Using **web-based resources** in the Foundation Stage

Web-based resources in the Foundation Stage

Many good foundation stage resources can be accessed using the internet. The examples given here describe a number of activities in which ICT is used effectively to support the early learning goals.

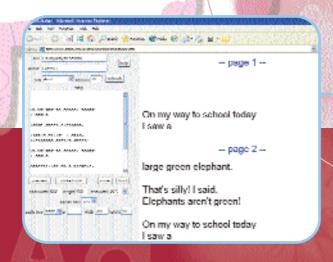*All web addresses have been checked and were correct at time of printing.*

CBeebies: Teletubbies Animal Parade – Blue

In this activity children match almost identical animals to create a 'Noah's Ark' parade.

URL: **http://www.bbc.co.uk/cbeebies/teletubbies/ funandgames/animalparade/index.shtml**

Relevant to the following:

Personal, social and emotional development: Blue – p.32 'Show increasing independence in selecting and carrying out activities'

Big Book Maker – Grey

Adults and children can work collaboratively to create their own Big Book, which can be used for shared reading activities.

URL: **http://www.mape.org.uk/activities/BookMaker/ bookmaker.htm**

Relevant to the following:

Communication, Language and Literacy: Grey – p.48 'Interact with others, negotiating plans and activities and taking turns in conversation'

The role of the teacher, or a teaching assistant, is paramount in raising standards. They can use ICT to demonstrate a concept, promote collaboration or independence, motivate a previously unwilling child or assess children's progress through the various Stepping Stones. ICT should never be viewed as a replacement for more traditional methods of teaching but as an enhancement to the excellent teaching and learning that already occurs in many of our foundation stage settings.

A reception teacher worked with a group of children to design a collaborative Big Book. The children had experience of other Big Books, and though the overall structure of the book was decided by the teacher, the children decided what to put on the pages. They were asked to imagine unusual or impossible things they might have seen on their way to school.

Once the text had been entered on the screen, children created their own illustrations, either by using a computer art package or by scanning a drawing or painting. These were then saved in the Big Book 'images' folder (see instructions with activity) to complete the book. The children had a sense of ownership of the book and the opportunity to contribute creatively to a collaborative enterprise.

Three-year-old Oliver watched the Teletubbies regularly, and playing the games on this site related his home experience to what he can do in the nursery class. As each animal appeared, he chose its pair from the animal heads at the bottom of the screen. When all the animals had been paired, they paraded across the screen as they do in the TV programme. When Oliver saw the parade on TV he said, "You don't have to click on that one".

The home – school continuity supported his security and emotional well-being. By matching the animals he showed a willingness to tackle problems. Completing the activity gave him a sense of pride in his achievement. Although he did not read the text, he showed a developing understanding of how screens work, by interpreting screen position, colour, flashing etc. to know where to click to restart the activity. He could also transfer this understanding to other games on this site.

Adult support might stress numeracy aspects, such as finding pairs, counting the animals, or even counting in twos.

The early learning goals refer explicitly to ICT in the area entitled, 'Knowledge and Understanding of the World'. However, all of the early learning goals can be supported or enhanced with ICT and for this reason ICT should never be viewed as a stand-alone subject.

Boowa and Kwala: Parasol Pairs – Blue

This website features two characters, Boowa (a dog) and a koala called Kwala. The resource contains interactive stories with associated games, puzzles and songs.

URL: **http://www.boowakwala.com/**

Relevant to the following:

Mathematical and Creative development: Blue – p.78 'Show interest by sustained … talking about shapes or arrangements'

Children develop rapidly in the early years – physically, intellectually, emotionally and socially. They are entitled to provision that supports and extends their knowledge, skills, understanding and confidence and they should be encouraged to participate in both teacher-planned activities and activities that are initiated or developed by themselves. Children do not make a distinction between 'work' and 'play' and neither should the teacher.

A child sat with a practitioner and took control of the mouse. The practitioner asked:

• *Have you been to the beach?*

• *Why would you need a parasol at the beach?*

• *Which parasol would you choose and why do you like it?*

The practitioner then asked the child to click on the matching parasols.

