

Using storytelling to talk about...

Health & self care

Stories, Poems and Activities to teach and learn in the Early Years

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Published by Practical Pre-School Books, A Division of MA Education Ltd, St Jude's Church, Dulwich Road, Herne Hill, London, SE24 0PB.
Tel: 020 7738 5454 www.practicalpreschoolbooks.com

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ISBN 978-1-912611-37-9

Introduction

About the series

This book is part of the 'Using storytelling to talk about...' series which gives teaching practitioners the support and resources to develop and use storytelling and poetry/song performance skills in the Early Years Foundation Stage. Each book has specifically-written short interactive stories and poems/songs that are linked to the three different learning and development areas, 'Personal, social and emotional development', 'Understanding the world' and 'Health and self care'. The prime area 'Communication and language' is a running thread throughout all five books.

How to use the series

All the stories and poems/songs deal with issues or experiences that would be familiar to young children. They are short, interactive and simple to perform, with repetitive texts that offer the children the opportunity to respond and join in at their own level of understanding and language development.

The stories and poems/songs can be used in a variety of ways, for example:

- as a 'Let's have a short story (poem/song)' session at a set time each day or on a particular day of the week.
- as a way to help introduce, support or consolidate a topic or theme.
- by choosing a themed story/poem to support or discuss a particular issue, e.g. sharing.
- as an assembly or class performance resource.
- as a book corner recording for play sessions or quiet time.

How to use this book

This book contains eight themed sections that are linked to different early learning goals listed in the focused learning and development area. Each section has a story or a poem icon to show what type of text it is. Use the contents page to select the theme or type of text that you require.

Each section is divided into the following parts:

A. Teacher's notes

- **Theme name:** main learning skill or idea focus behind the story or poem/song and accompanying activities.
- **EYFS learning objectives:** relevant early learning goals from the book's main learning and development area.
- **What you need:** list of resources such as props, images/pictures, puppets and resource sheets.

Before the story or poem/song

- **Getting ready:** tips on what resources to collect, prepare and have ready in advance.
- **Introducing the story or poem/song:** suggestions on how to stimulate the children's curiosity and imagination

about the theme, story or poem, e.g. telling and sharing an experience, introducing a character puppet and using props or images .

- **Performance suggestions:** suggestions on how to tell or perform a story or poem/song, e.g. body movements, use of voice and child participation ideas.

After the story or poem/song

These two parts are designed as springboards for further exploration and discussion about the story or poem/song as well as its theme. They could be carried out straight after the story or poem/rhyme or over several days or weeks.

- **Ideas to reinforce the theme:** discussion ideas, activities and question examples to help consolidate the children's understanding and response to the story or poem/song and its main theme.
- **Consolidation activities:** interactive activities to reinforce the story or poem/song and its theme, e.g. using puppets, circle games, music, performance ideas, role play, parachute games and display suggestions.

B. The story or poem/song texts

Body and voice actions suggestions are included for some of the stories and poems/songs. As you get to know the stories and poems/songs, you may want to add in your own ideas and actions.

C. Related activities within the learning environment

A mix of child-led and adult-led cross-curricular activities relating to the story or poem/song and its theme. The activities can be carried out within activity stations, play or in specific learning sessions. Areas include: literacy, mathematics, art and craft, environment, small world play.

D. Resource sheets

Most of the stories and poems/songs have character or picture images. These can be copied onto card, laminated and used as puppets or as story support. Other resource sheets include games, activity cards or templates.

Other resources

Storytelling and performance evaluation record

Use this record to self-evaluate your storytelling skills and performance after each of the stories and poems/songs and for future sessions.

Observation suggestions and chart

Use 'Observation suggestions' and 'Observation chart' as an assessment guide to help you identify and note the developing skills, knowledge and attitudes of individuals or groups of children.

Theme: Using a hankie

Learning outcomes

Children at the expected level of development will:

- manage their own basic hygiene and personal needs, (Managing Self)
- show an understanding of their own feelings and those of others (ELG: Self-Regulation)

What you need:

- Our special story and rhyme basket/box' (optional)
- Snozzle the Sneezing Giant – song
- Story board (optional)
- Giant hankie (large patchwork style cloth)
- Hankie
- 'Snozzle the Sneezing Giant' picture – Resource sheet 1 (RS1)
- A giant hankie – Resource sheet 2 (RS2)

Getting ready:

Use 'Snozzle the Sneezing Giant – RS1' as a stick puppet or as a picture on the story board. Have a hankie available (or put it in 'Our special short story and rhyme box'). Make a giant hankie by using a large piece of patchwork style material or create one using fabric glue or stitching (try to use lots of patchwork colours and patterns). Create a basket of different pieces of cloth.

