

6 Introducing one-armed robot letters: r, b, n, h, m, k, p

Part 1

Warm up

- Children pretend to be one-armed robots!
- Children sing and act out *I'm A Little Teapot*.

Whole-class session

Unit focus: introducing the one-armed robot letter family.

Phonic link: hearing initial phoneme r.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Point out the one-armed robot artwork.

Sky writing patterns

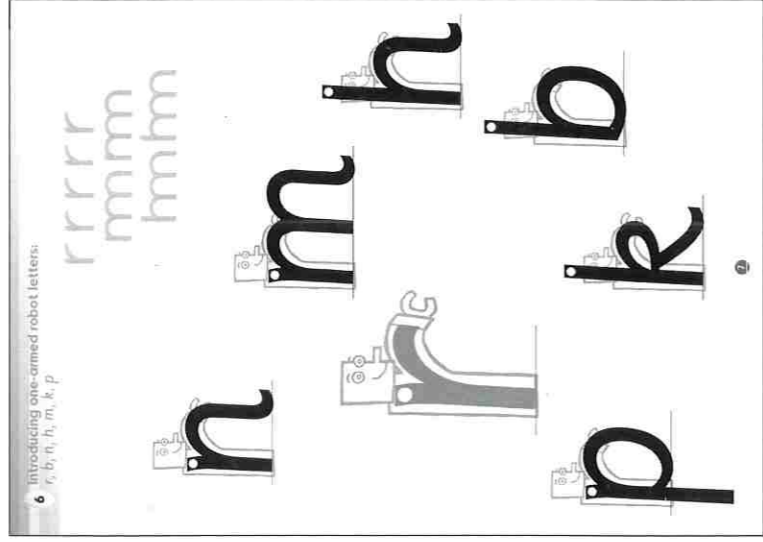
- Emphasise bouncing back up as you retrace the line each time.

Demonstrate the letter formations

- Demonstrate the one-armed robot pattern using the robot picture and the oral letter family patter (see page 10).
- Emphasise the starting point.
- Ask the children to make sets with the letters. Some letters are short (*r, n, m*), some have ascenders (*k, b, h*) and one has a descender (*p*).
- Note which letters have an exit flick (*n, m, h* and *k*).
- Demonstrate forming the rest of the letters.

Get Up and Go Ask the children to point to the starting point of each letter in the family.

Show Me Children practise the letter *r*.



Big Book page 7

Gross motor skills

- Children practise jumping up and down.
- Children practise bouncing balls with a flat palm.
- If space and equipment are available, children practise bouncing while sitting on large balls or space hoppers.
- Children bunny hop across the floor to encourage awareness of the 'bouncing back up' pattern.

Fine motor skills

- Children make long Plasticine sausages and then shape them into one-armed robot patterns. It may be easier to draw the pattern on a laminated card and encourage children to lay the Plasticine on top.
- Develop the pincer movement. Put out a selection of clothes pegs and encourage the children to make patterns with them by clipping them on to strips of card or lollipop sticks.

Out and about activity

Ask children to look for arch shapes (e.g. over doors, in trees, windows, bridges).

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Part 2

Practice Book warm up

Children practise sky writing one-armed robot patterns.

Independent work

Can the children identify the pictures and the r phonemes (in *roar* and *robot*)? They read the words and then trace the *r*s.

Children write the missing *r*s in the spaces.

Children finger trace these letters, saying the sound.

Children write the missing *r*s in the spaces.

Practice Book 1 pages 12-13

Play and practise



|||||
rrrrrr
mmmm

Common errors

- not starting at the top
- not retracing the downward stroke
- exaggerating the arch

Take away

Children use PCM 3 or 4 as one-armed robot family pattern or letter practice.

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7 Practising one-armed robot letters: b, n

Part 1

Warm up

- Children stretch their arms up and over their head, then bend each arm in turn down to touch the back of the head and then bring the arms slowly back down to their sides.
- Children sing and act out *One Potato, Two Potato* (see **Foundation 1 CD, track 24**; **Teacher's Book, page 46**) using their fists.

Whole-class session

Unit focus: introducing **b** as a letter with an ascender and **n** as a short letter.

Phonic link: hearing initial phonemes **b** and **n**.

