Grade K, all subjects

Every written unit for this grade, subject by subject (unreviewed AI drafts)

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Kindergarten Language and Literacy: Listening, Rhymes and How Books Work (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.

Back to the kindergarten year plan

Big idea

Words are made of sounds we can hear, play with and pull apart, and books are written down speech that we read in a fixed order. Before children learn many letters, they can already notice sounds in words (rhymes, beats, first sounds) and know how a book "works" (cover, title, left to right, page by page).

This is a term 1 unit. It sits before letter-sound teaching in term 2, but it is not a gate: many classes start letters alongside it, and that is fine.

Outcomes

By the end of the unit most children can:

1. Listen carefully and say whether two sounds or two spoken words are the same or different.
2. Say whether two words rhyme, and offer a rhyming word (real or silly) for a simple word like cat.
3. Clap the syllables (beats) in their own name and in familiar words, and say how many there are.
4. Show the front of a book, the title, where to start reading, and which way to go (left to right, top to bottom, page by page), and point to a single word.
5. Say the first sound of a familiar spoken word (for example /s/ in sun).

Prior knowledge

None is assumed. Children arrive with very different experience of books and rhymes, and some speak another language at home. The activities are oral and need no letter knowledge. Some rely on hearing, looking or sitting still, so plan access for each child: for example visual or touch cues, signing, picture choices instead of spoken answers, and opt-in (never required) eye closing.

Lessons

Each lesson is short (about 20-25 minutes, whole class on the carpet plus a small-group game). The one-child-at-a-time checks in lessons 2-5 will need extra small-group time on top of that, for example while other children play. Five-year-olds tire quickly; split a lesson over two days if needed.

1. Listening ears - a listening walk and sound guessing game.

2. Rhyme time - nursery rhymes, odd one out, making rhymes.
3. Clap the beats - clapping syllables in names and words.
4. How a book works - a shared big-book reading.
5. First sounds - "I spy" with first sounds and a sound sort.

Materials (whole class unless noted)

- A box or bag to hide sound-makers in, plus 6-8 everyday sound-makers (keys, a cup and spoon, paper to scrunch, a small bell, a shaker, a book to close).
- Two or three nursery rhymes the class can learn by heart, for example Hickory Dickory Dock, Humpty Dumpty and Twinkle, Twinkle, Little Star (all traditional and public domain).
- Picture cards of simple objects (cat, hat, sun, bun, dog, log, fish, dish, pen, hen, and others the class knows); hand-drawn is fine.
- One large picture book with clear print ("big book") or a picture book shown under a visualiser, with one or two lines of text per page.
- A pointer (a ruler or a craft stick with a star on the end).
- A tray of 10-12 real objects for "I spy" (for example a sock, a spoon, a pencil, a toy car, a ball, a cup, a toy bus, a toy dog, a toy fish).
- Two hoops or two trays for sorting.

Assessment

Observe, do not test. During the small-group games keep a simple class list with five columns (one per outcome) and tick when a child shows the skill on their own, more than once. Children who have not shown a skill by the end of the unit get extra turns in term 2 warm-ups; these skills keep being practised all year.

Example quick checks (oral, one child at a time, 1-2 minutes):

- "Do cat and hat rhyme? Do cat and dog rhyme?" (yes; no)
- "Tell me a word that rhymes with bun." (any rhyme, including silly ones: sun, fun, run, zun)
- "Clap your name. How many claps?"
- "Show me where I start reading on this page."
- "What sound does sun start with?" (/s/, said as a short hiss, not "suh")

Sources

- Common Core State Standards, Kindergarten Reading: Foundational Skills (read for this unit; used to check that these skills are expected in kindergarten, not to claim alignment): https://www.thecorestandards.org/ELA-Literacy/RF/K/
- RF.K.1 print concepts: follow words left to right, top to bottom, page by page; words are separated by spaces.
- RF.K.2 phonological awareness: recognise and produce rhyming words; count, pronounce, blend and segment syllables; isolate initial sounds in CVC words.
- Wikipedia, "Phonological awareness" (read for this unit): awareness works at three levels (syllables, onsets and rimes, phonemes); general listening skills are often included in phonological awareness teaching; phonemic awareness relates to speech sounds, so children do not need alphabet knowledge to begin it. https://en.wikipedia.org/wiki/Phonological_awareness

Known gaps and cautions

- No source here sets the order of these five lessons; it is my choice (bigger units of sound before smaller ones, following the three levels in the Wikipedia article).
- Rhymes and first sounds depend on accent and home language. Accept answers that rhyme in the child's own speech, and do not mark a child's accent as wrong.
- Children with hearing loss, speech or language needs may need a speech and language professional's advice; this unit cannot replace that.
- Book examples are generic on purpose. Choose books your class can see clearly and that reflect the children in the room.
- **Bridge to grade 1.** This unit blends and splits syllables ("ra...bbit") and only isolates first sounds. Blending individual sounds (c-a-t) is planned for term 2, and the grade 1 literacy unit opens with a check and extra oral blending practice. Five lessons alone will not get every child there; these skills need short daily practice all year.
- Peer check: GPT-6.1 Terra did a bounded check on 6 November 2026 (recorded in PEERCHECKS.md) and checked the follow-up diff to a9a32ed. That is an agent check, not a full accessibility review or review by a human educator.

Lesson 1: Listening ears

Unit overview - Next: Lesson 2

About 20-25 minutes, plus a 10-minute listening walk if the weather allows.

Goal

Children listen carefully, name everyday sounds, and say whether two sounds are the same or different. This trains the careful listening that later word games need.

Materials

- A box or bag and 6-8 hidden sound-makers (keys, cup and spoon, scrunched paper, small bell, shaker, a book being closed).
- A large sheet of paper titled "Sounds we heard" and a marker.

Steps

✎ Opening (5 min)

Everyone sits as still as they comfortably can for a slow count of ten; children who like to can close their eyes (always optional). "What could you hear?" Take three or four answers (a clock, a car, someone breathing, birds). Draw a tiny picture for each on the "Sounds we heard" sheet.

✎ Main activity (15 min)

1. **What's in the box? (6 min).** Behind the box, make one sound at a time. Children whisper their guess to a partner, then you reveal it. Do four or five sounds.
2. **Same or different? (5 min).** Make two sounds, one after the other. Children show thumbs up for "same" and thumbs sideways for "different". Start with very different pairs (bell, then paper) and move to closer pairs (bell, then bell rung softly).
3. **Same or different words? (4 min).** Now say two words: cat, cat (same); cat, cap (different); sun, sun (same); dog, dig (different). Thumbs again. This is harder; it is fine if some children still guess.

Optional listening walk (10 min): walk round the school grounds and stop three times to listen. Add the new sounds to the sheet.

✓ Discussion questions (with answers)

- Which sound was easiest to guess? Why? Answers will vary; often a sound they hear every day, such as keys.
- Were cat and cap the same? No, they sound different at the end.

- What helps us listen well? Being quiet and paying attention to the speaker. Accept different ways of paying attention; some children listen best while moving or not looking.

✓ Closing check (with answers)

Say three pairs. Children answer with thumbs.

1. bell / bell (same)
2. fish / dish (different)
3. hat / hat (same)

Vocabulary

listen, sound, same, different, quiet, loud

Differentiation

- **Support:** let a child hold and make the sound themselves, then hide it. Use only very different sound pairs.
- **Stretch:** "I am going to say three words. Which one is different?" (pin, pin, pan).

⚠ Safety

Keep small sound-makers away from children who still put objects in their mouths. On a listening walk, follow your school's rules for leaving the classroom.

Teacher notes and misconceptions

- Some children will name what the object is for ("it's for the door") rather than the sound; that is fine at this stage.
- "Different" with words is much harder than with objects. Expect many errors; this skill comes back every week.

Lesson 2: Rhyme time

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 20-25 minutes.

Goal

Children hear that rhyming words sound the same at the end, say whether two words rhyme, and make up a rhyme (real or silly) for a simple word.

Materials

- A nursery rhyme the class half-knows, for example Humpty Dumpty (traditional, public domain).
- Picture cards: cat, hat, mat, sun, bun, dog, log, fish, dish, pen, hen, plus a few that do not rhyme with any (ball, cup, tree).

Steps

✎ Opening (5 min)

Say Humpty Dumpty together twice. The second time, stop before the rhyming word: "Humpty Dumpty sat on a wall, Humpty Dumpty had a great..." Children shout "fall!" Say: "Wall and fall rhyme. They sound the same at the end."

✎ Main activity (15 min)

1. **Rhyme or not? (5 min).** Say two words. Children pat their head if they rhyme and keep hands still if not: cat, hat (rhyme); sun, dog (no); pen, hen (rhyme); fish, cup (no); log, dog (rhyme).
2. **Odd one out (5 min).** Show three picture cards and say the names slowly. "Which one does not rhyme?" Sets: cat, hat, sun (sun); dog, log, fish (fish); bun, pen, sun (pen).
3. **Make a rhyme (5 min).** Say a word and invite rhymes, real or silly. cat: hat, mat, bat, zat. sun: bun, fun, run, wun. Praise silly rhymes that really rhyme; they show the child hears the ending.

✓ Discussion questions (with answers)

- How do you know two words rhyme? They sound the same at the end.
- Is zat a real word? No, but it rhymes with cat, so it counts in this game.
- Do cat and cup rhyme? They both start the same. No; rhyming is about the end, not the start.

✓ Closing check (with answers)

Each child, in turn or in small groups, tells you a word that rhymes with hen (pen, ten, men, den, or a silly rhyme like ken or zen).

Vocabulary

rhyme, end, same, silly word

Differentiation

- **Support:** use only "rhyme or not" with picture cards in front of the child; say the two words with a strong stress on the ending.
- **Stretch:** make a three-word rhyme chain (cat, hat, mat), or finish a new line: "I saw a dog sitting on a ..." (log).

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Many children first think words "rhyme" if they start the same (cat, cup). Name this clearly: rhyme is about the end.
- Rhymes depend on accent. If a pair rhymes in a child's speech, accept it.
- Producing a rhyme is harder than recognising one; it is normal for some children to manage only "rhyme or not" this term.

Lesson 3: Clap the beats

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 20-25 minutes.

Goal

Children clap the syllables ("beats") in their names and in familiar words, count them, and put words back together from their beats.

Materials

- Picture cards: cat, sun, apple, rabbit, pencil, banana, elephant, dinosaur, caterpillar.
- Three hoops or trays labelled with 1, 2 and 3 dots.

Steps

✎ Opening (5 min)

Clap your own name, one clap per beat, saying it as you clap ("Ms Ro-sa": 3 claps). Go round the circle: each child says and claps their name and the class claps it back. Do not correct anyone harshly; just clap it again together.

✎ Main activity (15 min)

1. **Clap and count (5 min).** Hold up a picture card. Say the word slowly, clap it together, then hold up fingers for the number of claps.
2. **Sort the beats (6 min).** In small groups, children clap each card and put it in the 1-dot, 2-dot or 3-dot hoop. Keep caterpillar back for the challenge.
3. **Robot talk (4 min).** Say a word in beats like a robot: "ra...bbit". Children say the whole word ("rabbit!"). Then let a child be the robot.

✓ Discussion questions (with answers)

Common answers in standard English; accept a different count if that is how the child says the word.

- How many beats in cat? 1.
- How many in apple? 2 (ap-ple).
- How many in banana? 3 (ba-na-na).
- Which word had the most beats? Caterpillar, with 4 (cat-er-pil-lar).
- Does a big animal always have a long word? No: a whale is huge but has 1 beat, and a caterpillar is small but has 4.

