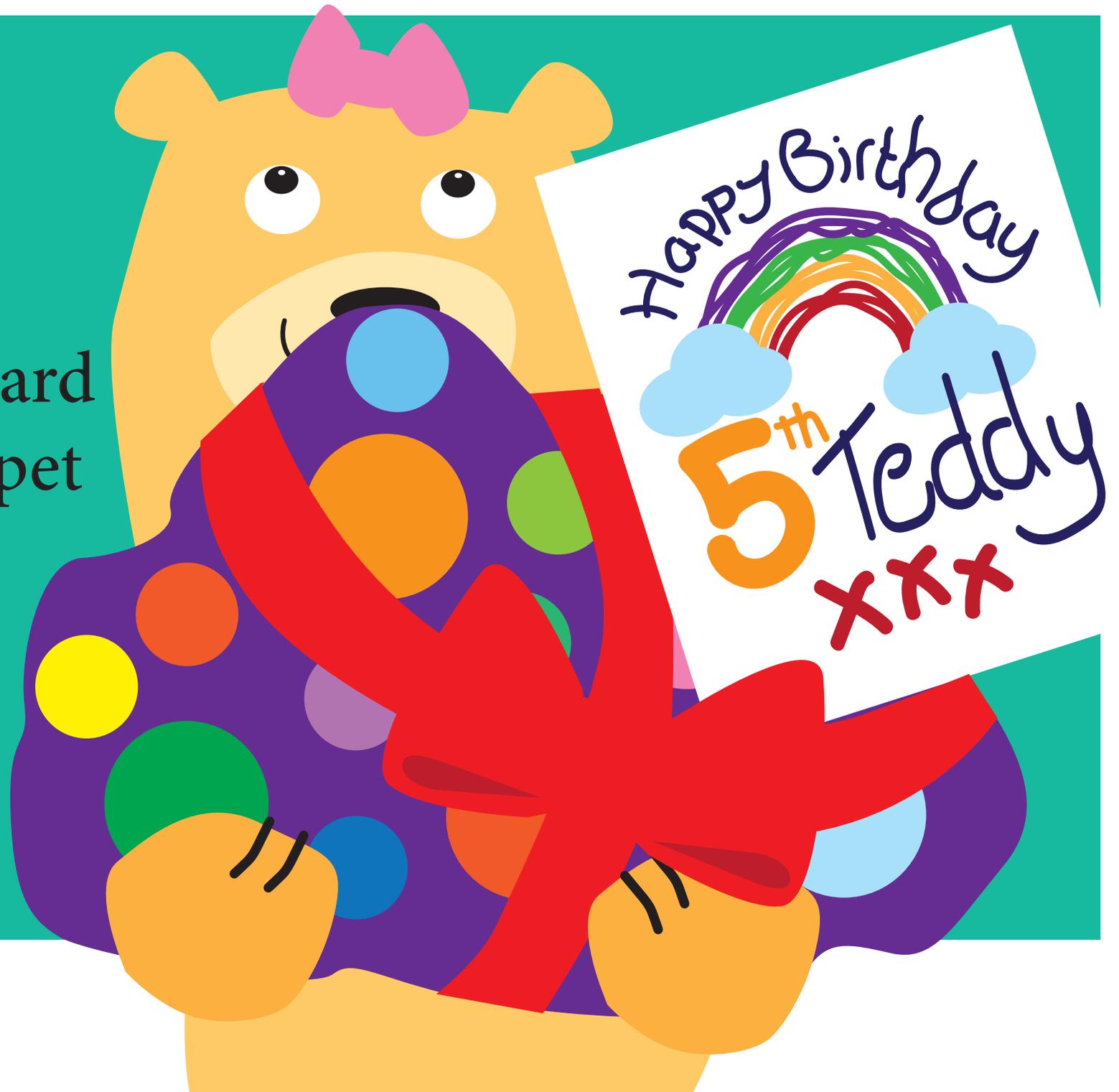
Then she asks
if he wants to
help make his
own birthday
cake?