Introduce the page

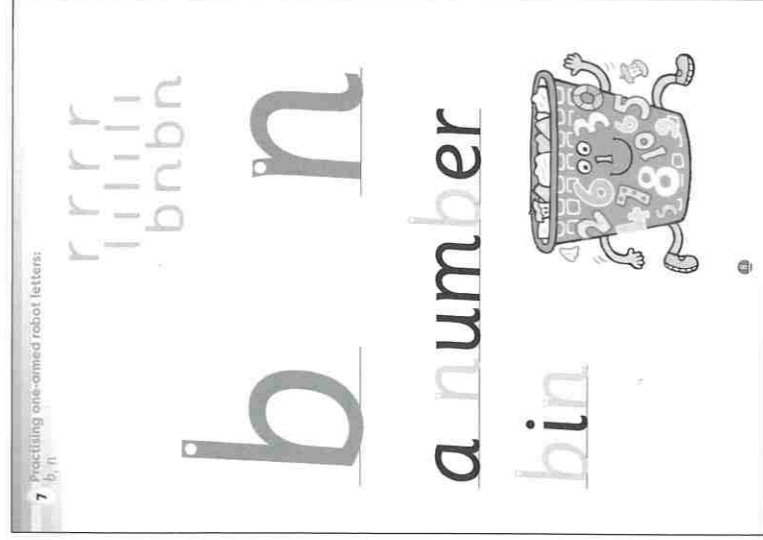
- Encourage the children to talk about the page before you begin.
- Talk about the picture and the numbers. Then talk about the initial phonemes **n** and **b** in the phrase.

Sky writing patterns

- Emphasise the difference between tall and short patterns. Have fun with the bouncing back up!

Demonstrate the letter formations

- Trace over the **b** and the **n**, emphasising the letter formation.
- Talk about the height of the letters – tall and short.
- Both letters are sitting on the line.
- Note that **n** has an exit flick but **b** does not.
- Show Me** Children practise each letter in turn.
- Get Up and Go** Ask the children to point to the **bs** and **ns** in the phrase *a number bin*.
- Trace over the **ns** and **bs** in each word.
- Note that there is an incidental opportunity here to teach the formation of numerals 1–10 if this is appropriate.



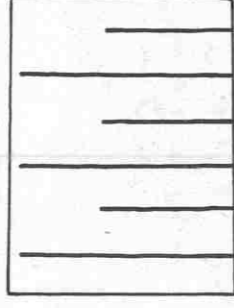
Big Book page 8

Gross motor skills

- Children use frisbees (or paper plates) to practise a sweeping arm movement.
- Children climb high and low.

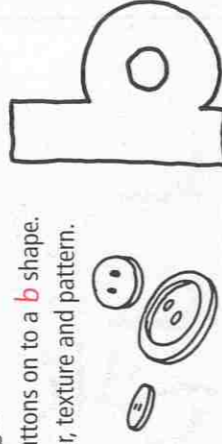
Fine motor skills

- Children cut along short and long lines.



- Children make buns out of play dough, kneading, prodding, rolling and bashing the dough.

- Children stick buttons on to a **b** shape. Talk about colour, texture and pattern.



Out and about activity

Children write *bin* labels for the classroom or school bins and stick them on. Are there numbers around the school? Which ones can the children find?



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Part 2

Practice Book warm up

- Children practise long and short one-armed robot patterns.

Independent work

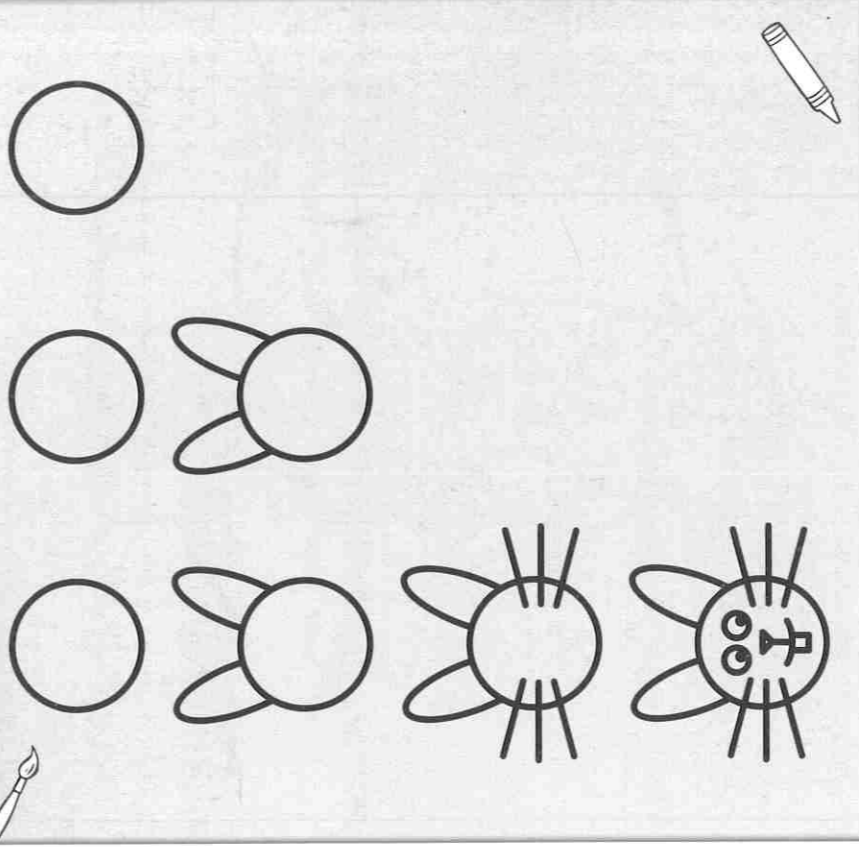
Identify the unit title. You can choose to work across the page dealing with **b** and **n** together or you can work through **b** and then **n**.

