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Tizzy's Toybox

Special Edition

Supports **inclusion**

Perfect for whiteboards

A box full of educational fun for young children

Sherston Publishing Group
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User Guide
and Educational Notes



Tizzy's Toybox *Special Edition*

User Guide and Educational Notes

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 Program and Documentation: © Sherston Software Limited 2005

First Published in 2005 by Sherston

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If you have purchased one CD, it is a single-user version and may only be used on a single computer. If you wish to use *Tizzy's Toybox Special Edition* on more than one computer, you will need to upgrade to a multi-user licence. Contact Sherston for details.

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Introduction

What is Tizzy's Toybox Special Edition?

Tizzy's Toybox Special Edition is a stimulating and enchanting resource designed to support the teaching and development of basic skills. It includes simple, interactive activities that are fun to complete and focus on a wide variety of statements from the Foundation Stage curriculum.

The 12 activities on the *Tizzy's Toybox Special Edition* CD-ROM each have three levels of difficulty, allowing them to be used with a range of ability groups. The **Options** screens enable the program settings to be tailored to meet the needs of individual children and to target specific learning objectives.

A description of each activity and its learning objective(s) can be found on pages 10 – 33. Suggestions for further teaching activities that link to, reinforce and develop the skills covered in the program are provided on pages 34 – 40.

How do I use *Tizzy's Toybox Special Edition*?

Introductory sequence

Tizzy welcomes children to her toybox. Clicking the **Start** button on this screen takes you to the Main Menu.

Main Menu



All 12 activities can be accessed from the Main Menu screen. Each activity is represented by an icon. Click on an activity's icon to access the activity.

Practitioners can make activities unavailable to children by deselecting them in **Options**. If an activity is

deselected, its icon will not appear on the Main Menu.

Buttons available on the Main Menu:



Click on this button to access the Options area.



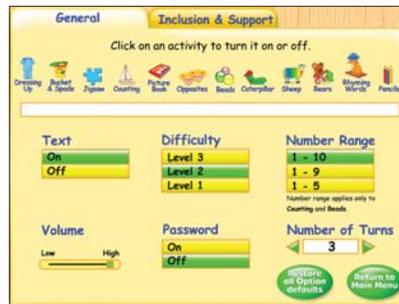
Click on this button to quit the program.

Options

Click on the **Options** button on the Main Menu to access the Options area. Here you will be able to view and change the program settings. You can also access the Options area by holding down **CTRL** and pressing **T** on the keyboard.

The Options area consists of two sections: **General** and **Inclusion & Support**.

General tab



Features of the General tab include:

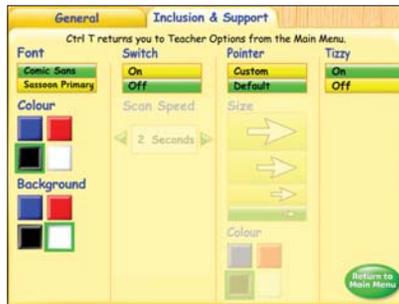
- **Selecting the activities that are available for children to use on the Main Menu.** To select or deselect an activity, click on its icon.
- **A brief description of the educational objective(s) of each activity.** To view the educational objectives for each activity, hold the mouse cursor over the icon of the activity you are interested in and details will appear in the text box below.
- **Turning the text on and off.** The text is ON by default.

- **Setting the volume level.** The default volume setting is HIGH. When the volume is turned down to LOW the **Repeat Speech** button will not be available on screen. Tizzy will appear on the screen but you will NOT be able to hear anything. Bears and Rhyming Words will automatically be made unavailable since these activities require sound.
- **Selecting the difficulty level suitable for your children.** There are three levels of difficulty. Level 1 is the easiest and Level 3 is the hardest. The default setting is Level 2.
- **Protecting access to the Options screens by activating the password.** When this is switched ON, each time you try to access Options, a prompt will appear asking you to type in the password **control**. The password will be OFF by default.
- **Selecting the number range used within an activity.** This applies to the Counting and Beads activities. The number range 1 – 10 is selected by default. This means that, during the relevant activities, any number between 1 and 10 could be presented for the child to work with.
- **Setting the number of times each activity is played before children are asked, 'Do you want to play again?'** The range is between one and five turns. Three turns is selected by default.

