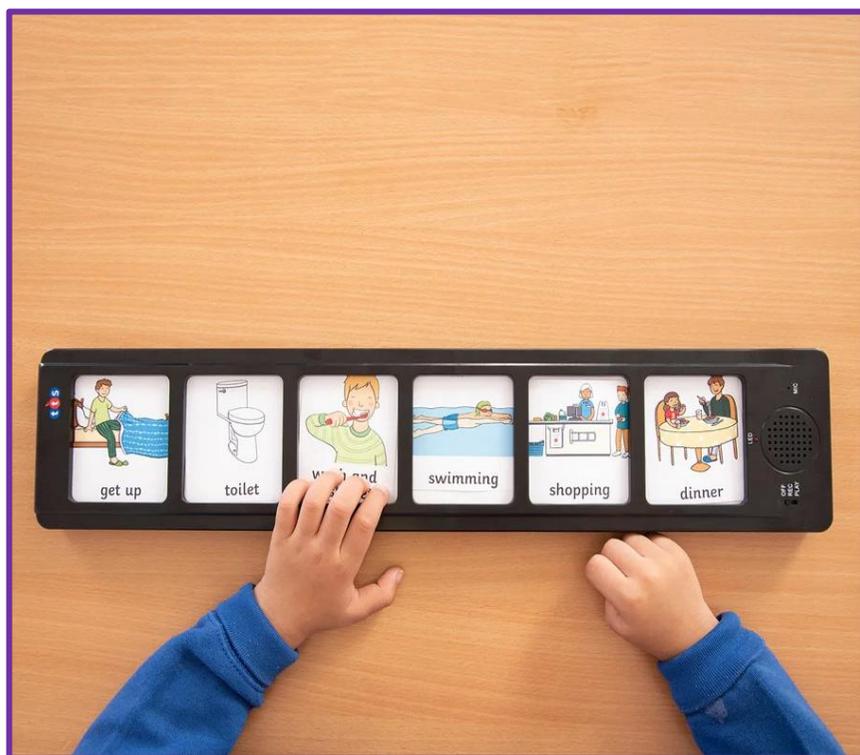


## *The Recordable Talking Panel: A visual and auditory aid to support learning across different areas of learning*

***(EL00153, SD10609)***



The TTS Recordable Talking Panel is a versatile auditory and sensory tool designed to spark creativity, interaction, and engagement in learning activities for children in early years and across the primary phases.

In this download, you will find a range of ideas to try across the different areas of learning in early years settings.

## Phonics Treasure Hunt

Record different phonemes into the sections on the panel with the matching grapheme visually displayed above. Can the children press the different panels to listen to the phonemes before going to search for an object beginning with that sound. You may wish to add numbered buckets that correspond with the panels underneath for children to place their objects in once found. Look at the objects together and discuss. You could link this activity to maths by counting the number of objects found for each phoneme.

## Storytelling

Place pictures from a well-known story into each of the sections. Can the children record themselves re-telling the story in their own words for a friend to listen to? Alternatively, the children may want to draw pictures and record their very own story. Can they express themselves clearly and add intonation where needed?

## Rhyme Match

Place images of different objects into the different sections of the panel e.g. a bat, pin, bug etc. Can the children record themselves saying words that rhyme under each image?



# Mathematical Development

## Number Counting Challenge

Place images of number collections, patterns or a written number onto each section. Record someone saying the corresponding number underneath. Children can then have a go at counting the collections or saying the number out loud before listening to the recording to see if they were right. Alternatively, create different number cards for the children to place in the panel. Record someone saying the numbers. Can the children find the matching number card and place it into the right window?

## Shape Spotter

Record shape names into the sections with the corresponding images. Children can say the shape name out loud before listening to the recording to see if they were correct. Can the children find an example of this shape in their learning environment? For older children, why not reinforce or teach shape facts by adding descriptions under each image.

## Number Problems

Record simple addition or subtraction problems for the children to solve. They can listen to the problem before writing down their answers on the panel sections with a drywipe pen or answering out loud.

## Communication and Language

### **Guess the Sound/Animal**

Create double-sided cards with images on one side and question marks on the other. Record different sounds onto each section of the panel. These could be animal sounds or sounds from the environment. Challenge the children to listen to the sound before giving their answer. They could check to see if they guessed correctly by sliding the card out to see if the image matches their answer. After they have guessed and checked their answer, they can replace the card ready for another child to have a go.

