

Aims

- to present and practise numbers

New language: *one, two, three, four, Go, plural: book/books*

Recycled language: *toys, classroom objects, red, blue, green, orange*

Materials: CD 2, four toy cars/pictures of cars, the puppet (Polly), colouring pencils or crayons, a toy train engine with four separate carriages or a picture of a train engine and pictures of four carriages (to stick on the board)

Optional: flashcards (toys and classroom objects), classroom objects or small items (e.g. buttons, coins, building blocks), two sets of four for each pair of children

Language competences: The children will be able to count from 1 to 4. The children will begin to recognise plural words.

Warm-up

Aim: to introduce numbers 1 to 4

- Show the toy cars/pictures of cars. Put them slowly one by one on a table (or stick them on the board), counting *One ... two ... three ... four!* Point and count several times. Say it as a chant. The children join in if they wish.
- Mime driving a car and, in L1, say that you need help to drive the cars. Draw two lines to make a simple road from left to right on the board, at a height your children can reach. Choose four volunteers. Give each volunteer a toy car/picture and ask them to stand at one end of the 'road'. Say *One!* The first child 'drives' his/her car by moving it along the board. Do the same for the other children (*Two! Three! Four!*). The rest of the class join in with the counting.
- Repeat with more groups of four children.

Presentation



PB p40 Listen and point. Say the numbers.

Aim: to present numbers 1 to 4

- Point to each character in turn on PB page 40. The children say the names. Say *Listen*. Play the audio. The children just listen.

- Say *Listen and point*. Play the audio and show the children how to point at the characters. Say *Listen and point*. Play the audio again. The children point.
- Say *Say the numbers*. Play the audio again. The children point and join in.

Audio script page T98

Practice

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into four teams. The teams wait at one end of the space in lines.
- Say *Go! Count One, Two, Three, Four, Go!* The four who are at the front run to the wall as fast as they can. The winner gets a point for their team. These four children go to the back of the lines. Repeat until everyone has had a turn. The children who have already run help with the counting.



AB p40 Listen and colour. Say the numbers.

Aim: to practise numbers and introduce plurals

- Point to the first ball. Ask *What's this?* and *What colour is it?* The children answer *Red/A red ball*. Repeat for the other balls.
- Make sure the children have their coloured pencils/crayons ready. Hold up a red pencil/

crayon and say *Listen and colour*. Play the first line of the audio and stop so that the children can colour in the ball. Play the rest of the recording, stopping after each set of balls.

- Circulate and check that the children have used the correct colours for each set of balls.
- When the children have finished colouring say *Say the numbers*. Point to the picture of the red ball and say *One ball*. The children repeat. Repeat for the other pictures, with the children saying all the numbers and adding the plural 's' if they can.

Audio script page T98

Extension activity

Aim: to practise numbers and counting sets of items

- Stick the toy and classroom object flashcards on the board. Move the toy flashcards into a group together, counting *One, two, three, four* as you do so. The children join in. Repeat for the classroom objects.
- Children repeat with the eight small items handed out to them.

Ending the lesson

Aim: to review numbers

- Hold up the toy train or stick the picture of the train on the board. Attach the carriages/ stick them on the board, counting slowly as you do so, *One, two, three, four*. Point at the carriages and count again. Encourage the children to join in.
- Put on the puppet. Play *No, Polly!* using the toy train/pictures (see Introduction, page xvii). Polly points at the carriages and makes mistakes with the counting (e.g. pointing at two carriages, but saying *One, two, three*), or gets the order wrong (e.g. *One, four ...*).

Aims

- to practise counting and plural words; to practise recognising figures 1 to 4; to say a chant

Recycled language: *one, two, three, four, Show me ...*, classroom objects, toys

Materials: CD 2, four pencils, groups of four other known items (e.g. dolls, cars, balls), pencils

Optional: a doll, toy car, puzzle, ball, bag, book or pencil for each child, but no fewer than two or more than four of each thing in total (e.g. four toy cars, three dolls, two balls, four puzzles, two bags, etc.)

Language competences: The children will be able to use plural forms.
The children will be able to join in with a chant.

Warm-up

Aim: to practise numbers 1 to 4 and counting

- Hold up one finger and say *One!* Hold up two fingers and say *Two!* Do the same for *three* and *four*. Repeat with the children copying the words and actions.