Other buttons on the General tab include:

- **Restore all Option defaults.** Restores all default settings on the General and Inclusion & Support tabs.
- **Return to Main Menu.**

Inclusion & Support Tab



Features of the Inclusion & Support tab include:

- **Selecting the font style, font colour and background colour.** If Text is turned OFF on the General tab, these options are not available and appear greyed out. Text is ON by default. Font style and font colour refer to the on-screen text. Background colour refers to the colour in the text box that surrounds the on-screen text.
- **Selecting switch access and adjusting scan speed.** If switch access is turned ON, scan speed becomes available and can be adjusted using the green arrows either side of the box. The maximum scan speed is 20 seconds. Switch access is OFF by default.
- **Customising the pointer by adjusting the size and colour.** If **custom** is selected, the pointer size and colour become available and can then be adjusted.
- **Selecting the Tizzy character.** If the Tizzy character is turned OFF she does not appear on the Main Menu screen or in the bottom right-hand corner of the screen during an activity. Tizzy is ON by default.

The Activities

Tizzy appears in the bottom right-hand corner of every activity screen (unless turned OFF in Options). She guides children through each of the activities and provides entertaining reward animations once an activity is successfully completed.

A brief description of each activity and its learning objectives can be found on the following pages.

Key activity features include:



Click on this button, available in the bottom left-hand corner of every screen, to repeat the last given instruction. If the mouth appears greyed out, the **Repeat Speech** button is unavailable.

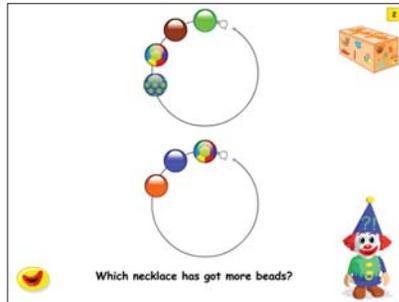


Click on this button, available in the top right-hand corner of every screen, to return to the Main Menu or hold down **CTRL** and pressing the **Q** key on your keyboard.



Click on this button to quit the program.

Beads



Overall Learning Objectives:

- Compare the total of two sets of items, identifying the set that has 'more' (then 'fewer').
- Develop comparison of two numbers, knowing which is 'more' or 'less'.

Level 1

Learning Objective:

- Apply with understanding the term 'more' in relation to comparing two sets of objects that can be compared using one-to-one correspondence.

What happens?

- Two necklaces appear horizontally across the screen. Children are asked to choose one of the necklaces and count the beads with Tizzy. They will then count the beads on the second necklace.
- Children are then asked 'Which necklace has got more beads?'.
- Children must correctly select two necklaces within one turn.

Level 2

Learning Objective:

- Apply with understanding the term 'more' in relation to comparing two sets of objects.

What happens?

- Two necklaces appear as circles on the screen.
- Children are asked to click on the necklace that has more beads.
- Children must correctly select three necklaces within one turn.

Level 3

Learning Objective:

- Apply with understanding the terms 'more' and 'fewer' in relation to comparing two sets of objects.

What happens?

- Two necklaces with different sized beads are presented in a circular fashion.
- Children are asked to click on the necklace that has more or fewer beads.
- The concepts of 'more' and 'less' in relation to numerals are modelled to the child.
- Children must correctly select three necklaces within one turn.

Bears



Overall Learning Objectives:

- Distinguish familiar everyday sounds.
- Identify initial phonemes.
- Select the correct grapheme for a given initial phoneme.

Level 1

Learning Objectives:

- Identify which object makes the sound that is being played.
- Discriminate between common sounds from the environment.

What happens?

- A sound plays and two objects appear at the bottom of the screen. One of the objects matches the sound played and the other is a distracter.
- Children are asked to click on the object that matches the sound.
- Users must correctly identify two sounds to complete one turn.

Level 2

Learning Objective:

- Identify objects that begin with the narrated phoneme.

What happens?