### **Teaching New Vocabulary and Language**

Once the children have been introduced to new vocabulary, why not display the image and written word alongside the recorded word (or definition for older children) on to the panel. The children can then listen to and practise using the words. Older children in the early years may also want to use these in their mark making or writing.

### **Question and Answer Game**

Record and display questions (written and/or visuals) for the children to answer, such as 'What is your favourite colour?' or 'What do you like to do on a sunny day?' Can the children answer the questions using a sentence? (sentence starters may be needed/modelled)

# Personal, Social and Emotional Development

## All About Me

Each week, invite a child to bring in six different images relating to themselves. These could be of family members, favourite foods, toys, pets or hobbies. The child or a family member can record a word or sentence under the image explaining why it is important to them. Children in the setting can then press the individual sections to learn all about their friends.

## Visual Timetable

Add the routines of the day into the panel with visuals and recoded explanations/labels. This provides a consistent and familiar place for the children to return to see what is happening and what is coming next. As each routine/session is completed, you may wish to replace the visual with a completed sign so that the children get a sense of where they are in the rhythm of the day.

## Feelings Explorer

Record different emotion words with corresponding images into the sections on the panel. Children may use this tool to tell you how they are feeling (especially beneficial for non-verbal or shy children). Alternatively, invite the children to talk about the times they've felt that way. This helps children to label and understand their different emotions.



# Understanding the World

## Different Languages

Learning about another country or have children who speak English as an additional language (EAL)? Why not place pictures of objects or greetings into the different sections with the recorded word/greeting underneath. This will give children opportunities to learn about different languages and cultures. Wherever possible, get a recording from the person who is fluent in that language so that pronunciation is correct and authentic.

## Environment Checklist

Encourage the children to look after their environment by creating a job/responsibilities checklist. This could have actions for the children to check and complete at the end of each session/day, such as, 'Have all the lights been switched off?', 'Have the taps been turned off properly?', 'Is all rubbish tidied away and placed in the correct bin?', 'Have the plants been watered?'. This not only develops independence and a sense of responsibility but can lead to discussions about why these things are important.

## Sound Detectives

Record everyday sounds (e.g. birds chirping, traffic passing by, rain etc). Ask the children if they can identify the sound? Ask the children to explain their thoughts and reasoning before drawing or choosing a picture to place on the correct section of the panel.



## **Fancy a Challenge?**

Encourage children to complete challenges in the different areas of provision. Place an image of the selected area of continuous provision accompanied with recorded challenges. For example, 'Can you make an object that floats in the water area?', or 'Can you build a house for a character in the story we are reading in the construction area?' This is a good activity for encouraging children to access all areas of provision.

## **Role Play Characters**

Why not place the panel with images of favourite characters and a recording of their name into areas of provision such as the reading or role play area? For older children, you could add a simple description in the voice of the character. Children can press the sections of the panel to learn about different characters, guess the character by the description or voice, or to choose a role to take on in their play.

## **Name the Instrument**

Place images of different instruments into the different sections (can have words underneath). Record the sound of the instruments under the corresponding image. Can the children find the instrument in provision to make a tune of their own or talk about the sounds made with a friend. What does it sound like? Can they recreate it using their voices?



# Physical Development

## Daily Movement Challenge

Record instructions alongside accompanying pictures on the panel. These could include things like 'Jump like a frog', 'Tiptoe to the door' or 'Hop on one leg'. The children can listen to the instruction and look at the image before carrying out the action. Why not incorporate counting into the activity by adding a number, for example, 'Hop on one leg ten times'. Can the children complete all the actions by the end of the day?

## Developing Motor Skills

By providing activities that require the children to record and add/remove images from the panel, the children will naturally practise and develop their fine and gross motor skills e.g. sliding out the made cards or placing them into the slots. Alternatively, children may want to create images for a panel activity which will require drawing or cutting out of the cards. They will also be using their motor skills as they press the panel windows to listen to the recordings.

## Hide and Seek

Hide different objects around the provision for the children to find. Place images of the objects onto the panel with recorded clues of where to find them. Can the children follow the instructions to find all the objects? Great for teaching language, following instructions and getting children active.