

## LANGUAGE OVERVIEW • UNIT 4

### Key Words

boat  
car  
bus  
train  
plane  
bike  
helicopter

### Word Revision

numbers 1–6  
teddy/teddy bear (AmE)  
doll  
scooter

### Receptive Language

Who is it?  
What is it?  
Is it a (plane)?  
What colour is the (car)?  
What is (green)?  
Where is the (plane)?  
What's in the bag?  
Is it the same vehicle?  
Which is fastest/slowest?  
Is this the (land)?  
The (bike) is on the (water)?  
The (green) (boat) is in the (water).  
Is this right?  
Look at this.  
Which vehicle did this?  
Bingo!  
Look, what can you see?  
What are the children doing?  
Does it float or sink?  
It sinks/floats.

### Classroom Language

Colour the (boat) (green).  
Trace the lines.  
Cut out the cards.  
Show me the (bus).  
Point to the (helicopter).

Draw a line to match the two pictures.  
Pass the bike.  
Draw a line from the (boat) to the (water).  
Circle the things which sink/float with red/blue.

### Productive Language

How do you get to school?  
I get to school by (car).

### Objectives

Children learn:

- to develop their ability to recognise and name some different forms of transport
- to listen to and join in with a chant
- to develop their gross motor skills and practise control of their speed and movement through moving like the different vehicles
- to discover what happens to different objects when they are placed in water, and to think about what makes an object sink or float

### Competences

Children can:

- identify and name some different forms of transport and describe where they move, in the sky, on the land or on the water
- indicate the appropriate form of transport when asked
- participate in games, listening activities and project activities individually and in groups
- understand which objects sink and float and how to make a boat float

### Thinking Skills

- observation skills to match halves of the same object
- scientific skills: questioning, investigating and explaining which items float and sink

## LESSON 1 • CHANT



### Main Objective

To introduce the vehicle vocabulary using a chant.

### Key Words

boat, car, bus, train, plane, bike, helicopter

### Receptive Language

Who/What is it?  
Is it a (plane)?  
What colour is the (car)? / What is (green)?

### Classroom Language

Colour the (boat) (green).  
Trace the lines.

### Activities

Sing the *I'm on my little bike* song.  
Introduce the vehicle vocabulary.  
Say the *Vehicles chant*.  
Colour the vehicles and trace the lines.  
Sing a new version of the *I'm on my little bike* song.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/4–5, A&P CD 8/20
- car and bike mini flashcards (MF 2), vehicle mini flashcards (MF 4)
- Activities & Projects, p. 25
- coloured pencils or crayons

## Warm-up and Revision

### 1. Sing the *Hello* song. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello* song.

### 2. Sing the *I'm on my little bike* song.

CD 2/4–5

- Play the song and encourage the children to sing along and join in with the actions.

#### *I'm on my little bike*

*I'm on my little bike, ting, ting, ting / ring, ring, ring (AmE).*

...

*I'm in my little car, vroom, toot, toot / vroom, beep, beep (AmE).*

...

*I'm on my little train, choo, choo, choo.*

...

*I'm in my little plane, whoo, whoo, whoo.*

...

## Carpet Time

### 3. Sing the *Circle* song. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle* song.

### 4. Introduce the vehicle vocabulary.

MF 2 MF 4

- Show the children the mini flashcards for *car* and *bike* (MF 2) and *plane* and *train* (MF 4) and ask the children **What is it?**
- Encourage the children to say **It's a car/bike/train/plane.** and show you the action for these vehicles, e.g.
  - car** – mime driving a car
  - bike** – mime pedalling the bike with your legs and ringing the bell with your fingers
  - train** – making movements with your arms accompanied by saying choo-choo
  - plane** – hold your arms out to the side and mime flying through the air
- Show the children the mini flashcards for the new vehicles in this unit. As you show each card, say the name of the vehicle and show the children an appropriate action for that vehicle.
  - boat** – mime holding oars and rowing backwards and forwards
  - bus** – mime waving some passengers onto your bus and then holding a big steering wheel and turning it a few times
  - helicopter** – holding your arms out to the side straight and turn around like the blades on a helicopter
- Put all the mini flashcards on the floor where the children can see them. Point to the helicopter and say **Is it a plane?** and show the children the action for plane.
- Continue to ask the children questions about the vehicles and encourage the children to say **Yes, it is.** or **No, it isn't.** as appropriate for each question.

## 5. Say the *Vehicles chant*. A&P CD 8/20

- Show the children each of the vehicle mini flashcards in the order from the chant and encourage the children to help you name the vehicles.
- Put the mini flashcards on the floor where the children can easily see them in the order from the chant.
- Play the *Vehicles chant* and make Peter point to each of the vehicles as you hear them in the chant.

### **Vehicles chant**

*A boat, a car,  
A bus and a train.  
Look! A plane!  
Whoooo!  
(Repeat)*

- Repeat the chant and encourage the children to join in and point to each of the mini flashcards as they hear them in the chant.
- Alternatively, the children can say the chant and show the action for each vehicle as they say them.

## Pencil and Paper

## 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

## 7. Colour the vehicles and trace the lines.

AP 25

 A&P CD 8/20

- Hold up your book so all the children can see.
- Point to the characters and vehicles and elicit the names from the children. Say **Who/What is it?**
- Play the CD and point to each vehicle in the picture as you listen to the CD.
- Give the children their books open to the correct page.
- Repeat the chant and encourage the children to point with you.
- Say **Colour the boat (green)**, and encourage the children to use the colour you have named or allow the children to choose which colour they would like to use.
- Continue to ask the children to colour the other vehicles on the page.
- Then point to the movement lines near each vehicle, encourage the children to trace the lines with their fingers and then ask the children to trace the lines using a coloured pencil. Say **Trace the lines**.
- While the children are working, talk to them about the vehicles on the page. Ask them **What colour is the car?** or **What is green?** and praise them for neat and careful colouring.