- A bear appears on the screen holding a bag on which a letter is displayed.
- Children are asked, 'What begins with this sound?'. The target phoneme is then narrated.
- Three objects appear at the bottom of the screen. Two of the objects begin with the phoneme and the other is a distracter.
- Objects must be correctly placed into two bags to complete one turn.

Level 3

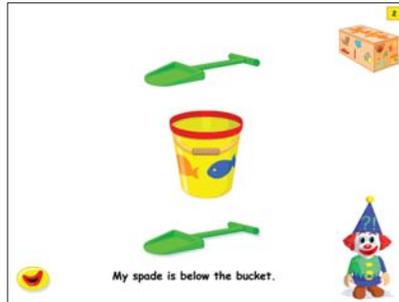
Learning Objective:

- Identify objects that begin with a given initial phoneme, by recognising its displayed grapheme

What happens?

- A bear appears on the screen holding a bag. A letter is displayed on the bag.
- Children are asked, 'What begins with this letter?'. The letter on the bag is not narrated.
- Five objects appear at the bottom of the screen. Three of the objects begin with the letter that is displayed on the bag whilst the other two are distracters.
- Objects must be correctly placed into three bags to complete one turn.

Bucket & Spade



Overall Learning Objectives:

- Become familiar with common vocabulary denoting position.
- Become familiar with the actual positions.
- Develop listening skills.
- Develop observational skills.

Level 1

Learning Objective:

- Apply the very simplest of positional vocabulary: over, under, in, and on.

What happens?

- A beach bag, bucket or sandcastle appears on the screen with two spades placed in different positions.
- Children are asked, 'Can you find my spade?'. They are then told the position of the required spade.
- Three spades must be correctly selected to complete one turn.

Level 2

Learning Objective:

- Widen vocabulary of positional terms: behind, in front, above, below, and next to.

What happens?

- A beach bag, bucket or sandcastle appears on the screen with two spades placed in different positions.
- Children are asked, 'Can you find my spade?'. They are then told the position of the required spade.
- Three spades must be correctly selected to complete one turn.

Level 3

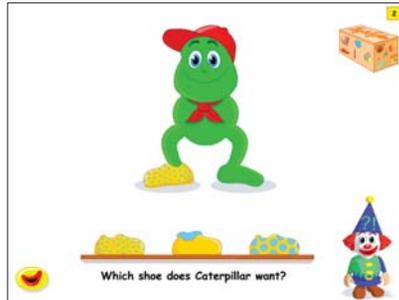
Learning Objective:

- Understand (and apply) a wider range of positional terms: underneath, outside, inside, and beside.

What happens?

- A beach bag, bucket or sandcastle appears on screen with two spades placed in different positions.
- Children are asked, 'Can you find my spade?'. They are then told the position of the required spade.
- Four spades must be correctly selected to complete one turn.

Caterpillar



Overall Learning Objectives:

- Match items that are identical.
- Develop awareness of 'same' and 'different'.
- Develop ability to look closely at individual items.

Level 1

Learning Objectives:

- Match two identical items at the simplest level when the distracters are obviously different.
- Observe closely sets of items.

What happens?

- Caterpillar appears on the screen. He is wearing a shoe on his right foot but not on his left.
- Children must click on the shoe that matches, from a choice of three shoes with different features.
- A total of three matching shoes must be selected to complete one turn.

Level 2

Learning Objectives:

- Match two identical items when the distracters share more features with the target pair.
- Continue to develop observation and concentration skills.

What happens?

- Caterpillar appears on the screen. He is wearing a shoe on his right foot but not on his left.
- Children must click on the shoe that matches, from a choice of three with slightly different features.
- A total of three matching shoes must be selected to complete one turn.

Level 3

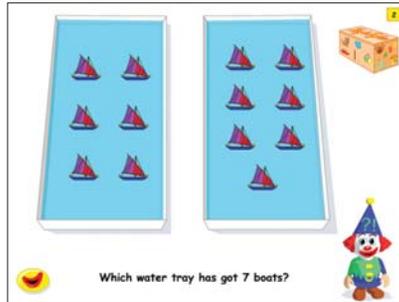
Learning Objectives:

- Match two identical items when all of the distracters share the majority of their features with the target shoe and sock.
- Continue to develop observation and concentration skills.

What happens?

