

Aims

- to present and practise play equipment; to present and practise *The ...'s (yellow)*

New language: *slide, roundabout, seesaw, swing, park, The ...'s (yellow)*

Recycled language: character names, *cat, and, colours, I like (your) ...*, instructions

Materials: CD 2, photographs of parks and outdoor playgrounds, flashcards (park), colouring pencils or crayons, the puppet (Polly)

Optional: materials to make junk models of play equipment (e.g. pieces of thick cardboard, cardboard rolls, pipe cleaners, string, drinking straws, sticky tape/glue, paints and brushes) or building blocks, a model you have already made (e.g. of a swing)

Language competences: The children will be able to name play equipment.

Warm-up

Aim: to introduce the unit topic

- Show a photograph of a park and say *Look! A park! I like the park. Say Park.* The children repeat. Say the word in a whisper. The children whisper back. Repeat with different tones of voice and volumes.

Presentation



PB p72 Listen and point.
Say the words.

Aim: to present play equipment

- Point to the picture on PB page 72. Say *Look! Leo, Gina, Polly and Mike are at the park.* Point at the cat and ask *What's this?* Say *Listen.* Play the audio. The children just listen.
- Say *Listen and point.* Play the audio and point at the play equipment. Say *Listen and point.* Play the audio again. The children point.
- Say *Say the words.* Play the audio again. The children point and join in. Help them to stress the first syllable of *roundabout* and *seesaw* and manage the consonant pairs at the beginning of *swing* and *slide*.

Audio script page T101

Practice

- Say *Stand up! We're at the park!* Teach mimes as follows:
Slide = Walking up steps, sitting at the top of the slide and pushing off.
Roundabout = Turning around on the spot.
Seesaw = Squatting down and up again (bending knees).
Swing = Miming sitting, holding onto the chains and moving backwards and forwards.
- Show one of the park flashcards, say the word and do the mime. The children copy. Repeat for the other flashcards.
- Say a word. The children mime. Mix up the words and speed up, as the children become more confident. Add known instructions (e.g. *Clap your hands, Sit down, Go to sleep, Wake up, Throw the ball*).



AB p72 Listen and colour.
Say the words.

Aim: to practise play equipment, review colours and practise listening skills, to present and practise *The ...'s (yellow)*

- Make sure each child has crayons/pencils (red, blue, green and yellow).

- Say *Listen and point.* Then say, e.g. *I like the swing.* The children point to the correct picture. Repeat for the rest of the equipment.
- Say *Listen and colour.* Play the first line of the audio. Point to the picture of the roundabout and say *The roundabout's* The children reply *Yellow.* Show the children how to colour the picture. Play the rest of the audio. Pause after each item for the children to colour.
- Point to the finished pictures and say *The (roundabout)'s* Repeat the sentence after the children say the colour, e.g. *Yes! The roundabout's yellow.* The children repeat the whole sentence.

Audio script page T101

Extension activity

Aim: to practise play equipment

- Show the junk model you have made and ask *What's this?* The children say, e.g. *a swing.* Explain in L1 that they are going to make a model of one of the pieces of play equipment.
- Hand out the materials – children can work individually or in pairs. Circulate and help with cutting and sticking as necessary. Ask individuals *What's this?* to practise the new words and say, e.g. *I like your swing.*

Ending the lesson

Aim: to review play equipment

- Put on the puppet. Make Polly say *I like the park!* Make Polly do one of the play equipment mimes and say *I like the* The children say the missing word. Repeat for the other pieces of play equipment. The children can join in with the mimes.

Aims

- to practise *is* (*The ...'s fun*); to practise playground equipment; to say a chant

New language: *The (swing)'s fun, In our park*

Recycled language: *The (swing)'s (yellow), playground equipment, colours, clothes, Look! A (slide)! Wow!*

Materials: CD 2, flashcards (park), Yes/No cards, finished models of playground equipment (or pictures of playground equipment in known colours), pencils

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

Warm-up

Aim: to practise play equipment and *The (swing)'s (yellow)*

- Review the play equipment words with the flashcards.
- Give out the Yes/No cards. Say *Show me No*. The children hold up the correct card. Repeat for Yes.
- Show a picture of a piece of play equipment/ one of the flashcards/one of the models from the previous lesson. Make a true sentence about it, e.g. *The seesaw's blue*. The children hold up the Yes card, and say Yes, *the seesaw's blue*. Repeat for the other pieces of playground equipment. The children hold up the appropriate card each time.