Note: Some children will find this more difficult than others. Encourage the children to help one another.

- Say, e.g. *Show me three!* The children hold up the correct number of fingers.

Presentation



PB p41 Listen and match. Chant.

Aim: to practise counting and recognising figures 1 to 4 to say a chant

- Point to the first picture on PB page 41 and say *One book*. Point to the figure 1 and the dot and say *One*. Point to the books in the second picture saying *Book, book, two books!* Again point to the figure 2 and the dots. Repeat for pictures 3 and 4.
- Say *Listen and match*. Play the first line of the chant (*Book! One Book!*). Show the children how to trace from the picture of the book down to the figure 1 with their fingers. Repeat for the

other lines. Children trace the lines with a pencil. Circulate and check the children are matching correctly. Repeat for the second verse.

- Say *Chant*. Play the first section of the chant, pausing after each line for the children to repeat. Play the second section through for the children to join in.

Audio script page T98

Practice

- Hold up a pencil. Say the first line of the chant, but using the word *pencil* instead of *book*. Hold up two pencils for the next line, then three for the next line, and so on. Encourage the children to join in. Repeat with groups of four different items (e.g. dolls, cars, balls).



AB p41 Look and circle. Say the sentences.

Aim: to practise counting and recognising shapes

- Point to the first picture in the key on AB page 41 and say *Look and circle the puzzle*. Show the children how to find the puzzle and circle it with their pencils. Hold up your finger and say *One puzzle*. Point to the picture of the car in the key, elicit the word and say *Look and circle the cars*. Circulate and help. Then ask *How many cars?* The children say *Two cars*. Repeat the process for *dolls* and *balls*.

- Once the children have found all the items, say e.g. *Cars?* The children point and count along with you *One, two cars*. Repeat for the other items in the puzzle.
- The children then work in pairs. Child A says the name of an item in the key, e.g. *Doll*. Child B points and counts the dolls aloud. Circulate and check that the children are counting correctly and adding an 's' to plural nouns.

Extension activity

Aim: to work together and practise counting

- If possible, move your class into the playground, school gym or an empty classroom.
- Give a toy car, doll, puzzle, ball, book, pencil or bag to each child in the class. Point to individuals. They say, e.g. *I've got a book*.
- Tell the children in L1 to find people who have the same type of object. Encourage the children to make sentences with *I've got ...*
- When all the children are sitting down, help each group in turn to count the objects they have, e.g. the children with the bags hold them up and say *One, two, three, four*.

Ending the lesson

Aim: to practise the chant

- Play the chant again for the children to join in. They stand up and count on their fingers as they chant.

Aims

- to practise counting forwards and in reverse

New language: *rocket*

Recycled language: numbers 1 to 4, colours, instructions (*Clap your hands, Throw, Catch, etc.*)

Materials: CD 2, flashcards (numbers), the puppet (Polly), a toy rocket or picture of a rocket stuck on card, coloured pencils or crayons in red, green, blue and yellow

Language competences: The children will be able to follow instructions.
The children will be able to count from 1 to 4, forwards and in reverse.

Warm-up

Aim: to review numbers 1 to 4 and practise counting in reverse

- Review numbers 1 to 4 using the flashcards.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) using the number flashcards.
- Stick the number flashcards on the board again but in reverse order 4, 3, 2, 1. Point to the flashcard with four spots and elicit the number. Repeat with the rest of the flashcards. Practise counting down from 4 to 1 with the class. Ask in L1 *When do we hear a countdown like this? Yes, at a rocket launch.*

Presentation



PB p42 Listen and act.

Aim: to practise counting in reverse and listening and responding physically

- Show the toy rocket/picture of a rocket and say *Look! A rocket.* The children repeat *Rocket.*
- Start the countdown *Four ..., three ...,* in a 'NASA' voice. Encourage the children to join in with *Two ..., one ...* Make the rocket take off into the air, adding 'blast off' noises. Repeat several times together, then choose volunteers to make the rocket blast off, some counting and some making the sound effects. Help them if needed.

- Say *Stand up.* Play the audio and show the children the following actions:
Four = Stand up with your arms out.
Three = Put your arms up above your head, making a rocket shape.
Two = Bend your knees.
One = Jump in the air.
- Play the audio for the children to listen and copy. When the rocket launch sound effect plays, they jump in the air.
- Say *Listen and act.* Play the audio again for the children to join in with the countdown and act being a rocket on their own.
- Give more instructions, adding language from earlier units, e.g. *Throw your ball. Catch your ball. Sit down. Stand up. Hands up.*

Audio script page T98

Practice



PB p42 Listen and colour.