- Caterpillar appears on the screen. He is wearing a shoe and sock on his right foot but not on his left.
- Children must click on the matching shoe and sock, from a choice of four with very similar features.
- A total of three matching shoes must be selected to complete one turn.

Counting



Overall Learning Objectives:

- Accurately count a set of 1 – 10 objects.
- Recognise numerals 1 – 10 and know what they represent.
- Match a numeral to the correct set of items.

Level 1

Learning Objectives:

- Understand that, in counting, we give one number name only in one-to-one correspondence with each object.
- Move towards understanding that the last number counted in a set gives the total for that set.

What happens?

- A water tray appears on the screen and a number of boats appear below it.
- Children are asked to put a given number of boats into the water tray.
- As each of the boats is placed in the water tray, Tizzy counts them, stopping automatically when the required total is reached.
- Children must place boats into two water trays to complete one turn.

Level 2

Learning Objectives:

- Reliably count a set of objects independently.
- Find the correct set for a given number name.
- Model the correct numeral to match total of a set.

What happens?

- Two water trays with a different number of boats in each appear on the screen.
- Children are asked to click on the tray that has a given number of boats.
- Children must select three trays of boats correctly to complete one turn.

Level 3

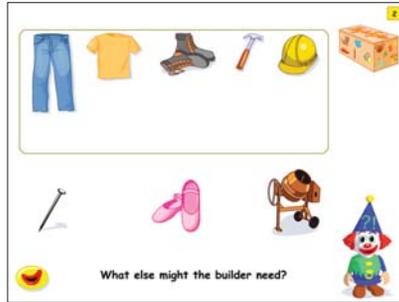
Learning Objectives:

- Reliably count a set of objects independently.
- Recognise and use numerals 1 – 10 (dependent on selected number range).
- Match a numeral to the correct set of items.

What happens?

- Two water trays with a different number of boats in each appear on the screen. A numeral, which represents the total of one of the two water trays, appears on the screen.
- Children are asked to click on the tray that contains the same number of boats as the given numeral. The numeral is not narrated.
- Children must select three sets of boats correctly to complete one turn.

Dressing Up



Overall Learning Objective:

- Child to develop an awareness of roles played in society by different people and how these roles can be distinguished.

Level 1

Learning Objectives:

- Develop vocabulary based on familiar objects and people.
- Use previous experience to make predictions and selections in order to match items with a familiar societal role.

What happens?

- An outfit and related items, or 'props', used by a familiar role within society, appear on the screen.
- Children are asked to identify another relevant prop, suitable for the given role, from a choice of two.
- Children must select a prop for two different roles to complete one turn.

Level 2

Learning Objectives:

- Develop vocabulary based on objects and people familiar to them.
- Use previous experience in order to sort objects according to the role played in society.

What happens?

- An outfit and related items, or 'props', used by a familiar role within society, appear on the screen.
- Children are asked to identify two more props, suitable for the given role, from a choice of three.
- Children must select two props for two different roles to complete one turn.

Level 3

Learning Objectives:

- Extend vocabulary based on objects and people familiar to them, by grouping.
- Sort objects according to the role played in society.

What happens?

- An outfit and related items, or 'props', used by a familiar role within society, appear on the screen.
- Children are asked to identify three more props, suitable for the given role, from a choice of five.
- Children must select three props for three different roles to complete one turn.

Jigsaw



Overall Learning Objectives:

- Discriminate between regular and irregular shapes.
- Match a shape with the space that it will fit into exactly.

Level 1

Learning Objectives:

- Recognise missing parts of a simple picture.
- Match a flat simple shape with the space into which it will fit.

What happens?

- A jigsaw appears on the screen. Three pieces are missing.
- Children are asked to correctly place the three missing pieces in turn.
- All three of the jigsaw pieces must be correctly placed to complete one turn.

Level 2

Learning Objectives:

- Recognise common 2D shapes that have been removed from the puzzle.

- Match a common 2D shape with the space into which it will fit.

What happens?

- A jigsaw appears on the screen. Three pieces are missing. The missing pieces are common 2D shapes.
- A missing jigsaw piece appears below the jigsaw and all of the empty spaces in the jigsaw glow.
- Children are asked to click on the empty space that fits the given jigsaw piece.
- All three of the jigsaw pieces must be correctly placed to complete one turn.