Presentation

 **CD2 54**  **PB p73** Listen and match. Chant.

Aim: to present and practise *The (swing)'s fun*, to say a chant



- Show the swing flashcard and elicit the word. Say *The swing's fun!* Look very happy/excited. Translate *fun* into L1. Say the sentence again for the children to repeat. Do the same for the other flashcards.

- Point to the first picture on PB page 73. Say *Listen and match* and play the first verse of the chant. Trace a line from the girl to the swing with your finger. The children copy. Repeat for the other three verses.
- Play the whole chant, pausing for the children to draw lines from the pictures in the top row to the play equipment. Circulate and help.
- Play the chant again. The children listen and follow the lines they have drawn with their fingers.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Explain the meaning of *In our park* in L1. Play the chant again for the children to join in. They trace the lines they drew as they chant.

Audio script page T101

Practice

- Stick the park flashcards on the board, in the same order as the chant (swing, slide, seesaw, roundabout). Play the chant again, doing a mime for each verse. The children copy. Point to the flashcards as prompts.

 **CD2 55**  **AB p73** Listen and join the dots. Say the sentence.

Aim: to practise *The (swing)'s fun* and pencil control

- Ask the children to look at AB page 73. Remind them in L1 that they need to complete the picture by drawing a line from one small picture to another (as in Unit 6, page 49). Review the clothes words by saying, e.g. *Point to the trousers*.
- Play the audio. The first time the children listen and trace with their fingers. Play the audio again. They listen and join the dots.
- Play the sentence at the end again. The children point at their finished picture and repeat.

Audio script page T101

Extension activity

Aim: to practise playground equipment, *is*, *I like ...* and listening skills

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the park flashcards on four different walls.
- The children stand in the centre of the room. Make a sentence with one of the words, e.g. *The roundabout's red* or *I like the roundabout*. The children run to the wall with the picture of the roundabout. Tell them that if they hear a false sentence, they must stay in the centre. Mix in false sentences about the colour of the items.

Ending the lesson

Aim: to practise the chant

- Play the chant again for the children to join in. They stand up and do the mime for each piece of play equipment. Use flashcards as prompts on the board, if necessary.

Aims

- to practise responding to *Sit down on the ...* and *Down/Up you go*

New language: *on the, Down/Up you go*

Recycled language: *Oh, no, playground equipment, The (swing)'s fun, In our park, instructions (Put on your shoes, Put on your hat, Eat the pasta, Wash your face, etc.)*

Materials: CD 2, pencils, coloured pencils/crayons, the puppet (Polly)

Optional: CD of lively music, chairs (one for each child)

Language competences: The children will be able to follow instructions.

Warm-up

Aim: to review play equipment and *The (swing)'s fun, In our park*

- Play the chant (CD 2, Track 54). The children join in and mime playing on the different play equipment.

Presentation

 **CD2 56** **PB p74** Listen and act.

Aim: to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Stand in the centre. Play the first line of the audio and mime climbing onto one end of a seesaw and sitting down. The children stand up and copy you. Say *Sit down on the seesaw*. Do the action again, along with the children. Play the next line, mime and do the action. The children copy. Repeat for the rest of the recording (for *Oh, no!* mime taking off from the seesaw into the air, stretching up to the sky).
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.
- Give more instructions, e.g. *Sit down, Put on your shoes, Stand up, Put on your hat*. The children

follow. Speed up when they are confident.

Audio script page T101

Practice

 **CD2 57** **PB p74** Listen and colour.

Aim: to practise new instructions 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 elicit the colour. Show the children how to colour the circle red next to picture 3. Then play the rest of the audio, pausing for children to colour the circle each time.
- Point to each picture and elicit the colour and the sentence.