Children finger trace these letters, saying the sounds.

Read the phrase together. Children find the letters **b** and **n** and trace over them.

Practice Book 1 pages 14–15

Play and practise

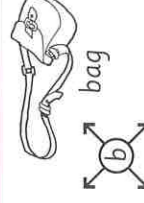


Common errors

- not starting at the top
- confusing **n** and **h**
- not bouncing back so **b** looks like a number 6
- incorrect relative heights (the bulge on the **b** should be the same height as the **n**)

Take away

At home, children make a collection of things that begin with **b**.



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8 Practising one-armed robot letters: h, m

Part 1

Warm up

- Children stretch their arms out in front of them with hands clasped together. Then they stretch their arms behind with hands clasped together. They should keep their shoulders down.
- Children point up, down and to the side. Repeat with the other arm.

Whole-class session

Unit focus: introducing **h** as a letter with an ascender and **m** as a short letter.

Phonic link: hearing initial phonemes **h** and **m**.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Identify the diagram and the labels and talk about the initial phonemes **h** and **m**. Can the children find the **m** at the end of *arm*?

Sky writing patterns

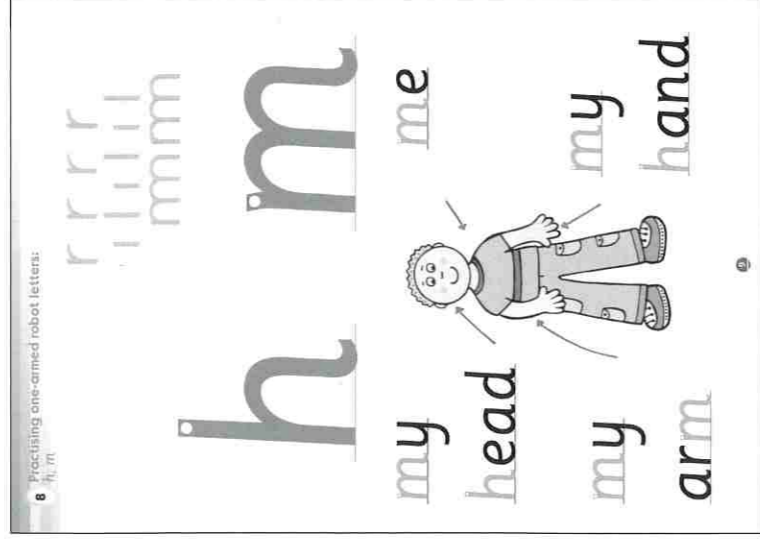
- Emphasise the tall and short shapes and the up and down patterns.

Demonstrate the letter formations

- Trace over the **h** and the **m**, emphasising the letter formation.
- Talk about the relative height of the letters – **h** has an ascender and **m** is a short letter.
- Both letters are sitting on the line.
- Both letters have an exit flick.

Show Me Children practise each letter in turn.

- Get Up and Go** Ask the children to point to the **hs** and **ms** in the labels.
- Trace over the **ms** and **hs** in each word.



Big Book page 9

Gross motor skills

- Spread some large sheets of paper on the floor.
- Encourage children to make large 'bouncing back up' patterns using paint or felt tips.
- Children use ribbons or streamers to make high waves by standing up tall, and low waves by crouching down.

Fine motor skills

- Children thread pasta tubes on to short and long pieces of string to make necklaces.
- Children model letter shapes with pipe cleaners. (If necessary make shapes on paper or laminated card for children to overlay.)
- Make Plasticine one-armed robot shapes.

