

## Suite Program 5 :

### Program

#### Simple City

(This program stimulates listening, language, independence, collaboration and creative play in the Foundation stage and early Primary levels. Adult experts and children guide children through 10 locations based on common curriculum topics. Engaging on-screen activities promote children's role play both on the computer and afterwards.)

- Activities include visiting the doctor, going to the cafe or doing the recycling
- Choose from creative play or following instructions
- Visual approach helps support children with Special Educational Needs or English Additional Language

### ICT skills

- Fine mouse manipulation
- Hand eye coordination
- Transferable skills of dragging and dropping
- Creative development
- Transferable skill of printing documents
- Multi-media knowledge and application skills are learnt as text, sound, movements or animation schemes and graphics are used

### Other skills include:

- Create their own designs relating to common role play areas in the Foundation Stage curriculum;
- Use language to recreate roles and experience;
- Begin to use talk instead of action to rehearse, reorder and reflect on the past experience;
- Categorising extend vocabulary by grouping and naming;
- Begin to make patterns in their experience through sequencing, grouping and reordering,
- Speak and listen and represent their ideas in their activities;
- Collaborate and take turns;
- Capture their actions and use the print outs to retell stories to their friends and family;
- Make connections between experiences and ideas that are related to any aspect of their life at home or in the community.
- Use shape and positional language;
- Hear and say initial sounds in words (phonetical awareness). Link sounds to letters naming and sounding the alphabet

### Learning areas

- Language
- Maths

- ❑ Science
- ❑ Life orientation
- ❑ However, all eight learning areas can be addressed through the content of the framework.

**Curriculum Links: How Program meets NRC and International QCA ICT Scheme of work.**

- ❑ Language – Listening, speaking, reading and viewing, thinking and reasoning, Language structure and use
- ❑ Maths - numbers, operations and relationships. – counting reliably up to 10, measurement, data handling.
- ❑ Science; Scientific investigation, Healthy living, Interactions in environment, Change and continuity
- ❑ Life orientation: LO 1 Health promotion, LO 2 Social development, LO3 Personal development, LO 5 Orientation of the world of work.

**Learning Level**

Foundation Stage, Primary level Grade R - 3

**LESSON EXAMPLE:**

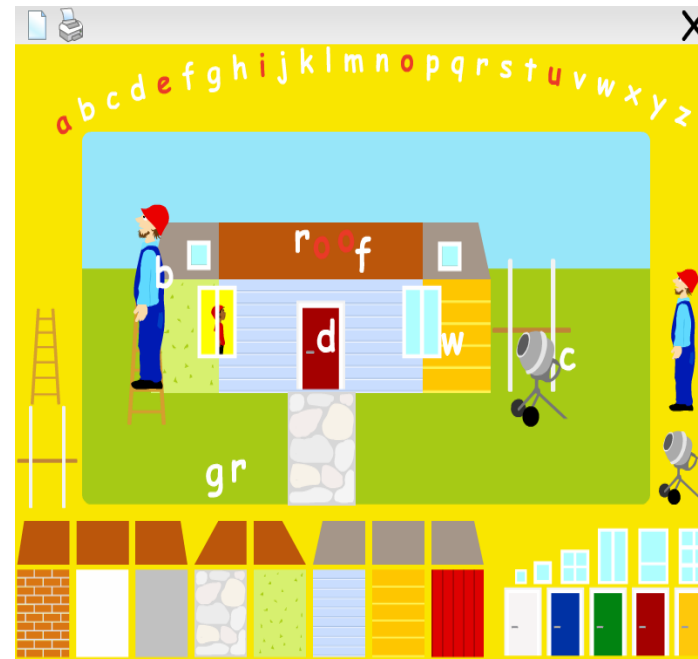
This is the Main Simple City map: From here you can access all the different parts of the City.



**Art and Culture:** Learning outcome 1, The learner is able to create and present work in each of the art forms.

*Visual Art: Makes art works to Present images from his/her home, and the natural and built environment*

This is the entry screen for the building site and is fairly typical of how the other location entry screens look.



- This is a creative play game where children can create their own design independently or in pairs. They can add initial sounds in words and then name and sound those letters of the alphabet.

**Building** EXTRACTS FROM FOUNDATION STAGE PLANS: Please adapt for your children and your setting

Invite a parent or carer in who is a builder or a DIY enthusiast. Visit a building site where work can be watched safely by small children. Rope off part of the outdoor play area to develop as a building site. Use boxes, ramps, planks and wheelbarrows and materials that can be used to build structures

