

Key Stage

1

Ages 5-7



'Let's be friends!'

Card-making to help build relationships and promote class cohesion in the early years. Choice of text frame and timing of delivery are flexible. The plan that follows is written as an induction/ 'getting to know you' activity in which children make and send a simple card to a classmate containing a positive message.

Core delivery for Year 1 is recommended in **orange** below. There is wide scope for differentiation and stretch in the English and Maths components of the lesson – suggestions are incorporated.

Follow-up recommendations: card for a special person; card for a special occasion.

Learning objectives: by the end of the lesson -	National Curriculum Reference
All children will have met and introduced a classmate, and made a new friend.	Non-statutory PSHE
<i>(Optional)</i> All children will have shared information about their favourite things e.g. food/ sport / hobbies/ toys.	Spoken language: EN1/1; EN2/1; EN3/1
All children will have practiced colouring, drawing, cutting, sticking and folding skills.	Design and make products: Ar1/1.1
All children will have matched/ copied/ traced or written their own name and the name of a friend.	Spelling: EN1/3.1; EN2/3.1; EN3/3.1 Handwriting: EN1/3.2; EN2/3.2; EN3/3.2
Some children will be able to recognize and read, when prompted, 'I', 'like' and 'you'.	Word reading: EN1/2.1; EN2/2.1; EN3/2.1

	Comprehension: EN1/2.2; EN2/2.2; EN3/2.2
Some children will be able to predict and recognize 'Dear' and 'From'.	Word reading: EN1/2.1; EN2/2.1; EN3/2.1 Comprehension: EN1/2.2; EN2/ 2.2; EN3/2.2
Some children will have traced/ copied/ written a simple message to their new friend.	Handwriting: EN1/3.2; EN2/3.2; EN3/3.2 Composition:EN1/3.3;EN2/3.3; EN3/3.3
All children will have stamped and addressed an envelope for internal posting.	Non-statutory PSHE
All children will be able to distinguish between 1st and 2nd class stamps by colour and number.	Number: MA1/2.1;MA2/2.1; MA3/2.1
Most will understand difference in price (cheaper, more expensive) and link to speed of delivery.	Measurement: MA1/3.1; Ma2/3.1; MA3/3.1
All children will be able to name Queen Elizabeth II.	Non-statutory Citizenship
All children will have had an opportunity to express their feelings about giving and receiving.	Non-statutory PSHE Spoken language: EN1/1; EN2/1; EN3/1
<i>(Optional extension activity)</i> Most children will be able to identify a 50p, 10p, 2p and 1p coin by number and shape; some will be able to add 50p +10p +2p to purchase a 1 st class stamp costing 62p.	Shape: MA1/3.2; MA2/3.2; MA3/3.2 Addition: MA1/2.2; MA2/ 2.2; MA3/2.2
Teacher notes	
Recommended lesson time: The core delivery (for children aged 5) is in orange and will take about 1hr 15 mins (including register/ card giving time). Remaining objectives should be treated as differentiation and extension options for Year 1, becoming core for Years 2 and 3. The full lesson takes 2 hours, with a natural break after the card making activity.	
Preparation:	

If the activity is used on the first day, prepare a set of cards beforehand that will serve as a teacher welcome and introduction, activity model and as a method of allocating seats/ tables.

This involves:

- Reproducing the necessary number of A5 cards, each with a photocopied portrait of teacher on the front and, inside, a simple text frame for reading/ copying. See suggestion.
- Cards placed in envelopes, with the child's name clearly written on the front.
- A set of laminated place names.

Each child receives a welcome card from the teacher, with their first name written clearly on the envelope. They should match the name on the envelope with the name demarcating their place at a table. **You may wish to colour-code the script to make the matching task easier.**

Resources:

- A5 teacher welcome cards, one per child (template included) plus envelopes.
- Speaking prompts, 1 per pair: 'things I like' (included - optional)
- Optional [5-min countdown timer](#)
- Card messages for cutting out, sticking, tracing, gap fill (included)
- A5 paper/ card, assorted colours
- Coloured pens/ pencils/ glue/ safety scissors
- Magazines, brochures, shopping catalogues (optional)
- Powerpoint images of 1st/ 2nd class stamps and price in coins (included)
- Sheet stamps (included)
- 50p/ 10p/ 2p/ 1p coin sheets (included- optional)

Embedded English

Adaptable reading and writing text frame:

Dear *(name of child)*,
I like you.

Key vocabulary:

Card
Envelope
Stamp

Spoken functions:

Introducing someone: 'This is my new friend, x'; 'Hello, x'.
(Optional) Talking about likes: 'I like'; 'S/he likes'; 'Do you like?'.
(Optional) Finding things in common: 'We both like'; 'also' and 'too'.

From, <i>(Name of teacher/ friend)</i>	First class/ second class Send/ post/ deliver	Talking about feelings: 'It makes me feel (happy, excited, warm, special etc).
Embedded Maths		
<p>Halving a piece of paper.</p> <p>Number: 1 and 2 (1st and 2nd).</p> <p>Time: delivery speeds faster/ slower</p> <p>Money: cheaper/ more expensive</p>	<p><i>Note: Cost of first and second class stamps as of April 2014 is 62p and 53p respectively.</i></p> <p>Money: $50p + 10p + 2p = 62p$ (the price of a 1st class stamp); $62p > 53p$.</p> <p>Shape: 10p, 2p, 1p round/ circular; 50p heptagon – 7 sided.</p> <p>Weight: Prices apply to letters weighing up to 100g.</p>	
Subject links:		
English (EN) Maths (MA) Art and Design (Ar)	Citizenship PSHE	

Timing	Stage/ purpose	Activity	Resources
15 mins	<p>Starter: welcome and name recognition.</p> <p><i>(If used at induction, then also a seat allocation activity).</i></p>	<p>Distribution of teacher welcome cards (during or instead of register).</p> <p>Seat allocation/ name matching activity: child's matches their name on the envelope to the place name on their tables.</p> <p>Once seated, allow time for opening and reaction.</p>	<ul style="list-style-type: none"> • Pre-prepared teacher welcome cards in named envelopes, one for each child. • Laminated place names for each child.