If the child found the task easy, the practitioner introduced the Find the Family matching game. This can be found by clicking on the next button on the bottom right-hand corner of the screen.

You can view all of the web-based resources online at:

www.ictadvice.org.uk/webbasedresources

The Hoobs – Green & Blue

This is a very large site with a variety of simple, full screen activities for early years pupils, based around the Channel 4 characters, the Hoobs.

URL: **http://www.channel4.com/ learning/microsites/H/hoobs/ index.cfm**

Relevant to the following:

Creative Development: Green – p.120 'Make constructions, collages, paintings, drawings and dances'

Knowledge & Understanding of the World: Blue – p.96 'Comment and ask questions about where they live and the natural world'

After observing flying minibeasts in their own environment, and recreating them in the classroom using modelling clay and drawing, the practitioner went on to introduce the children to the 'Make a Hoobygroovy Flying Creature' activity on the Hoob site. She demonstrated how to create your own flying creatures. She showed how clicking more than once on a button, such as the body button, gave different styles of body. She also showed how they could print their flying creature and how to make it fly, by clicking on the wings at the top of the screen.

The children then went on to design their own, discussing with a partner the features they were choosing.

The practitioner asked questions such as:

- *What is special about your creature?*
- *Why did you choose those eyes, that body, etc.?*
- *What are you going to call your flying creature?*
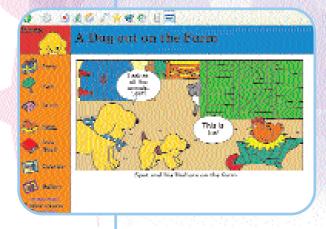- *Where does it live?*

Fun with Spot: A Day Out on the Farm – Green

This is an online resource based on the popular picture book character, Spot.

URL: **http://www.funwithspot.com**

Relevant to the following:

Knowledge & Understanding of the World: Green – p.86 'Examine objects and living things to find out more about them'

Spot is a well-loved character in a number of stories enjoyed by children throughout the foundation stage. The scenes, such as the one shown, include speech bubbles, brief descriptive text and animations, and can be used with groups or individuals. Games can be used by younger children with adult support, or independently when the child is familiar with them.

There are four different scenes, set at a party, the park, the beach or the farm. These scenes can be explored using the mouse and each scene has an associated game which covers matching or simple creative activities.

Other activities on the website include narrated stories and video clips with songs. There is also a gallery showing children's paintings and drawings of Spot.

Dottie and Buzz: Saying Sorry – Grey

This website supports the Channel 4 series of TV programmes exploring Christian belief in the early years.

URL: **http://dottieandbuzz.co.uk**

Relevant to the following:

Personal, Social and Emotional development: Grey – p.36 '…understanding that there needs to be agreed values and codes of behaviour…'

Personal, Social and Emotional development: Grey – p.38 'Understand what is right, what is wrong, and why'

BGfL: Animal Homes – Blue & Grey

The early years section provides links to a variety of topics which can be used throughout the foundation stage to cover a number of the areas of learning. The link to Animal Homes is a simple, clear set of three activities graded according to difficulty. Within each level the children are required to match animals to their homes.

URL: **http://www.bgfl.org/bgfl/ primary/ey/index.htm**

Relevant to the following:
Communication, Language and Literacy: Blue – p.54
'Use a widening range of words to support or express or elaborate ideas'
Knowledge and Understanding of the World: Grey – p. 86
'Find out about, and identify, some features of living things…'

The children in the foundation stage had been learning about animals from a number of environments. They had made animal homes using a variety of media. To reinforce the learning, the practitioner worked with a small group of children using a PC or interactive whiteboard, on the level 1 activity. They discussed the animals which appeared on the screen and the alternative environments for each animal. The children dragged the animal picture to the appropriate home. They could give reasons for these choices.

The children found the animal homes that matched any they had made in other areas. They could then print out a picture of the animal in its home and use this for mark making, further creative work and for comparing their own ideas for animal homes with those generated by the computer.