Audio script page T101

 **CD2 58** **AB p74** Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 74 and elicit *Sit down on the seesaw* and *Oh, no!*
- Say *Listen and circle. Sit down on the seesaw or Oh, no!?* Play number 1. The children point at the correct picture. They draw a circle around it. Elicit *Sit down on the seesaw* from individuals. Repeat for the second pair of pictures.

Audio script page T101

Extension activity

Aim: to practise *Sit down on the .../Stand up* and play a traditional party game

- If possible, move your class into the playground, school gym or an empty classroom.
- Arrange some chairs in the centre of the space in one row (or two rows back to back, depending on numbers). Use enough chairs for all the children.
- Explain in L1 that you are going to play some music and that when it stops the children have to sit down. Play the music. Say *Walk!* The children walk around the outside of the chairs. Stop the music and say *Sit down on the chairs!* The children all sit down. Say *Stand up!* The children stand up and move away from the chairs. Take away one of the chairs. Repeat the procedure. This time when the music stops, one child will not have a chair. This child is 'out' and stands to one side/helps with the music. The child who sits down on the last chair is the winner.

Note: Use as much English as you can during the game, e.g. *Stop! Go!* and count the chairs with the children when four, three, two and only one remain.

Ending the lesson

Aim: to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions: *Sit down on the seesaw, Up/Down you go, Oh, no!* (see Introduction, page xvii).

Aims

- to sing a song with the class

New language: *Let's go to the park, everyone, Swing on the swing, Slide on the slide, Round the roundabout*

Recycled language: instructions, *The (park) is fun*, playground equipment, numbers 1 to 4, toys (optional)

Materials: CD 2, flashcards (park), pencils

Optional: flashcards (toys) or real toys – a doll, a car, a ball

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

Warm-up

Aim: to encourage children to respond to new instructions and present *Swing on the swing* and *Slide on the slide*

- Say *Stand up, please. Sit down on the seesaw. Up you go. Down you go.* doing the actions at the same time. The children copy. Repeat with the children joining in with the instructions, according to ability.
- When the children are following with ease, add new instructions, e.g. *Sit down on your chair* (the children mime sitting on chairs/ actually sit down), *Sit down in the car* (they mime getting into a car), *Sit down on the slide* (they mime climbing the steps of a slide and sitting down), *Sit down on the swing* (they mime getting onto a swing and holding the chains). Join in with the new actions at first, then repeat the instructions for the children to follow on their own.
- Say *Sit down on the swing*, then say *Swing on the swing* and encourage the children to mime swinging back and forth. Do the same for *Slide on the slide* (by gesturing sliding down with your arm).

Presentation



PB p75 Listen and sing.

Aim: to practise following instructions, *The (swing) is fun* and *sing a song*

- Point to the picture on PB page 75. Ask in L1 *Where are the children?* Elicit *A park* and then the names of the play equipment.
- Say *Listen and point.* Play the chorus and first verse of the song. The children point to the swing. Say *Yes! Swing on the swing. The swing is fun!* Continue in this way for the other two verses.
- Play the song again, pausing to teach each line. Translate *Let's go to the park, everyone* into L1 and gesture to help show the meaning of *everyone*. The children mime playing on the swing, slide and roundabout as they sing.

Audio script page T101

Practice



AB p75 Follow the path and count the swings.

Aim: to practise pencil control and counting

- Point to the boy and the girl from the song and say *Let's go to the park.*
- Show the children how to trace the route through the maze with their fingers. When they

have worked out the route, they draw it with a pencil.

- Point to the first swing on the route through the maze. Say *Look! A swing. How many swings?* Point to the rest of the swings along the route. Count them aloud with the class (*One, two, three swings*). Help the children to circle the correct figure (3) in the key.

Extension activity

Aim: to practise *Let's ...*, review toys and sing a song

- Show the toy flashcards one by one (or real toys). The children say the words. Play the karaoke version of the song and teach the following new version:

Let's play with our toys.