10 mins	English: word recognition and comprehension work (teacher directs whole class activity).	<p>Children circle their own name in the card.</p> <p>Guess the word that comes before it: 'Dear'</p> <p>Underline teacher's name on the card (match to your name on the board).</p> <p>Guess the word that comes before it: 'From'</p> <p>Decipher the message: 'I like you.'</p> <ul style="list-style-type: none"> • How many words are there? 3 • Is the first word? Board capital A/ E/ O etc have fun until you settle on 'I'. • Tell them the second word is 'like' and board. • Ask them to guess how the sentence ends... board 'you'. • Underneath 'I like you', write 'you like I' and invite corrections. • Erase incorrect version. Ask whole class to read off correct version. • Ask for volunteers to read out the message in their card. 	<ul style="list-style-type: none"> • Teacher welcome card for word and sentence work. • Coloured pens per table. • Teacher's name on board/ smartboard.
5 mins	'Getting to know you'/ spoken language work: paired free speaking activity.	With the person sitting next to them, children have 5 minutes to find 3 things that they both like. Prompt with visuals that may include: people/ places/ animals/ food/ sport and hobbies/ toys and games.	<ul style="list-style-type: none"> • Electronic timer (optional). • Visual conversation prompts.
15 mins	Introductions: spoken language and listening activity.	<p>Children have met and now introduce their partner: 'This is my new friend, x'; 'S/he likes...'; 'We both like....'</p> <p>Encourage class to say 'Hello x' after initial introduction.</p>	
30 mins	Independent card design and making phase.	<p>Children are going to make a card for their new friend, using the model you have given them.</p> <ul style="list-style-type: none"> • Choose paper in a colour that they like. 	<ul style="list-style-type: none"> • A5 pieces of card/ paper in an assortment of colours. • Coloured drawing pens.

		<ul style="list-style-type: none"> • Halve the paper. • Draw a picture of your new friend on the front of the card OR cut out/ draw a picture of something that your friend likes. 	<ul style="list-style-type: none"> • Magazines and catalogues (optional). • Safety scissors and glue.
20 mins	Independent name writing/ message tracing/ writing phase (teacher differentiation and monitoring).	<p>Using the text frame you have given them, children are going to add a message to their new friend in their welcome cards.</p> <ul style="list-style-type: none"> • Display/ remind class of whole text 'Dear (Teacher's name), I like you. From Year 2'; read out loud together/ rehearse/ show you're pleased! <p>Differentiation:</p> <ul style="list-style-type: none"> • Some children stick in printed copies of the message, adding their own and their friend's names. • Some children will trace the message, trace or add names. • Some children copy the message from the teacher's card, substituting the names. • Some children write the message on their own, with the teacher's card to help them if needed. 	<ul style="list-style-type: none"> • Text frame re-displayed on board/ smartboard for reinforcement, rehearsal. • Printed copies of the text frame (as above, without names) for children to stick into their cards, trace and add names. • Pens/ pencils/ safety scissors/ glue.
20 mins	Sending phase: number, money, time, shape and weight opportunities (teacher directs whole class activity).	<p>Children address and stamp their envelopes, ready for 'posting'.</p> <ul style="list-style-type: none"> • Show image of a 1st class stamp. • What is it? Why do you need it? A way of paying for the postman to take it from one person to the next. • Whose picture is on the stamp? The Queen (Elizabeth II). • Show image of 2nd class stamp. Elicit differences – colour, numbers (1st and 2nd), cost - more expensive/ cheaper OR cost (62p for 1st class, 53p for 2nd class). So, if I pay a bit more money for a first class stamp, what happens? It gets to the person more quickly. 	<ul style="list-style-type: none"> • Envelopes. • Colour image of 1st and 2nd class stamps. • Photocopied sheet stamps. • Coloured pens/ crayons. • 'Post box'. • Optional: 50p, 10p, 2p pieces.

		<ul style="list-style-type: none"> • Who wants to get their card first thing tomorrow morning? • So which stamp do we need to use? What colour should it be? What number should it have? How much does it cost? • Children cut out, colour (if necessary) and stick the stamp onto their envelopes. <p>Extension: they must 'pay' you the correct money for a stamp.</p> <ul style="list-style-type: none"> • Copy/ write their friend's name on the envelope and 'post'. 	
5 mins	Plenary: bring children together for reflection, talking about feelings.	<ol style="list-style-type: none"> 1. How did you feel when you got your card from the teacher? <i>You can draw up smiley, happy faces to personalize the responses.</i> 2. How do you feel about getting ANOTHER card from your friend in the post tomorrow morning? <i>Add some more happy, excited faces</i> 3. Which stamp did you use to make it travel faster? <i>Elicit features of a first class stamp.</i> 4. What did you like best about making your own card for your new friend? 5. Hands up if getting a card makes you feel special? <i>Make sure you put your hand up, too.</i> 6. Are there any other special people in your life that you'd like to send a card to? Elicit special people. Promise the class that they will get the opportunity to do this soon. 	

Speaking prompts: people/ places/ animals/ food/ toys and games/ sport and hobbies.