Introducing the story

Before you start the story, make sure the giant hankie is well hidden. Take out a hankie and sneeze into it. Explain that when we have a runny nose or need to sneeze, we should try and use a hankie so that we don't pass on germs. Introduce Snozzle and explain that he wasn't very good at using a hankie – start story.

Performance suggestions

Encourage the children to actively take part in this story. Let them join in with 'Bing a bong bong – wow!' rhyme, the song and the mime movements for the villagers. Place an emphasis on Snozzle's sneezing – make it loud but be aware of any noise sensitivity. Make a big event of revealing the giant hankie. Spend time looking at the different patterns and colours.

Ideas to reinforce theme

- Use the story to discuss using a hankie and spreading germs. Ask questions such as: *What did Snozzle do when he woke up? How did Snozzle wipe his nose? Why did the villagers start sneezing and catching colds? (Snozzle's sneezing spread his germs.) How did a hankie help Snozzle and everyone get better?*

Consolidation activities

Puppets

Make a giant Snozzle puppet and let the children use it to suggest other ways that Snozzle could have spread his germs and ways he could have avoided it.

Role play

Let the children pretend to be villagers at the meeting. Ask them to think of other ways to stop Snozzle sneezing. Encourage them to share their ideas with the group through acting or miming.

Circle game

Ask the children to imagine that they are helping to make a giant hankie out of lots of different pieces of material. Invite them to mime stitching all the materials together with you. Suggest sharing favourite stories, rhymes, news, favourite ideas or facts while stitching. Start the process. For children who are shy or nervous, ask open questions about what a child has been doing or highlight a skill or interest.

Ideas for display

Make a big picture of Snozzle the giant. Let the children help you decorate or paint him for the display. Next to Snozzle, put up the giant hankie made by the class in Art & Craft. Label the display to explain why Snozzle needs his hankie.

Snuzzle the Sneezing Giant



Once upon a time there was a giant called Snuzzle who lived on a big hill above a small village. Snuzzle was a very kind and happy giant and the villagers in the valley loved hearing him sing a little song, which went like this –

'Bing a bong bong, Bing a bong bong, Bing a bong bong, Bing a bong bong – wow!'

One morning, Snuzzle woke up, stretched his arms and began to sing his song

"Bing a bong bong, Bing a bong bong, Bing a bong bong, Bing a bong bong – Ahhhhh – tishoo!"

"Oh no!" sneezed Snuzzle. "I think I've got a cold."

He wiped his nose with his hand (slurp) and plodded slowly into the kitchen to have his breakfast.



But he sneezed into his porridge (atishoo!), he sneezed onto toast (atishoo!) and he sneezed into his glass of milk (atishoo!).

"I don't like sneezing," sniffed Snuzzle unhappily. "I'm going back to bed. Perhaps I will stop sneezing tomorrow (atishoo!)."

But Snuzzle sneezed the next day and the next day and the next day! "Atishoo."

He could not stop sneezing!

"Ahhhhh – tishoo!"

Now the villagers at the bottom of the hill were also unhappy. Snuzzle's sneezes were so strong that the leaves were blown off the trees and so loud that all the houses shook. To make matters worse, many of the villagers started sneezing too as Snuzzle's germs spread around the village. At school the children could only play, 'Ring a ring a roses'! Let's pretend to be the children and sing it

Ring a ring a roses
A pocket full of posies
Atishoo, atishoo
We all fall down.

The villagers decided to have a special meeting in the village hall to work out how they could stop Snuzzle sneezing but no one could think of a good idea.

Then a little girl, called Maya, put up her hand.

"Excuse me," she said politely. "But what do we use when we sneeze?"

Related activities within the learning environment



Literacy

Highlight the 'sn' sounds in 'Snuzzle', 'sneeze' and 'sniff'. Ask the children to think of other words beginning with the 'sn' sound, like 'snake', 'snail', 'snip' and 'snore'.

Leave out folded cards and pencils/pens for the children to make 'Get well' cards for Snuzzle or for someone they know. Write out the words in the cards for the children to trace over or encourage older children to sound out and write the words themselves.



Mathematics

Give copies of the 'A giant hankie – RS2' to each child to use to make patterns using two or three colours. They could create their own pattern and then swap the hankie with another child. They could also make patterns using shapes in the squares.

Use the 'A giant hankie – RS2' as a counting board for 3s or numbers from 1–12. Add counters to the squares for addition and subtraction skills. Let the children use square shapes to make their own hankie (1–10 squares/ 15/20 squares).



Art & Craft

Give out copies of the 'A giant hankie – RS2'. Provide different coloured and textured paper and ask the children to stick different pieces of paper onto the different parts of the hankie to make their own hankie design.