Our toys are fun!

Let's play with our toys, everyone!

Play with your doll.

Your doll is fun.

Play with your car.

Your car is fun.

Play with your ball.

Your ball is fun.

- Mime playing with the different toys as you sing each verse. The children copy the mimes. Sing the new version of the song again. The children mime and join in, according to ability.

Ending the lesson

Aim: to practise the song

- Stick the three park flashcards on the board in the same order as the song (swing, slide, roundabout).
- Books closed. Play the song for the children to join in. Point to the flashcards as prompts.

Aims

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

New language: *It's my turn, I'm sorry, Let's go home, Come back, Where are they?*

Recycled language: *No, Where's (Mike)? The swing is fun, numbers, jump, fly, walk, swim, I'm here*

Materials: CD 2, the puppet (Polly), a simple drawing of a house on a piece of paper with sticky tack

Language competences: The children will be able to listen to and follow a picture story.

Warm-up

Aim: to practise the song

- Put on the puppet. Make Polly say *Let's go to the park! Stand up, everyone!*
- Play the song (CD 2, Track 59). Polly acts playing on the different pieces of play equipment. The children follow her and join in with the words.

Presentation



PB pp76-77 Story: The park

Aim: to listen and follow a picture story

- Point to the first picture on PB page 76 and ask *Who's on the swing?* The children say *Leo*. Ask what Polly is doing in L1 (she's waiting to use the swing). Repeat for picture 2 (ask about Gina). Then ask how the animals feel in picture 3 (angry) and how Leo feels in picture 4 (sad/lonely). Turn to page 77 and ask what is happening. Ask *How does Leo feel? Who's on the swing now?*
- 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 what Leo does at the end of the story. Elicit/ Give translations for *It's my turn, Let's go home* and *Come back*. The children practise saying the phrases after you.

Audio script page T101

Practice



AB p76 Listen and colour the correct circles.

Aim: to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 76. Ask *Who's this? Say Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the second picture).
- Play the audio again. Check the children's work as they colour in the circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T102

Extension activity

Aim: to revise *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.
- Play *Hide and seek* (as in Unit 5, page T44). At first, do the counting from one 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 child you find last is the winner.
- The second time ask a confident volunteer or group of children 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 or the puppet in the classroom.

Ending the lesson

Aim: to practise *Let's go home, Come back* and revise *jump, fly, walk, swim*

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the picture of a house on one wall of the room. The children all stand against the opposite wall. Say *One, two, three, four. Let's go home!* Run with the children to the wall with the picture of the house. Walk back to the other wall and say *Come back! Come back!* The children follow you. Repeat until the children are confident following the instructions. Then add different instructions, e.g. *Let's jump home, Let's fly home, etc.*

Aims

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

Recycled language: *It's my turn, I'm sorry, Let's go home, Come back, Where are they? No, The swing is fun, toys, play equipment, characters*

Materials: CD 2, flashcards (park, toys), Unit 9 stickers, small toy for each pair of children (e.g. car, doll, train), a stopwatch/watch with a second hand, a bell or buzzer, coloured pencils or crayons, pencils

Optional: character masks

Language competences: The children will be able to appreciate the values shown in the story. The children will practise taking turns.

Warm-up

Aim: to practise *The ... is ...*

- Stick the roundabout on the board and say *Look! A roundabout. The roundabout is fun. Say the sentence The roundabout is fun again. The children repeat. Repeat with other flashcards.*

Practice



PB pp76–77 Story: The park
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 *Where are the animals? Who is on the swing? Are the other animals happy?*
- Play the story again, pausing to ask what is happening and what the characters are saying. Ask what happened at the end. (Leo felt sad and lonely and gave the other animals a turn on the swing.)
- Hand out the stickers for Unit 9. Say *Where's the slide?* The children point to the correct sticker. Repeat for *roundabout*.
- Point to the picture on PB page 77. Say *Where's the slide?* 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 T101

Story values PB pp76–77

Aim: to think about the meaning of the story: taking turns

- Play the story again. The children listen and point. Pause after picture 1. Ask what Polly says (*It's my turn*). Elicit a translation. Repeat for picture 2 (Gina). Play the next part of the story and pause after Mike says *Let's go home*. Ask where the animals are going and why (home, because Leo isn't taking turns). Play the rest of the story. Ask how Leo feels and how he asks his friends to come back. Talk about how important it is to take turns, especially at the park/when we play with people we don't know.



