



Food Dudes Curriculum Links for English

The Food Dudes theme can be used in a variety of ways to help develop skills in English. Suggestions are given for Oral Language, Reading and Writing.

Oral language

Class discussions can be generated from Food Dudes and related themes. For example discussing healthy eating and the role of fruit and vegetables; discussions about the Food Dudes characters and the Junk Punks; discussions of likes and dislikes, including favourite foods.

Children can participate in discussions and can learn to take turns in expressing their views and opinions, and in listening to others.

They can develop memory and re-call skills by retelling the video adventures in their own words.

Strand: Receptiveness to language

Strand unit: Oral language: developing receptiveness to oral language

The child should be enabled to

Infant Classes

- listen to a story or description and respond to it

First and Second Classes

- listen to stories, descriptions, instructions and directions and respond to them

Third and Fourth Classes

- listen to, retell and tape a narrative or a description, taking turns giving the account

Strand: Competence and confidence in using language
Strand unit: Oral language: developing competence and confidence in using oral language

The child should be enabled to

Infant
Classes

- initiate and sustain a conversation on a particular topic

First
and
Second
Classes

- focus on the subject under discussion and sustain a conversation on it

Third
and
Fourth
Classes

- give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered
- initiate conversations and respond to the initiatives of others in talking about experiences and activities
- use improvisational drama to re-create well-known characters

Fifth
and
Sixth
Classes

- give and take turns in an environment where tolerance for the views of others is fostered

Strand: Developing cognitive abilities through language
Strand unit: Oral language: developing cognitive abilities through oral language

The child should be enabled to

Infant
Classes

- listen to a story or a narrative and ask questions about it

First
and
Second
Classes

- listen to a story or narrative and ask questions about it

Third
and
Fourth
Classes

- discuss issues that directly affect his/her life

Fifth
and
Sixth
Classes

- discuss ideas and concepts encountered in other areas of the curriculum

Strand: Emotional and imaginative development through language

Strand unit: Oral language: developing emotional and imaginative life through oral language

The child should be enabled to

Infant
Classes

- listen to, learn and retell a rich variety of stories, rhymes and songs

First
and
Second
Classes

- tell stories in his/her words and answer questions about them
- re-create stories and poems in improvisational drama

Third
and
Fourth
Classes

- express reactions to events and characters in stories
- create and sustain imaginary contexts through improvisational drama
- dramatise stories

Fifth
and
Sixth
Classes

- discuss plays, films and television programmes

Reading

Children, in particular younger children, can learn to become active listeners through listening to teachers read the letters aloud and through watching and listening to the Food Dudes episodes.

Recalling and retelling the adventure stories can help develop memory, thinking and sequencing skills that are an important part of learning to read. The children also experience the teacher modelling reading when he/she reads the letters aloud.

Strand: Receptiveness to language

Strand unit: Reading: developing concepts of language and print/developing strategies

The child should be enabled to

Infant
Classes

- become an active listener through the development of a range of listening activities based on stories read or told
*telling and retelling a story in sequence
recalling and relating a simple story or event, asking questions, role-playing*

Third
and
Fourth
Classes

- refine his/her listening skills through hearing the teacher read aloud

Strand: Competence and confidence in using language

Strand unit: Reading: developing reading skills and strategies/reading for pleasure and information

The child should be enabled to

Infant
Classes

- experience the reading process being modelled

Strand: Developing cognitive abilities through language
Strand unit: Reading: developing interests, attitudes and the ability to think

The child should be enabled to

Infant • recall and talk about significant events and details in
Classes stories

Writing

There are a variety of ways in which Food Dudes can be used in written work, including:

- **writing new adventure stories about the Food Dudes and the Junk Punks**
- **writing character descriptions**
- **creating new Food Dudes characters**
- **improvising a dramatic scene between the Food Dudes and the Junk Punks and writing about it**
- **writing poems**
- **writing recipes using fruit and veg**
- **children writing their own letters to/from the Food Dudes**

Whilst younger children can really enter into the belief that the Food Dudes have sent letters, older children can be encouraged to write in the style of the Food Dudes, perhaps writing letters for the younger children, to praise and encourage them during phase 2.

Children can share their work with the teacher and the class, creating the opportunity for it to be read, valued, and possibly even displayed.

Strand: Receptiveness to language
Strand unit: Writing: creating and fostering the impulse to write

The child should be enabled to

Infant • write for different audiences
Classes

First
and
Second
Classes

- write regularly for different audiences
- explore different genres
 - a story*
 - an invitation*
 - a letter*

Third
and
Fourth
Classes

- choose the audience for which to write

Fifth
and
Sixth
Classes

- write for an increasingly varied audience

Strand: Competence and confidence in using language
Strand unit: Writing: developing competence, confidence and the ability to write independently

The child should be enabled to

Third
and
Fourth
Classes

- give sequence to ideas and events in stories

Strand: Developing cognitive abilities through language
Strand unit: Writing: clarifying thought through writing

The child should be enabled to

First
and
Second
Classes

- write in a variety of genres
- write a version of a story told by the teacher

Third
and
Fourth
Classes

- read a story and write it in his/her own words

Fifth
and
Sixth
Classes

- write in a wide variety of genres
- write for a particular purpose and with a particular audience in mind

Strand: Emotional and imaginative development through language

Strand unit: Writing: developing emotional and imaginative life through writing

The child should be enabled to

Infant
Classes

- draw and write about things he/she likes and dislikes
- draw and write stories
- hear a rich variety of stories, rhymes and songs and draw and write about them
- use mime and role-playing to create imaginary situations and then draw and write about them

First
and
Second
Classes

- draw and write stories and poems
- express in writing likes and dislikes about events and characters in stories and poems

Third
and
Fourth
Classes

- express his/her reactions to particular experiences in writing
- write about favourite moments, characters and vents in stories

Fifth
and
Sixth
Classes

- write stories and poems
- write longer stories or a series of related stories in book form
- write short plays based on activity in improvisational drama