

Wild Tribe Heroes  
Sami's Lucky Escape

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Curriculum map for EYFS

## Introduction

### EYFS

Early Learning Goals activities

The prime areas: communication and language

The prime area: Personal, social and emotional development

The prime area: Physical development

The specific areas: Literacy

The specific areas: Mathematics

The specific areas: Understanding of the World

The specific areas: Expressive arts and design

Additional resources

More ideas can be found on the Wild Tribe Heroes website here:

<https://wildtribeheroes.com/teaching-resources/preschoolteachingresources/>

## Introduction

Thank you for downloading this resource. You will find some suggestions for ideas and activities linked to the EYFS Early Learning Goals (2021) under each Prime and Specific learning area, which aim to provide a wide variety of rich experiences that support the overarching principles of the framework.

Whilst acknowledging that the ELGs should not be used as a curriculum, the Early Learning Goals (ELG) are used to provide a holistic focus and are included here (in green with associated suggestions for activities in black) with a view to providing a range of rich experiences linked to the main themes found in Sami's Lucky Escape.

Please do get in touch and show us how you have adapted these ideas and we can post them on the website as an inspiration for others!

EYFS

Create an area in the classroom, in the outdoor learning area or display wall, which reflects the story setting and message. Include copies of the book and a selection of relevant non-fiction books, illustrations from the book, colouring pages from the book, free-writing tools, toys and manipulatives to recreate the story, modelling construction materials to create and make elements of the story, selection of art materials, a dedicated computer / tablet / ipad for internet research or to access appropriate internet resources.

Reinforce Sami's story in the outdoors area, sand, small-world, music and water areas, e.g. by using life guard flags.

### **The prime area: Communication and language**

#### **Listening, attention and understanding:**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **Speaking:**

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Before reading the book, discussing what they know of the beach. Share beach facts that they already know from stories and what they have been told or experienced. Use this to make a working wall. What do they want to find out more about being at the beach? Add the questions to the working wall.

Invite a beach lifeguard to the school to show and share their equipment and give a talk on beach and water safety.

Look at the illustration on the cover and ask the children to describing it to a talking partner. Before continuing with the story predict what is going to happen, asking 'How' and 'Why' questions, about what is happening, encouraging the children to make comments and ask their own questions.

Read the story to the children and talk with children about the world around them and the world described in the book, guiding them to make sense of their physical world (linking to UW) to foster their understanding of our culturally, socially, technologically and ecologically diverse world. Introduce and discuss the new vocabulary emphasising how it can be used, and encourage this recently introduced vocabulary during role / free play.

Discuss the illustrations and ask the children to describing it to a talking partner. Before continuing with the story predict what is going to happen, asking 'How' and 'Why' questions, about what is happening, encouraging the children to make comments and ask their own questions. Are they able to modify their prediction from the illustration once the story page has been read to match Sami's story? Can they use past, present and future tenses? Spot and use the conjunctions in the story: *and, but*

See the back of the book for more ideas.

Listen to and watch The RNLI's Seaside Safety Song is a catchy tune designed to help children enjoy the beach safely while having fun.:

[https://www.youtube.com/watch?v=HmSM\\_Caw7yw](https://www.youtube.com/watch?v=HmSM_Caw7yw). Lyrics are available to download from the site.

Use chalks to draw Sami at the beach on the playground or hard surfaces for the children to colour and use these as 'sit spots' from which to retell the story.

Encourage the children to retell the story and role-play their own versions of the story using toys, developing own stories, narratives and explanations of the ideas and events in Sami's Lucky Escape.

Have a whole school Beach and Water Safety themed day for parents and carers. Children share what they know with the adults.

**The prime area: Personal, social and emotional development**

**Self-regulation:**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Use the resources within the Sami's Lucky Escape themed area, linked to the resources you have chosen and your wider planning. This could include giving reasons or explanation, matching images to text or providing drawings to match a caption, e.g. Float to Live

**Managing self:**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  
Explain the reasons for rules, know right from wrong and try to behave accordingly;  
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Discuss how Sami moves in the water and what he needed to do to keep safer. How does he move (making a star shape to float) why does he move in this way? What picnic might his parents have provided for him? Plan and prepare a healthy picnic for a visit to the beach.

**Building relationships:**

Work and play cooperatively and take turns with others;  
Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Demonstrate the above in the Sami's Lucky Escape created area. Discuss how Sami might be feeling when he's floating his boat in the river, entering the cold water, feeling the waves, getting braver and feeling the higher waves. How do the children know how he is feeling? Use evidence from the images, from the text and from their own experiences. Consider rights and wrongs of the story, sharing ideas. Discuss Sami's feelings and needs in the story and use these to lead discussion about our own needs and feelings and how they might feel about asking for help in an emergency or how it makes them feel when others help them. What other choices could Sami have made to prevent this happening? Use the images and RNLI resources to reinforce the key safety messages.