Out and about activity

Take some chalk outside and make huge **hs** and mega **ms** for the children to run around. Make sure they start at the correct place and retrace their steps as necessary.

Part 2

Practice Book warm up

Children practise one-armed robot patterns.

Independent work

Identify the unit title. You can choose to work across the page dealing with **h** and **m** together or you can work through **h** and then **m**.

Children finger trace these letters, saying the sounds.

Read the phrase together. Children find the letters **h** and **m** and trace over them.

- Check pencil holds while children pencil trace over the letters. Remind the children about the ascender on the **h** and that **m** is a short letter.
- Check correct letter formation as children write the letters independently.

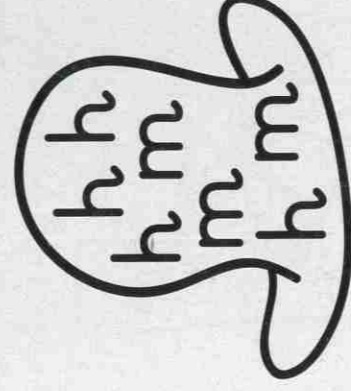
- Children write a line of **ms** and then **hs**. Check for pencil hold and correct letter formation. Talk about the difference in height between these letters.
- Children trace over the patterns running across the top of the letters.

Practice Book 1 pages 16–17

Play and practise



mmmm
hmmmm



Common errors

- not starting at the top
- not making the arches of the **m** regular

- incorrect relative heights (the hump of the **h** should be the same height as the **m**)

Take away

Children practise writing *mum* and *mummy*.

9 Practising one-armed robot letters: k, p

Part 1

Warm up

- Children sing *Heads, Shoulders, Knees And Toes* (see Foundation 1 CD, track 14; Teacher's Book, page 46) and do the actions.
- Children make large circular arm movements with both arms, to the sides and in front.

Whole-class session

Unit focus: introducing **k** as a letter with an ascender and **p** as a letter with a straight descender.

Phonic link: hearing initial phonemes **k** and **p**.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Talk about the picture and the initial phonemes **k** and **p**. Discuss the patterns in the picture.
- Invite the children to think of another animal beginning with **p** (e.g. panther, parrot) and with **k** (e.g. koala, kitten).

Sky writing patterns

- Emphasise the bouncing back up and over, and the flick on the diagonal stroke (like the flick on the **k**).

Demonstrate the letter formations

- Trace over the **k** and the **p**, emphasising the letter formation.
- Talk about the height of the ascender on the letter **k**. The **k** sits on the line and it has an exit flick.
- Talk about the fact that the loop of the **k** is the same height as the top of the **p**.
- Talk about the descender of the **p**.
- Show Me** Children practise each letter in turn.
- Get Up and Go** Ask the children to point to the **k** and **p** in the phrase *king penguin*.
- Trace over the **k** and **p** in the phrase.



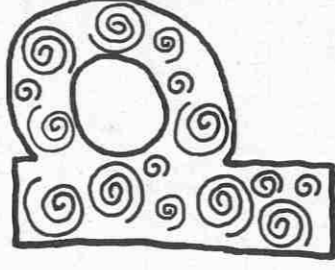
Big Book page 10

Gross motor skills

- Children run in circles in the playground, first clockwise and then anticlockwise.
- Children propel hoops across the hall to encourage a pushing off arm movement.
- Children practise bunny hopping.

Fine motor skills

- Children fill in outlines of a **p** with spirals and circles drawn clockwise from the centre.



- Children work on the pincer movement, picking up **ks** and **ps** from a selection of sequinned letters. (These letters are available from greetings card shops for celebrating birthdays.)

Out and about activity

Ask children to look out for examples of **ks** and **ps** on signs around the school and in the street.



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Part 2

Practice Book warm up

- Children practise down, up and over movements with their hands.
- Children stretch up tall and bend down low.