## 8. Sing the *Tidy up song / Clean up song (AmE)*. CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE)*.

## Rounding Off

## 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

## 10. Sing a new version of the *I'm on my little bike song*. CD 2/5 MF 4

- Show the children each of the vehicle mini flashcards and elicit the words.
- Put the flashcards in the order you are going to use for the song and place the cards where the children can easily see them.
- Using the karaoke version of the song *I'm on my little bike*, create new verses of the song about different vehicles, for example:

*I'm in my helicopter, whir, whir, whir. /  
I'm in my little boat, splash, splash, splash. /  
I'm in my little bus, vroom, ding, ding. ...*

- Encourage the children to join in with the actions and sing as soon as they feel able to.

## 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter**.
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Play *Catch the magic word*.

- Ask the children to sit in a circle. Show the children each of the vehicle mini flashcards, elicit the name of the picture on each card and then place the cards in the centre of the circle where all the children can see them.
- Select one of the cards and point to it so all the children can see which card has been chosen. Say e.g. **The magic word is helicopter**.
- Walk around the outside of the circle. As you pass each child, gently tap them on the head and say a different vehicle.
- When you say the magic word (**Helicopter**), the child whose head is touched at the same time must stand up and follow you around the circle. Both people moving around the circle should move like the vehicle which was named.
- The first one of you to sit in the empty space in the circle stays sat down, and the other person chooses a new magic word from the flashcards in the centre of the circle.

## EXTRA LESSON 1 (OPTIONAL)

### Main Objective

To use the vehicle vocabulary in activities.

### Key Words

boat, car, bus, train, plane, bike, helicopter

### Word Revision

numbers 1–6

### Receptive Language

Where's the (plane)?  
Is it the (bus)?

### Classroom Language

Colour the (helicopter) (blue).  
Cut out the cards.  
Show me the (bus).

### Activities

Play *Tap the flashcard*.  
Play *Find the flashcard*.  
Play the *Yes or No game*.  
Colour the mini flashcards.  
Play *Keep the cards in order*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- car* and *bike* mini flashcards (MF 2),  
vehicle mini flashcards (MF 4)
- coloured pencils or crayons
- scissors
- If there is time: number mini flashcards  
(Worksheet 10a+b)

### Notes

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## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children and say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song*.

### 2. Play *Tap the flashcard*. MF 2 MF 4

- Either stick the vehicle mini flashcards to the board or place them on the floor in front of the children. Then point to each of the cards and elicit the words.

- Nominate two children to start the activity and ask them to stand or sit where they can both reach the cards easily. The other children should be able to see the flashcards, but should be out of the way of the children who are playing.
- Say, for example, **Helicopter**, and encourage the children to tap the *helicopter* mini flashcard. The child who taps the card first gets a hug, kiss or high five from Peter.
- Repeat the activity with a different pair of children and a different word.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *Find the flashcard*. MF 2 MF 4

- Choose a confident child from the class and ask him or her to choose a vehicle mini flashcard (e.g. *plane*) then stand near you. Ask the child to close his or her eyes.
- Tell the other children to be quiet and show them that you are hiding the mini flashcard, for example under a cushion, in a toy box, on the bookcase, etc.
- Then ask the child to open his or her eyes. Say **Where's the plane?** and make it clear to the other children that they are not to tell where the flashcard was hidden.
- Encourage the child to walk around the classroom to find the hidden mini flashcard. Keep saying the word **Plane**, as the child moves around. As the child gets closer to the hidden card, indicate that he or she is correct by saying **Plane**, more loudly, and as the child moves away from the card, indicate that he or she is not correct by saying **Plane**, more quietly.
- Once the child has found the card, Peter can give the child a hug, kiss or high five as a reward.
- Repeat the game choosing a different card and a different child and this time encourage the other children to join in saying the vehicle name loudly or quietly as the child gets closer or further away from the hidden card.

### 5. Play the *Yes or No game*. MF 2 MF 4

- Show the children the vehicle mini flashcards and elicit the words. Then show the children that you are mixing the cards in your hands so neither you nor the children know the order of the cards.
- Take one of the mini flashcards and hold it above your head so that the children can see which vehicle mini flashcard you are holding but you can't.

- With your other hand, point to the flashcard and say **Is it the bus?** and encourage the children to say **Yes.** if you are holding the bus and **No, sorry.** if not. If the answer was **No, sorry.,** keep guessing until the children say **Yes.**
- Repeat this with some of the other cards.
- If the children are confident with the vehicles, add some extra vehicle mini flashcards with different coloured vehicles on them. Then ask the children about the colour as well as the vehicle on the card, e.g. **Is it a green train?**

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Colour the mini flashcards.

- Give each child a copy of the vehicle mini flashcards.
- Point to each of the cards and elicit the correct word from the children.
- Either tell the children which colour they need to use for each vehicle, e.g. **Colour the helicopter blue.,** or allow the children to choose their own colours.
- Allow the children time to colour the cards. While the children are working, monitor the class, praise the children's work and ask **Is it a (boat)?**
- When the children have coloured the cards, say **Cut out the cards.** and demonstrate by cutting out a card.
- When some of the children have finished, ask them to show you some of their vehicle cards, for example say **Show me the bus.** and encourage the children to hold up their mini flashcard with the bus.

### 8. Sing the *Tidy up song / Clean up song (AmE)*. CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE)*.

## Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play *Keep the cards in order*.



- Give each child, or pair, a set of vehicle mini flashcards as well as the *car* and *bike* cards from Unit 2. The children need to sit in a space and put their mini flashcards on the floor in front of them.
- Say **Listen.** and then say each of the vehicles, e.g. **Car, bus, plane, helicopter, train, boat, bike.**
- Encourage the children to listen and put their mini flashcards in the order you say the words.

- Repeat the vehicles in the same order until all the children have their flashcards in the correct order.
- Say the vehicles again, but change the position of two of the mini flashcards, e.g. **Car, bus, train, helicopter, plane, boat, bike.**
- Encourage the children to change the order of their cards to match the new order.
- Continue to say the vehicles in a different order each time. If the children are comfortable changing the position of two cards, try changing the position of more cards each time.
- Alternatively, you can ask the more confident children to tell you the order of their cards before you give the children a new order to follow.

### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

## If there is time...

### Play *Find your passengers (numbers)*.



- Choose a confident child from the class and ask them to choose a vehicle mini flashcard. Ask **What is it?** and elicit the word from the child.
- Ask the rest of the children in the class to line up next to each other and give each child a number mini flashcard. If you have more children than mini flashcards, you can either have two vehicles collecting passengers and use two sets of mini flashcards, or mix the number flashcards with cards from an earlier unit.
- The child with the vehicle flashcard should travel around the line as if they are driving their vehicle.
- Each time the child with the vehicle flashcard is in front of the line of children, he or she can pick up one passenger.
- The passengers should be the children holding the number cards and the passengers should be picked up in order from one to six.
- Once a passenger has been picked up, they can hold on to the driver's waist or shoulders and follow him or her around the line. If the vehicle is moving too quickly to hold on to the waist or shoulders, then the passengers can follow doing the same movement or actions.
- Once all the passengers have been collected from the line, the vehicle can be asked to stop, a new vehicle and child to drive the vehicle can be chosen and the number (and other flashcards) can be given out again.
- If the children in your class are confident counting from one to six, you could ask the vehicle to pick up the passengers in the opposite order starting with six and ending with one.

## LESSON 2 • THINKING SKILLS



### Main Objective

To match vehicle halves to make a whole vehicle.

### Key Words

boat, car, bus, train, plane, bike, helicopter

### Word Revision

teddy/teddy bear (AmE), doll, scooter

### Receptive Language

What's in the bag?  
What is it? Is it the same vehicle?  
What colour is this/the (bike)?

### Classroom Language

Point to the (helicopter).  
Draw a line to match the two pictures.  
Colour the bus and the boat.

### Activities

Say the *Vehicles chant*.  
Play *What's in the bag?*  
Play *Match the halves*.  
Match the halves and colour.  
Play *Vehicle stepping stones*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), A&P CD 8/20
- bag filled with toy vehicles
- car* and *bike* mini flashcards (MF 2), vehicle mini flashcards (MF 4)
- Activities & Projects, p. 27
- coloured pencils or crayons

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Say the *Vehicles chant*. A&P CD 8/20

- Show the children each of the vehicle mini flashcards and name the vehicles.
- Put the mini flashcards on the floor where the children can easily see them.
- Play the *Vehicles chant* and point to each of the vehicles as you hear them in the chant.

#### *Vehicles chant*

*A boat, a car,  
A bus and a train.  
Look! A plane!  
Whooooo!  
(Repeat)*

- Repeat the chant and encourage the children to join in.

## Carpet Time

### Preparation Tip!

Before the lesson, put a selection of toy vehicles into a bag. The bag needs to be made of a material which the children are not able to see through.

Also prepare some vehicle mini flashcards and cut each card in half. You might want to colour the vehicles one colour and each vehicle a different colour to make the matching activity easier for the children.

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *What's in the bag?* MF 2 MF 4

- Show the children the bag full of items.
- Invite the children to put their hand into the bag and try to feel and guess what is in the bag. Say ***What's in the bag?***
- You can have the mini flashcards available so the children can point to a mini flashcard or show the action for that vehicle instead if they are not able to name the vehicle.
- Once all the children have had a chance to feel the vehicles in the bag and have guessed, an item can be taken out of the bag and the children can describe the colour.
- Once all the vehicles are out of the bag, you can help the children count the number of cars, buses, etc. or they can count how many wheels each vehicle has.

### 5. Play *Match the halves*. MF 2 MF 4

- Mix up the half vehicles mini flashcards and put them on the floor so that the pictures can't be seen.
- Invite one child to turn over a card and ask ***What is it?*** and encourage the child to try and guess which vehicle they have half of.

- Keep this half with the picture showing, and ask another child to turn over a second card to try and find the other half of the same vehicle.
- When the child turns over the card, ask again **What is it?** and **Is it the same vehicle?**
- If the two cards make a whole vehicle, then say **Yes, it is a (car). Well done!** Otherwise, say **No, sorry. They aren't the same.** and turn the cards over so the pictures can't be seen.
- Continue to invite pairs of children to turn over cards until all the cards have been matched with their other half.

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Match the halves and colour. AP 27

- Hold up your book open to the correct page.
- Point to the first half picture and ask the children **What is it?** and elicit the name of the vehicle.
- Continue to point to all the coloured halves and ask the children what each one is.
- Then point to the first half picture at the bottom of the page and ask the children **Is it a car? Is it a bike? Is it a helicopter?** etc.
- Give the children their books open to the correct page and say **Point to the helicopter.** and check they are pointing at either one or both parts of the helicopter.
- Continue to ask the children to point to different vehicles on the page to check the children are confident identifying what each picture is.
- Once the children correctly identify the matching halves, say **Draw a line to match the two pictures.** and demonstrate by drawing a line to join two pictures which make a complete vehicle.
- Monitor the children while they are working, praise them for correctly matching the vehicles and point to the colours on the page and ask **What colour is this?** or **What colour is the bike?**
- When the children have matched all the pictures, say **What colour is the bus?** and **What colour is the boat?** and check the children name the correct colours (*orange, yellow and red*).
- Then say **Colour the bus and the boat.** and give the children time to colour the black and white halves of these pictures.

### 8. Sing the *Tidy up song* / *Clean up song* (AmE). CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song* (AmE).

## Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play *Vehicle stepping stones*.

 MF 2  MF 4

- Show the children the vehicle mini flashcards and elicit the names of the vehicles from the children.
- Put the vehicle mini flashcards on the floor in a line like stepping stones across one area of the classroom.
- In turns, allow each child to walk over the flashcards like stepping stones and name each vehicle as they step on or over the card.
- If the children are unsure, prompt them by saying **What is it?** and encourage more confident children to say **It's a (bike).**
- If you have a larger class, you might want to use more than one set of the mini flashcards and have two or three lines crossing part of the classroom.
- To add more interest, you could include a simple obstacle course for the children to complete when they walk back to the line (for example, crawl under a chair, walk around a table, jump over a small cushion).

### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Play *Let's move like a...* MF 2 MF 4

- Show the children the vehicle mini flashcards and elicit the names of the vehicles from the children.
- Pick up the *bus* card, say **Look, it's a bus. Can you drive a bus?** and encourage the children to move around the classroom pretending to drive a bus.
- Then select another mini flashcard, show it to the children and ask **What is it?** When the children have named the vehicle, encourage them to move around the classroom as if they are in that vehicle.
- Continue letting the children name vehicles and allowing the children to mime riding or driving each vehicle as they name them.