Level 3

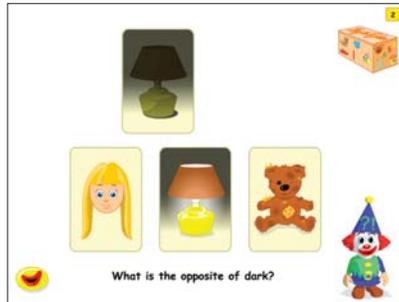
Learning Objectives:

- Recognise irregular shapes that have been removed from the puzzle.
- Match an irregular shape with the space into which it will fit.

What happens?

- A jigsaw appears on the screen. Four pieces are missing. The missing pieces are irregular shapes.
- A missing jigsaw piece appears below the jigsaw and all of the empty spaces in the jigsaw glow.
- Children are asked to click on the empty space that fits the given jigsaw piece.
- All four of the jigsaw pieces must be correctly placed to complete one turn.

Opposites



Overall Learning

Objective:

- Recognise connections and patterns.
- Apply previous knowledge from a variety of learning areas.
- Apply early thinking skills.
- Use new vocabulary.

Level 1

Learning Objectives:

- Identify simple opposites using picture cards.

What happens?

- A target picture card appears at the top of the screen. Two other picture cards appear below it (the opposite card and a distracter).
- Children are asked to click on the card displaying the opposite of the target card.
- Three opposites must be selected to complete one turn.

Level 2

Learning Objective:

- Identify opposites from pictures with an increased number of distracter cards.

What happens?

- A target picture card appears at the top of the screen. Three other picture cards appear below it (the opposite card and two distracters).
- Children are asked to click on the card displaying the opposite of the target card.
- Three opposites must be selected to complete one turn.

Level 3

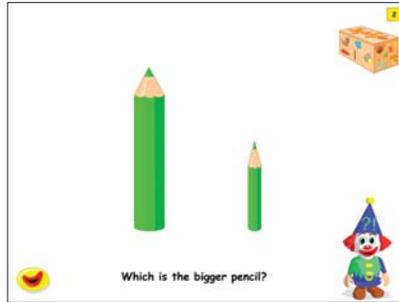
Learning Objective:

- Identify opposites from picture and text clues.

What happens?

- A target card, containing a picture and word, appears at the top of the screen. Three other picture cards appear below it (the opposite card and two distracters).
- Children are asked to click on the card that displays the opposite of the target card.
- Four opposites must be selected to complete one turn.

Pencils



Overall Learning Objectives:

- Compare by size, two or three items.
- Develop a basic language of comparison.

Level 1

Learning Objectives:

- Recognise the words and the visual comparisons: tall/short, big/small, long/short, thick/thin.

What happens?

- Two pencils appear on the screen. Children are asked to select a pencil using words from the target vocabulary.
- Three pencils must be correctly selected to complete one turn.

Level 2

Learning Objective:

- Recognise the language and visual comparisons: taller/shorter, bigger/smaller, longer/shorter, thicker/thinner.

What happens?

- Two pencils appear on the screen. Children are asked to select a pencil using words from the target vocabulary.

- Three pencils must be correctly selected to complete one turn.

Level 3

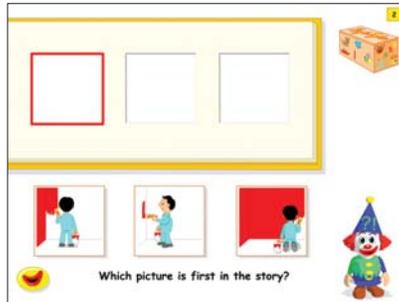
Learning Objectives:

- Confidently recognise the language and visual comparisons: tallest/shortest, biggest/smallest, longest/shortest, thickest/thinnest.

What happens?

- Three pencils appear on the screen. Children are asked to select a pencil using words from the target vocabulary.
- Four pencils must be correctly selected to complete one turn.

Picture Book



Overall Learning Objectives:

- Predict 'what comes next?' in a sequence of events.
- Develop an understanding of the main parts of a story.