Aim: to practise numbers and listening

- Say *Listen and colour.* Remind the children in L1 that they have to colour the circles below the pictures the correct colour. Play the first line of the audio and point to the circle next to picture 1. Then play the rest of the audio, pausing for children to colour the circle each time.
- Point to picture 2 and elicit the colour and the number. Repeat for pictures 3 and 4.

Audio script page T98



AB p42 Listen and circle.

Aim: to practise numbers, listening and pencil control

- Point to the pictures on AB page 42 and elicit *One* and *Four* (according to the child's pose).
- Say *Listen and circle. One or four?* Play the audio. The children point at the correct picture. They circle the first picture.

Audio script page T98

Extension activity

Aim: to practise counting and listening carefully

- Say *Listen and count.* Ask *How many?* Clap your hands three times. Say *Three.* Do it again with *two.* Then, clap your hands and ask the children *How many?* Repeat, clapping a different number of times at different rhythms (up to four).

Ending the lesson

Aim: to practise counting in reverse

- Put on the puppet. Start to count in reverse, *Four, three ...* and make Polly prepare to fly. The children join in. When you get to *one*, Polly doesn't fly; make her look as if she is still waiting. Then make her say *Go?*, and you say *Yes, go!* Point at all of them and say *Go!* The children realise that they need to say *Go!* Repeat the countdown. Polly 'takes off' on the word 'Go!' and flies around the class.
- Make Polly land on a child's head or shoulder. That child does the countdown from *four* and says *Go!* Polly flies and lands on a different child. Repeat several times.
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

Aims

- to sing a song with the class; to practise following instructions and numbers 1 to 4

New language: *purple, sing*

Recycled language: *mum, cars, puzzle, colours*

Materials: CD 2, flashcards (colours, numbers, *mum, brother, car, puzzle*), a piece of purple card (or card coloured purple), purple, green and blue pencils or crayons

Optional: the puppet (Polly), No cards

Language competences: The children will be able to join in with a song.
The children will be able to follow instructions.

Warm-up

Aim: to review counting in reverse and colours, to present *purple*

- Review *red, green, blue* and *yellow* with the flashcards. Show each flashcard and say the colour. Show the cards in different orders. The children say the colours.
- Show a piece of purple card and say *Purple*. The children repeat.
- Mix up the flashcards, adding the purple card. Call four volunteers to the front and ask them each to choose a card. They hold their cards so the class can't see the colours.
- Count down and say *Go!* The children join in. On 'go' the children at the front turn, one by one, their flashcards to face the class. Everyone says the colour. Repeat with different volunteers.

Presentation



AB p43 Listen and sing.

Aim: to practise numbers and sing a song

- Point to the picture on PB page 43. Say *Point to mum*. The children point. Point to the number next to the woman and say *Mum is one*. Point to her clothes and ask *What colour?* The children answer *Purple*. Repeat with the other pictures.

- In L1 ask what the boy next to number 4 is doing. Point to the musical notes. Say/Elicit that the boy is singing. Say *Sing*.
- Play the song, pausing after the first two lines. Ask the children to point to the correct picture and number. Continue in this way until the end of the verse.
- Play the chorus for the children to listen.
- Play the rest of the song. The children point and begin to join in.
- Play the song again, pausing to teach each line. Tell the children in L1 that some words in the song sound similar (*one* and *mum*, *two* and *blue*, *green* and *three*, *four* and *more*). Listen for this when the children sing. The children point to the people and toys as they sing.

Audio script page T98

Practice



AB p43 Listen again and colour.

Aim: to practise listening for specific information (colours)

- Point to the picture of mum and ask *Who's this?* Elicit *Mum*. Repeat for the other two pictures.
- Play the audio, pausing after the first two lines so that the children have time to colour in mum. Continue in this way, pausing after each object for the children to colour.

- Circulate, checking that the children have used the correct colours. Ask individuals *What's this? What colour is it?*

Audio script page T98

Extension activity

Aim: to practise listening skills and revise numbers

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing, e.g. *One, one, one, my green mum. Three, three, three, my cars are blue. Two, two, two, my doll is green. Four, four, four, let's jump some more!*
- For the last verse, make Polly sing correctly and encourage everyone to join in, standing up and dancing.