Independent work

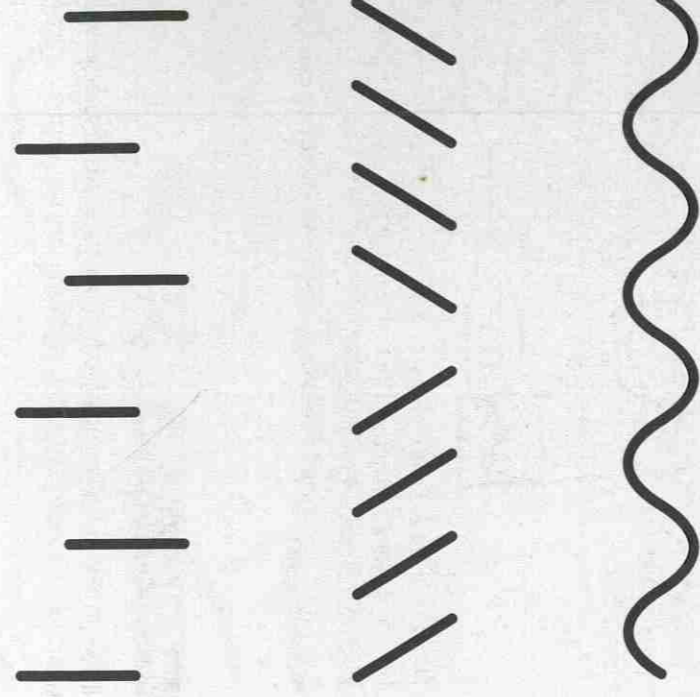
Identify the unit title. You can choose to work across the page dealing with **k** and **p** together or you can work through **k** and then **p**.

Children finger trace these letters, saying the sounds.

Read the instruction together. Children find the letters **k** and **p** and trace over them. At this point or later, children can fill in the king with pink patterns!

Practice Book 1 pages 18-19

Play and practise



Common errors

- making the loop of the **k** too large, so that it looks like a capital **R**
- not sitting the **p** on the line with the descender below the line

Take away

Children make a collection of pink things and label them *pink*.

Warm up

- Children stretch up tall and then bend down low.
- Children count from one to ten on their fingers, beginning with fists and stretching out one finger at a time.

Whole-class session

Unit focus: revisiting all the one-armed robot letters in context.

Phonic link: recognising all the letters in the one-armed robot family as letters and phonemes.

Introduce the page

- Begin by recapping the letters in the one-armed robot family (*r, b, n, h, m, k, p*).
- Encourage the children to talk about the page.
- Identify what is happening in the picture and read the words. Ask the children: *why do you think the rabbits are running home so quickly?*
- Get Up and Go** Invite the children to find the examples of each letter in the sentence following the sequence shown in the box at the top of the page.
- Remind the children of the correct formation as you trace over the letters.
- Show Me** Children practise each letter in turn.

10 Practising all the one-armed robot letters

r, b, n, h, m, k, p

Run home
to the park,
rabbits.

run hop
jump

Big Book page 11

Practice Book warm up

Children sing *Here Is The Church* and do the actions to stretch their fingers (see **Foundation 1** CD, track 17; Teacher's Book, page 46).

Independent work

Children pencil trace the first letter of each line and then complete the line independently. Revise the oral patter if necessary.

Children trace over the patterns at the bottom of both pages and, if time, make a pattern in the bottom layer of the wall.

10 Practising all the one-armed robot letters

Pencil trace and write.

Trace the patterns.

Trace the white patterns.

Practice Book 1 pages 20-21

Remind the children about short letters, letters with ascenders and letters with descenders.

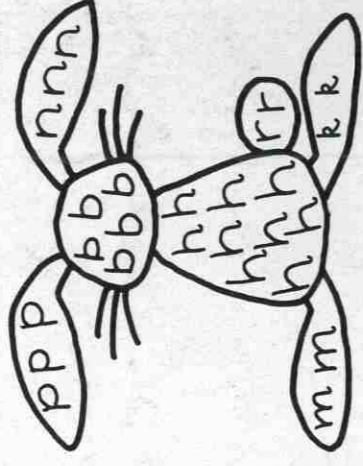
If time, children may like to decorate the robot with patterns of letters from this family. Encourage pattern-making rather than simple colouring.

Gross motor skills

- Children use ribbons or streamers to practise all the one-armed robot letter patterns.
- Children walk like robots with stiff limbs. They then pretend to float like feathers as a contrast.
- Children make a large circle, all holding hands. They move in a clockwise and then anticlockwise direction.

Fine motor skills

- Using a different colour or writing implement, children fill in an outline of a rabbit, completing each section with a different letter.
- Children trace each one-armed robot letter in sand or paint.



Out and about activity

Ask children to look at environmental print. They can search for one-armed robot letters and make a simple chart to tick each time they see one.



Play and practise



Common errors

- not starting at the top
- too large an exit flick
- too high or low an ascender on the *b, h* and *k*
- too long or short a descender on the *p*
- incorrect relative heights
- not bouncing back up

Take away

Children can use (or re-use) **PCM 4** according to their individual practice needs.