Level 1

Learning Objective:

- Place each section of a simple story in a sensible order.

What happens?

- A picture book appears on the screen displaying the first part of a story sequence and two empty spaces. Two pictures are displayed beneath the book.
- Children are asked to place the two pictures into the book in the correct order. Each empty space in the picture book glows in turn to indicate where the next picture must be placed.
- Both pictures must be correctly placed into the picture book to complete one turn.

Level 2

Learning Objective:

- Show a clear understanding of the sequence of events in a story.

What happens?

- A picture book appears on the screen with three empty spaces. Three pictures are displayed beneath the book.
- Children are asked to place each picture into the book in the correct order. Each empty space in the picture book glows in turn to indicate where the next picture must be placed.
- All three pictures must be correctly placed into the picture book to complete one turn.

Level 3

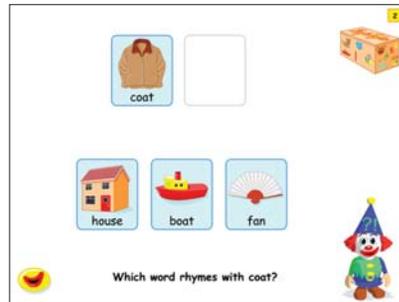
Learning Objective:

- Confidently organise and sequence ideas and events.

What happens?

- A picture book appears on the screen with four empty spaces. Four pictures are displayed beneath the book.
- Children are asked to place each picture into the book in the correct order. Each empty space in the picture book glows in turn to indicate where the next picture must be placed.
- All four pictures must be correctly placed into the picture book to complete one turn.

Rhyming Words



Overall Learning Objectives:

- Hear a sequence of rhyming words.
- Continue a sequence of rhyming words.
- Become increasingly familiar with rhymes and rhyming words.

Level 1

Learning Objectives:

- Become familiar with hearing sequences of rhyming words.
- Develop the ability to hear a sequence of rhyming words and select a word that will continue that sequence.
- Develop listening skills.

What happens?

- A sequence of three cards containing rhyming words appears on the screen. Each of the cards is narrated.
- Children are then asked, 'Which word rhymes with these?'
- Two cards containing different words appear at the bottom of the screen and children must select the card that completes the rhyming sequence.
- A total of two rhyming sequences must be completed within one turn.

Level 2

Learning Objectives:

- Develop listening skills.
- Complete a rhyming couplet.

What happens?

- A target card appears on the screen. A rhyming couplet is narrated, eg 'Once Tizzy had a bun and it melted in the...'. Three cards containing different words appear at the bottom of the screen.
- Children must click on the card that rhymes with the target card.
- A total of three rhyming cards must be correctly selected within one turn.

Level 3

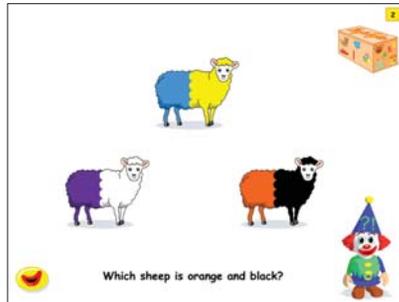
Learning Objectives:

- Develop listening skills.
- To listen to a series of words and to identify those that rhyme.

What happens?

- Four empty spaces appear on the screen with six cards containing different words below. Four of the cards rhyme and two are distracters.
- All four rhyming cards must be moved into the empty spaces to create a rhyming sequence within one turn.

Sheep



Overall Learning Objectives:

- Recognise the most common colours.
- Know the names of the most common colours.
- Apply the correct name to its representative colour.

Level 1

Learning Objectives:

- Recognise and name the most common basic colours, presented singly: white/red/black/yellow/blue/green/orange/pink/purple/brown.
- Listen carefully to a familiar song.

What happens?

- Three different-coloured sheep appear on the screen.
- Children hear a line of a song, eg 'Baa, baa, red sheep, have you any wool?' and are then asked to click on the sheep in the song.
- Children must select a total of three correct sheep to complete one turn and hear the full song.
- Children must select a total of three correct sheep to complete one turn and hear the full song.

Level 2

Learning Objectives:

- Recognise and identify a sheep by its combination of two common colours.
- Listen carefully to a familiar song.