The Mouse Club: Mouse control – Yellow

This large website contains children's activities and teacher resources about three mice: Blue Mouse, Red Mouse and Roly. To access the activities you have to register and provide an email address.

URL: **http://www. themouseclub.co.uk**

Relevant to the following:
Curriculum Guidance for the foundation stage: Yellow – p.112 'Operate equipment by means of pushing and pulling movements'
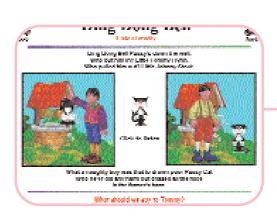
Traditional Tales and Nursery Rhymes – Green

This simple, effective and easy-to-navigate site provides clear graphics for children to follow.

The children do not require high level ICT skills as they only need a single click to proceed. The site can be used by the youngest child to make choices and listen to tunes. Older children can join in with the tunes and others can make up their own rhymes.

URL: **http://home.freeuk.net/ ellougton13/rhymes.htm**

Relevant to the following:
Personal, Social and Emotional development: Green – p.34 'Express needs and feelings in appropriate ways' 'Initiate interactions with other people'

A reception class teacher used this activity in her whole-class circle time. The 'saying sorry' game was projected onto her whiteboard and the alternative endings to the story discussed. She asked the questions:

- *Should Dottie and Buzz tell the truth? Why?*
- *Is it easy to tell the truth?*
- *What may happen if Dottie blames Buzz?*
- *Do you sometimes blame someone else for the things you do?*
- *What is Dottie doing when she says it wasn't her?*
- *Why do people sometimes lie?*

The website was later used by the children independently to explore the different endings and to listen and sing along with the 'saying sorry' game.

A practitioner used this program with individual children, or pairs at the computer, using a roller-ball. She demonstrated how to move the pointer on the screen by moving the roller-ball. She also showed how colours could be placed and sounds could be heard by clicking the buttons.

The practitioner asked questions such as:

- *What colour is this?*
- *What do you think made that sound?*
- *What happens if you keep the mouse still?*
- *What happens if you click the button?*

One group of children studied the pictures, another group used the letters as sources of information, listing what information they provided.

During the plenary session the teacher drew up two columns, one for 'Things I would have liked' and one for 'Things I would not have liked'. The children suggested entries for both by referring to the sources they had studied.

BGfL: One More Than – Green

This is one of a series of activities aimed at familiarising children with numbers. Activities include counting to ten, ordering numbers to ten (and twenty) and a simple introduction to addition and subtraction. Many of the activities can be found in the primary, as opposed to the early years section but all are suitable for foundation stage children.

URL: **http://www.bgfl.org/bgfl/primary/ey/index.htm**

Relevant to the following:

Mathematical Development: Green – p.76 'Say with confidence the number that is one more than a given number'

The children in the reception class had been discussing appropriate behaviour at playtime. During a circle time activity the practitioner introduced the rhyme Ding Dong Bell and the children joined in. The practitioner then read the words aloud and the children joined in if they could. The group then discussed the pictures looking at the faces and attitudes of the two boys and the cat. The children discussed positive and negative forms of behaviour in the playground and the feelings the behaviour arouses. The practitioner made a list of positives and a list of negatives and put the negatives down the well and the positives in the bucket. The group then made up a rhyme of their own to support positive behaviour in the playground.

One practitioner sang a number of different counting songs with his class. He then held up a set of cards showing a number of different objects and asked the children to count how many objects were in each picture. From previous activities, he knew that most of his class were confident in doing this. He then asked the class how many there would be if one more object was introduced, thereby introducing the concept of basic addition.

The children were then grouped according to ability and some of the more able children worked with a practitioner using the website.

The practitioner asked the following questions:

- *What is the number shown?*
- *What number is one more than that number?*

The practitioner also used many of the words associated with addition, such as *higher, one more than* and *adding on.*

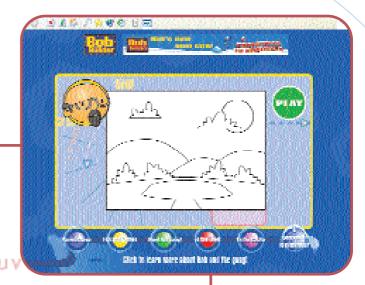## Bob the Builder: Design a House with Mr Bentley – Green & Blue

Children make choices about house, door and window shapes and styles. They can colour and print their design.