✓ Closing check (with answers)

Answer key for the sort: 1 beat: cat, sun. 2 beats: apple, rabbit, pencil. 3 beats: banana, elephant, dinosaur. Challenge: caterpillar, 4.

Each child claps one card on their own and says how many beats.

Vocabulary

beat, clap, syllable (teacher word; children can say "beat"), count

Differentiation

- **Support:** clap with the child, hand over hand if they like that; use only 1- and 2-beat words.
- **Stretch:** find a classmate's name with the same number of beats as yours; try 4-beat words (watermelon, helicopter).

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Children often clap once per word in a phrase, or clap the rhythm of a song instead. Slow the word right down and exaggerate each beat.
- Where exactly a syllable splits (rab-bit or ra-bbit) does not matter here; the count does.
- Some children's names are long or from languages the teacher does not speak. Ask the child or family how to say it, and clap it their way.

Lesson 4: How a book works

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 20-25 minutes.

Goal

Children show the front cover and title of a book, where to start reading, and which way to go (left to right, top to bottom, page by page). They see that words are separated by spaces and point to one word.

Materials

- One big book (or a picture book under a visualiser) with one or two short lines of large print per page.
- A pointer (a ruler or a stick with a star on the end).
- Small picture books, one per pair.

Steps

✎ Opening (5 min)

Hold the big book upside down and back to front. "I'm ready to read!" Let children tell you what is wrong. Turn it the right way and name the parts together: front cover, back cover, title, the person who wrote it (author), the person who drew the pictures (illustrator).

✎ Main activity (15 min)

1. **Shared reading (8 min).** Read the book aloud, running the pointer under each word as you say it. On two or three pages, stop and ask a child to show "Where do I start?" (top left of the text) and "Where do I go next?" (along the line to the right, then down to the next line, then the next page).
2. **Spot the spaces (3 min).** On one page, count the words together by pointing at each one. Ask: "How do we know where one word ends?" (there is a space). Then a child puts a finger on one word.
3. **Pair book check (4 min).** In pairs with a small book, each child shows their partner the front, the title and where to start reading.

✓ Discussion questions (with answers)

- Where is the title? On the front cover, usually in big letters.
- Where do we start reading on a page of this book? At the top, on the left (true for English; some scripts start on the right).
- Which way do we go in this book? Left to right along the line, then down to the next line, then turn the page.

- How do we know where one word ends? There is a space after it.
- Do we read the pictures or the words? We read the words; the pictures help us understand.

✓ Closing check (with answers)

With a book in front of each child (small groups), ask them to show: the front cover; the title; where to start reading; one word. Tick each on the class list.

Vocabulary

cover, title, author, illustrator, page, word, space, left, right, top, bottom

Differentiation

- **Support:** a green dot sticker at the top left of the first line on each page as a "start here" sign.
- **Stretch:** count the words on a line; find two words that are the same on one page.

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Many children think the pictures are what we read, or point at letters rather than words. Keep the pointer under whole words.
- Left to right and top to bottom are features of English print. Children who read another script at home (for example Arabic or Hebrew, read right to left) already know that books have a direction; say so warmly.
- Ending the book: show that we stop at the back cover, and talk about whether they liked it. Enjoying books matters as much as these skills.

Lesson 5: First sounds

Unit overview - Previous: Lesson 4

About 20-25 minutes.

Goal

Children hear and say the first sound of a familiar spoken word, and sort objects by their first sound. This is listening work; children do not need to know letters yet.

Materials

- A tray of 10-12 real objects, for example: sock, spoon, sun picture (s); ball, bus, bear (b); cup, car, cat picture (k sound); pencil, pen, pig (p).
- Two hoops or trays.

Steps

✎ Opening (5 min)

Say a sound and a word slowly, stretching the first sound if it can be stretched: "sssss-un. Sun starts with /s/." Model saying /s/ as a short hiss, not "suh". Children copy. Repeat with mmmm-ilk and fffff-ish.

✎ Main activity (15 min)

1. **I spy (6 min).** "I spy with my little eye something that starts with /b/." Children point to the ball, bus or bear. After a few turns, let a child choose.
2. **Sound sort (6 min).** Two hoops: one for /s/, one for /b/. Each child picks an object, says its name, says its first sound and puts it in the right hoop. Leave any that fit neither on the tray.
3. **Name sounds (3 min).** "Stand up if your name starts with /m/." Go through a few sounds that match names in the class.

✓ Discussion questions (with answers)

- What sound does sock start with? /s/.
- Does ball start the same as bus? Yes, both start with /b/.
- Does cat start the same as car? Yes, both start with the /k/ sound.
- Does sun start the same as fish? No: /s/ and /f/.

✓ Closing check (with answers)

Hold up three objects one at a time. Children say the first sound together, then one child at a time in small groups:

1. pen (/p/)
2. spoon (/s/)
3. bear (/b/)

Vocabulary

sound, first, start, same, different, "I spy"

Differentiation

- **Support:** start with sounds that can be stretched (/s/, /m/, /f/) before short ones (/b/, /p/, /k/); give a choice of two: "Does sun start with /s/ or /b/?"
- **Stretch:** "What sound does cat end with?" (/t/). Or show the letter for a sound the child already knows; letter work starts properly in term 2.

⚠ Safety

Use objects too large to swallow; check the tray before the lesson.

Teacher notes and misconceptions

- Say sounds cleanly: /s/ not "suh", /m/ not "muh". An added "uh" makes later blending harder.
- Some first sounds are spelled differently from what children might expect (cat and kite both start with /k/). In this lesson we sort by sound, not spelling, so they go together.
- Children often answer with the whole word or a rhyme. Model again: "sun. The first sound is /s/."
- Common Core lists isolating first, middle and last sounds in CVC words as a kindergarten skill (RF.K.2.d). This lesson does only first sounds; middle and last sounds come later in the year.

Kindergarten Literacy: Letter Sounds, Blending and Writing My Name (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (language and literacy, term 2: "letter sounds and their shapes; blending two or three sounds into a word (c-a-t); writing their name and single letters"). It follows Listening, Rhymes and How Books Work (term 1), where children clapped syllables and heard the first sound of a word.

This unit is written for **English**. Other languages need their own letter order and word lists.

Big idea

Letters stand for sounds. If we know the sound for each letter, we can say the sounds one after another and **blend** them into a word we know (s-a-t, "sat"). We can also go the other way: hear a sound and write the letter for it.

Outcomes

By the end of the unit, most children can:

1. Say the sound for each of six letters: **s, a, t, i, p, n**, when shown the lowercase letter.
2. Point to or pick the right letter when they hear one of these six sounds.
3. Blend three sounds into a short word, first by listening (the teacher says s-a-t) and then from letter cards (sat, pin, tap, tin).
4. Form the six letters (by writing, tracing, or making them with their finger, in sand or with magnetic letters).
5. Recognise their own first name and write or trace it.

Prior knowledge

- The term 1 unit: listening for sounds, rhyme, clapping syllables, and saying the first sound of a word (pen /p/, spoon /s/).
- Holding a crayon or thick pencil (from drawing in arts). Children who cannot yet do this still take part with finger tracing, sand and magnetic letters.

Why these six letters?

Many phonics programmes start with **s, a, t, i, p, n**, because their sounds are easy to say on their own and together they make many short words. This unit uses only words made of these six letters:

sat, pat, tap, nap, pan, pin, tin, tip, sip, sit, pit, at, it, in, an

Teach the **sound** of each letter (the sound it makes in "sat"), not its name ("ess"). Letter names come later, often through the alphabet song.

Saying the sounds

Say each sound as short and pure as you can, with no extra "uh" on the end:

Letter	Say	As in	Not
s	"sss" (hold it, like a snake)	sun	"suh"
a	short "a"	ant, apple	"ay" (the letter name)
t	a short, quiet "t" (just a puff)	tap	"tuh"
i	short "i"	ink, in	"eye" (the letter name)
p	a short, quiet "p" (just a puff)	pan	"puh"
n	"nnn" (hold it, humming through the nose)	net	"nuh"

Accents vary, so the vowel sounds in your area may differ a little from someone else's. Use the way people say these words locally.

Lessons

Short daily practice matters more than long lessons. After lesson 1, start every day with a 3-minute "sound flash" (hold up each letter card learned so far; children say the sound).

Lesson	Title	Time	Core idea
1	s, a, t	20 min	Three letter sounds and their shapes
2	i, p, n	20 min	Three more sounds, and a sound hunt
3	Blend it!	25 min	Blending sounds into words, by ear and then from cards
4	My name	25 min	Recognising and writing my name; forming the six letters
5	Show what I know	25 min	Making and reading words, and a one-to-one check

Materials

- **Letter cards:** large lowercase cards for s, a, t, i, p, n (one set for the teacher). Small sets for pairs (one set of six per pair, plus a second **a** and **i** so that words with the same vowel twice are possible later).
- **Picture cards** for the sound hunt (lesson 2): sun, sock, ant, apple, tap, tent, ink, insect, pan, pig, net, nest (two per sound). Drawings or photos are fine.
- **Name cards:** each child's first name, printed clearly with a capital first letter and the rest lowercase (lesson 4).
- **A tray of sand or salt**, or a shaving-foam patch on a table, for finger writing (lessons 1, 2, 4).
- **Magnetic or foam letters** (at least s, a, t, i, p, n for each pair) and a magnetic board or tray.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available.
- A puppet or soft toy that "talks in sounds" (lesson 3).
- Picture cards for blending: a tap, a pin, a tin can and a child sitting (lessons 3 and 5); word cards **sat**, **pin**, **tap**, **tin** and a record sheet for the check (lesson 5).
- Dotted or pale copies of each child's name for tracing (lesson 4).

Access and inclusion

- **Speaking is optional.** A child can answer by pointing to a card, picking a magnetic letter, signing, or using their usual communication aid. Never make a child say sounds alone in front of the class.
- **Fine motor:** forming a letter in sand, with a finger in the air, by placing magnetic letters or by tracing over dots all count as forming it. Pencil grip is taught gently and is never a reason to mark a child "not yet".
- **Low vision:** large print cards (or high-contrast cards); tactile letters (sandpaper, felt or foam). If a child uses or will use braille, ask the specialist teacher how to link these sounds to braille letters.
- **Deaf or hard-of-hearing children:** keep your face visible when saying sounds; pair each sound with its letter card. If the child signs, follow the specialist teacher's approach (some use fingerspelling or a visual phonics system).
- **Speech differences:** some children cannot yet say some sounds clearly (for example "s"). They can still match sounds to letters by pointing; tell the speech therapist, if there is one, which sounds the class is learning.
- **Multilingual learners:** some children already read or write another language, sometimes with a different script or different sounds for the same letter. Treat this as a strength and keep the English sounds clear.
- **Names:** use first names only. Never ask for surnames, addresses or other family details. Children with long or unusual names are not slower; any name works.
- **Never timed.** Accuracy comes before speed.

Assessment

Lesson 5 includes a short one-to-one check (about 3 minutes per child; spread it over the week). Record each part as **yes**, **with help** or **not yet**:

1. Says the sound (or points to the letter, if non-speaking) for each of the six letter cards.
2. Blends four words from letter cards: **sat, pin, tap, tin** (the child says the sounds, then the word; or picks the matching picture).
3. Writes (or picks a magnetic letter for) three letters when the teacher says their sounds: **/t/, /i/, /s/**.
4. Writes or traces their first name.

Doing it their own way (pointing, signing, magnetic letters, sand) counts as **yes**. "Not yet" is normal for many children at this point; the term 3 unit keeps practising these sounds with more letters.

