

Infant Classes

Strand: Receptiveness to language

Strand unit: Oral language: developing receptiveness to oral language

- An episode of the Food Dudes could be shown to the children and they could then be asked to retell what happened during the episode in their own words.
- The children could be asked to repeat and elaborate words and phrases used in the episode.
- The children could use and interpret the tone of the voices of the Food Dudes and the Junk Punks to express various emotions.
- The children could mime and interpret gestures, movements and attitudes of the Food Dudes and Junk Punks conveying various emotions.

Strand unit: Reading: developing concepts of language and print

- The children could listen to, enjoy and respond to the adventures of the Food Dudes and sing the theme tune.
- Children could also develop a sense of rhythm and rhyme by listening to and singing the theme tune.

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

- The children could create an adventure involving the Food Dudes and draw this action for the teacher.

Strand: Competence and confidence in using language

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

- The children could talk about past adventures of the Food Dudes and plan, predict and speculate about future adventures.
- A child could be encouraged to initiate and sustain a conversation on their favourite Food Dude or why they dislike the Junk Punks.

Strand: Developing cognitive abilities through language

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

- A child could be encouraged to provide further information in response to the teacher's prompting as to why we should eat fruit and vegetables.
- The children could watch an episode of the Food Dudes and be encouraged to ask questions about it.
- The children could be encouraged to discuss different possible scenarios involving the Food Dudes and the Junk Punks.
- The children could be encouraged to ask questions in order to satisfy their curiosity about why it is important to eat fruit and vegetables.

Strand unit: Reading: developing interests, attitudes and the ability to think

- The children could be encouraged to retell and act out the adventures of the Food Dudes.
- The children could recall and talk about significant events and details in the episodes of the Food Dudes.
- The children could analyse and interpret the Food Dude characters, situations and events in the episodes. They could also predict future incidents and outcomes of the Food Dude adventures.

Strand unit: Writing: clarifying thought through writing

- The children could draw a picture of the Food Dudes and with the help of the teacher give the picture a title and write a sentence about it.

Strand: Emotional and imaginative development through language

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

- The children could reflect on and talk about how they felt after watching a Food Dude episode.
- The children could listen to, learn and retell the stories and songs of the Food Dudes.
- The children could engage in discussion, mime and role-playing of the Food Dudes.
- The children could use language to create and sustain imaginary situations in which they are the Food Dudes.
- The children could experiment with different voices in role-playing the Food Dudes/Junk Punks.

Strand unit: Reading: responding to text

- The children could be encouraged to respond to the Food Dude characters, situations and story details contained within the letters read out by the teacher.

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

- A child could be encouraged to draw or write about their feelings after watching a Food Dude episode.
- A child could be encouraged to draw or write about their favourite Food Dude or the Junk Punk they dislike the most.
- The children could use mime and role-playing of the Food Dudes to create adventures and then draw or write about them.