Give out white squares of cloth. Using cloth paints or fabric pens let the children design a hankie as a gift to take home. Let them do another one and join each square together with fabric glue or ribbons to make a class giant hankie for Snuzzle.



Music

Learn and sing songs relating to not being well or not spreading germs, e.g. Miss Polly had a dolly, 'Ring a ring a roses' and 'The Sneezing Song' (see YouTube).



Small world

Set out a town or village and figures for the children to re-enact the story.



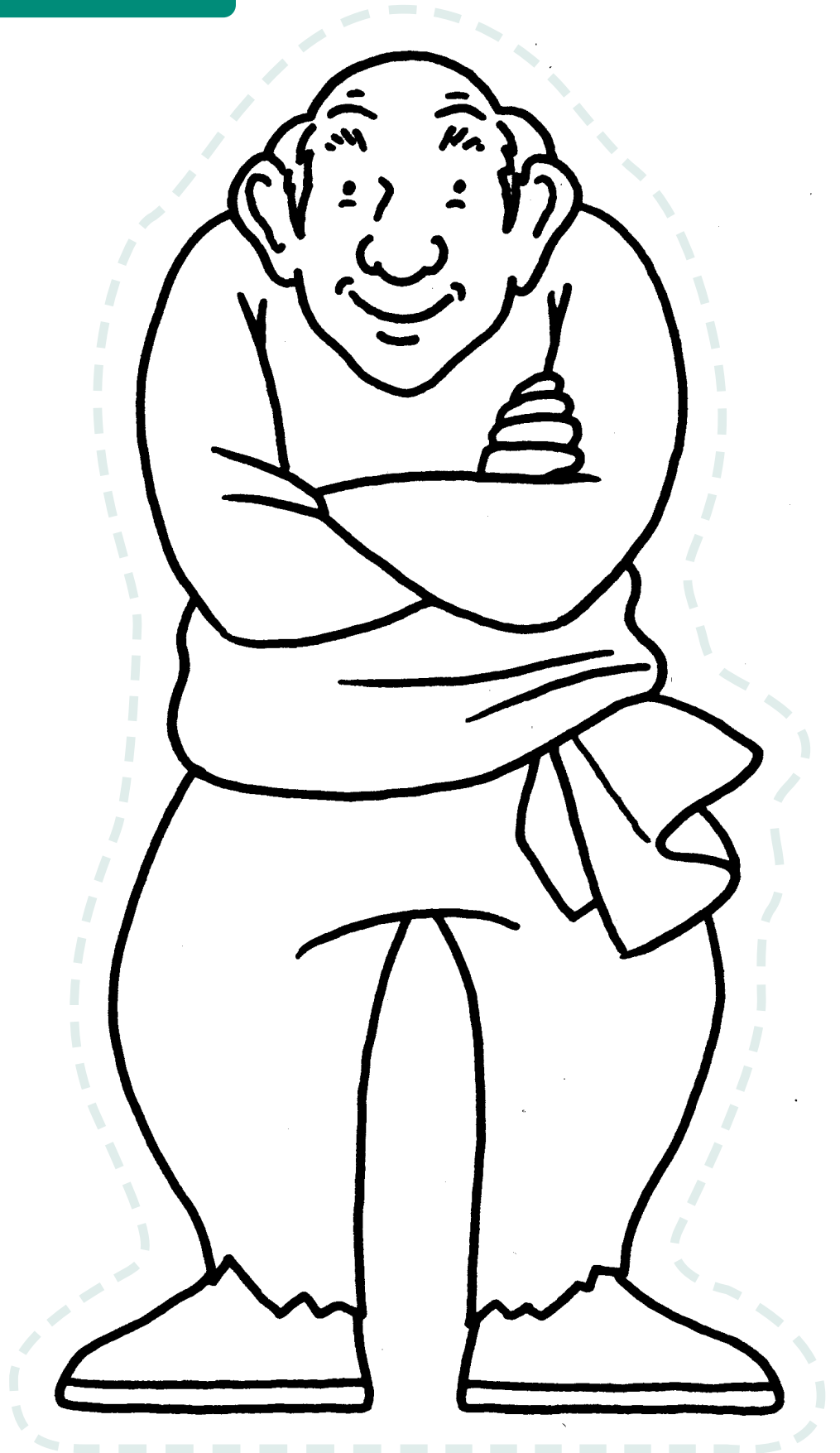
Role play corner

Leave out a doctor's or nurse's kit for role-play. Toys could be used as patients.

Resource sheet 1

'Snuzzle the Sneezing Giant' picture

Copy and cut out to use as a stick puppet or to be displayed on a storyboard.