Sources

- Common Core State Standards, Reading: Foundational Skills, Kindergarten (read via the Internet Archive copy): https://web.archive.org/web/20241220022036/https://www.thecorestandards.org/ELA-Literacy/RF/K/ . RF.K.1.d (recognise and name upper- and lowercase letters), RF.K.2.d (isolate and pronounce the first, middle vowel and final sounds in three-sound words), RF.K.3.a (the most frequent sound for each consonant) and RF.K.3.b (vowel sounds). This unit covers only six letters, so it is a small start on these standards, not full coverage.
- Common Core State Standards, Language, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/K/ . L.K.1.a

"Print many upper- and lowercase letters"; L.K.2.c "Write a letter or letters for most consonant and short-vowel sounds (phonemes)"; L.K.2.d "Spell simple words phonetically, drawing on knowledge of sound-letter relationships."
- Wikipedia, "Synthetic phonics": https://en.wikipedia.org/wiki/Synthetic_phonics . Letter sounds are taught in isolation and then blended all through the word (s-a-t, "sat"); s, a, t, i, p, n make many short words; programmes often teach a few letter sounds a week; letter shapes are practised alongside the sounds; dictation is used often; letter names often come later; accuracy before speed. This unit follows that order.

Known gaps

- **English only.** Other languages need their own letters and words.
- **Pace varies.** Many programmes teach these six sounds in about a week; this unit spreads them over two to allow daily practice. Some classes will need longer, and some children already know them.
- **Capital letters** appear only in names here. Most capitals come later.
- **No decodable books yet**; reading short books is term 3.
- Peer check: Gemini 4 Argon did a bounded text, timing, word-list, pure-sound and access check at f5ca874 (not a classroom or educator review). No errors; three small notes on materials lists and a non-finger option were fixed in fc3ea92, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md).
- This is one possible order. It is not tied to any published phonics programme, and schools that follow one should use its order instead.

Lesson 1: s, a, t

Goal: Children say the sounds for **s**, **a** and **t**, and form each letter with a finger.

Length: about 20 minutes.

Materials

- Large letter cards s, a, t.
- Picture cards: sun, sock, ant, apple, tap, tent.
- Sand or salt tray (or shaving foam on the table); magnetic letters s, a, t.

Steps

✎ Opening (3 min)

Play the first-sound game from term 1: "I spy something that starts with /s/..." (a sock, the sun on a poster). Then: "Today we learn how to **write** some sounds down."

✎ Main activity 1: meet the sounds (6 min)

Hold up **s**. "This letter says **sss**, like a snake." Children hiss with you, holding the sound. Show the sun and sock pictures: "sss-un, sss-ock." Then air-write the letter together: big, with the whole arm, saying "sss" as you write. (Stand with your back to the class, or mirror it, so the letter is not backwards for them.)

Do the same for **a** ("a, a, ant, apple"; a quick tap of the fingers, like an ant walking) and **t** (a short "t", like a ticking clock; tap, tent).

Keep sounds pure: "sss", not "suh"; "t" as a quiet puff, not "tuh".

✎ Main activity 2: sand writing (6 min)

In small groups at the sand tray (or at tables with foam), children copy each letter with one finger while saying its sound. Children who prefer can pick the magnetic letter and trace it with a finger instead.

Letter starting points (say them as you show):

- **s**: start at the top, curve round to the left, back round to the right, and finish curling at the bottom.
- **a**: round like a "c", up, and straight down.
- **t**: down from the top, then a small line across.

✓ Discussion questions (with answers) (2 min)

- "Which sound can you hold for a long time?" (**s**: "sssss". **t** is too quick to hold.)

- "What sound does 'apple' start with?" (/a/, the letter **a**.)

✓ Closing check (with answers) (3 min)

Hold up each card in a new order: **t**, **s**, **a**. Children say the sound together, or point.

Answers: /t/, /s/, /a/.

Then say a sound, and children point to the card: /a/ → **a**.

Vocabulary

letter, sound, s, a, t

Differentiation

- **Support:** work on **s** and **a** only today; add **t** tomorrow.
- **Stretch:** children find another object in the room that starts with /s/, /a/ or /t/.

⚠ Safety

- Salt and sand stay in the tray; wash hands afterwards. Shaving foam can sting eyes: keep hands away from faces and wash after. Skip foam for children with sensitive skin.

Teacher notes

- It does not matter if children's letters are wobbly at this stage. The link between the sound and the shape is what matters.
- Pointing to the right card counts the same as saying the sound.

Lesson 2: i, p, n

Goal: Children say the sounds for **i**, **p** and **n**, and sort pictures by their first sound.

Length: about 20 minutes.

Materials

- Large letter cards s, a, t, i, p, n.
- Picture cards: sun, sock, ant, apple, tap, tent, ink, insect, pan, pig, net, nest.
- Sand tray or foam; magnetic letters.

Steps

✎ Opening (3 min)

Sound flash: hold up **s**, **a**, **t**; children say each sound.

✎ Main activity 1: meet the sounds (6 min)

As in lesson 1, one at a time:

- **i**: a short "i", as in ink and insect. (Wiggle a finger like a little insect.)
- **p**: a short puff, as in pan and pig. Hold a hand in front of your mouth to feel the puff.
- **n**: "nnn", humming through the nose, as in net and nest.

Air-write each one, saying the sound:

- **i**: straight down, then a dot on top.
- **p**: straight down below the line, back up, and round.
- **n**: straight down, back up, and over like a little hill.

✎ Main activity 2: sound hunt (7 min)

Lay the six letter cards on the floor. Shuffle the twelve picture cards, and hand them out (one each, or pairs share). Each child says the picture's name, listens for the first sound, and puts the picture next to its letter. The class checks together: "Pig. P-p-pig. Yes, **p**!"

A child who is not sure can say the word with a friend or the teacher, slowly. Nobody is wrong for long: if a picture is in the wrong place, say both sounds and move it together.

✓ Discussion questions (with answers) (2 min)

- "Which two letters can you hold for a long time?" (**s** and **n**. Vowels **a** and **i** can be held a little too; **t** and **p** are quick puffs.)
- "Pig and pan both start with...?" (/p/, the letter **p**.)

✓ Closing check (with answers) (2 min)

Hold up **n**, **i**, **p**, then **s**. Children say the sounds or point.

Answers: /n/, /i/, /p/, /s/.

Vocabulary

i, p, n, first sound

Differentiation

- **Support:** fewer pictures (just one per letter); the adult says the word slowly first.
- **Stretch:** children say the **last** sound of a picture too (tap ends in /p/; sun ends in /n/).

⚠ Safety

- As lesson 1 (wash hands after sand, salt or foam).

Teacher notes

- Some children confuse **p** with other round letters that come later; that is normal and can wait.
- If your class's word for a picture differs (for example "faucet" for tap), choose a different picture that starts with the same sound.

Lesson 3: Blend it!

Goal: Children blend three sounds into a word: first by listening, then from letter cards.

Length: about 25 minutes.

Materials

- Large letter cards s, a, t, i, p, n (and a second **a** card, or write on the board).
- The puppet or soft toy.
- Magnetic letters for each pair: s, a, t, i, p, n.
- Picture cards for the closing check: a tap, a pin, a tin can (or draw them).

Steps

✎ Opening (3 min)

Sound flash: all six cards, in a new order each time.

✎ Main activity 1: the puppet talks in sounds (6 min)

"Our puppet only talks in sounds. Can you help it say the word?" The puppet says **s-a-t** with a small gap between sounds. Children say the sounds back, faster and faster, until they hear the word: "s-a-t... sat!"

Repeat by ear only (no cards yet) with: **p-i-n**, **t-a-p**, **n-a-p**, **s-i-t**, **t-i-n**.

Then the other way round: "Puppet wants to know the sounds in 'pan'." Children say **p-a-n**, holding up one finger for each sound (three fingers, three sounds), or tapping or pointing to three counters or blocks, one for each sound.

✎ Main activity 2: blending from cards (8 min)

Put the cards **s**, **a**, **t** in a row. Point under each letter from left to right and say its sound. Then sweep your finger under all three and say the word: "s-a-t, sat."

Do it together with **p-i-n**, **t-a-p** and **n-a-p**.

In pairs, with magnetic letters: the teacher says a word slowly; pairs build it, then point and blend to check. Words: **sat**, **tip**, **pan**, **sit**. Walk round and help.

✓ Discussion questions (with answers) (4 min)

- "How many sounds are in 'tin'?" (Three: /t/, /i/, /n/.)
- "If I change the first sound of 'sat' to /p/, what word do I get?" (**pat**.)
- "Which way do we read the letters?" (From left to right, as in the term 1 book work.)

✓ Closing check (with answers) (4 min)

Show three cards for each word; children blend, then point to the matching picture:

- **t a p** → tap (the tap picture)
- **p i n** → pin
- **t i n** → tin

Answers: tap, pin, tin.

Vocabulary

blend, sounds, word

Differentiation

- **Support:** two-sound words first: **at**, **it**, **in**, **an**. Keep the gap between sounds very short ("sssaaat").
- **Stretch:** children make a word and challenge their partner to read it, using only these letters: sat, pat, tap, nap, pan, pin, tin, tip, sip, sit, pit.

⚠ Safety

- Magnetic letters are small; check they are too big to swallow for any child who still puts things in their mouth, and count them back into the tray.

Teacher notes

- Holding sounds that can be held ("sssaaat") makes blending easier than very separate sounds ("s ... a ... t").
- Many children can blend by ear before they can blend from letters. That is normal.

Lesson 4: My name

Goal: Children recognise their own first name, write or trace it, and form the six letters.

Length: about 25 minutes.

Materials

- Name cards (first names only), with a capital first letter and the rest lowercase.
- A copy of each child's name written in dotted or pale letters for tracing.
- Paper, thick pencils or crayons; sand tray; magnetic letters.
- Mini whiteboards and pens, if available (for the closing check).
- Large letter cards s, a, t, i, p, n.

Steps

✎ Opening (3 min)

Sound flash with the six cards. Then blend two words with the puppet by ear: **n-a-p**, **s-i-p**.

✎ Main activity 1: find my name (6 min)

Lay out the name cards (or a group's cards on each table). Each child finds their own card. "How do you know it's yours?" (The first letter, the shape, how long it is.)

Point out that names start with a **capital letter**, a big letter for the start of a name. Then children look for any of our six letters in their name: "Sam has an **a**! Nia has an **i** and an **a**, and starts with a capital **N**!" Every name counts, even if it has none of the six: "Your name has other letters we will learn soon."

✎ Main activity 2: writing (10 min)

At tables:

1. **My name:** children trace over their dotted name, then try to copy it underneath, looking at the card. Tracing alone is fine for today.
2. **The six letters:** children write a row of each letter they can, saying the sound as they write. Remind them where each letter starts (lessons 1 and 2).

Show a comfortable pencil hold (often a "tripod": thumb and two fingers), but do not insist; chunky crayons, pencil grips, sand, a finger in the air or magnetic letters are all fine.

✓ Discussion questions (with answers) (3 min)

- "What is special about the first letter of your name?" (It is a capital letter.)

- "Which of our six letters is in the word 'pin'?" (All three: **p**, **i**, **n**.)

✓ Closing check (with answers) (3 min)

The teacher says a sound; children write the letter on a whiteboard or paper, or hold up a magnetic letter: /s/, /p/, /a/.

Answers: **s**, **p**, **a**.

Vocabulary

name, capital letter, trace

Differentiation

- **Support:** trace only the first letter of the name, or make the name with magnetic letters copied from the card.
- **Stretch:** write the name without looking at the card; write the word **sat** from its sounds.