What happens?

- Three sheep appear on the screen. Each sheep is made up of two different colours.
- Children hear a line of a song, eg 'Baa, baa, green and yellow sheep, have you any wool?' and are then asked to click on the sheep in the song.
- Children must select a total of three sheep to complete one turn and hear the full song.

Level 3

Learning Objectives:

- Recognise by name two given colours in one combination.
- Develop thinking skills.
- Develop listening skills.
- Identify combinations of less common colours.

What happens?

- Four sheep appear on the screen. Each sheep is made up of two different colours.
- Children hear a line of the song and are then asked to click on the sheep in the song.
- Children must select a total of four sheep to complete one turn and hear the full song.

Educational Notes

Each activity within *Tizzy's Toybox Special Edition* focuses on developing and consolidating one or more basic skill. Of course, the activities in the program provide only one of the many ways that each skill can be fostered and below are some suggestions for further activities that you might like to try.

Beads: Comparison of totals of sets, then numerals

- Ask the children to make their own necklaces using laces and beads. Compare the necklaces, introducing and modelling the use of appropriate vocabulary: 'Who's necklace has got more beads?', 'Nital has got fewer beads'. Encourage children to compare the necklaces using one-to-one correspondence, touching each bead as they count, if necessary.
- Hang up two washing lines and peg a different total of items to each one every day. Create a theme around the items (for example, breakfast items for the two giants/clothes for the scarecrow) and each morning compare the new totals, writing a daily label to display with the children:

'Today the red king has got six eggs. The blue king has got three eggs. The red king has got more eggs.'

- Give each child a number card (1 – 10) and ask them to thread the corresponding number of beads onto their lace. Put the children into pairs to discuss who has more/less/the same number of beads? How many more/fewer beads they have etc.
- Label two corners of the setting 'more' and 'fewer' and give each child a beaded necklace. Gather the children in the middle of the room and call out numbers 3, 5, 7 etc. Instruct

the children to move to the 'more' corner if their necklace has more beads than the given number, the 'fewer' corner if their necklace has less beads, or stay in the middle if they have the same number.

Bears: Identifying sounds

- Ask the children to sit in a 'listening circle'. Ask them to be silent for 1 minute and that at the end of the minute each child needs to describe one sound that they heard.
- Make an interactive display entitled 'What can you hear?' Place lots of everyday items that make contrasting sounds in it. Ensure each group of children spend time exploring the display. What is their favourite sound there? Which item makes the sound?
- Talk to children about the sound that their name begins with. Can they draw/find a selection of items that begin with the same sound?
- Display a selection of objects on a table. Place a letter onto the front of a bag and ask the children to select some objects that could be put inside the bag.

Bucket and Spade: Positional language

- Provide a seat and a familiar toy, for example a teddy and a chair. Invite the children to place teddy in a series of positions in relation to the chair, helping them to use the correct vocabulary each time. Take a photo of each position and create a display.
- Choose a volunteer and whisper a position (above/over/underneath etc) to them. Give the volunteer a spade and a bag and ask them to place the spade in the

given position around the bag. The other children need to guess which positional word was whispered to the volunteer by looking at the position of the spade. The child who correctly guesses the whispered position is the next volunteer.

- Outside, ask children to go under/over/next to etc the play equipment.

Caterpillar: Matching and close observation

- Challenge the children to 'Dress (child's name)'. Ask a volunteer to model one item of clothing taken from a pair, eg one glove and ask the others to find the matching item from a dressing up box. The box could contain: socks, shoes, gloves, earrings, etc.
- Give each child an item and discuss one or more of its features, for example 'it's red' or 'it's red and stripy'. Then ask the child to find other items that match the one they have.
- Hide some pairs of items (gloves and socks etc – similar and different) around the setting and ask the children to find one item each before returning to the group. They then need to find the person with the matching pair to their item.

Counting: One-to-one correspondence and number cardination

- Create instruction labels for each area of the setting, showing how many children can play in each area at a time. Ensure that all the children are aware of what these labels mean and regularly encourage them to check that the correct number of children are indeed there!