**The prime area: Physical development**

**Gross motor skills:**

Negotiate space and obstacles safely, with consideration for themselves and others;  
Demonstrate strength, balance and coordination when playing;  
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

As the story is read out, act out the moves that are described, e.g. Sami's movements, spilling out of the car, following a boat on the river, splashing and jumping in little waves, super cool jumps. Use the text and picture from the book to stimulate movements around a wider space, or even in a paddling pool if available, or when visiting the swimming pool.

**Fine motor skills:**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  
Use a range of small tools, including scissors, paint brushes and cutlery;  
Begin to show accuracy and care when drawing.

Draw chalk outlines of Sami, flags, boats, waves, shells in the playground for the children to colour in or copy, and use these as 'sit spots' from which to retell the story or share facts.  
Provide an illustration, colouring page or outline drawing from the story. The children write their own words, sentence/s (including emergent writing forms) about the picture to retell part of the story. Repeat with multiple illustrations to create their own mini book about Sami's Lucky Escape. Illustrate words or phrases from the story.  
Model-make and use moulds to shape wet sand. Hide or bury objects in the sand. Explore floating and sinking objects in the water play area.

**The specific areas: Literacy**

**Comprehension:**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Before reading the book, discussing what they know of the seaside and beaches. Share facts that they already know, from stories, films and what they have been told.

Look at the illustration on the cover and ask the children to describing it to a talking partner. Before continuing with the story predict what is going to happen, asking 'How' and 'Why' questions, about what is happening, encouraging the children to make comments and ask their own questions.

Provide an illustration, colouring page or outline drawing from the story. The children write their own words, sentence/s (including emergent writing forms) about the picture to retell part of the story. Repeat with multiple illustrations to create their own mini book about Sami's Lucky Escape. Illustrate words or phrases from the story.

Use smaller copies of the illustrations to order the story and use this process to retell the story to one another.

Some children may be able to identify sentences that are 'informative' and provide information about beach safety including lifeguards and the job they do (people who help us).

Role-play the story, taking photographs of the action. Use the photographs to retell the story verbally. Make beach safety flags.

**Word reading:**

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Once the book has been read to the group / class, place it (and multiple copies) in the Sami display area for the children to pick up and read to a partner or small group as modelled by the teacher (role play).

Provide the pictures only: order the pictures. Describe what is happening in each picture to retell the story to a partner.

Use objects, models, and toys to retell the story in order.

Provide additional copies to take home to read as a family, encouraging the children to share and discuss the main messages to their parents.

Print out one key sentence from the page. Cut the sentence strip so that each word is separate. Children order the words to recreate the sentences strip. Some children may be able to order sentences strips to match the pictures and order the story. Reinforce 'sound of the day' using the words from the story. Match words from the story.

### **Writing:**

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Print out one key sentence from the page (do this in a font to match your writing policy). Children copy the sentence, either by overwriting, or underwriting, then illustrate their sentence.

Provide an illustration, colouring page or outline drawing from the story. The children write their own words, sentence/s (including emergent writing forms) about the picture to retell part of the story. Repeat with multiple illustrations to create their own mini book about Sami's Lucky Escape.

Illustrate words or phrases from the story.

Role-play the story, taking photographs of the action. Use the photographs to retell the story verbally.

Design a poster to help educate your school or local community to teach friends all about beach safety and water safety awareness.

### **The specific areas: Mathematics**

**Number:**

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:**

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Children record using marks they can interpret and explain: Count the objects in the illustrations of the book, subitise / estimate how many, etc.

Use the information to answer mathematical questions, such as there are 5 children in the water and three went back to the have a picnic.

How many remain?

Match numbers, play matching games, recognise numbers when shown, guess the number then count to check, make number labels, set up a number trail in the school grounds to hunt for numbers using beach flags with numbers written on them, how many altogether (counting on), say how many are left when some are taken away, throwing games etc.

Sing a number reducing songs in the style of 10 green bottles or 5 little ducks went swimming one day, such as '10 clever children went swimming one day, over the waves not far away, the beach guard's whistle said **here** and play, so they could swim another day', reducing the numbers as they leave the water or return to the safe area.

**Other maths:** *it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.*

Use positional language when arranging manipulatives or toys, when discussing Sami jumping over the waves, floating in the water, near the island etc.

Discuss the shapes in the illustrations.

Compare heights, lengths, higher, shorter, deeper, shallower waves.

Talk about time of the day, or days of the week, sequence events in the story; become aware of the passing of time or how long things take.