<b>Personal Social and Emotional</b>		<b>Communication, Language and literacy</b>	
<b>Learning Intentions</b> Work cooperatively Understand why safety rules are used. To discuss subjects with others ; have confidence to share knowledge	<b>Provision</b> Talk about safety equipment Construct buildings in pairs or groups. Take turns with equipment Create Simple City building together	<b>Learning Intentions</b> To describe simple features of objects Extend vocabulary and use new words to describe experiences That print conveys meaning Communicating through words and pictures, symbols Difference between drawing and writing	<b>Provision</b> Writing area with message pad, diagrams, plans telephone, posters safety information, sketch paper, Explore and discuss tools and what it is used for. Design health and safety poster Label annotate Simple City printout
<b>Knowledge understanding of the world</b>		<b>Physical development</b>	
<b>Learning Intentions</b> To examine objects and find out more about them. To ask questions about how things work and why things happen	<b>Provision</b> Talk about materials, foundations tiles, wood Photograph and discuss newest, oldest, tallest etc buildings in area Feely bag of materials , use vocabulary smooth rough, heavy	<b>Learning Intentions</b> To improve self control of body movements To talk about directions forwards backwards Control simple tools	<b>Provision</b> Directions to traffic and on building site Balance on planks, climb ladders ect Explore and discuss tools and what it is used for how to use etc
<b>Mathematical development</b>		<b>Creative development</b>	
<b>Learning Intentions</b> Use mathematical words to describe shapes and patterns	<b>Provision</b> Make a collection of bricks; build different patterns Measure and compare walls, buildings real and photographed. Look at 2 and 3 D shapes What is as heavy as a brick? Compare 2 Simple City building printouts	<b>Learning Intentions</b> Use plan to create own building model To explore texture colour and design	<b>Provision</b> Draw plans and use constructions materials to make buildings. Display plans and models Design Simple City building

<p>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS  LO 1 AS 2.1.1, 2.1.2, 2.1.4  LO 2 AS 2.2.1, 2.2.4, 2.2.11  LO 3 AS 2.3.1, 2.3.3, 2.35  LO 4 AS 2.4.3, 2.4.7, 2.4.8  LO 5 AS 2.5.1  LO 6 AS 2.6.1</p>	<p><b>INTEGRATION</b>  <b>LO 1</b>  <b>NS LO 1</b>  <b>MATHS LO 4</b>  <b>A &amp; C LO 1, 2</b>  <b>Technology (Simple City, 2Type, 2Create a story, 2Investigate)</b></p>	
<p><b>LINKING WITH PREVIOUS LESSON</b>  Learners personal experiences of being ill or having a sick relative.</p> <p><b>LINKING WITH NEXT LESSON</b>  People needing operations.</p>	<p><b>CONTEXT / CORE KNOWLEDGE / CONCEPTS</b>  ALL ABOUT MYSELF: HEALTHY LIVING  ORAL DISCUSSION: LISTENING TO STORIES, POEMS, RHYMES, SONGS AND OTHER ORAL TEXTS  WORD BUILDING WITH VOWEL DIAGRAPHS, WRITING WORDS AND SENTENCES:  READING DIFFERENT TEXTS: READING PRESCRIBED READERS AND STORYBOOKS</p>	
<p><b>LEARNING AND ASSESSMENT ACTIVITIES:</b></p> <p>1. <b>Listening and speaking:</b> Shared reading with whole class. Picture walk before reading the text. (Prediction).</p> <ul style="list-style-type: none"> <li>Teacher shows learners the cover of the storybook. Learners predict what the story is about.</li> <li>The story, Little Red Riding Hood, is read to the class. Learners are asked to identify key details and main characters of the story. [Grandmother was ill and Red Riding Hood went to visit her.]</li> <li>They retell the story in the proper sequence. Ask questions</li> </ul>		
<p><b>Group 1 (Support)</b></p> <ul style="list-style-type: none"> <li>Ask easier direct questions.</li> <li>Guide learners with leading questions</li> <li>E.g. Who went to visit her grandmother?, Who's name appear most in the story?</li> </ul>	<p><b>Group 2 (Developmental)</b></p> <ul style="list-style-type: none"> <li>Teacher asks prepared questions between the lines.</li> <li>Ask other learners for support when learner does not know.</li> <li>E.g. Why did Red Riding Hood take a basket of food to her grandmother?, Which characters did she meet on her way to her granny?</li> </ul>	<p><b>Group 3 (Enrichment/ independent)</b></p> <ul style="list-style-type: none"> <li>Ask prepared question beyond the line.</li> <li>Teacher asks learners if they have questions.</li> <li>Learners generate new questions.</li> <li>E.g. Will your mother allow you to walk to your granny on your own?, Why are some people called wolves?</li> </ul>
<p>2. <b>Speaking:</b> Learners share personal experiences in sequence.</p> <ul style="list-style-type: none"> <li>Oral: Learners are asked to share their personal experiences. [E.g. of family members who are ill. What do they do, eat and drink?]</li> </ul>		
<p><b>Group 1 (Support)</b></p> <ul style="list-style-type: none"> <li>Learners tell about a time when they were ill. (In sequence) They can draw it before talking about it.</li> </ul>	<p><b>Group 2 (Developmental)</b></p> <ul style="list-style-type: none"> <li>Learners talk about: "My experience going to the doctor."</li> </ul>	<p><b>Group 3 (Enrichment/ independent)</b></p> <ul style="list-style-type: none"> <li>Learners talk about: "How do you care for a sick person?"</li> </ul>
<p><b>Reading and viewing, writing:</b> Thinking and reasoning. Learners look for pictures and make charts of healthy things to do and healthy food. Make a list of activities and healthy food. Use 2 Create a story to re-tell the story of Little Red Riding Hood. Make a booklet of healthy food using 2 Create a story. Another group can make a story of their experience of going to the doctor. Sequence story book about a time when they were ill. Lower ability learners or English additional language learners can use Simple City and visit the Doctors' surgery. .</p>		

More lesson plans are available when purchasing the software