## EXTRA LESSON 2 (OPTIONAL)

### Main Objective

To use the vehicle vocabulary in activities.

### Key Words

boat, car, bus, train, plane, bike, helicopter

### Receptive Language

What is it? / What colour is it?  
Which is fastest/slowest?

### Classroom Language

Pass the bike.  
Colour the paper.

### Activities

Play the *Miming game*.  
Play *Read my lips* and *Give Peter the bike*.  
Make paper helicopters.  
Fly your paper helicopters.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- car* and *bike* mini flashcards (MF 2),  
vehicle mini flashcards (MF 4)
- pieces of paper (rectangles)
- coloured pencils or crayons
- scissors
- paper clips (optional)

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Play the *Miming game*. MF 2 MF 4

- Put the vehicle mini flashcards on the floor in front of the children.
- Elicit the name of the vehicle on each card and ask the children to show you the action for each card.
- Invite a confident child to stand at the front of the class and whisper one of the vehicles to the child.
- Encourage the child at the front to mime driving or riding in the vehicle and ask the class **What is it?**
- Once the other children correctly guess the vehicle, praise the child doing the mime and the children who guessed correctly.
- If the children are still interested, continue playing, inviting a different child each time and giving a different vehicle to mime.
- If the children are not sure of the vehicle names, you can secretly show the child the appropriate mini flashcard as well as whispering the name of the vehicle.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *Read my lips*. MF 2 MF 4

- Put the vehicle mini flashcards on the floor in front of the children, make Peter point to the cards and elicit the words from the children.
- Point to your mouth to indicate that the children should read from your lips and mouth one of the vehicle words for the children, e.g. **Bus**. Then, in a normal voice say **What is it?** and mouth **Bus** again.
- Allow some of the children to try and guess which vehicle you were mouthing. If one of the children guesses correctly, say **Yes, well done**.
- If no children guess the vehicle, say **No, sorry** and mouth the vehicle again before allowing the children to continue guessing.
- Once a child has guessed the correct vehicle, repeat the activity mouthing a different vehicle.

### 5. Play *Give Peter the bike*. MF 2 MF 4

- Show the children the vehicle mini flashcards and elicit the names of the vehicles.
- Hide Peter behind your back and choose one of the mini flashcards, for example the *bike* card.
- Choose one child to start the activity and say to the child **Pass the bike**. and then give this child the *bike* flashcard.
- Encourage the children to pass the sentence and the *bike* mini flashcard around the circle until all the children have said the sentence.
- Stand next to the last child in the circle. Show Peter to the children and say **Here you are / Here you go (AmE), Peter**. as the last child gives him the card.
- Repeat the activity, choosing a different child to give the sentence to and using a different vehicle each time.

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

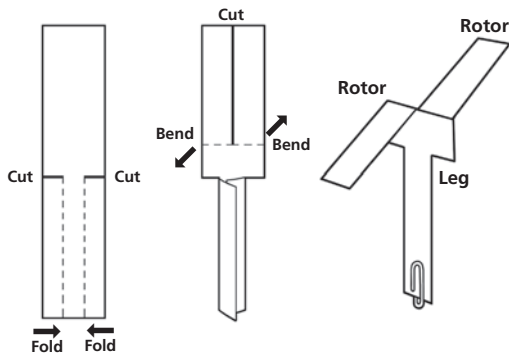
- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Make paper helicopters.

- Give the children rectangular (or square) pieces of paper and say **Colour the paper**. You can give the children different sized rectangles.
- Encourage the children to decorate their rectangles with different colours, shapes and patterns.
- While the children are working, monitor the children and talk to them about the colours they are using and the patterns they are drawing.



- Then help the children cut and fold their paper to make a helicopter. You can cut the rotors to different lengths on each helicopter.
- You can add a paper clip to the bottom of the leg of the helicopter to give it more weight.
- Once the helicopters are finished, let the children throw their helicopter into the air and watch it spin as it falls to the ground.



### 8. Sing the *Tidy up song* / *Clean up Song (AmE)*. CD 1/5

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song* / *Clean up song (AmE)*.

### Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Fly your paper helicopters.

- Tell the children that you are going to have a helicopter race.
- Invite two or three children to stand at the front of the class with their helicopters and encourage them to hold their helicopter so everyone can see.
- Point to different colours on each helicopter and ask **What colour is it?**
- Point to the helicopters and say to the children **Which is fastest?** and mime being very fast. Encourage all the children to point to the helicopter they think will be fastest. Then ask the children **Which is slowest?** and mime being very slow. Encourage all the children to point to the helicopter which they think will be slowest.
- Hold the two or three helicopters in the air (for extra effect you might even want to stand on a chair) and drop the helicopters.
- Encourage everyone to watch and see which helicopter lands on the floor first and which one stays in the air the longest.
- You could then look at each helicopter again and compare the length of the rotors, the number of paper clips on the leg, the length of the leg, the width (fatness) of the rotors or the leg.

- Continue to collect two or three helicopters and drop them at the same time.
- Alternatively, you can encourage the children to work in pairs. One child should throw their helicopter into the air, and their partner should try to catch it before it lands on the ground.

### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

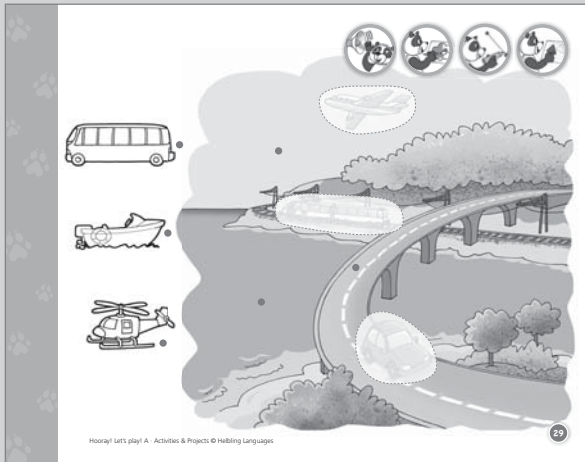
#### Preparation Tip!

Take enough chairs for all the children to sit on and organise them so that there is one chair in front, and the rest of the chairs are in lines of four with a space in the middle between the second and third chair. This should look like rows of seats in a train, bus or plane.

