

**Cherry Lane Nursery- Bug Club Planning- Phase 1 Pre Reception**  
**Summer 1- Unit E From Seed to Sandwich- 5 Lessons**

	Introduction	Lesson	Wrap-up	Next Steps	Curriculum Links
Lesson 1	<p>Play the <a href="#">alphabet song</a> twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.</p> <ul style="list-style-type: none"> <li>Discuss with children the learning intentions for the day if you feel appropriate for your cohort.</li> </ul> <p><b>Learning intentions are to:</b></p> <ul style="list-style-type: none"> <li>Begin oral blending and segmenting.</li> </ul>	<p>Make a sandwich</p> <p>Bring together all the items you need to make a sandwich and place these in front of the children. (Be aware of any dietary/cultural requirements in the group.)</p> <p>Ask children to help you make a sandwich together. Explain that you will be using 'robot' voices! Each time you select an item to use in the sandwich children have to segment the phonemes in their 'robot' voice, for example, "b-r-e-d" and "ch-ee-s".</p>	<p>Go through all the items used to make the sandwich using your 'robot' voices. Share the sandwiches you have made together. Talk about the taste and texture of the food.</p>	<p>Segment words throughout the day, for example, "It's time to get your c-oa-t-s on", "Go and w-a-sh your h-a-n-d-s".</p>	<p>Aspect 6 - Voice sounds; Aspect 7 - Oral blending and segmenting</p>
Lesson 2	<p>Play the <a href="#">alphabet song</a> twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.</p> <ul style="list-style-type: none"> <li>Discuss with children the learning intentions for the day if you feel appropriate for your cohort.</li> </ul> <p><b>Learning intentions are to:</b></p> <ul style="list-style-type: none"> <li>Think about the sounds that words start with.</li> </ul>	<p>What is in my shopping bag?</p> <ul style="list-style-type: none"> <li>Gather together a shopping bag with different items in it. Start by saying, for example, "In my shopping bag I have something starting with the sound /b/. It is green and it is a vegetable that looks like a little tree." Can children guess that the item is broccoli?</li> <li>Repeat with the various items in your shopping bag. Next ask children to come up and choose an item, then ask the group to guess what they have selected by giving clues.</li> </ul>	<p>Place all the items from the shopping bag out where children can see them. Talk about the initial sound of each object. Can children say the word using their 'robot' voices?</p>	<p>As a continuous provision activity have an area set up as a kitchen or shop.</p>	<p>Aspect 6 – Voice sounds</p>
Lesson 3	<p><b>Learning intentions are to:</b></p> <ul style="list-style-type: none"> <li>Think about the sounds that words start with.</li> </ul>	<p>Silly sandwich</p> <ul style="list-style-type: none"> <li>Cut out a large sheet of paper or card into the shape of a piece of bread. Gather together a selection of rhyming items (pictures or objects).</li> <li>Say to the children: "I'm making a silly sandwich, I'm making a sandwich that's silly. I'm going to put it in the fridge To make it nice and chilly."</li> <li>Place one of your items on the sandwich shape, for example, a fox, then follow it with, for example, a box and some socks. Encourage children to add items that rhyme with each other.</li> <li>Repeat for different sets of rhyming objects.</li> </ul>	<p>Talk about your silly sandwich. Would children want to eat it? Group together the rhyming items, for example, fox and box; frog and dog.</p>	<p>As a continuous provision activity have an area set up for children to make their own silly sandwiches. Encourage them to pick items that rhyme, but also to focus on the initial sounds.</p>	<p>Aspect 5 – Alliteration</p>
Lesson 4		<p>Sound detectives</p> <ul style="list-style-type: none"> <li>Open the Magnetic Board in ActiveLearn Primary and select the sound /s/. Get the children to repeat the sound back to you.</li> <li>Open the book <i>From Seed to Sandwich</i>. Explain that you are going to be sound detectives looking through the book for words that start with the sound /s/.</li> </ul>	<p>Gather together a collection of pictures or items from the book that start with the sound /s/. Go through them all with the children, emphasising the initial sound of /s/. Can children think of any other things that start with the sound /s/?</p>	<p>Plant some seeds, such as cress, and watch them grow over the coming days. Talk about seeds, soil, and sunshine.</p>	<p>Aspect 5 – Alliteration</p>
Lesson 5		<p>Shopping list game</p> <ul style="list-style-type: none"> <li>Open the Magnetic Board in ActiveLearn Primary. Explain to children that you have to make a special lunch and need to go shopping for all the things you need. But you are not sure what to make so need their help to make your list!</li> <li>Ask children to suggest things you could buy from the shops. When they make a suggestion focus on the initial sound and select it to display on the Magnetic Board.</li> <li>Draw the children's suggestions on your whiteboard.</li> </ul>	<p>Recap the shopping list then hide it. Can children remember all the things on the list? Prompt with the initial sound to identify the items on the list.</p>	<p>As a continuous provision activity have an area set up as a shop.</p>	<p>Aspect 5 – Alliteration</p>