Ending the lesson

Aim: to practise the song

- Stick the one flashcard on the board. Stick the remaining number flashcards below and ask a volunteer *Where's two?* Stick two next to one. Repeat for three and four.
- Stick the flashcards puzzle, mum, boy and car on the board. Say *Listen and match*. Play the first two lines of the song. Elicit/Show the children that the first picture is mum. Say *One, mum*. Stick the flashcard mum above the one flashcard. Play the next two lines and elicit *Cars*, and so on for verse 1.
- Play the rest of the song for the children to join in.

Aims

- to present a picture story; to review language from the unit

New language: *I'm here, Now ...*

Recycled language: numbers 1 to 4, *Hello*, character names, *Where's ...? Is it there? Show me*

Materials: CD 2, four small objects for each child (e.g. four building blocks/plastic toys), flashcards (characters), the puppet (Polly), a large toy car or ball, coloured pencils or crayons

Language competences: The children will be able to listen to and follow a picture story. The children will be able to use *Where's (name)?* and *I'm here!*

Warm-up

Aim: to review numbers

- Hand out the small objects – four to each child. Say *Stand up, please. Say Show me one!* The children hold up one object. Repeat with *Show me two! Show me three!* and *Show me four!* Demonstrate the first time, until the children are following with ease. Then mix up the numbers. The children hold up the correct number of items each time.
- Ask volunteers to lead the activity by giving the instructions.

Presentation



PB pp44–45 Story: *Where's Polly?*

Aim: to listen and follow a picture story

- Point to the characters on PB page 44 and ask *Who's this?* The children say, e.g. *(It's) Polly*. Alternatively use the character flashcards. Point to picture 1 and ask in L1 what Gina is doing and why (covering her eyes, because the other animals are hiding). Explain/Elicit that they are playing *Hide and seek*. Ask the children if they like playing *Hide and seek*. Ask what Gina is doing in pictures 2 and 3 and how she feels in picture 4 (puzzled/sad). Ask what Mike and Leo are doing (giggling). Turn to page 45 and ask what is happening. Ask *Does Gina feel different? How does she feel?*

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. In L1 the children explain what's happening and the funny joke at the end of the story. Elicit a translation for *I'm here!* The children practise pointing at themselves and saying *I'm here!*
- Put on the puppet, Polly, and explain that she likes playing *Hide and seek*. Call a volunteer to the front. Make Polly cover her eyes with her wings and count slowly from one to four. The children join in with the counting. The volunteer hides somewhere in the classroom.
- Polly uncovers her eyes and flies around looking for the hidden child (e.g. in cupboards, under desks, etc.). She asks *Where's (name)?* Pretend that Polly can't find the child. Make Polly look tired and sad. Encourage the child to come out and say *I'm here!* Polly cheers up.

Audio script page T98

Practice



AB p44 Listen and colour the correct circle.

Aim: to listen and identify the correct picture

- Point to the first picture on AB page 44. Ask *Who's this?* The children say the name. Repeat for the second picture. Say *Listen and colour the circle*. Point to the circles. Play the audio. Elicit the answer (the second picture).
- Play the audio again. Check the children's work as they colour.

- Play the recording again. The children listen and repeat Gina's lines.

Audio script page T98

Extension activity

Aim: to practise numbers, *Where's ...?* and *I'm here!*

- If possible, move your class into the playground or an outside area with places for the children to hide. Make sure the area is safe to play.
- The first time you play the game, do the counting to four yourself, slowly, to give the children time to hide. Look for the children asking *Hmm. Where's (name)? Is he/she here?* When you find a child encourage him/her to say *I'm here!*
- The second time ask a confident volunteer to do the counting and seeking.

Note: If it is not possible to play the game in a large space, hide flashcards of the characters around the classroom for the children to find.

Ending the lesson

Aim: to practise numbers and *Where's ...?*

- Show the children the toy car or ball. Ask them to close their eyes and count aloud to four. Hide the toy somewhere in the room. Ask *Where's the (ball)?* The children stand up and look for the toy. If you have a large class, choose three or four volunteers to look. Encourage the children who are looking to say *Where's the (ball)?* and suggest places to look by saying *Is it there?* The child who finds the toy gets to hide it in the next game.

