

Rafa's First Day These activities are designed to work with **Rafa's First Day**, by David Mills and Lizzie Finlay and published by Mantra Lingua.

This is a lovely book for familiarising young children with school experiences: talking about what they have done in school themselves, making links between home and school and, very importantly, that it is okay to be yourself and to take your time settling in.

Using the illustrations from the story to create games and activities.

Adults can enhance the value of the activities listed below through their interactions with the children. Adults will need to use their knowledge of the child to gauge the appropriate level of interaction and the expected engagement of the child. This could range from the child simply pointing out the appropriate picture to describing it in detail.

Activities can be used with individuals and small groups.

The activities provide opportunities to:

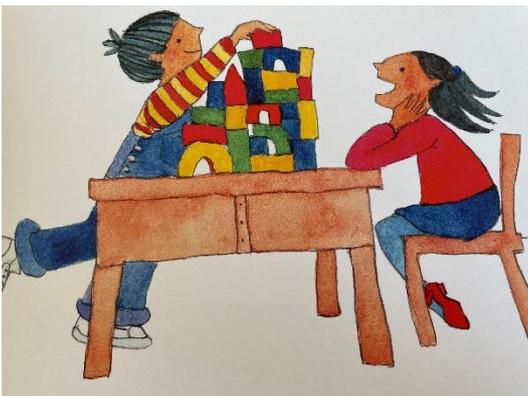
- Make links between Rafa's experiences in the book and the child's real experiences in school. Validating feelings.
- Extend the child's awareness of other children in school and what they might be doing. Supporting emergent relationships.
- Make links between home and school. Endorsing and reinforcing this relationship.
- Work collaboratively, turn take and use social language.
- Introduce and embed vocabulary e.g. useful verbs and school related nouns.
- Listen attentively, show understanding, talk, describe and explain.

The activities particularly support the Communication and Language and the PSED educational programmes from the EYFS Statutory Guidance 2021.

Use the photographs and captions provided to create and adapt these activities, as appropriate:

1. **Snap.**
2. **Pelmanism** (memory matching pairs).
3. **Matching game**- pictures to sentences (read out for the child).
4. **Six picture dice game.** Children take turns to throw the dice, collecting numbered cards 1-6 and placing them on their board.
5. **Blank level questions.** Use the book illustrations e.g. 'The whole class' to ask appropriate blank level questions.
6. **Track game**- to identify activities and reinforce the sequence of the school day.
7. **Now, next, then or first, second, third**- Child selects three activity cards and places them on the board in chosen order. Activity to reinforce making choices and discussing favourite activities, describing activities, explaining choices, sequencing language and visual timetables. Activity cards not chosen can also be discussed to discover less favourite activities.

Print and laminate copies for activities 1, 2, 3 and 7.



Rafa is reading a book.

Rafa is writing.

Rafa is playing with
bubbles.

Rafa is popping bubbles.

Rafa is playing with a doll.

Rafa is playing with the
blocks.

Rafa is building with the
blocks.

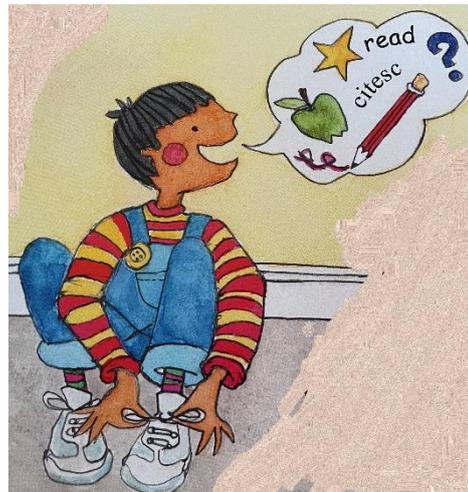
Rafa is playing with a ball.

Rafa is throwing the ball.

Rafa is sitting.



Rafa is talking.

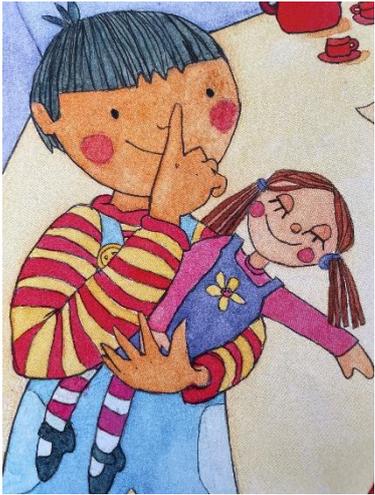


Rafa is waving.



4. Six picture dice game.

Print and cut a set of cards and a board for each player. Throw a dice and pick up the corresponding picture card for your board. The winner is the first to collect all six cards. Miss a turn if you already have the picture or keep it to swap with other players.

1		2
	4	
5		6

Board.

1

2

3

4

5

6

5. Blanks questions

Use the book illustrations e.g. 'The whole class' to ask appropriate blank level questions.

Blanks	Functions	Examples from the picture below
Level 1	Naming, pointing and matching.	Point to Rafa. This friend has yellow hair e.g. find another friend with yellow hair. What is this? Point to boy, pants, a colour etc.
Level 2	<p>Describing things and answering who? What? Where?</p> <p>This level involves descriptive language, understanding concepts (e.g. size, colour, shape, number, and texture), understanding and describing object functions and understanding and answering some simple "wh" questions.</p>	<p>Function e.g. Find something that you like to wear. Finish the sentence e.g. You wear shoes and ... You cross your arms and ...- Categorisation/grouping together e.g. Which friends are girls? Which friends have curly hair? Concepts e.g. Find a red T shirt. Show me a friend with long/short hair. Ask Who? Where? What? e.g.? Where are the children sitting? Give information and ask; Who? Where? What? E.g. The children are sitting, what is Rafa doing in this picture?</p>
Level 3	<p>Re-telling /Narrative: talking about stories and events</p> <p>The child has to use their own knowledge to make simple predictions, to make deductions, make links or make generalisations.</p>	<p>Prediction e.g. What will happen next? Give another example with an extra condition e.g. Find shoes that are not white. Find a friend that has not got their arms crossed. How do you think Rafa feels? What might the children/teacher say to Rafa?</p>
Level 4	Justifying and Problem Solving: making predictions, giving solutions and explanations.	<p>How can you tell how the children are feeling? Why do you think Rafa doesn't want to talk? What could the children do to be kind to Rafa/each other?</p>



6. Track game

The track game board consists of 22 numbered stations arranged in a path. The stations are:

- Start
- 1
- 2
- 3: Illustration of a boy sitting at a table with a colorful toy.
- 4
- 5
- 6: Illustration of a boy reading a book titled "My First Book".
- 7: Illustration of a boy sleeping in bed.
- 8
- 9
- 10: Illustration of a boy playing with a ball.
- 11
- 12: Illustration of a boy playing with a ball.
- 13
- 14: Illustration of a boy playing with a ball.
- 15
- 16
- 17: Illustration of a boy playing with a ball.
- 18
- 19
- 20
- 21: Illustration of a boy playing with a ball.
- 22
- Finish

7. Now, next, then board or 1, 2, 3 or fist, second, third- adapt as appropriate.

Now

Next

Then