

Infants to Second Class

Construction Area

- The children can pretend to construct media devices - phones, tablets, magazines, television, radio, websites, posters, newspapers.
- Key language focus will be on discussing the materials needed, what the media devices are, what they look like and how they are used.
- Materials needed: building blocks, wooden blocks, straws, measuring tape, cardboard, paper, construction tape etc.

Sand Area

- Find the various forms of media in the sand - toy phones, tablets, magazines, television, radio, websites, posters, newspapers.
- Materials needed: sand box, sand toys, toys of media devices, sample images of media devices.

Art and Craft Area

- Children can create pictures or 3D images of media devices (phones tablets, magazines, television, radio, websites, posters, newspapers), and the message they might see on media devices, including advertisements.
- Key language focus will be on description words to describe the different media devices.
- Materials needed: paper, card, colours, sample images of media devices.

Small World Area

- Children can make a radio and television studio, where they can create radio and television shows.
- Materials needed: small figures, building blocks for buildings/ cameras, small cardboard boxes.

Aistear

Role Play Area

- Children can go into the role of a shopkeeper / baker / mechanic who wants to advertise their business. In role create posters, television advertisements or a website to advertise your business.
- Materials needed: advertising templates, costumes, shop / bakery / workbench, toy camera, toy computer, paper, colours.

Technology Area

- Children can use tablets and tripods to create radio and television advertisements for a new food or toy.
- Materials needed: tablet, tripod, costumes, food boxes, toy boxes.

Playdough Area

- The children can pretend to make media devices using playdough - phones, tablets, magazines, television, radio, websites, posters, newspapers.
- Materials needed: playdough, sample images of media devices.
- Materials needed: paper, card, colours, sample images of media devices.

Writing Area

- Children can create posters, scripts for television advertisements or content for website to advertise a new toy or food.
- Materials needed: advertising templates, paper, colours.

Opportunities for Assessment during play

Construction Area

- Observe the children constructing the media devices. Are they using correct modelled language? Are they working well with others? Have they followed the instructions correctly?
- Assess the completed media devices the children have created. Does it resemble a media device? Does it have the features you'd expect from that media device - phones, tablets, magazines, television, radio, websites, posters, newspapers?

Sand Area

- Encourage the children to close their eyes and look for objects in the sand. Can they find them without much difficulty? Ask the children to guess what the object is by feeling it.
- Hide a toy in the sand. Give the children clues about it or show them a sample image of the device. Can they guess what it is?

Art & Craft Area

- Talk to the children as an artist, and ask about their work in the area. What is the media device called? What does it do? What messages can you get from the media device?
- Give the children a specific task, such as designing a tablet or phone with a keypad for letters or numbers.
- Materials needed: paper, card, colours, sample images of media devices.

Small World Area

- Ask the children to tell you what radio and television show they have made? What are each of the characters doing - presenting, camera work, make up, sets, etc. What message is the television or radio show giving to viewers?

Aistear

Role Play Area

- Are the children using the correct modelled language? Are they getting into role? Are they working well with other children? Are they adapting to the different roles? Are they creating the poster, television advertisements or a website to advertise their business?

Technology Area

- Are the children using the correct modelled language? Can the children record using the tablets and tripods to create radio and television advertisements for a new food or toy? Watch back the advertisements: Are the children speaking clearly? Is the product clearly seen?

Playdough Area

- Can the children follow the instructions? Assess the completed media devices the children have created. Does it resemble a media device? Does it have the features you'd expect from that media device?

Writing Area

- Are the children creating posters, scripts for television advertisements or content for website to advertise a new toy or food? What message is the poster, scripts for television advertisements or content for website giving to users? Are they using the correct modelled language?

Aistear

Opportunities for Assessment during play

- Ask each child to draw a picture or write about their favourite part of Aistear that day or week, as part of their “Aistear Learning Log Entry”.
- Ask each child to share with the class what they did in Aistear that day?
- In groups or as a class, write out all the key vocabulary that the children used the day / week and add to the list each day.