Aims

- to talk about the meaning of a story; to review language from the unit

Recycled language: *Where's (name)? I'm here, numbers, toys, I've got a (car), It's (blue)/ My (car) is (blue), Go*

Materials: CD 2, flashcards (numbers, colours and toys), Unit 5 stickers, coloured pencils or crayons, the puppet (Polly), cars, a ball, a puzzle or dolls for each group of three or four children, pencils

Optional: character masks

Language competences: The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

Warm-up

Aim: to review *Where's ...? and I'm here!*

- Say *Stand up, please*. Tell the children that you are going to close your eyes and you want them to all change places and sit down in someone else's seat. They have to be ready when you say *Four!* Close your eyes and count slowly to four.
- Look around the classroom and act being very confused. Say *Oh, no! Where's (name)?* Encourage the child to stand up and say *I'm here!* Repeat until everyone is standing up. The children return to their usual places.

Practice



PB pp44–45 Story: Where's Polly?
Listen to the story. Stick.

Aim: to review the story

- Ask the children to tell you what they remember about the story in L1. Ask *What are the animals playing? Who is hiding? Who is seeking? Does Gina find everyone? How does she feel?*
- Play the story again, pausing to ask what is happening and what the characters are saying. Ask what happened at the end (all the animals played together).

- Hand out the stickers for Unit 5. Say *Where's two?* The children point to the correct sticker. Repeat for *four*.
- Point to the picture on PB page 45. Say *Where's two?* The children point to the sticker outline. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T98

Story values **PB pp44–45**

Aim: to think about the meaning of the story: playing together

- Play the story again. The children listen and point. Pause after picture 1. Ask what Gina says (*Where's Leo?*). Play the next part of the story. Pause after picture 4 and ask where Polly is (hiding – she has flown into the air for a joke). Play the rest of the story. Ask what Polly says to let Gina know where she is (*I'm here!*). Talk about how important it is to play together, and not to leave people out.
- Call three or four volunteers to the front. Give them a toy car each. Encourage them to sit together and say *Hello*. They count their cars aloud in English and say the colours (e.g. *I've got a car. It's red./Look! A red car.*). Tell the children to race their cars. Encourage them to count down in English *Four, three, two, one! Go!*

- Make groups of three or four and give out the toys. Give the children time to play together freely.

6 **AB p45** Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. Ask How do the children feel? (Happy.) Why? (They are playing together.) What are they doing? (A jigsaw.)*
- Point to the happy face and remind the children in L1 that if they think the children are doing the right thing, they trace the happy smile. Circulate and check as they draw. Then the children can colour the picture.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. The children playing the characters put on the masks. Play the story. The children act out the story along with the CD.
- Invite another group of four children to come to the front and act.

Ending the lesson

Aim: to practise language from the unit

- Put on the puppet, Polly. Play *No, Polly!* (see Introduction, page xvii) with the number, colour and toy flashcards.

Aims

- to integrate other areas of the curriculum through English: Numeracy

New language: *train*

Recycled language: numbers 1 to 4, toys, classroom objects

Materials: CD 2, flashcards (numbers), four small objects for each child (e.g. building blocks, pencils, plastic toys), a photocopy of a drawing of a train with four carriages for each child with figures 1 to 4 on the carriages, a glue stick, different coloured small circles of card (ten per child), coloured pencils or crayons, pencils

Optional: ten large toys in number groups – e.g. one robot, two dolls, three balls, four teddy bears, four large pieces of card each with a number from 1 to 4 on it, character masks

Language competences: The children will be able to count sets of objects.

Warm-up

Aim: to practise recognising figures 1 to 4

- Repeat the Warm-up activity from page T44. This time, as you say, e.g. *Show me one!* hold up a flashcard with the figure 1 on it. When the children are playing the game with ease, show only the flashcards, without saying anything. See if the children can recognise the numbers and show you the correct number of objects. Don't insist that they get it right at this stage.

Presentation



PB p46 Listen and point. Trace and say the numbers.

Aim: to practise counting sets of objects and recognising figures 1 to 4

- Ask the children to look at PB page 46. Point to the first photo and ask *What's this?* Elicit *Car*. Elicit the colours of the car. Say *How many?* Elicit/Say *One car*. Point to the figure 1 below the picture. Repeat for the other photos. Encourage the children to add the plural 's' for *Two bags*, etc.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section with the numbers in a different order. Point along with the children. Play the third section for the children to point on their own.
- Say *Trace the numbers*. Trace the line in the figure 1 with your finger. At the same time say *One*. The children copy. Do the same for the other numbers. The children trace and say the numbers.