URL: **http://hitentertainment.com/bobthebuilder/uk/bentley.html**

Relevant to the following :

Knowledge and Understanding of the World: Green – p.92 'Complete a simple program on the computer…'

Knowledge and Understanding of the World: Blue – p.96 'Notice differences between features of the local environment'

A group of foundation children were building structures using sand and large bricks outside. They were wearing hard hats and involved in role play on a 'building site'. The setting had building work being undertaken at the time with a JCB present on site. The children were singing the 'Bob the Builder' song. When the children later re-entered the class base the practitioner asked them if they would like to meet Bob the Builder on his website and help him and his friends in their building work. The practitioner logged both class-based computers onto the website and invited the group to take turns at designing a house with Mr Bentley. She explained that they would need to make choices about their house, its shape, doors, windows and chimney. The children talked about their own houses as they worked through the activity with the practitioner and each other.

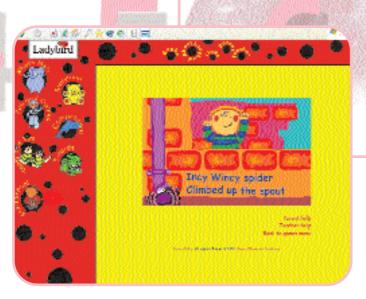## The Ladybird Site: Incy Wincy Spider – Yellow

The fun and games section of the site consists of three different levels (known as 1, 2 and 3 Spot Games.) Incy Wincy is classified as a 1 Spot Game, but could be used with children of all ability levels.

URL: **http://www.ladybird.co.uk/main.asp?Page=stories%2Fstories_index.html**

Relevant to the following:

Physical development: Yellow – p.106 'Manage body to create intended movements'

At the end of their first day at school, a group of nursery children were gathered on the mat. The practitioner read them the poem of Incy Wincy Spider and showed them the pictures in the book. She then logged onto the Ladybird website and showed the Incy Wincy activity. She played it through first and then asked if anyone would like to have a go at copying the children's actions in the rhyme.

Before the children went home, the practitioner told them that they could listen to the rhyme again tomorrow and perhaps make up some actions of their own.

Little Animals Activity Centre: Dance Game – Yellow

This site features a wealth of activities and resources. The Dance Game requires children to listen to a range of rhythms and repeat them by clicking on the mice in the correct order.

URL: **http://www.bbc.co.uk/schools/laac/ music/fdi.shtml**

Relevant to the following:

*Physical Development: Yellow – p.104
'Respond to rhythm, music and story by means of gesture and movement'*

The Sounds Game – Yellow

This is a very simple site which will play a sound, which the children can try to identify.

URL: **http://www.educate.org.uk/teacher_zone/ classroom/music/sounds_game.htm**

Relevant to the following:

*Communication, Language & Literacy: Yellow - p.60
'Distinguish one sound from another'*

*Creative Development: Yellow - p.126
'Show an interest in what they see, hear, smell, touch and feel'*

This activity was used at the beginning of a music lesson with the whole class. The children were gathered in front of the interactive whiteboard and individual children took it in turns to repeat the given rhythm. Where children found this difficult to achieve, the rest of the class were encouraged to offer support.

The practitioner then introduced a number of percussion instruments and groups of children were asked to repeat the same rhythm with their own instrument.

Towards the end of the session children were encouraged to create their own rhythm for others to respond to.

Working with a group of children round a computer, the practitioner encouraged the children to click the large yellow 'Play' button to hear the sound. This was done as many times as necessary. The children then talked about what they thought was making the noise. A child then clicked on the next button to see the picture of the object that had been making the noise.

The practitioner asked questions such as:

· *What do you think made that noise?*

· *What else could have made that noise?*

· *How did it make that noise?*

· *What other noises does that object make?*