How the tide comes in and out during the day.

### The specific areas: Understanding of the World

#### **Past and present:**

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Link to 'people who help us' and the role of lifeguards and the coast guards.

When reading the story, discuss the similarities and differences of the book setting to their own school setting drawing on own experiences.

Order events in the story using copies of the pictures.

Compare before and after illustrations spot differences and similarities.

#### **People, Culture and Communities:**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Read the story to the children and talk with children about the world around them and the world described in the book, guiding them to make sense of their physical world to foster their understanding of our culturally, socially, technologically and ecologically diverse world. Describe the school setting. How does it compare with the pictures in the book? Are there any beaches nearby? How might you get to them? Link to transport.

**The Natural World:**

Explore the natural world around them, making observations and drawing pictures of animals and plants;  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

When reading the story discuss the similarities and differences of features of their own setting and the book setting environments and features within the illustrations. Look at pictures of different beaches and play 'spot the difference' using the illustrations in the book. Discuss the tide and how the sea goes in and out during the day. Explore floating and sinking in the water area, e.g. have a look at the floating and sinking resource from the RLSS. Link to sustainability and ocean plastics, beach cleans etc as part of a wider project into ocean safety.

**The specific areas: Expressive arts and design**

**Creating with materials:**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  
Share their creations, explaining the process they have used;  
Make use of props and materials when role playing characters in narratives and stories.

Improvise the story using accompanying music such as sea and water music, using toys, props and found objects or even classroom musical objects.

Paint pictures to show parts of the story, colour in colouring sheets based on the book, e.g. colouring the flags correctly.

Model make with wet sand, exploring moulds and creating mini worlds in the sand tray

**Being imaginative and expressive:**

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Retell the story, using the illustrations from the book, toys or models, or drawing their own.

Act out the story in the 'Sami' area or outdoors.

Listen to and watch The RNLI's Seaside Safety Song is a catchy tune designed to help children enjoy the beach safely while having fun.:

[https://www.youtube.com/watch?v=HmSM\\_Caw7yw](https://www.youtube.com/watch?v=HmSM_Caw7yw). Lyrics are available to download from the site.

## **Free Educational resources**

### **The Royal National Lifeboat Institution (RNLI)**

The RNLI have put together an amazing selection of accessible and inclusive free teaching ideas and materials to help you engage young people with essential – and lifesaving – water safety lessons in schools and youth groups, including videos, guided discussions, problem solving activities specifically tailored for primary and secondary school aged children.

For children aged 3 – 7 year old, the resources include activity packs with teaching ideas to help young people stay safer when they're near the water – whether at the coast, or inland by rivers, canals, lakes and reservoirs. They'll also learn what to do – and what not to do – if they ever see someone in trouble in the water. A Water Safety Passport is introduced and gives children a solid grounding in the RNLI key water safety lessons.

For children aged 7 – 11 years old, multiple activities show children the RNLI's four fundamental water safety lessons as they collect virtual badges for a Water Safety Passport. Through play, video and discussion, the children learn how to plan for a trip near water, what to take and what to do, and how to identify possible dangers by rivers, lakes and the sea. A level 2 Water Safety Passport gives children a solid grounding in RNLI key water safety lessons.

For children aged 11-14, the passport gives a good grounding in the basics, building familiarity with vital waterside and in-water life skills, with a range of supporting activities to choose from, including hazard, rescue and accident investigation role-play scenarios (for both inland and coastal environments), as well as presentations, quizzes, debates and IT tasks, to gain confidence in planning, risk assessing, and enjoying trips near the water safely.

For young people aged 14 – 18 years old the activities build on young people's existing water safety knowledge. They create opportunity for discussion through tasks such as:

- planning a water safety campaign
- planning and assessing risk before a river, lake or beach trip
- quizzes and debates about identity and influence.

A Rewind workshop builds familiarity with vital water safety messages.

You can access these here: <https://rnli.org/youth-education/education-resources>

### Royal Life Saving Society (RLSS)

The RLSS have compiled a series of free water safety education resources for schools, including a SEND specific pack, in association with the Youth Sports Trust. Simply register your school to gain free access.

The Pre school and EYFS resources include lesson plans, a presentation with supporting worksheets, and activity, beach flag cards, PE activity cards and other printable resources such as floating and sinking worksheet for this age group.

You can access the resources here: <https://www.rlss.org.uk/pages/category/water-safety-education>

### The Maritime and Coastguard Agency (MCA)

Simple free resources for parents and carers from the MCA Stay Wise campaign include a workbook, word searches, colouring activities, wrist bands (on which to write your contact number to avoid a lost child scenario).

You can access the resources here: <https://staywise.co.uk/>