Theme: Caring for our teeth

Learning outcomes

Children at the expected level of development will:

- manage their own basic hygiene and personal needs, including dressing, going to the toilet. (ELG: Managing Self)

What you need:

- 'Our special story and rhyme basket/box' (optional)
- Our Teeth – poem
- Story board (optional)
- Toothpaste and toothbrush
- 'Our Teeth' cards – Resource sheet 1 (RS1)
- 'Cleaning my teeth' – Resource sheet 2 (RS2)
- 'Caring for my teeth' – Resource sheet 3 (RS3)

Getting ready:

Copy and cut out 'Our Teeth cards – RS1'. Attach each picture to sticks or display them in verse order on the storyboard. Have the toothpaste and toothbrush available (or put it in 'Our special short story and rhyme box').

Introducing the poem

Show the children your toothpaste and toothbrush. Encourage children to mime cleaning their teeth with you. Ask: *What important jobs do our teeth do for us?* Introduce the poem by pointing to the animal pictures on the storyboard or hold up the lion stick picture. Explain that teeth are important to animals too. Perform or read poem.

Performance suggestions

Use facial expressions and body movements to show the different teeth actions of the animals in the poem. Emphasise the underlined teeth action verbs. Point to yourself and sound upbeat when saying the last two verses. Reread the poem again with the children joining in with the repetitive phrase, 'a (animal) uses its teeth.'

Ideas to reinforce theme

- Highlight how important it is for us to look after our teeth. Discuss how we should try to brush our teeth when we get up and before we go to bed. Encourage the children to share how they brush their teeth. Perform the sequence with the children while giving instructions on what to do.
- Show a film/video from the Internet about a child's first visit to the dentist or photographs of a dentist surgery. Encourage the children to share their own experiences of the dentist. Highlight the positive reasons of a visit.

Consolidation activities

Puppets

Use puppets to demonstrate ways to clean teeth, or a scene at the dentist. Encourage the children to re-enact the scenarios through the puppets. Leave them out for the children to explore different issues on healthy teeth.

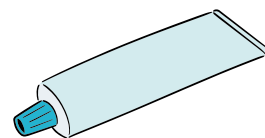
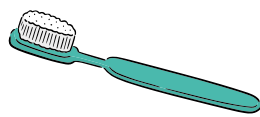
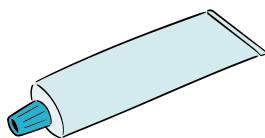
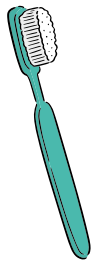
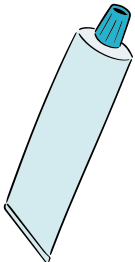
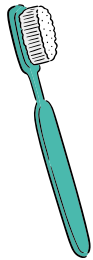
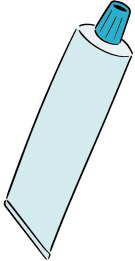
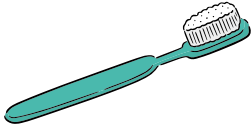
Performance

Encourage the children to re-enact the poem. Take time to explore with the children how each animal moves and also uses its teeth. The whole class could perform each animal as you tell the poem or you could divide them into eight animal groups to perform their verse and then join together to do the human actions.

Game

Enlarge two copies of the teeth from 'Caring for my teeth – RS3' and cut them out. Draw a happy face on one and a sad face on another. Show images of good food/drink and bad food/drink for our teeth, e.g. a range of vegetables, certain fruits, water vs sweets, sugared drink, biscuits, cakes etc. Invite the children to help you place them by the correct tooth. Extend the activity by placing the teeth on the floor and giving images to the children to put on correct tooth. Discuss what could happen to teeth if we treat them badly.

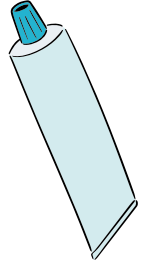
Our Teeth



A lion uses its teeth
To cut its lunch in two.



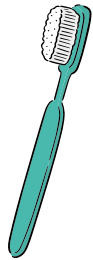
A panda uses its teeth
To strip the thin bamboo.



A shark uses its teeth
To bite fish in the sea,



A beaver uses its teeth
To gnaw wood from a tree.

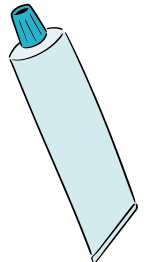


A crocodile uses its teeth
To snap at all who pass.

A cow uses its teeth
To munch the fresh, green grass.



A squirrel uses its teeth
To crunch nuts, hard as stone.



A dog uses its teeth
To chew a juicy bone.

And I use my teeth
In many different ways.



I like to keep them clean
By brushing twice a day.