⚠ Safety

- Pencils stay on the table, points down, when walking.

Teacher notes

- Use the spelling the family uses. If you are unsure, ask the child or the family how the name is written; do not shorten or change it.
- Never ask for surnames. Display names only as the school allows.
- A child whose name is written in another script at home can show it too, if they want to.

Lesson 5: Show what I know

Goal: Children use the six sounds to make and read words, and show what they know in a short one-to-one check.

Length: about 25 minutes for the class activities, plus about 3 minutes per child for the check (spread over the week).

Materials

- Large letter cards s, a, t, i, p, n; magnetic letters for each pair.
- The sand tray; name cards; the tracing sheets from lesson 4.
- Word cards for the check: **sat**, **pin**, **tap**, **tin**, and pictures of each (a child sitting, a pin, a tap, a tin can).
- The twelve picture cards from lesson 2 (for the picture-sound sort station).
- A record sheet (yes / with help / not yet for each part).

Steps

✎ Opening (3 min)

Sound flash with all six cards. Children say the sound and air-write each letter.

✎ Main activity 1: word builders (8 min)

In pairs with magnetic letters. The teacher says each word; pairs build it, then point and blend to check: **pan**, **sit**, **tip**, **nap**.

Then a "change one letter" round: pairs swap one letter to make a new real word and read it to the class (for example **pan** → **pin** → **tin**).

✎ Main activity 2: stations (10 min)

While the teacher starts the one-to-one checks, the class moves between three stations (adult helpers if possible):

1. **Sand tray:** write the six letters with a finger.
2. **Name station:** trace or write their name.
3. **Picture-sound sort:** the twelve picture cards from lesson 2 sorted by first sound.

✓ Discussion questions (with answers) (2 min)

- "What do we do to read a new word?" (Say each sound, from left to right, then blend them together.)
- "What letter would you write for the first sound in 'nest'?" (**n**.)

Closing (2 min)

Children show one word they built, or their name, to a partner.

One-to-one check (with answers)

About 3 minutes per child, spread over the week, quietly at a side table. Record **yes**, **with help** or **not yet**:

1. **Sounds:** show the six letter cards in a mixed order. The child says each sound (or, if non-speaking, points to the right card when you say the sound). Answers: s /s/, a /a/, t /t/, i /i/, p /p/, n /n/.
2. **Blending:** show **sat**, **pin**, **tap**, **tin**. The child says the sounds and the word, or points to the matching picture. Answers: sat, pin, tap, tin.
3. **Writing sounds:** say /t/, /i/, /s/. The child writes each letter (or picks the magnetic letter). Answers: **t**, **i**, **s**.
4. **Name:** the child writes or traces their first name.

Their own way (pointing, signing, magnetic letters, sand) counts as **yes**. Never time the check.

Vocabulary

Review: sound, letter, blend, word, name, capital letter.

Differentiation

- **Support:** two-sound words at the builder station (at, it, in, an); check one part a day.
- **Stretch:** read two-word phrases made only of the six letters: "tin pan", "pat it", "sip it".

⚠ Safety

- As lessons 1–4: count magnetic letters back in; wash hands after the sand tray.

Teacher notes

- "Not yet" is normal at this point; record it without fuss. These sounds return every day in term 3.
- Children who already read well can make longer words at the stations with extra magnetic letters.

Kindergarten Literacy: Reading a Little Book, Tricky Words and My First Sentence (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain).
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (language and literacy, term 3: "reading short decodable books; a few common words by sight; writing a short sentence with help"). It follows Letter Sounds, Blending and Writing My Name (term 2), where children learned the sounds **s, a, t, i, p, n**, blended three-sound words and wrote their first name.

This unit is written for **English**. Other languages need their own letter order, word lists and books.

Big idea

When we know enough letter sounds, we can read a whole little book by ourselves. A few very common words have a **tricky part** we cannot sound out yet, so we learn those by looking carefully. And we can turn something we say into a sentence we write.

Outcomes

By the end of the unit, most children can:

1. Say the sound for eight more letters: **m, o, d, g, c, k, e, u**, as well as the six from term 2.
2. Blend three-sound words that use these fourteen letters (cup, dog, ten, mud).
3. Read four tricky words: **I, the, is, my**, and say which part is tricky.
4. Read a short decodable book, Pip and the Mud, pointing to each word from left to right.
5. Write (or build) a short sentence with help, starting with a capital letter, leaving spaces between words and ending with a full stop.

Prior knowledge

- The term 2 unit: the sounds s, a, t, i, p, n; blending sat, pin, tap, tin; writing their first name.
- The term 1 unit: following a book from left to right and page by page.
- Children who have not yet secured all six term 2 sounds still take part; the opening of every lesson reviews them.

Letters and words in this unit

Lessons 1 and 2 add eight letter sounds, about four a week:

- Lesson 1: **m, o, d**
- Lesson 2: **g, c, k, e, u**

c and **k** make the same sound, /k/. In this unit **c** comes before a, o and u (cat, cot, cup) and **k** comes before i and e (kit, kid). Children only need to know that both letters can make /k/.

Decodable words used in this unit (only from the fourteen letters s, a, t, i, p, n, m, o, d, g, c, k, e, u):

mat, map, man, mad, sad, dad, dim, dip, mop, top, pot, dot, not, on, nod, and, am, got, dog, dig, pig, cat, cot, cup, cap, can, kit, kid, pet, ten, net, men, peg, get, gets, up, mud, sun, nut, pup, cut, tug, dug, pen, Dot, Pip

Words from term 2 also come back: **a, in, sit, sat, pat, tap, nap, pin, tan**.

None ends in /l/, /r/ or /x/. Teach the **sound** of each letter, not its name, as in term 2: "mmm", not "em"; "d" as a short quiet sound, not "duh".

Tricky words

These four common words appear in the book and the sentences. Each has a part children cannot sound out with the letters they know, but most of the word still follows the sounds:

Word	What works	Tricky part
I	It is one letter.	It says its name, "eye", and it is always a capital letter.
the	We know all three letters.	**t** and **h** together make one new sound, and **e** says "uh" here.
is	**i** says /i/.	**s** says /z/ here, not /s/.
my	**m** says /m/.	**y** says "eye" here.

Three of these (the, is, my) are in the Common Core kindergarten list of examples; "I" is needed for the sentence frame. Teach them a few at a time, sounding out the regular part first and then noticing the tricky part, rather than as whole shapes to memorise.

Lessons

1. New sounds: m, o, d (25 min)
2. New sounds: g, c, k, e, u (25 min)
3. Tricky words and captions (20 min)
4. Reading our book: Pip and the Mud (25 min)
5. My first sentence, and show what I know (25 min)

Leave a few days between lessons for daily practice: a 5-minute sound flash, blending three words and reading a page of the book again.

Materials

- Large letter cards for all fourteen letters, with a second copy of the vowels **a, i, o, e, u**.
- Magnetic letters for each pair (the same fourteen letters).
- Word cards for the decodable words in each lesson.
- Four tricky-word cards (**I, the, is, my**) on coloured card, so they stand out from the other words.
- Caption strips for lesson 3.
- Copies of Pip and the Mud (one per pair, from the text in lesson 4; children add the pictures), and one large copy for the class.

- Picture cards for lessons 2 and 5 (listed in each lesson).
- Sentence strips with the frame "I can ___." and eight picture word cards for lesson 5.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available.
- A record sheet for the one-to-one check.

Access

- **Speaking is optional.** A child can show they know a sound or word by pointing, choosing a card, signing or using their communication device. That counts as success.
- **Fine motor:** children who find writing hard can build words and sentences with magnetic letters or word cards, or trace over an adult's pale writing.
- **Low vision:** use large, high-contrast cards and a big-print book; braille learners follow their own braille reading programme alongside, with the same words where possible.
- **Deaf or hard of hearing children:** sit close, face the child when saying sounds, and use any visual cues or signed supports the child already uses.
- **Speech differences:** accept a child's own way of saying a sound if they clearly mean the right letter.
- **Children learning English** may not know words such as "cot", "peg" or "tug". Show a picture or act each word out before reading it.
- Never time children's reading, and never make a child read aloud to the whole class unless they want to.

Assessment

Lesson 5 includes a short one-to-one check (about 4 minutes per child; spread it over the week). Record each part as **yes**, **with help** or **not yet**:

1. Says the sound (or points to the letter) for each of the eight new letter cards: m, o, d, g, c, k, e, u.
2. Blends four words from cards: **cup, dog, ten, mud** (says the sounds and the word, or picks the matching picture).
3. Reads the four tricky words in any order: **the, is, I, my**.
4. Reads the sentence "The dog is in the mud." while pointing to each word.
5. Writes or builds "I can sit." after hearing it, with help if needed (a capital I, spaces and a full stop count as part of this).

Doing it their own way (pointing, signing, magnetic letters, word cards) counts as **yes**. Many children will still be "with help" on parts 4 and 5; grade 1 keeps building these.

Sources

- Common Core State Standards, Reading: Foundational Skills, Kindergarten (Internet Archive copy): https://web.archive.org/web/20241220022036/https://www.thecorestandards.org/ELA-Literacy/RF/K/ . RF.K.1.a (follow words from left to right, top to bottom and page by page), RF.K.1.c (words are separated by spaces), RF.K.3.a and RF.K.3.b (consonant and vowel sounds), RF.K.3.c ("Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)") and RF.K.4 ("Read emergent-reader texts with purpose and understanding"). This unit covers only part of these.
- Common Core State Standards, Language, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/K/ . L.K.2.a

("Capitalize the first word in a sentence and the pronoun I"), L.K.2.b ("Recognize and name end punctuation") and L.K.2.d (spell simple words phonetically).
- Common Core State Standards, Writing, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/W/K/ . W.K.3: children use "a combination of drawing, dictating, and writing" to tell about an event. The sentence in lesson 5 is a small start on this.
- Wikipedia, "Decodable text": https://en.wikipedia.org/wiki/Decodable_text . Decodable texts use words made from the letter sounds already taught (its example is "Pat the fat rat"); critics say such texts can be stilted.
- Wikipedia, "Sight word": https://en.wikipedia.org/wiki/Sight_word . Common words with unusual spellings are often taught by sight; the article also reports criticism of teaching whole words as shapes and says some educators teach them through explicit phonics instead.
- Wikipedia, "Synthetic phonics": https://en.wikipedia.org/wiki/Synthetic_phonics . Three to six letter sounds a week; blending all through the word; "tricky" words (with letter sounds not yet taught or unusual) introduced slowly, with phonics still working in part of the word.

Known gaps

- **English only.** Other languages need their own letters, words and books.
- **One small book.** Pip and the Mud is an original CC0 text written for this unit. Children need many more decodable books; schools usually use a published series that matches their phonics order.
- **Stilted text.** With only fourteen letters and four tricky words, the story is short and a little odd ("Mud is not on Pip"). That is normal for early decodable books.
- **Letters still missing:** h, b, f, l, r, j, v, w, x, y, z, qu and all digraphs (sh, ch, th as a taught sound). Grade 1 continues.
- **Pace varies.** Some classes will need much longer for eight new sounds; some children read already.
- Gemini 4 Argon text-checked this unit on 9 November 2026 (word lists, timings, materials and access); the three small notes were fixed in c1a8d03 and 837bab3, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). A peer check by another AI is not a review by a teacher.
- This is one possible order. It is not tied to any published phonics programme, and schools that follow one should use its order and tricky words instead.

Lesson 1: New sounds: m, o, d

Goal: Children learn the sounds for **m**, **o** and **d**, and blend words using them with the term 2 letters.