AB p77 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

- Tell the children in L1 and then in English *We're going to look at some children now. Look at the picture and think. Ask in L1 where the children are and how many buckets and spades they have (only one of each).*

- Point to the face and remind the children in L1 that if they think the children are doing the right thing, they draw a 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. Encourage the children to join in and act.
- Invite another group of four children to come to the front and act.

Ending the lesson

Aim: to practise taking turns

- Put on the puppet. Make Polly play with a toy, e.g. a car. She makes engine noises and pushes it along. After a minute or so say *Polly, it's my turn!* Make Polly pass you the toy. Say *Thank you, Polly*. Play with the car and say *The car is fun!*
- Say *It's my turn* again. The children repeat.
- Give each pair of children a toy. Tell them in L1 that they must take turns to play with it and that you will let them know when they need to swap. One child plays with the toy. Time one minute. Then ring a bell/buzzer or clap your hands. The other child in each pair says *It's my turn*. The first child passes the toy. Encourage the second child to say *Thank you*. He/She then starts to play. Time a minute again. Repeat so each child has two or three turns.

Aims

- to integrate other areas of the curriculum through English: Maths; to practise recognising shapes

New language: *triangle, circle*

Recycled language: numbers 1 to 4, *park, playground equipment, toys, animals, big, small*

Materials: CD 2, flashcards (park, toys, animals), classroom objects or small items (e.g. crayons, buttons, coins, building blocks): two sets of four for each pair of children, materials for the project for each child (pre-cut paper shapes to make a picture of a cat: one large grey circle, one small black circle (the mouth), two small white circles (the eyes), two very small black circles (the pupils of the eyes), three small pink triangles (ears and nose), four small strips of black paper (whiskers), glue stick), a finished cat picture as a model (similar to the one on AB page 78)

Optional: colourful pipe cleaners or buttons/beads for each child

Language competences: The children will be able to recognise and count shapes.

Warm-up

Aim: to practise numbers 1 to 4 and counting

- Stick the park, toy and animal flashcards on the board in random order. Say *Look! My toys*. Move the toy flashcards into a group together, counting *One, two, three, four* as you do so. Elicit the words. The children join in. Repeat for the animal flashcards. Invite a volunteer to come and count the park flashcards and move them into a group.
- Hand out eight items to each pair of children – mixed up (e.g. four buttons, four rubbers). The children put them into two groups of four, counting aloud. Circulate and ask individuals to count the items.

Presentation



PB p78 Listen and point. Count and say the shapes.

Aim: to practise recognising and counting shapes

- Draw a circle on the board. Elicit/Say *Circle* (the children will recognise the word from the instruction 'Listen and circle'). Draw a circle in

the air with your finger. Say the word again. The children copy you. Draw a triangle and present *Triangle* in the same way (drawing in the air).

- Ask the children to look at PB page 78. Ask *Where's this?* Elicit *A park*. Point to the roundabout, tracing the circle shape with your finger and ask *Circle or triangle?* The children say *Circle*. Point to a triangle on the pushchair, and trace the shape in the same way. Ask *Circle or triangle?* The children say *Triangle*.
- Say *Listen and point*. Play the recording. Point to the shapes in the photograph along with the words on the audio. The children copy. Play the audio again for the children to point on their own.
- Say *Count and say the shapes*. Point to the triangles in the photograph from left to right, counting aloud. The children copy. Do the same for the circles.

Audio script page T102

Practice



AB p78 Make a shapes cat.