### Play *Take a bus/train/plane ride*.

- Decide what vehicle you are going to use for your journey, for example a bus, and stand near the front of the bus.
- Pretend to press a button to open the bus door for the passengers (children) and then say **Welcome to my bus. Please take a seat.**
- Once all the children are sat in their seat, say **Fasten your seatbelts.** and mime fastening a seatbelt. Encourage the children to join in.
- Take a seat in the driver's position, look at the children and say **Ready?**
- Pretend to start the vehicle and make bus noises. The children can join in making bus noises.
- Once the bus has started, pretend to take the children on a journey on your bus. As part of the journey encourage the children to copy your movements and lean to one side or the other as the bus turns a big corner, bump up and down on their seats when you go over lots of bumps in the road, look out of the windows for things you might see.
- Use phrases like **Round the corner. Over the bridge. Under the tunnel. A bumpy road. Look, a car. Look, a bike. Oh no, stop!**
- When the journey comes to the end, ask the children to unfasten their seatbelts and say **Goodbye.** to them as they get off the bus.
- If the children would like to take another journey, play the game again, this time taking the children in a different vehicle or inviting a confident child to take the role of the driver.
- If you are in a train, you could use similar phrases to in the bus or if you are in a plane, use phrases like **Flying up, flying down. A bumpy ride. Turning left/right. Look, a helicopter.** etc.

## LESSON 3 • LISTENING ACTIVITY



### Main Objective

To complete a listening exercise.

### Key Words

boat, car, bus, train, plane, bike, helicopter, land, water, air

### Receptive Language

Look, this is the (land). / Is this (water)?  
The (bike) is on the (water)?  
Where is the (train)?  
The (green) (boat) is in the (water).

### Classroom Language

Point to the (bus).  
Draw a line from the (boat) to the (water) and colour the (boat) (green).

### Activities

Play *Which vehicle can you hear?*  
Introduce *land, water* and *air*.  
Sort the vehicles.  
Listen and colour, then match and stick in.  
Play the *Land, water and air game*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), A&P CD 9/21
- car* and *bike* mini flashcards (MF 2), vehicle mini flashcards (MF 4)
- Activities & Projects, p. 29
- stickers from the centre of the Activities & Projects book (three vehicles)
- coloured pencils or crayons
- chalk, masking tape or a piece of string

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Play *Which vehicle can you hear?*



- Put the vehicle mini flashcards on the floor in front of the children.
- Elicit the name of the vehicle on each card and encourage the children to show you the actions.
- Say **Listen**. and then make the noise of one of the vehicles. You can either use the following noises or you can use more realistic vehicle noises if you are able to make them, e.g.

**car** – vroom, toot, toot / vroom, beep, beep (AmE)

**bike** – ting, ting, ting / ring, ring, ring (AmE)

**train** – choo, choo, choo

**plane** – whoo, whoo, whoo

**bus** – vroom, ding, ding

**helicopter** – whir, whir, whir

**boat** – splash, splash, splash

- Invite the children to guess the vehicle.
- Continue to make vehicle noises and encourage the children to guess, or invite children to make the sound of a vehicle for the rest of the class to guess.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Introduce *land, water* and *air*.

- Show the children the picture in the book. Point to the land and say **Look. (This is the) Land.** then point to the ground or touch to the floor.
- Point to the water in the book and say **(This is the) Water.** and make wave-like movements with your hand for this word.
- Finally point to the air in the book and say **(This is the) Air.** and point to the air.
- Either point to one of the places in the picture or point to the floor, the air or make wave-like movements with your hand and say **Is this the (water)?** Encourage the children to say **Yes, it is.** or **No, it isn't.** and praise the children who give the correct response.
- Continue to ask the children about the different areas, either pointing at the floor, the air or making wave-like movements.

### 5. Sort the vehicles.

- Show the children the vehicle mini flashcards and elicit the words.
- Then hold up one of the vehicle cards, e.g. *bike*, and say **The bike is on the water?** Encourage the children to say **No, it isn't.**
- Say **The bike is in the air?** and encourage the children to say **No, it isn't.**

- Then say **The bike is on the land.** and encourage the children to say **Yes, it is.** and put the *bike* card on the floor or attach it to the board.
- Continue to show each of the vehicle flashcards and elicit where the vehicle belongs. Group the vehicles either on the floor or board.
- If the children are confident with the words land, water and air, you can also ask **Where is the train?**

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Listen and colour, then match and stick in.

 AP 29  A&P CD 9/21

- Hold up the page so the children can see.
- Point to each of the vehicles on the page and elicit the names from the children.
- Give the children their books open to the correct page and say **Point to the (bus).** Then check the children are pointing to the correct vehicle.
- Say **Listen.** and play the first sentence from the listening activity.
- Pause the CD, point to the boat on the page and then point to the dot in the water and say **The green boat is in the water. Draw a line from the boat to the water and colour the boat green.**
- Demonstrate by drawing a line from the boat to the dot in the water and start colouring the boat green. Then give the children time to draw the line and colour the boat in their books. Do the same for the other vehicles.

#### Vehicles listening activity

*The green boat is in the water.*

*The red helicopter is in the air.*

*The orange bus is on the road.*

- Alternatively, if you are not able to pause the CD between each sentence, play the whole listening twice. The first time you listen, show the children your book and draw the lines and colour as you listen. Before you listen for a second time, give the children their books open to the correct page. Then encourage the children to draw the lines and colour the vehicles while they are listening for the second time.

### 8. Sing the *Tidy up song* / *Clean up song* (AmE). CD 1/5

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song* / *Clean up song* (AmE).

## Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play the *Land, water and air game*.

- Make a line on the floor using chalk, masking tape or a piece of string.
- Encourage the children to stand along the line, with the line just in front of their toes.
- Say **On the land.** and point to the side of the line that you are standing.
- Say **In the water.** and jump over the line so the line is just behind your feet. Encourage the children to jump to the water side of the line with you.
- Say **On the land.** and jump backwards so you are back in the starting position with the line just in front of your toes. Encourage the children to jump back as well.
- Continue to say either **On the land.** or **In the water.** and check the children jump to the correct side of the line each time.
- Then say **In the air.** and jump without moving either forward or backwards. Encourage the children to jump with you.
- Repeat saying **On the land., In the water.** and **In the air.** in a different order each time and check the children are jumping to the correct place.

### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Play *Find your passengers (colours)*.

 (MF 2)  (MF 4)

- Choose a confident child from the class and ask them to choose a vehicle mini flashcard. Ask **What is it?** and elicit the word from the child.
- Ask the rest of the children in the class to line up next to each other and say **Today's passengers are wearing (red).**
- The child with the vehicle flashcard should travel around the line as if she or he is driving the vehicle.
- Each time the child with the vehicle flashcard is in front of the line of children, he or she can pick up one passenger (a child who is wearing red).
- Once a passenger has been picked up, they can hold on to the driver's waist or shoulders and follow him or her around the line. If the vehicle is moving too quickly to hold on to the waist or shoulders, then the passengers can follow doing the same movement or actions.
- When all the passengers have been collected from the line, the vehicle can be asked to stop, a new vehicle and child to drive the vehicle can be chosen and a new colour should be announced for the passengers.
- You could give each child a colour mini flashcard to show which colour they are wearing instead.

## EXTRA LESSON 3 (OPTIONAL)

### Main Objective

To describe which vehicle you use to get to school.

### Key Words

boat, car, bus, train, plane, bike, helicopter, land, water, air

### Receptive Language

Is this right? The (bus) is in the (air).

Look at this.

What is this? / Which vehicle did this?

Bingo!

### Productive Language

How do you get to school?

I get to school by (car).

### Activities

Play *Thumbs up, thumbs down*.

Play *Move towards the flashcard*.

Using productive language: 'How do you get to school?'

Make tracks in different materials.

### Materials Checklist

- CD 1/2–5, 8 (routine songs)
- car* and *bike* mini flashcards (MF 2), vehicle mini flashcards (MF 4)
- three plastic hoops (optional)
- different materials, e.g. shaving foam, lentils, water, plasticine
- trays
- toy vehicles

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children and say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song*.

### 2. Play *Thumbs up, thumbs down*.



- Show the children the vehicle mini flashcards, elicit the words and encourage the children to show you the action for each card.
- Either split the board into three sections or make three areas on the carpet, e.g. with plastic hoops.
- Point to each area and say **This is the air/land/water**.
- Shuffle the vehicle mini flashcards, select one card and place it in one of the areas. Say **Is this right? The bus is in the air**.

- Encourage the children to hold up their thumbs if the bus belongs in the air and to show thumbs down if the bus doesn't belong in the air.
- Praise the children who gave the correct thumb response and say **Well done. Yes, a bus can go on the land.** or **Great! The bus doesn't go in the air.**
- Continue putting different vehicles in the *land*, *water* and *air* areas of the board or floor and check the children give the correct response with their thumbs to show if the vehicle really belongs in each of these locations.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *Move towards the flashcard*.



- If there is a board in the classroom, attach the vehicle mini flashcards so that three of the cards are on the left side of the board and the others are on the right. If there is no board, put the flashcards to the left and right of a space on the floor, making sure the children can safely move between the flashcards.
- Make Peter point to each of the flashcards and elicit the vehicles from the children.
- Use Peter to nominate up to four children, depending on the space and the number of children in the class. These children should stand in front of the board, or in the space between the flashcards if they are on the floor.
- Make Peter say **A train**. and then encourage the children to move to the left or the right towards the *train* mini flashcard.
- Make Peter praise the children who moved to the correct flashcard by hugging, kissing or giving them a high five, then ask these children to sit down again.
- Repeat the activity with different children and a different vehicle each time.

### 5. Using productive language: '*How do you get to school?*' MF 2 MF 4

#### Preparation Tip!

You need enough sets of mini flashcards to have one card for each child.

- Show the children a vehicle and elicit the name of the vehicle from the children.
- Say **How do you get to school?** and point to the vehicle card that you are holding. Encourage a confident child to say the name of the vehicle, e.g. **Car**. Then say **I get to school by car**. and encourage the child to repeat the sentence.

- Continue around the class asking each child **How do you get to school?** and showing the children a different vehicle each time.
- Drill the question using different voices, for example sing or whisper it until the children seem confident asking the question.
- Encourage each child to ask **How do you get to school?** and show a vehicle to another child in the class and encourage the children to answer with **I get to school by (helicopter).** until all children have had a chance to ask and answer the question.

## Pencil and Paper

### Preparation Tip!

To minimise the mess, it is best to put the materials you are going to use on trays and not straight onto the table. Only a small amount is needed. Provide some toy vehicles for the children to use in class.

## 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

## 7. Make tracks in different materials.

- Put a small layer of different materials, for example sand, shaving foam, lentils, water or plasticine, onto a tray or table.
- Show the children the toy vehicles and elicit the words.
- Pick up one of the vehicles and demonstrate the activity by pushing the vehicle over one of the materials. Then point to the tracks that the wheels or bottom of the vehicle have made and say **Look at this!**
- Give the children time to push the different vehicles through the different materials. Monitor the children as they are working and point to different tracks which you can see and ask the children **What is this?** or **Which vehicle did this?**

## 8. Sing the *Tidy up song* / *Clean up song* (AmE). CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song* (AmE).

## Rounding Off

## 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

## 10. Play *Bingo!* MF 2 MF 4

- Put the vehicle mini flashcards face down on the floor in front of Peter.
- Help the children to move so that they have a space in front of them, and help them to choose four of their mini flashcards and put them on the floor with the picture facing up.
- Make Peter turn over one of the mini flashcards from his set and show and say the word to the children. Then encourage the children to turn over any mini flashcards with the same vehicle so the picture can't be seen.
- Repeat this until some of the children have turned over all of their mini flashcards and encourage them to shout **Bingo!** Peter can then kiss, hug or high-five with the children who have 'Bingo'.
- If the children are still interested, repeat the activity, this time calling the vehicles a little more quickly.