- Each day, lay out groups of 10, 9, 8, 7, 6 etc items around the setting, eg pencils, rubbers, paintbrushes, shapes, pieces of paper. Ask the children to keep their eyes open for groups of (x) and tell you when they find one. Write each 'find' on the board with the name of the child who found it and where the group was found.

Dressing Up: Making sets and recognising familiar roles

- Give a group of children a selection of magazines and a target familiar role. Ask the children to find and cut out images of the clothing worn and props used by that role.
- Make a collection of hats worn by familiar roles – give each child a different hat and ask them to show the rest of you something that the focus role would do. Can the other children guess what the mime is?
- Encourage the children to draw a picture that shows people they think are important, or who help them. Can they explain why they have included each person?

Jigsaw: Spatial awareness

- Invite children to create their own jigsaws. Firstly ask the children to draw a simple picture on a piece of card. The children could draw around shapes. Then with adult help, ask them to cut out three or four of the shapes. The children can then swap their jigsaws with other children in the class.
- Provide plenty of opportunity to experiment with shape and space: banging round pegs into holes, posting shapes into matching spaces, dressing a doll with appropriately-sized clothes.

- Play 'shape' pairs. Draw different shapes (and objects) onto squares of card and place them face down on the floor. Ask pairs of children to come and turn over a card each, to try find matching shapes/compatible shapes and objects.

Opposites: Developing vocabulary, finding pairs and recognising opposites

- Play 'Opposites bingo'. Give each child in the class three opposite cards. The practitioner must have a full set. The practitioner calls out and shows the class an opposite card. The children must turn one of their cards over if it is the opposite of the one called out by the practitioner. The winner is the first child to turn over all three cards.
- Play 'Opposites snap'. Split the children into small groups and share the cards amongst them. Each child then takes it in turn to turn over a card. If any of the cards are opposites, the children must call out 'snap'. The child that says 'snap' first wins the cards and play continues. The winner is the child with the most or all of the cards at the end of the game.
- Create a class Opposites book. Invite children to suggest words that could be drawn/written on the left-hand side of each double-page spread. Once this has been completed, encourage the children to work together to decide what the opposite word to go on each right-hand page should be.

Pencils: Vocabulary and concept of size

- Compare other objects in the classroom. Choose two or three objects at a time and ask the children to compare them, selecting the one that is, for example, bigger, taller etc.

- Ask children to compare themselves – Who has the longest hair? The shortest finger? The biggest bag?
- Divide the children into pairs. One child in the pair draws an item then their partner has to draw a bigger/taller/thinner version.

Picture Book: Problem solving and ordering a series of events

- Give each group a simple story and ask the children to arrange themselves into a tableau, or statues, depicting each of the events from the story. Take photographs then ask children to put the images into the correct order
- Give the children a collection of props from a familiar story, eg three bears and Goldilocks. Support them to retell the main events of the story in the correct order.
- Tell the children you want them to make a glass of squash. Ask them to draw each action that they are going to do, in the order that they will do it – then ask them to follow the sequence that they have drawn!

Rhyming Words: Identifying, then continuing, simple rhyming sequences

- Work with the children to construct a series of fun rhyming couplets about themselves that they can illustrate.
- Create a rhyming words display table.
- Challenge the children to see who can make the longest list of rhyming words for -in/-ap or similar.
- Make a rhyming tree – the rhyme is displayed on the trunk and each leaf has a new word written/drawn on it.

- Hide a series of items underneath a blanket and give the children a word which rhymes with the hidden item, eg hide a pen and give the children the word 'hen'. The children must suggest words that rhyme with the given clue word, until they guess the hidden item.

Sheep: Identifying simple colours and their names

- Give each child an outline of a sheep and ask them to colour their sheep using one or two colours only. Display a selection of the sheep and then sing a line from the song, naming the colour(s) of one of the children's sheep. Which sheep did you mention?
- Provide plenty of accessories and then play a game of 'Dress up'. Say a colour and the children have to find a similarly coloured item from the accessory pile to wear. The children will get in great mess but thoroughly enjoy themselves!
- Gather a variety of different coloured items. Hold up one/two of the items and ask the children to sing a line from the song incorporating the colours of the items being held up.

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