Aim: to take part in a craft activity and encourage recognition of shapes

- Show the pictures on AB page 78. Explain in

L1 that the children are going to make a picture of a cat, like the girl in the pictures. Explain what to do, using the pictures. Show the children that they need to stick the shapes on the large grey circle to make the cat's face. Show the one you prepared earlier.

- Hand out the materials to each child. Circulate and help with the sticking. Point to shapes and elicit *Circle* or *Triangle* from individuals. Ask *Is it big or small?*

Extension activity

Aim: to practise fine motor skills and review shapes

- Use pipe cleaners to make a circle and a triangle. Show the class and for each one ask *What's this? What colour?* Rephrase answers, e.g. *Yes! It's a red circle*.
- Hand out pipe cleaners to each child. They make a circle and a triangle in the same way. Circulate and ask about the shape and colour.

Note: If you do not have pipe cleaners, the children can make the shapes by putting together small items (e.g. buttons or beads).

Ending the lesson

Aim: to practise counting and listening carefully

- Say *Listen and count*. Ask in L1 *How many?* Clap your hands four times. The children listen and put up their hands to say the number. Repeat, clapping a different number of times (up to four).
- When the children are confident, say *Listen and clap your hands*. Say a number. The children clap the correct number of times.

Aims

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

Recycled language: *circle, triangle, numbers 1 to 4, colours, It's a (red) (triangle), big, small*

Materials: circular and triangular items (or pictures of these), e.g. a hula hoop, a plate, picture of a full moon/the Earth, a biscuit, picture of a triangular road sign, a triangular building block, picture of the end of a house showing a triangular gable, picture of a slice of pizza/cake (or toy food), coloured pencils or crayons

Optional: ten paper triangles and circles in known colours, five big, five small

Language competences: The children will be able to recognise sequences of shapes. The children will be able to use language from the unit.

Warm-up

Aim: to review shapes

- Draw a triangle and a circle on the board. Point to the triangle and say *Triangle*. Draw a triangle shape in the air as you say the word. The children repeat the word and the action. Do the same for the circle.
- Say *Look and think*. Show the pictures or items you have brought to class in turn. For each one ask *Circle or triangle?* Help by tracing the shape in the picture/around the edge of the item with your finger. The children say *Circle* or *Triangle* each time.

- Repeat the process for rows 2 and 3, helping the children find the answer each time and showing them how to draw a match line.
- The children can then practise saying the names of the shapes in each row in pairs.

Note: Encourage the children to notice patterns around them (in the classroom and outside) and practise different types of patterns in class. There can be patterns when you give instructions (e.g. *Jump, Walk, Clap, Jump, Walk, Clap*), patterns when the children line up (girl, boy, girl, boy) or patterns with objects based on colour, size or shape.

Practice



PB p79 Look and draw lines. Say the shapes.

Thinking skills: sequencing

- Point to the first row of shapes on PB page 79. Say the name of each shape and colour from left to right. The children watch and listen. Repeat with the children copying you. Then point to the three shapes on the right. Ask in L1 *Which shape comes next?* Trace the example line with your finger. Read out the shapes in the row again, including the answer.

8 **AB p79** Say the words. Colour the circles.

Aim: to create a record of learning

- Point to the playground equipment on AB page 79. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise recognising shapes and size

- Show a large paper circle. Ask *What's this?* Rephrase answers, e.g. *Yes, It's a green circle*. Stick it on the board. Show a small circle. Point to the circle on the board and ask *Big or small?* Rephrase answers, e.g. *It's a big circle. A big, green circle*. Say a similar sentence for the small circle, e.g. *It's a small, blue circle*. Stick it on the board. Repeat for a large and a small triangle.
- Stick all the shapes on the board. Make two teams. Call one child from each team to the front. They stand on either side of the board. Explain in L1 that you are going to ask for a shape and both children need to find it first. The first child to take the circle from the board and give it to you wins a point. Then the two children sit down and two more children come to the front. Repeat until all the shapes have been taken. The team with the most points wins.

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 T88 for Unit 9 Phonics.

Review

- See page T94 for Unit 8 & Unit 9 Review.