## 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Sort the vehicles. MF 2 MF 4

- Show the children the vehicle mini flashcards and elicit the words.
- Then hold up one of the vehicle cards, e.g. *bike*, and say **The bike is on the water?** Encourage the children to say **No, it isn't.**
- Say **The bike is in the air?** and encourage the children to say **No, it isn't.**
- Then say **The bike is on the land.** and encourage the children to say **Yes, it is.** and put the *bike* card on the floor or attach it to the board.
- Continue to show each of the vehicle flashcards and elicit where the vehicle belongs. Group the vehicles either on the floor or board.
- If the children are confident with the words land, water and air, you can also ask **Where is the train?**
- If they are still interested, you can try to sort the vehicles using different categories, for example number of wheels, number of passengers etc.

## LESSON 4 • PROJECT



### Main Objective

To experiment with items in the classroom to find out which ones sink and which ones float.

### Word Revision

plane, car, teddy/teddy bear (AmE), doll, scooter, train, bus, helicopter, boat

### Receptive Language

Look, what can you see? What are the children doing?

Also see "Useful phrases" sections.

### Classroom Language

Circle the things which sink/float with red/blue. Also see "Useful phrases" sections.

### Activities

Play *Mix up the action story*.

Introduce the water experiments.

Float or sink. / Making boats. / Sail away.

Discuss the activities and circle the items which sink red and the ones that float blue.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/3
- Activities & Projects, p. 31
- tanks or bowls of water
- different items that sink or float
- different materials, glue
- toy figurines (optional)
- coloured pencils or crayons
- If there is time: *car* and *bike* mini flashcards (MF 2), vehicle mini flashcards (MF 4)

### Warm-up and Revision

#### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

#### 2. Play *Mix up the action story*. CD 2/3

- Play the *Toys action story* and act it out with the children.

##### *Toys action story*

*Fly your plane.*

*Drive your car.*

*Hug your teddy/teddy bear (AmE).*

*Kiss your doll.*

- Give the instructions from the action story in a random order and encourage the children to show you the correct action.
- If the children are confident with the vehicle vocabulary and the toys action story, you could add some new actions, e.g.

*Ride your scooter.*

*Fly your helicopter.*

*Drive your train/bus.*

*Row your boat.*

### Carpet Time

#### 3. Sing the *Circle/Table song*. CD 1/3 or 4

- If you want to move the children from another area of the classroom to stand or sit in a circle or at the table, you can sing or play the *Circle/Table song*.

#### Teaching Tip!

If your class are not used to working on different tasks at the same time, you might want to do each 'experiment' in a whole class group first and gradually introduce other tasks the children can do on their own.

#### 4. Introduce the water experiments.

- Hold up your book so all the children can see.
- Point to some of the things on the page and say to the children **What is this?** Then tell the children they are going to try the same experiments as the children on the page. Say **Look, what can you see? What are the children doing?**
- Demonstrate the three activities to the children before you let the children try the experiments on their own.

#### Preparation Tip!

If possible, provide more than one tank or bowl of water so that the children can be in smaller groups. This will help to reduce water splash and give all the children a chance to see what is happening. Before the lesson, prepare items from the classroom similar to those shown in the book, for example: cotton wool, paper (flat or crushed into a ball), a crayon and/or pencil, plasticine (in a ball shape and/or a boat shape), etc.

#### 5. Float or sink.

#### Useful phrases

*Does it float or sink?*

*It looks like a boat/ball.*

*Look, it floats/sinks.*

- Hold up each item you have collected and ask the children **What is it?** and elicit the words.

- Pick up one item, e.g. the plasticine ball, and ask **Does it float or sink?** Make a boat shape with the plasticine and say **Look, it floats.** then make a ball shape and say **Look, it sinks.**
- Pick up the other items on the table and ask the children **Does it float or sink?** for each item.
- Encourage the children to put each item into the water and find out which items float and which items sink.

## 6. Making boats.

### Preparation Tip!

Provide the children with different materials which they could use to make a boat, e.g. aluminium foil, paper, cardboard boxes, plasticine, yoghurt pots etc. Also provide toy figurines which the children can use as passengers for their boats.

### Useful phrases

*What colour is your boat?  
Is it big/small?  
Does it float/sink?  
Can you put people in your boat / make the water move?  
How many people can you put in your boat?*

- Allow the children to stick materials together to make boats and decorate them.
- They should think about the size of the boat, if it will have a mast and/or sails.
- Encourage them to try floating their boat in the tank/bowl of water to see if it floats.
- The children could also make small waves in the water with their hands and see how many toy passengers they can put in their boat before it sinks.

## 7. Sail away.

### Useful phrases

*Can you make your boat move / make it move fast/slowly?  
Does it move when you blow the boat/water?  
Does it move when you splash the water?*

- Either use the boats that the children have made or use other toy boats. Encourage the children to put the boats in the tank/bowl of water and say **Can you make the boat move?**
- The children should try to make the boat move without touching it with their hands. They can try blowing on the water or on the boat, moving their hand through the water in different patterns, etc.
- If you have a big enough area of water, you can ask two or three children to put a boat in at the same time and have races to see which boat can get to the other side of the water tank first.
- The children could also put toy people in the boat and see if the extra weight changes the speed of the movement.

## Pencil and Paper

### 8. Discuss the activities and circle the items with red or blue.

- Hold up your book so the children can see.
- Point to some of the things on the page and say to the children **What is this?**
- Point to each item on the page and say e.g. **Look, a pencil. Does a pencil float or sink?** and encourage the children to tell you what happened to the pencil when they put it in the water.
- When you have checked that the children understand which items float and which items sink, say **Circle the things which sink with red.**
- Monitor the children and check they are circling the correct items. If necessary, you can let them put items back into the water to find out if they sink or float.
- Encourage the children to circle the items which float blue. Say **Circle the things which float with blue.**
- While the children are circling the items, monitor the class. Talk to the children about the items they can see on the page. Ask **What is it? What colour is it? Does it sink or float?**

### 9. Sing the Tidy up song / Clean up song (AmE).

- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE)*.

## Rounding Off

### 10. Sing the Bye-bye song.

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Play Keep the cards in order.

 MF 2  MF 4

- Give each child, or pair, a set of vehicle mini flashcards. The children need to sit in a space and put their mini flashcards on the floor in front of them.
- Say **Listen.** and then say each of the vehicles, e.g. **Plane, car, bus, helicopter, boat, train, bike.**
- Encourage the children to listen and put their mini flashcards in the order you say the words.
- Say the words again, but change the position of two of the mini flashcards and ask the children to change the order of their cards to match the new order.
- Continue to say the vehicles in a different order each time. If the children are comfortable changing the position of two cards, try changing the position of more cards each time.