Length: about 25 minutes.

Materials

- Large letter cards s, a, t, i, p, n, m, o, d.
- Magnetic letters for each pair: s, a, t, i, p, n, m, o, d.
- The sand tray (or foam on tables).
- Word cards: **mat, map, mop, dot, top, pot, mad, dip, sad** (**sad** is for the closing check).
- Picture cards for the closing check: a mop, a dot, a sad face (or draw them).

Steps

✎ Opening (3 min)

Sound flash with the six term 2 cards: s, a, t, i, p, n, in a new order each time. Children say each sound.

✎ Main activity 1: three new sounds (7 min)

Show **m**. "This letter says /m/, like the start of 'moon'. Hum it: mmm." Children say it, then write it in the air and in the sand: "Down, up and over, up and over." Children who prefer not to touch sand or foam can use a stick, a paintbrush or a dry-erase pen, as in term 2.

Show **o**. "This says /o/, like the start of 'octopus'." Children say it, then form it: "Round, all the way, and join."

Show **d**. "This says /d/, like the start of 'dog'. Keep it short and quiet: d." Form it: "Round like an **o**, then up tall and down."

Say each sound short and pure, as in term 2 ("mmm", not "muh").

✎ Main activity 2: blend with the new sounds (8 min)

Put **m a t** on the board. Point under each letter and say its sound, then sweep your finger under all three: "m-a-t, mat." Do the same with **m o p**, **d o t** and **m a d**.

In pairs, with magnetic letters: the teacher says a word slowly; pairs build it, then point and blend to check. Words: **map**, **top**, **pot**, **dip**.

✓ Discussion questions (with answers) (3 min)

- "What sound does the middle letter of 'dot' make?" (/o/.)

- "Change the first sound of 'mop' to /t/. What word is it now?" (**top**.)
- "Which new letter has a round part and a tall line?" (**d**.)

✓ Closing check (with answers) (4 min)

Show three word cards. Children blend each one and point to the matching picture:

- **m o p** → mop
- **d o t** → dot
- **s a d** → the sad face

Then show **m**, **o**, **d** in a new order and children say each sound.

Answers: mop, dot, sad; /m/, /o/, /d/.

Vocabulary

sound, letter, blend

Differentiation

- **Support:** practise one new sound at a time, with two-sound words first: **am**, **on**.
- **Stretch:** read the two-word phrases **a mop**, **dad sat**, **not on**, **pat and dip**.

⚠ Safety

Check the sand or foam for anything sharp before the lesson, and wash hands afterwards. Magnetic letters are small; keep them away from children who still put things in their mouths, or use large foam letters instead.

Teacher notes

- Some children confuse **d** with **b**. **b** is not taught in this unit, so do not introduce it now; just watch which way children form **d**.
- If a child's accent says /o/ differently, accept their own vowel.

Lesson 2: New sounds: g, c, k, e, u

Goal: Children learn the sounds for **g**, **c**, **k**, **e** and **u**, and blend words using all fourteen letters.

Length: about 25 minutes.

Materials

- Large letter cards for all fourteen letters: s, a, t, i, p, n, m, o, d, g, c, k, e, u.
- Magnetic letters for each pair (all fourteen).
- Word cards: **dog, cat, kit, pet, cup, mud, sun, ten**.
- Picture cards for the closing check: a cup, a dog, a pet (for example a hamster or a goldfish), and the sun.

Steps

✎ Opening (3 min)

Sound flash with all nine cards from lesson 1: s, a, t, i, p, n, m, o, d.

✎ Main activity 1: five new sounds (9 min)

Teach each sound in the same way as lesson 1: show the card, say the sound and a word that starts with it, say it together, then write it in the air.

- **g**: /g/, as in "goat". Short, from the throat.
- **c**: /k/, as in "cat".
- **k**: /k/, as in "kite". "**c** and **k** are two letters for the same sound."
- **e**: /e/, as in "egg".
- **u**: /u/, as in "up".

✎ Main activity 2: blend and build (7 min)

Blend together from cards: **d o g**, **c u p**, **k i t**, **p e t**.

In pairs, with magnetic letters: the teacher says a word; pairs build it and blend to check. Words: **sun**, **ten**, **mud**, **cat**.

Change one letter: build **pin**, then change it to **pen**, then **ten**, then **tan**. "Which letter changed?"

✓ Discussion questions (with answers) (3 min)

- "Which two letters both make the sound /k/?" (**c** and **k**.)
- "What sound is in the middle of 'mud'?" (/u/.)

- "How many sounds are in 'dog'?" (Three: /d/, /o/, /g/.)

✓ Closing check (with answers) (3 min)

Show each word card. Children blend it and point to the matching picture:

- **c u p** → the cup
- **d o g** → the dog
- **p e t** → the pet
- **s u n** → the sun

Answers: cup, dog, pet, sun.

Vocabulary

sound, same sound, change

Differentiation

- **Support:** focus on **e** and **u**, which are easy to mix up; say "egg" and "up" with an action (crack an egg, point up).
- **Stretch:** read **a cat on a cot**, **ten men**, **get up**, **cut the nut** (the tricky word "the" comes in lesson 3; read it for them for now).

Teacher notes

- In this unit **c** comes before a, o and u, and **k** before i and e. Children do not need the rule yet; they just need to know both make /k/.
- Five sounds in one lesson is a lot. Spread them over two or three short sessions if your class needs it, and keep practising daily before lesson 3.
- Picture of a pet: choose an animal your class knows. Children learning English may need to hear "pet" explained ("an animal that lives with a family").

Lesson 3: Tricky words and captions

Goal: Children read four tricky words (**I, the, is, my**) and use them to read short captions.

Length: about 20 minutes.

Materials

- The four tricky-word cards on coloured card: **I, the, is, my**.
- Large letter cards for the fourteen letters (for the opening).
- Caption strips: **I can dig.** / **The cat is on the mat.** / **My pup is in the mud.**
- Paper and crayons.

Steps

✎ Opening (3 min)

Sound flash with the eight new letters from lessons 1 and 2: m, o, d, g, c, k, e, u.

✎ Main activity 1: meet the tricky words (7 min)

Show one tricky word at a time. Sound out the part that works, then point to the tricky part:

- **is**: "**i** says /i/. Then **s**... but here it says /z/. Iz. Is." Children say it.
- **my**: "**m** says /m/. The **y** is tricky; here it says 'eye'. My."
- **the**: "We know these letters, but together **t** and **h** make a new sound, and **e** says 'uh'. The."
- **I**: "This word is just one letter, a capital I. It says 'eye'. It means me."

Mix the cards and hold them up quickly. Children say each word. Repeat a few times; the tricky words get easier each time.

✎ Main activity 2: read captions (5 min)

Show each caption strip. Read it together, pointing under each word from left to right. Children sound out the decodable words and say the tricky words.

Ask children to spot the capital letter at the start and the full stop at the end. "The full stop tells us the sentence has finished."

✓ Discussion questions (with answers) (2 min)

- "Which part of 'is' is tricky?" (The **s** says /z/.)
- "Why is the first letter of 'The cat is on the mat.' a capital?" (It is the start of a sentence.)

✓ Closing check (with answers) (3 min)

Hold up each tricky-word card in a new order. Children say the word (or point to the right card, if non-speaking). Then read the caption **My pup is in the mud.** together, pointing to each word.

Answers: I, the, is, my; "My pup is in the mud."

Vocabulary

tricky word, sentence, capital letter, full stop

Differentiation

- **Support:** learn two tricky words this week (**I** and **the**) and two next week.
- **Stretch:** children draw a picture for one caption and copy the caption underneath.

Teacher notes

- Avoid asking children to memorise tricky words as shapes. Always sound out the part that works first.
- "Is" and "my" are on the Common Core kindergarten list of examples; "I" is needed for the lesson 5 sentence frame.

Lesson 4: Reading our book: Pip and the Mud

Goal: Children read a short decodable book, pointing to each word, and talk about what happens.

Length: about 25 minutes.

Materials

- The large class copy of Pip and the Mud (see the text below).
- One small copy per pair, with the text printed and space for pictures.
- The four tricky-word cards.
- Crayons.

The book (CC0, written for this unit)

Print one page per line. Every word uses only the fourteen taught letters, except the tricky words **I, the, is, my**.

1. I am Dot.
2. Pip is my pup.
3. Pip can dig. Dig, dig, dig!
4. Pip is in the mud.
5. Mud on Pip! Mud on the mat!
6. Dot is sad.
7. Dot gets the cup. Dip, dip. Pat, pat.
8. Mud is not on Pip. Dot is not sad.

Title: **Pip and the Mud**.

Steps

✎ Opening (3 min)

Quick look at the tricky-word cards: **I, the, is, my**.

✎ Main activity 1: read it together (8 min)

Show the large copy. Read the title together, pointing to each word: "Pip... and... the... Mud."

Read each page together. Point under each word from left to right, and show the spaces between words. Children sound out new words: "p-u-p, pup", "g-e-t-s, gets".

Before page 5, check that children know what a **mat** is (a small rug by a door).

✎ Main activity 2: read in pairs (7 min)

Pairs share a small copy. They take turns reading a page each, pointing to every word. The partner listens and helps if asked. Walk round and listen to a few pairs.

Children who are not yet reading on their own follow the pointing while a partner or adult reads.

✓ Discussion questions (with answers) (4 min)

- "Who is Pip?" (Dot's pup.)
- "Why is Dot sad?" (There is mud on Pip and on the mat.)
- "How does Dot fix it?" (She gets a cup and dips and pats Pip.)

✓ Closing check (with answers) (3 min)

Each child draws a picture for one page of their copy. Then point to the words on one page and ask children to read them.

Answers: depend on the page chosen; for example, page 6, "Dot is sad."

Vocabulary

book, title, page, word, space

Differentiation

- **Support:** read pages 1, 2 and 6 only, with an adult pointing.
- **Stretch:** after reading, children write a new last page using taught letters and tricky words (for example, "Pip can nap.").

Teacher notes

- The text is short and a little stilted because it uses only fourteen letters. Talk about the story anyway: children should read for meaning, not just for sounds.
- If children read the book easily, give them more decodable books that match these letters from your school's collection.
- Dot is "she" in the discussion answers; the book itself does not say.

Lesson 5: My first sentence, and show what I know

Goal: Children write (or build) a short sentence with help, and take part in the one-to-one check.

Length: about 25 minutes, plus the one-to-one check spread over the week.

Materials

- Sentence strips with the frame **I can ___.** (one per child).
- Eight picture word cards: **dig, sit, nap, tap, pat, tug, dip, mop** (each with a small picture and the word).
- Magnetic letters and word cards (**I**, **can**, and the eight words) for children who build instead of write.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available. A few lolly sticks to use as spacers, and blocks for counting words.
- For the check: the eight new letter cards (m, o, d, g, c, k, e, u); word cards **cup, dog, ten, mud** with pictures; the four tricky-word cards; a strip saying **The dog is in the mud.**; a record sheet (yes / with help / not yet for each part).

Steps

✎ Opening (3 min)

Read Pip and the Mud together once, from the large copy.

✎ Main activity 1: make a sentence together (7 min)

"I'm going to write a sentence: **I can dig.**" Say it, then count the words on your fingers (three words). Children can instead tap three blocks or touch three lines on the board.

Draw three lines on the board. Write each word on a line, talking as you go:

- "**I** is a tricky word, and always a capital letter."
- "**can**: c-a-n." Children say the sounds with you.
- "**dig**: d-i-g."
- "A full stop at the end."

Point out the **finger spaces** between the words. Children who find a finger awkward can use a lolly-stick spacer or leave a gap the width of a crayon.