The next
morning
Teddy is
woken up by
Mum, Dad
and his baby
sister singing
*'Happy
Birthday!'*



They have
made him
a special
birthday card
and a puppet
from an
old sock.



Teddy loves
his card and
his present
because
he knows
his family
made them
especially for
him.



Because life is so strange
at the moment, Mum lets
them have birthday cake for
breakfast.

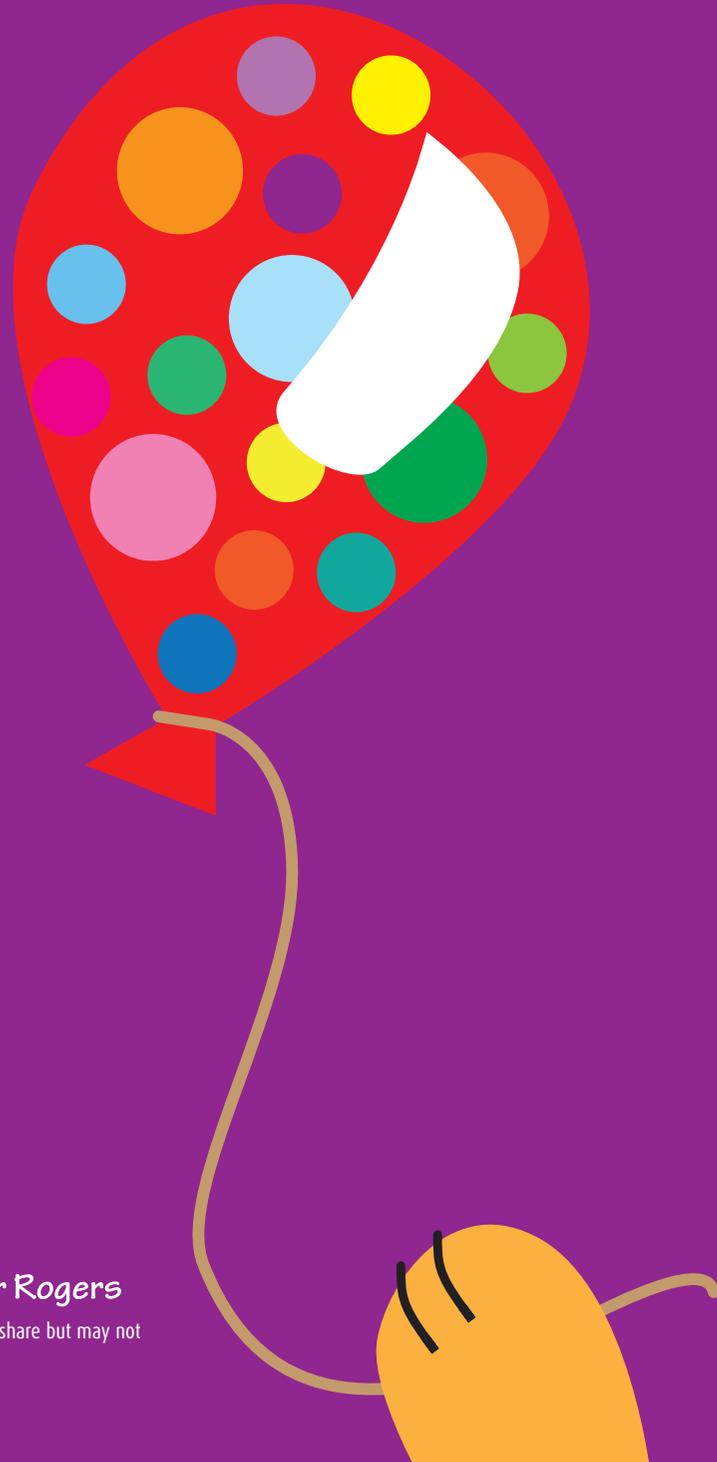




In the
afternoon
Granny and
Grandpa
call on the
computer to
wish Teddy
a happy
birthday.

At bedtime
Dad asks
Teddy if
he's had a good
day. He says
it was lovely...
...but he can't
wait for his
party!





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