## EXTRA LESSON 4 (OPTIONAL)

### Main Objective

To experiment with bridges to find out what makes a good bridge and to make helicopters.

### Word revision

boat, car, bus, train, plane, bike, helicopter

### Receptive Language

It's a (helicopter).  
See "Useful phrases" sections.

### Classroom Language

See "Useful phrases" sections.

### Activities

Play *Can fly, can't fly*.  
Introduce the experiments.  
Make an egg box helicopter.  
Painting with vehicles.  
Building bridges.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- car* and *bike* mini flashcards (MF 2), vehicle mini flashcards (MF 4)
- egg boxes
- cardboard
- paints
- strips of paper or thin card
- split pins
- glue
- small trays with different coloured paint
- pieces of paper
- small toy vehicles
- different materials such as yoghurt pots, straws, wooden building blocks etc.

### Notes

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## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children and say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song*.

### 2. Play *Can fly, can't fly*. MF 2 MF 4

- Show the children the vehicle mini flashcards and elicit the name of the words.
- Hold up the *helicopter* card, say **It's a helicopter**, and encourage the children to fly around the room.
- Hold up another card, and encourage the children to say **It's a...**
- If the card is a helicopter or plane, the children can continue flying around the room. If the card shows a land or water vehicle, the children should stop flying and land in a crouched position until a flying vehicle is shown again.
- Once the children are familiar with the game, you can add a different action for the boat (the children could sit on the floor and row forwards and backwards) and return to a crouch position if the vehicle travels only on land.
- If you only have a small space to move around in, you could make their flying movement slow by telling the children that they must walk while flying around the space.

## Project Time

### 3. Sing the *Circle song* or *Table song*.

 CD 1/3 or 4

- If you want to move the children from another area of the classroom to sit or stand in a circle or at the table, you can sing or play the *Circle song* or the *Table song*.

### 4. Introduce the experiments.

- Demonstrate the three activities to the children before you let the children try the activities on their own.

### 5. Make an egg box helicopter.

#### Useful phrases

*What colour is your helicopter?*

*Paint your helicopter.*

*Fly your helicopter.*

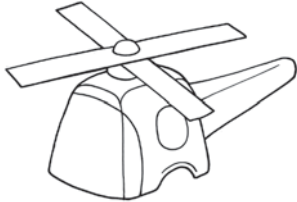
*Can it fly high in the air?*

*Can it fly near to the land/water?*

- Cut the egg box into single pieces and give each child one piece of the egg box.
- You can make helicopter tails using the tall parts of an egg box or you can make the tail by folding a triangle of cardboard.
- Encourage the children to paint and decorate their piece of egg box, e.g. using white or black to make a big window at the front of the helicopter and then using a colour for the body of the helicopter.
- Help the children to cut strips of paper or thin card to make the rotor blades (two rectangles about 1 cm by 10 cm fit perfectly). If you want an exact size, you will need to draw the rectangle for the children to cut.



- When the paint is dry, use a split pin to attach the rotor blades to the top of the helicopter and glue the tail on the back.
- Allow the children to pretend to fly their helicopters, encouraging the children to take off by moving straight up and land by moving straight down (unlike a plane).



## 6. Painting with vehicles.

### Useful phrases

*What colour is this?  
Which vehicle made this track?  
Is this a car/bus/train?  
What colour did (red) and (blue) make?  
How many wheels does it have?*

- Provide small trays with different coloured paint in each tray. Two or three different colours is enough and the primary colours (red, yellow and blue) work well.
- Either cover a large area of a table or the floor with paper or allow the children to have their own individual piece of paper.
- Put some different small toy vehicles in the painting area for the children to use. Make sure these are vehicles that are easy to clean or that it won't matter when they get paint on them.
- Encourage the children to put the bottom of a vehicle in the paint tray and then push the vehicle across the paper to make tracks with the paint.
- Try to encourage the children to use more than one colour of paint so the paint mixes and makes different colours where the tracks cross over.
- While the children are working, talk to them about the vehicle they are using, the colours they are using and making and the number of wheels that their vehicle has.

## 7. Building bridges.

### Preparation Tip!

Provide the children with different materials which they could use to make a bridge, e.g. paper, cardboard boxes, yoghurt pots, straws, wooden building blocks etc.

### Useful phrases

*Can you make a bridge?  
Is your bridge strong?  
Can you put a car on your bridge?  
Can a car go under your bridge?  
How many cars/buses can you put on your bridge?*

- Allow the children to stick materials together to make and decorate their bridges.
- They should think about the size and strength of their bridge.
- When the bridges are finished, encourage the children to test their bridges.
- They can try to push a small toy car under or over their bridge, try to blow the bridge over, count how many cars/buses/trains can be put on top of the bridge before it collapses, etc.

## 8. Sing the *Tidy up song* / *Clean up song* (AmE).



- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song* (AmE).

## Rounding Off

## 9. Sing the *Bye-bye song*.



- Look at Peter and say ***It's time to go, Peter.***
- Make Peter and the children say ***Bye-bye!***
- Sing the *Bye-bye song*.

### If there is time...

#### Play ***Red light, green light.***

- Ask the children to stand at one side of a space in the classroom, while you stand opposite them at the other end of the space. If you have space available, you might want to do this activity outside for more room.
- Say to the children ***Red light.*** and stand still. Say ***Orange light.*** and walk very slowly towards the children. Then say ***Green light.*** and walk quickly towards the children.
- Continue to name the three different colour lights in any order until you reach the children.
- Go back to the opposite side of the space and again call out one of the three colour lights and encourage the children to stand still, walk slowly or walk faster depending on which colour was named.
- Once the children are confident with which type of movement is appropriate for each colour, you can start to send children back to the start if they move inappropriately for the named colour.
- Try to catch the children out as they move across the classroom by quickly calling out different colour lights.
- Praise the children who manage to get across the space, then allow a confident child to take your role and help them to call out the colour of the light for the other children to move across the classroom again.