✎ Main activity 2: my sentence (10 min)

Each child chooses a picture card and makes their own sentence: **I can ___.** They:

1. Say the sentence out loud (or sign it, or point to the cards).
2. Count the words.

3. Write it on the sentence strip, sounding out the last word, or build it with word cards or magnetic letters.
4. Draw a picture of themselves doing it.

Adults help with sounding out. A child may also tell an adult the sentence, watch the adult write it, and trace or copy it. Any of these counts as writing with help.

✓ Discussion questions (with answers) (3 min)

- "Where does a capital letter go in a sentence?" (At the start, and **I** is always a capital.)
- "What goes at the end?" (A full stop.)
- "Why do we leave spaces?" (So we can see where each word starts and ends.)

✓ Closing check (with answers) (2 min)

Three volunteers read their sentence to the class (only if they want to).

Answers: any "I can ___." sentence with a word from the cards.

One-to-one check (about 4 minutes per child)

Use the record sheet. Mark each part **yes**, **with help** or **not yet**:

1. Shows the eight new letter cards one at a time: **m, o, d, g, c, k, e, u**. The child says the sound or points to the right card when you say it.
2. Shows **cup, dog, ten, mud**. The child blends each word, or picks the matching picture.
3. Shows the tricky words **the, is, I, my** in any order. The child reads them.
4. Shows **The dog is in the mud.** The child reads it, pointing to each word.
5. Says "I can sit." The child writes it, or builds it with word cards or magnetic letters. A capital I, spaces and a full stop are part of this.

Doing it their own way counts as **yes**.

Vocabulary

sentence, capital letter, full stop, finger space

Differentiation

- **Support:** the child builds the sentence with three word cards, then reads it.
- **Stretch:** write a second sentence, for example **My pup can dig.** or **I am Dot.** using their own first name if the letters allow.

Teacher notes

- Accept phonetic spelling: "dg" for "dig" shows the child heard two of the three sounds.

- Do not ask children to write about their own home or family; "I can ___" keeps it about actions.

Kindergarten Mathematics: Counting, Comparing and Sorting (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

New (trial layout): the whole unit on one page, with a picture for each step.

Back to the kindergarten year plan

Big idea

Counting is not just saying numbers in order. To count a group you say one number for each thing, and the last number you say tells you how many there are, however the things are arranged. Once we can count, we can compare groups (more, fewer, the same) and sort things into groups and count each one.

Outcomes

By the end of the unit most children can:

1. Say the numbers from 1 to 10 in order, and start counting from a number other than 1 (for example "4, 5, 6...").
2. Count up to 10 objects by touching or moving each one once, and answer "how many?" with the last number they said.
3. Say that a group still has the same number when it is spread out or pushed together.
4. Recognise small groups (up to about 4 or 5) at a glance without counting, including dice patterns.
5. Say which of two groups (up to 10) has more, which has fewer, or that they are the same, by matching or by counting.
6. Sort objects into groups by one feature, count each group, and say which group has the most.

Prior knowledge

None is assumed. Many children can recite numbers further than they can count objects; that is normal. Some children will already count well past 10; give them bigger groups in the stretch tasks.

Lessons

Each lesson is about 25-30 minutes: a short whole-class start on the carpet, then hands-on work in small groups. Split a lesson over two days if needed.

1. Counting songs and touch counting
2. The last number tells how many

3. Quick looks
4. More, fewer or the same?
5. Sort it, count it

Materials (whole class unless noted)

- Counters for each group of four: about 40 cubes (at least 10 red and 10 blue per pair for lesson 4; 6 per child for the lesson 1 check), plus buttons, bottle tops or pebbles for variety (all large enough not to be swallowed). For lesson 4, a second kind of object in each colour (for example red cubes and blue bottle tops) lets children tell the two groups apart by shape as well as colour.
- Ten-frames (a 2 by 5 grid on card), one per child.
- Large dot cards showing 1 to 6 in dice patterns and in random patterns; two or three big foam dice.
- Two paper plates per pair. Small dice, one per pair (lesson 3).
- Optional: a puppet or soft toy who "makes mistakes" (lesson 2).
- Five toy cups and four toy spoons, or pictures of them (lesson 4 opening).
- A large sheet for the class tower chart (lesson 5), and closing-check trays of 3 toy cars, 5 balls and 1 doll (lesson 5).
- Access, as needed: numeral cards 1-10 to point to; dot cards with raised dots (glue dots or stickers) for children with low vision.
- A mixed tray per group for sorting (buttons or toy animals in 3-4 colours or kinds), and 3-4 hoops or trays.
- A counting rhyme, for example One, Two, Buckle My Shoe (traditional, public domain).

Assessment

Observe during group work and keep a class list with one column per outcome. A quick one-to-one check (2 minutes per child) near the end of the unit:

- Put 7 cubes in a line. "How many?" Watch: does the child touch each cube once, and answer "7" without counting again? (Answer: 7.)
- Spread the same 7 cubes out. "How many now?" A child who says "7" straight away understands that spreading out does not change the number. A child who counts again is still fine at this stage; note it.
- Show a dot card with 3. "How many?" (3, ideally without counting.)
- Show 5 red cubes and 3 blue cubes. "Which has more?" (red; 5 is more than 3.)
- "Count on from 4." (4, 5, 6, 7...)

Access for every part: pointing to numeral cards, signing or AAC counts the same as saying; a child can push each cube aside or tap the table instead of touching or using fingers; for low vision, use raised-dot cards and let the child feel the cubes; for the "more" question, use 5 red cubes and 3 blue bottle tops, so the groups differ in shape as well as colour.

Sources

- Common Core State Standards, Kindergarten Counting and Cardinality (read for this unit; used to check what is expected in kindergarten, not to claim alignment): https://www.thecorestandards.org/Math/Content/K/CC/
- K.CC.A.2 count forward from a given number; K.CC.B.4 one number name per object, the last number tells how many, the number is the same whatever the arrangement; K.CC.B.5

count up to 10 scattered objects; K.CC.C.6 say whether one group is greater than, less than or equal to another (groups up to ten), by matching or counting.
- Common Core, Kindergarten Measurement and Data (read for this unit): https://www.thecorestandards.org/Math/Content/K/MD/
- K.MD.B.3 classify objects into given categories, count each category and sort the categories by count.
- Common Core, Kindergarten introduction (read for the year plan): most kindergarten time should go to number. https://www.thecorestandards.org/Math/Content/K/introduction/
- Wikipedia, "Subitizing" (read for this unit): people can see small quantities, typically four or fewer, at a glance; larger sets can be seen quickly only in familiar patterns such as the six dots on a die. https://en.wikipedia.org/wiki/Subitizing

Known gaps and cautions

- Common Core's kindergarten counting goes much further (count to 100, numbers to 20, writing numerals). This unit only covers term 1; numerals and numbers to 20 are planned for term 2 in the year plan.
- The lesson order and timings are my choice, not taken from a source.
- Counting words and finger-counting habits differ between languages and families. Welcome children counting in their home language too.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (missing section timings, missing materials and too few counters, non-speaking, motor, low-vision and colour-vision routes) were fixed in the follow-up commit f79d546 (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Counting songs and touch counting

Unit overview - Next: Lesson 2

About 25-30 minutes.

Goal

Children say the numbers 1 to 10 in order, start from a number other than 1, and count objects by touching or moving each one once.

Materials

- One, Two, Buckle My Shoe (traditional).
- Counters (cubes, buttons or bottle tops) and a ten-frame per child.

Steps

✎ Opening (5 min)

Say One, Two, Buckle My Shoe together with actions. Then count to 10 together, clapping once per number. Then "Start at 4": 4, 5, 6, 7, 8, 9, 10. Try starting at 2 and at 6.

✎ Main activity (18 min)

1. **Model touch counting (4 min).** Put 5 cubes in a row. Count them aloud wrongly on purpose: skip one, or count one twice. "Was I right?" Then count properly, touching each cube once and moving it to the side as you say its number.
2. **Partner counting (10 min).** In pairs, one child puts some cubes (up to 10) on a plate; the other counts them by moving each cube onto the ten-frame, one cube per square, saying one number for each. Swap.
3. **Count the room (4 min).** Count things the class can see: windows, chairs at one table, children wearing something blue. Touch or point at each one.

✓ Discussion questions (with answers) (3 min)

- What went wrong when I counted? You missed one out (or counted one twice).
- Why move the cube when you count it? So you know which ones you have already counted.
- If we start at 4, what comes next? 5.

✓ Closing check (with answers) (3 min)

Each child counts out 6 cubes onto their ten-frame from a pile. (Answer: 6 cubes, one in each of 6 squares.) Note who touches each one once.

Vocabulary

count, number, one, two, three... ten, next, start

Differentiation

- **Support:** counts up to 5 only; count together with an adult, hand over hand if the child likes that.
- **Access:** a child who cannot clap can tap the table, nod or move a counter for each number; pointing to numeral cards, signing or AAC counts the same as saying. For low vision, let the child feel each cube as they move it.
- **Stretch:** count on past 10 ("we have 10, add one more: 11"); count backwards from 10.

⚠ Safety

Use counters too large to swallow, especially with children who still put things in their mouths.

Teacher notes and misconceptions

- Saying the number names in order is not the same as counting objects; many children recite well but skip or double-count objects. Moving each object helps.
- Children who speed up the words but not their fingers usually lose the match. Slow, steady counting is the aim.

Lesson 2: The last number tells how many

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 25-30 minutes.

Goal

Children answer "how many?" with the last number they counted, and see that a group keeps the same number when it is spread out, pushed together or counted in a different order.

Materials

- Counters and two paper plates per pair.
- A puppet or soft toy (optional) who "makes mistakes".

Steps

✎ Opening (5 min)

Count 4 cubes with the class. Then ask "How many?" If children start counting again, say: "We already counted. The last number we said was 4, so there are 4." Repeat with 6 cubes.

✎ Main activity (18 min)

1. **Puppet puzzles (5 min).** The puppet counts 5 cubes in a line correctly. Then you spread them out and the puppet says "Oh no, now there are more!" Children explain: still 5, nothing was added or taken away. Count to check.
2. **Spread and squash (8 min).** In pairs: put some cubes (up to 10) on a plate and count them. Then spread them out across the table. "Do you need to count again?" Predict, then count to check. Then push them close together and do the same.
3. **Different order (5 min).** Count the same 7 cubes starting from a different cube. Is it still 7? (Yes.)

✓ Discussion questions (with answers) (3 min)

- When we count, which number tells us how many? The last one.
- I spread the 5 cubes out. How many now? Still 5.
- If I count from the other end, will I get a different answer? No, the same number.
- What would change the number? Adding cubes or taking some away.

✓ Closing check (with answers) (3 min)

Show 8 cubes in a line and count them together. Push them into a pile. "How many?" (8.) Ask a few children to explain why.

Vocabulary

how many, last, the same, spread out, close together, more, fewer

Differentiation

- **Support:** groups up to 5; let the child do the spreading themselves.
- **Stretch:** "I have 7. I take one away and put it back. How many now?" (7.) Or counts up to 15.

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- Many young children think a longer line has more things. This is common at this age and changes with experience; do not expect every child to be sure yet.
- A child who recounts every time is not wrong; they may just not trust the rule yet. Keep asking "Do you need to count again?"

Lesson 3: Quick looks

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 25 minutes.

Goal

Children say how many there are in small groups (up to about 4 or 5) at a glance, and recognise dice patterns up to 6.

Materials

- Large dot cards: 1 to 6 in dice patterns, and 2 to 5 in scattered patterns.
- Big foam dice; a small die and a ten-frame per pair.