Audio script page T98

Practice



AB p46 Make a number train.

Aim: to take part in a craft activity and encourage recognition of figures 1 to 4

- Show the pictures on AB page 46. Explain in L1 that the children are going to make a train with circles on the carriages, like the girl in the pictures. Explain what to do, using the pictures on page 46. Show the children that they need to stick the correct number of circles to each carriage, using the figures 1, 2, 3, 4 to help them. If necessary, write the numbers on the board, at a height your children can reach, and ask volunteers to the front to draw the correct number of circles next to each one.

- Hand out a worksheet, ten card circles and a glue stick to each child. Circulate and help the children count and stick. Ask individual children *What number?* and encourage them to count the circles aloud.
- The children compare their trains in pairs and count the circles on each carriage.

Extension activity

Aim: to practise recognising figures 1 to 4 and working together

- If possible, move your class into an area with four corners and a large space at the centre. In the corners of the room, place a number flashcard and the appropriate number of toys.
- Divide the class into four teams. Name them Leo, Polly, Gina and Mike. The children in each team can wear the appropriate character mask.
- Say, e.g. *Gina! Four! Go!* The children in the Gina team run to the corner with four toys. Repeat for the other numbers and teams. Call the class back to the centre. Remove the toys so that the children are playing by recognising the figures on the cards.

Ending the lesson

Aim: to practise the unit song and recognise figures 1 to 4

- Play the song from page T43 (CD 2, Track 8). Hold up the number flashcards you used in the Warm-up as prompts while the children sing.

Aims

- to review language and values from the unit; to encourage children to reflect on their learning

Recycled language: numbers 1 to 4, toys, *Show me ...*

Materials: pencils, coloured pencils or crayons

Optional: large piece of display paper for each group of four children with the outline of a number on it (1, 2, 3 or 4), small pieces of coloured paper/tissue paper (red, blue, green or yellow), glue

Language competences: The children will be able to count objects and match them to figures 1 to 4. The children will be able to use language from the unit.

Warm-up

Aim: to review figures 1 to 4

- Write numbers 1 to 4 (as figures) on the board. Point to each one. The children say the number.
- Say *Stand up, please*. Say *One* and draw the figure 1 in the air with your finger. The children copy you. Do the same for the rest of the numbers. Repeat several times. Then say *Show me one!* The children draw the figure in the air, using the numbers on the board to help. Repeat for the rest of the numbers. Say *Sit down, please*.

Practice

7

Think!

PB p47

Look and match.
Say the numbers.

Thinking skills: describing with numbers

- Point to the first photograph on PB page 47. Say *How many? One? Two?* The children count and put up their hands when they know the answer. Elicit *Three (balls)*.

- Point to the figure 1 and elicit/say the number. Say *Look and match*. Trace a line with your finger from the number to the photo of one ball. The children draw lines for the remaining numbers. Circulate and help. Ask individual children *What number?* and ask them to show you the correct photograph. Encourage them to use plural 's', e.g. *Three. Three balls*.

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AB p47

Say the numbers. Colour the circles.

Aim: to create a record of learning

- Point to the numbers on AB page 47. The children say the numbers together.
- The children colour the circles if they can say the numbers on their own.
- Circulate and help as necessary. Ask individual children to say the numbers.

Extension activity

Aim: to practise recognising figures 1 to 4 and make a class display

- Divide the class into four groups (if you have more than 16 children in your class, have more groups, each with three or four children).
- Hand out a piece of paper with the outline of a number to each group (1 to one group, 2 to another group, etc.). The children in each group stick small pieces of coloured paper within the outline to make a collage-style picture for each number. If possible, give one group red paper, one yellow, one blue and one green.
- When the pictures are finished stick them on the walls, if possible, as part of a display of a train with numbered carriages. Get the children to help you decide on the correct order from 1 to 4. Ask, e.g. *One. What colour?* Display the numbers to use in future classes.

Ending the lesson

Aim: to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

Phonics

- See page T84 for Unit 5 Phonics.

Review

- See page T92 for Unit 4 & Unit 5 Review.