Follow Up Activities

- Using tablets, phones or camera record some of the television advertisements that the children created in the Role Play Area.
- Take photos of all the media devices that the children made from playdough or from construction materials and categories them into different categories - phones, tablets, magazines, television, radio, websites, posters, newspapers.

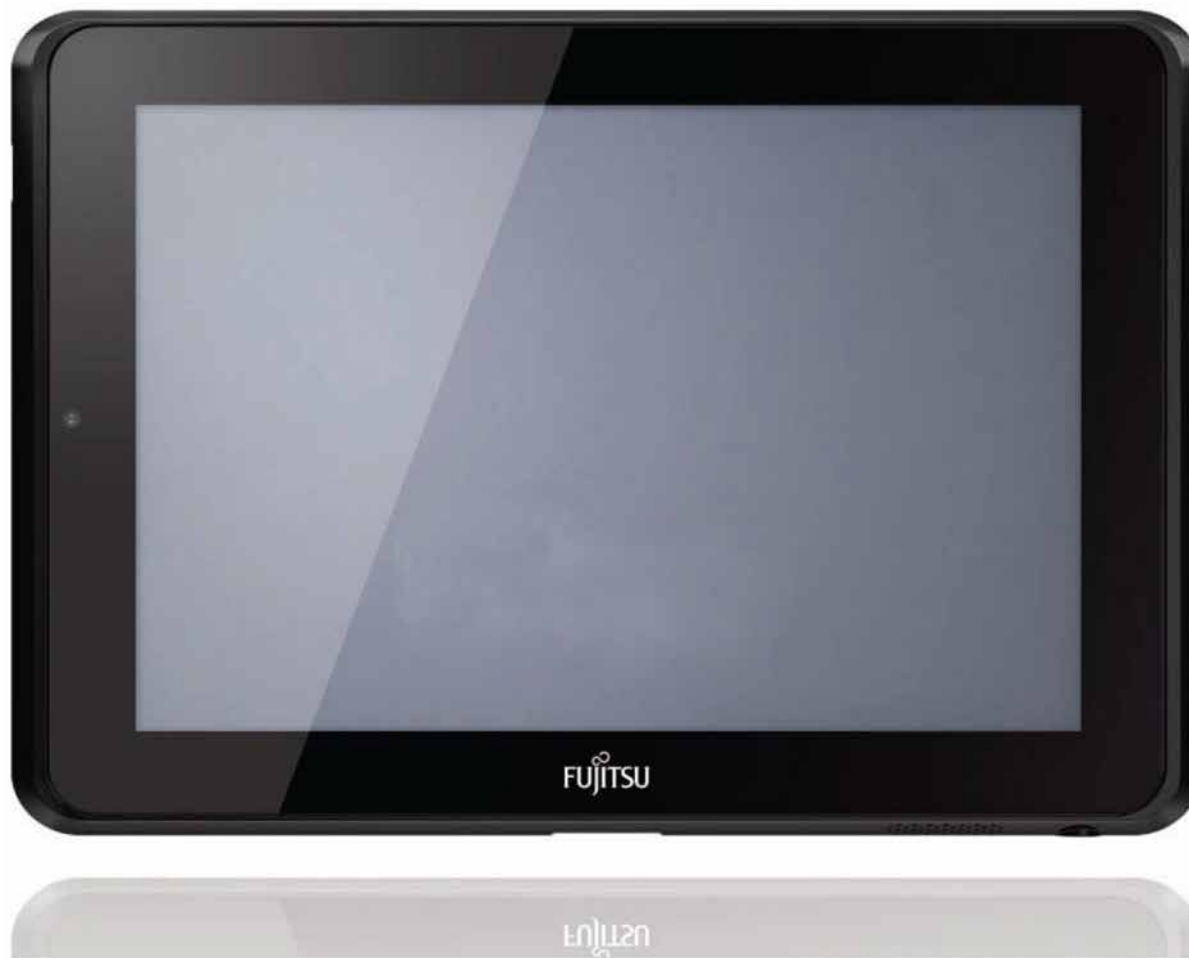
Aistear

Mobile Phone



Aistear

Tablet



Aistear

Websites



Aistear

Television



Aistear

Radio



Aistear

Magazine



Aistear

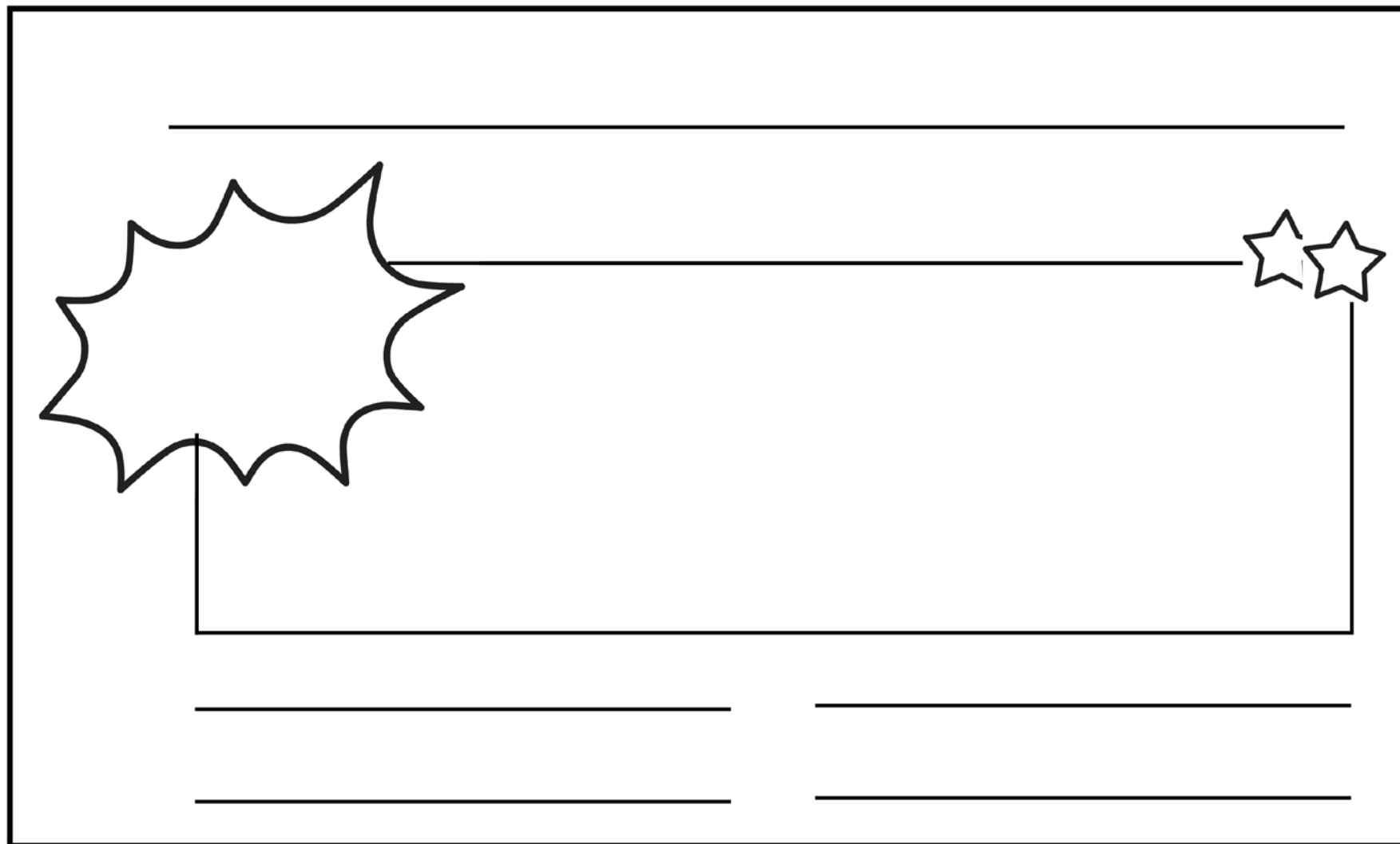
Newspaper



Aistear



Advertising template: Poster



Aistear

Advertising template: Television Advertisements



Advertising template: Websites