Steps

✎ Opening (5 min)

Flash a dot card for about two seconds, then hide it. "How many did you see?" Start with 2, then 3, then 1. Ask: "Did you count, or did you just know?"

✎ Main activity (17 min)

1. **Flash cards (6 min).** Show dice-pattern cards from 1 to 6 in a random order, each for two seconds. Then show scattered 4 and 5. Ask which were easier.
2. **Roll and build (8 min).** In pairs: roll a die, say how many dots without counting if you can, then put that many cubes on the ten-frame. Partner checks by counting.
3. **Show me fingers (3 min).** "Show me 3 fingers." "Show me 5." "Show me 4 a different way." Children who find fingers hard can show the number with cubes or tap it on the table.

✓ Discussion questions (with answers) (3 min)

- Which cards could you know without counting? Usually the small ones (1 to 4) and the dice patterns, like 5 and 6.
- Why is the dice 6 easy even though it is quite big? It is a pattern we know: two rows of 3.
- Was the scattered 5 harder than the dice 5? Usually yes; the scattered one has no pattern to see.

✓ Closing check (with answers) (3 min)

Flash three cards: dice 3, scattered 2, dice 5. Children show the number with fingers. (Answers: 3, 2, 5. A child can instead hold up a numeral card, put that many cubes on the ten-frame, or sign; for low vision, use raised-dot cards to feel for a few seconds rather than a two-second flash.)

Vocabulary

quick look, pattern, dots, dice, at a glance

Differentiation

- **Support:** only 1 to 3; leave the card up longer.
- **Stretch:** two dice: how many altogether? Say how you saw it ("I saw 3 and 2").

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- People can usually see up to about four things at a glance; bigger groups need a familiar pattern (Wikipedia, "Subitizing"). So scattered 5 or 6 will often need counting, and that is fine.
- Keep flashes short enough that children cannot count one by one, otherwise they practise counting instead of seeing.

Lesson 4: More, fewer or the same?

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 25-30 minutes.

Goal

Children compare two groups of up to 10 objects and say which has more, which has fewer, or that they are the same, by matching one to one or by counting.

Materials

- Cubes in two colours; two paper plates per pair.
- Five toy cups and four toy spoons (or pictures) for the opening.

Steps

✎ Opening (5 min)

Put out 5 cups and 4 spoons in a messy pile. "Is there a spoon for every cup?" A child puts one spoon in each cup. One cup is left with no spoon. "There are more cups. There are fewer spoons."

✎ Main activity (18 min)

1. **Match them up (7 min).** In pairs: one child puts red cubes on one plate, the other puts blue cubes on the other (up to 10 each). Line them up side by side, one red next to one blue. Which colour has some left over? That colour has more.
2. **Count to compare (6 min).** Now count each group instead. "Red has 6, blue has 4. Which number is more?" Check by matching.
3. **Make them the same (5 min).** "How can we make the groups the same?" Add to the smaller group or take from the bigger one, then match to check.

✓ Discussion questions (with answers) (3 min)

- Red has 6 and blue has 4. Which has more? Red.
- Which has fewer? Blue.
- If both groups have 5, what do we say? They are the same (equal).
- I have 3 big blocks and 5 tiny beads. Which group has more? The beads (5 is more than 3), even though the blocks are bigger.

✓ Closing check (with answers) (3 min)

Show 7 red cubes and 7 blue cubes spaced out so the blue line looks longer. "Which has more?" (They are the same: 7 and 7.) Ask a child to show by matching.

Vocabulary

more, fewer, the same, equal, match, left over

Differentiation

- **Support:** groups up to 5 with a big difference (5 and 2).
- **Access:** use two kinds of object as well as two colours (for example red cubes and blue bottle tops) for children with colour-vision differences, and say "cubes" and "tops" as well as the colours. Pointing, signing or AAC counts the same as saying.
- **Stretch:** groups that differ by one (8 and 9); "How many more?"

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- Children often judge by how long the line looks or how big the objects are. Matching one to one is the strongest way to show the truth.
- "Fewer" is a less familiar word than "less". Model it; accept "less" from children.

Lesson 5: Sort it, count it

Unit overview - Previous: Lesson 4

About 30 minutes.

Goal

Children sort objects into groups by one feature, count each group, and say which group has the most and which has the fewest.

Materials

- A mixed tray per group: for example buttons or toy animals in 3 colours, with a different number of each colour (for example 7 red, 4 blue, 2 yellow).
- 3 hoops or trays per group.
- A large sheet of paper for a class "tower" chart, and cubes.

Steps

✎ Opening (5 min)

Tip out a mixed tray on the carpet. "How could we put these into groups?" Take ideas: colour, size, kind of animal. Choose colour for today.

✎ Main activity (20 min)

1. **Sort (6 min).** In groups, children sort the tray into the hoops by colour. Check: is everything in the right hoop?
2. **Count (6 min).** Count each hoop. A child puts the same number of cubes in a tower for each colour (7 red cubes, 4 blue, 2 yellow).
3. **Compare the towers (5 min).** Stand the towers next to each other. Which is tallest? Which colour has the most? The fewest? Put the towers in order from most to fewest.
4. **Sort a new way (3 min).** Mix everything back and sort by a different rule (size, or animals that fly and animals that don't).

✓ Discussion questions (with answers) (2 min)

Answers for the example tray (7 red, 4 blue, 2 yellow):

- Which colour has the most? Red, 7.
- Which has the fewest? Yellow, 2.
- Put them in order from most to fewest. Red, blue, yellow.
- Can we sort the same things a different way? Yes, for example by size or kind.

✓ Closing check (with answers) (3 min)

Give each group a new small tray (for example 3 cars, 5 balls, 1 doll). They sort, count and tell you which group has the most. (Balls, 5.)

Vocabulary

sort, group, same, different, most, fewest, order

Differentiation

- **Support:** two groups only; fewer objects.
- **Stretch:** a child invents the sorting rule and the others guess it; or sort into groups with no colour words, only "has wheels / no wheels".

⚠ Safety

Use objects too large to swallow.

Teacher notes and misconceptions

- Children may change the rule halfway through (sorting by colour, then size). Ask "What is our rule?" and re-check.
- Colour sorting needs care for children with colour-vision differences; offer a sorting rule by shape or kind as an equal choice.
- The cube towers are a first step towards bar charts, which come later.

Kindergarten Mathematics: Numbers to 20, Making 5 and 10, and Shapes (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.

Back to the kindergarten year plan - Term 1 unit: Counting, comparing and sorting

Big idea

Numbers keep going past 10, and we can write them down with numerals. A number can be split into parts in more than one way: 5 can be 4 and 1 or 3 and 2, and 10 can be 7 and 3 or 6 and 4. Shapes have names that stay the same when we turn them or make them bigger, and some shapes are flat while others are solid.

Outcomes

By the end of the unit most children can:

1. Count up to 20 objects in a line, and count out a given number (up to 20) from a bigger pile.
2. Write the numerals 0 to 10, and match a numeral card to a group (0 means "none"). Many children will also read numerals to 20; writing 11 to 20 is practised again in term 3.
3. Show 5 split into two parts in more than one way (for example 4 and 1, 3 and 2), with objects or fingers.
4. Use a ten-frame to say how many more make 10 (for example "7 and 3 more make 10").
5. Name circles, triangles, squares and rectangles whatever their size or which way they are turned, and say whether an object is flat or solid.

Prior knowledge

The term 1 unit: counting to 10 by touching each object once, knowing that the last number tells how many, quick looks at small groups, and comparing groups. Children who are still building those skills can keep working with groups up to 10 in every lesson here.

Lessons

Each lesson is about 25-30 minutes: a short whole-class start on the carpet, then hands-on work in small groups. Split a lesson over two days if needed.

1. Counting on to 20
2. Writing numbers
3. Ways to make 5
4. Make 10 with a ten-frame
5. Flat and solid shapes

Materials (whole class unless noted)

- Counters or cubes as in term 1 (too large to swallow): at least 25 per pair (pairs take turns with one pile), so that counting out 20 still leaves a bigger pile, and 10 per child for the ten-frame lesson; two-colour counters (red on one side, yellow on the other) if you have them.
- Ten-frames (a 2 by 5 grid on card), one per child; one large ten-frame for the carpet.
- Numeral cards 0 to 20; a number line 0 to 20 on the wall.
- Sand trays, chalkboards or whiteboards and pens for writing numerals.
- A cup for "shake and spill" (lesson 3).
- Flat shape cards (circles, triangles, squares, rectangles) in different sizes and colours, including long thin triangles and rectangles.
- Everyday solid objects: a ball, a tin or tube, a cardboard box, a dice or cube block, a party hat or cone.

Assessment

Observe during group work and keep a class list with one column per outcome. A quick one-to-one check (about 3 minutes per child) during the second week:

- Line up 15 cubes. "How many?" (15.) Then: "Give me 12 from this pile." (12; watch whether the child stops at 12.)
- Show the numeral cards 0, 6 and 9. "Which one means none?" (0.) "Show me 6 cubes." (6.) Ask the child to write 4 and 7 (or trace them, see Differentiation).
- "Here are 5 cubes. Hide some in your hand. How many are hiding?" Repeat once with a different split. (Any correct split, for example 2 showing and 3 hiding.)
- Show a ten-frame with 7. "How many more to make 10?" (3.)
- Show a square turned on its corner and a long thin triangle. "What shapes are these?" (square; triangle.) Hand the child a ball and a circle card. "Which is flat? Which is solid?" (circle flat; ball solid.)

Pointing, gesture, sign or a communication device all count as answers. Record yes, with help or not yet for each part.

Sources

- Common Core State Standards, Kindergarten Counting and Cardinality (read to check what is expected in kindergarten, not to claim alignment): https://www.thecorestandards.org/Math/Content/K/CC/
- K.CC.A.3 write numbers from 0 to 20, with 0 representing a count of no objects; K.CC.B.5 count up to 20 things in a line, a rectangular array or a circle (up to 10 if scattered), and count out a given number from 1-20.
- Common Core, Kindergarten Operations and Algebraic Thinking (read for this unit): https://www.thecorestandards.org/Math/Content/K/OA/
- K.OA.A.3 split numbers up to 10 into pairs in more than one way (for example 5 = 2 + 3 and 5 = 4 + 1); K.OA.A.4 for any number from 1 to 9, find the number that makes 10 when added to it.
- Common Core, Kindergarten Geometry (read for this unit): https://www.thecorestandards.org/Math/Content/K/G/
- K.G.A.2 name shapes regardless of their orientation or overall size; K.G.A.3 identify shapes as two-dimensional ("flat") or three-dimensional ("solid"); K.G.B.5 build and draw shapes.

- Common Core, Kindergarten Number and Operations in Base Ten (read for the year plan): https://www.thecorestandards.org/Math/Content/K/NBT/ - teen numbers as ten ones and some more ones. That idea is left for term 3.

Known gaps and cautions

- Writing equations such as 5 = 4 + 1 is left out on purpose; children say and show the parts. Add written equations if your setting expects them.
- Teen numbers as "ten and some more" (K.NBT.A.1) are planned for term 3, not taught here.
- Only one lesson on shapes. Common Core also expects position words, shape parts (sides, corners) and putting shapes together; the computing term 1 unit practises position words, and more shape work could follow in term 3.
- Numeral writing needs fine motor control that varies a lot at this age. Tracing, sand trays and choosing a card are all fine.
- Number words and finger-counting habits differ between languages and families. Welcome children counting in their home language too.
- The lesson order and timings are my choice, not taken from a source.
- Peer check: GPT-6.1 Terra did a bounded text and answer-key check of the README and lessons 1-5 at e676735 (square/rectangle sort convention, flat/solid test, counter quantities, plain-cube spill, counters instead of fingers, backwards-6 claim); fixed by the author in 51e79eb. Terra then checked that diff and noted lesson 1 cube numbers; lesson 1 now uses pairs taking turns with 25 cubes per pair, which Terra also diff-checked. Not a standards, classroom or full accessibility review.

