

ACTIVITY SHEET: Fingers (Traditional)

Topics:

- Me
- My body
- Hygiene

Will need:

- Paint and paper for hand prints
- Scissors
- Paint and selection of materials for background and collage.
- Sets of objects (blocks, books, dolls) for grading by size.

Links to:

- Number rhymes (1 2 3 4 5 once I caught a fish alive..., Five Little Speckled frogs etc)
- Goldilocks and the Three Bears
- Tree Crows (*Ditty Box*)
- Number Line (*Ditty Box*)

Finger Rhymes Key Word List

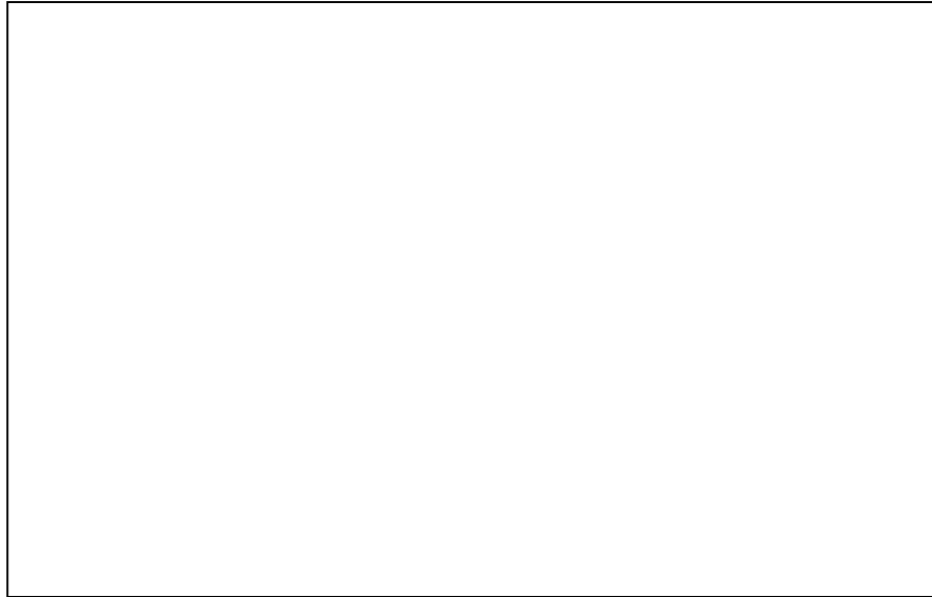
Note: ‘finger’ in Shetland dialect rhymes with ‘singer’.

gutter	mud
peerie minty	very small, tiny
stöl	stole
ting	little one (<i>lit.</i> thing)

Emotional, personal and social skills

1. Learning about oneself.
2. Learning importance of hand-washing after toilet and before eating or handling food.

Parental involvement/Visits (to & from)



Communication and language skills

1. Listen to rhyme and watch action.
2. Learn to recite rhyme and do actions,
3. Talk about “peerie minty” and its opposite (“muckle”).

Knowledge and understanding of the world

1. How many fingers?
2. Learn other rhymes/songs which focus on numbers 1-5 or 1-10.
3. Hand washing – why?
4. Learn about the need and purpose of soap, a nail brush, hot and cold water.
5. Large/medium/small – learn to grade 3 sizes. Listen to “The Three Bears”. Discuss sizes of beds, chairs, bowls etc.

Title

Fingers

Traditional

Physical development and movement skills

1. What can hands do? – clap, wave etc.
2. Learn to play Pat-a-cake with a partner.

Expressive and aesthetic skills

1. Make hand and foot prints; cut them out (with help) and use for collage e.g. under water scene with hand prints as sea-weed, sea-anemone or imaginary creatures; or a Christmas tree; or other animals.

Focus learning outcomes

- Experience hearing and using dialect
- Increasing dialect vocabulary
- Body awareness – hands/fingers.