Lesson 1: Counting on to 20

Unit overview - Next: Lesson 2

About 25-30 minutes.

Goal

Children say the numbers to 20 in order, count up to 20 objects in a line, and count out a given number from a bigger pile.

Materials

- Cubes or counters (at least 25 per pair, so a pile of more than 20 is left to count out from; pairs take turns, so they share one pile).
- The 0-20 number line on the wall.
- A long strip of paper or tape on the floor for lining things up.

Steps

✎ Opening (5 min)

Count together to 10 with a clap on each number, as in term 1. "Our numbers don't stop at 10! Let's keep going." Count on together from 10 to 20 while the teacher points along the number line. Say 11, 12 and 13 slowly; these names are tricky because they don't sound like "ten-one, ten-two".

✎ Main activity (18 min)

1. **Counting train (6 min).** On the carpet, children each add one cube to a long line on the tape while everyone counts. Stop at 20. "How many cubes in our train?" (20.) Take 3 away from the end and count again together. (17.)
2. **Count the line (7 min).** In pairs, one child makes a line of cubes between 10 and 20 long, then the partner counts it by touching each cube once. Do they agree? Put the cubes back and swap jobs.
3. **Get me some (5 min).** The adult says a number ("Get me 14"). The child counts out that many from the pile and stops. Check together.

✓ Discussion questions (with answers)

- What number comes after 10? 11.
- What number comes after 15? 16.
- I counted 12 cubes. If I move them into a circle, how many are there? Still 12 (moving them doesn't change how many).

- When you are getting 14 cubes, how do you know when to stop? When you say "14" (the last number you need).

✓ Closing check (with answers)

Hold up the number line and point to 18. Count together from 10 up to the pointed number. "What number did we stop on?" (18.) Ask: "What comes next?" (19.)

Vocabulary

eleven to twenty, count on, how many, stop

Differentiation

- **Support:** lines up to 12 or 15; count with the adult; line cubes on a printed strip with one box per cube.
- **Stretch:** count out 20 in a scattered pile and check by lining them up; count backwards from 20.

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- "Eleven" and "twelve" don't sound like other numbers, and "thirteen" to "nineteen" put the small number first. Expect children to skip or mix up numbers between 11 and 19 (for example 13 and 30).
- Counting out a given number is harder than counting a group that is already there, because the child has to remember the target and stop.

Lesson 2: Writing numbers

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 25-30 minutes.

Goal

Children write the numerals 0 to 10, match numeral cards to groups of objects, and know that 0 means "none".

Materials

- Numeral cards 0 to 10 (and 11 to 20 for stretch).
- Sand trays, chalkboards or whiteboards and pens.
- Small plates with groups of 0 to 10 counters.

Steps

✎ Opening (5 min)

Show an empty plate. "How many cookies on my plate?" (None.) "We have a number for none: zero." Write 0 big on the board. Then put 3 counters on the plate and write 3. Draw numerals in the air with big arm movements: 0, 1, 2, 3.

✎ Main activity (18 min)

1. **Sand and board writing (8 min).** Children write numerals 0 to 10 in sand trays or on boards, copying from a card. The adult watches the starting point and direction of each numeral. Choose four or five numerals per day, not all eleven at once.
2. **Match the plate (6 min).** In small groups, plates with 0 to 10 counters are spread out. Children count a plate and place the matching numeral card beside it. One plate is empty (0).
3. **Make my number (4 min).** A child turns over a numeral card; the partner puts that many counters on a ten-frame. Swap.

✓ Discussion questions (with answers)

- What does 0 mean? None, nothing there.
- This plate has 8 counters. Which card goes with it? 8.
- I wrote 6 backwards. Is it still 6? You meant 6, and often people can still tell, but not always; that is why we practise writing it the usual way, so everyone can read it easily.
- Which is more, 7 or 4? 7.

✓ Closing check (with answers)

Each child writes one numeral the teacher says (choose 2, 5 or 9 for different children) and holds it up. Check: does it match? Then ask the whole class to show "zero" fingers. (A closed fist; no fingers up.)

Vocabulary

zero, numeral, number, write, match

Differentiation

- **Support:** trace numerals on cards with dotted lines or sandpaper numerals; choose the right card instead of writing.
- **Stretch:** match plates with 11 to 20 counters to numeral cards 11 to 20.
- Children with limited hand control can build numerals from play dough or point to cards; the goal is knowing the numeral, not neat handwriting.

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- Reversed numerals (especially 2, 3, 5, 7 and 9) are very common at this age. Show the correct form calmly; don't mark it as a big mistake.
- Some children think 0 is "not a number". The empty plate helps.

Lesson 3: Ways to make 5

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 25-30 minutes.

Goal

Children show that 5 can be split into two parts in more than one way, using fingers, two-colour counters and hiding games.

Materials

- Five two-colour counters and a cup per pair. No two-colour counters? Use five cubes and a sheet of paper with a line down the middle: spill the cubes on the paper and count the cubes on each side of the line.
- Five counters per child for the opening and closing, for children who prefer counters to fingers.
- A puppet or soft toy for the opening.
- A 5-frame (one row of a ten-frame) per child.

Steps

✎ Opening (5 min)

Hold up one hand (children may use 5 counters instead of fingers from the start). "How many fingers?" (5.) Fold down one. "How many are up? How many are down?" (4 up, 1 down.) "4 and 1 make 5." Try 3 and 2. The puppet says "5 is only 4 and 1!" Children help show it another way.

✎ Main activity (18 min)

1. **Shake and spill (8 min).** Pairs put 5 two-colour counters in a cup, shake and spill. Count the red and the yellow (or, with plain cubes, the cubes on each side of the line). "3 red and 2 yellow make 5." Spill again. Children draw or tell their favourite spill.
2. **How many are hiding? (6 min).** One child puts 5 cubes on a 5-frame, then hides some under their hand. The partner says how many are hiding. Lift the hand to check.
3. **Make a record (4 min).** As a class, collect the spills on the board with dots: 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, 0 and 5.

✓ Discussion questions (with answers)

- I see 2 red. How many yellow make 5? 3.
- 4 are showing on the 5-frame. How many are hiding? 1.
- Is "3 red and 2 yellow" the same total as "2 red and 3 yellow"? Yes, both make 5.

- Can 5 be 5 red and 0 yellow? Yes; zero yellow is allowed.

✓ Closing check (with answers)

"Show me 5 on your fingers using both hands" (or with 5 counters in two groups). Children may show 3 and 2, 4 and 1, or 5 and 0 (all correct). Ask two children with different ways to show the class.

Vocabulary

and, make, part, hiding, showing, the same total

Differentiation

- **Support:** use 3 and then 4 before 5; keep the counters visible instead of hiding them.
- **Stretch:** ways to make 6 or 7; find all the ways and check none are missing.
- Children who can't fold fingers easily use counters or the 5-frame instead.

⚠ Safety

Use counters too large to swallow. Shake cups gently, low over the table.

Teacher notes and misconceptions

- The goal is seeing parts and wholes, not memorising facts yet.
- Some children recount all 5 every time instead of seeing the parts. That is fine at first; the 5-frame helps them see "one gap" or "two gaps".

Lesson 4: Make 10 with a ten-frame

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 25-30 minutes.

Goal

Children use a ten-frame to see how many more make 10, for any number from 1 to 9.

Materials

- A ten-frame and 10 counters per child.
- A large ten-frame for the carpet.
- Ten paper cups or skittles and a soft ball (optional, for step 3).

Steps

✎ Opening (5 min)

Show the big ten-frame, empty. "It has two rows of five boxes. When every box is full, we have 10." Fill it together, counting. Take some away and ask "How many empty boxes?" The empty boxes tell how many more make 10.

✎ Main activity (18 min)

1. **Fill it up (7 min).** Each child puts some counters on their frame (always filling the top row first, left to right). "How many counters? How many more to fill it?" The adult asks a few children each time.
2. **Ten-frame flash (6 min).** The teacher shows the big frame for a few seconds with 6, 8, 9 or 5. Children say how many and how many more make
3. Then show it again to check.
4. **Ten pins (5 min, optional).** Knock down skittles with a soft ball: "4 fell down, so how many are standing?" (6.) Count to check.

✓ Discussion questions (with answers)

- 7 counters are on the frame. How many more make 10? 3.
- The top row is full and the bottom row is empty. How many? 5.
- 9 are on the frame. How many more make 10? 1.
- I need 4 more to fill it. How many are on it now? 6.

✓ Closing check (with answers)

Show the big ten-frame with 8. Children hold up fingers for how many more make 10. (2.) Then show 4. (6.)

Vocabulary

ten-frame, full, empty, how many more, make 10

Differentiation

- **Support:** use one row (a 5-frame) and "how many more make 5"; count the empty boxes one by one.
- **Stretch:** "How many more make 10?" without the frame; two ten-frames for numbers past 10 ("one full frame and 3 more is 13").
- Children who struggle with fingers can point to the matching numeral card.

⚠ Safety

Use counters too large to swallow. If using skittles, roll the ball along the floor, not thrown, and keep a clear space.

Teacher notes and misconceptions

- Filling the top row first, left to right, makes amounts easy to see (6 is "5 and 1 more"). Keep this habit.
- Some children count the empty boxes as well as the counters. Ask "Which ones are counters? Which are empty?"

Lesson 5: Flat and solid shapes

Unit overview - Previous: Lesson 4

About 25-30 minutes. The one-to-one check from the unit overview can run during this lesson and over the following days.

Goal

Children name circles, triangles, squares and rectangles whatever their size or which way they are turned, and sort objects into flat and solid.

Materials

- Flat shape cards in many sizes and colours, including long thin triangles, long thin rectangles and squares turned on a corner.
- Solid objects: a ball, a tin or tube, a cardboard box, a cube block or dice, a party hat or cone.
- Two hoops labelled with a picture: "flat" (a paper shape) and "solid" (a block).
- Straws or sticks and play dough for building (optional).

Steps

✎ Opening (5 min)

Hold up a triangle. "What shape?" (Triangle.) Turn it upside down. "Now?" (Still a triangle.) Show a tiny triangle and a long thin one. "Still triangles? Yes: three straight sides and three corners." Do the same with a square turned on its corner.

✎ Main activity (18 min)

1. **Shape sort (6 min).** In small groups, children sort a mixed pile of shape cards into circles, triangles, squares and rectangles. The adult adds tricky cards (a thin triangle, a tilted square) and asks why. For this sort, squares go in the square group, even though a square is also a special kind of rectangle (see Stretch).
2. **Flat or solid? (6 min).** Pass around solid objects and flat cards. "Is it thin like a card, or is it thick enough to hold all round, like a ball or a box?" Children put each one in the flat hoop or the solid hoop. Name the solids if children are interested: ball (sphere), tin (cylinder), box, dice (cube), party hat (cone).
3. **Build it (6 min).** Make triangles and squares from straws and play dough, or draw them. Count the sides together.

✓ Discussion questions (with answers)

- I turned the square onto its corner. Is it still a square? Yes; turning it doesn't change the shape.

- This triangle is very long and thin. Is it a triangle? Yes; it has three straight sides.
- Is a ball flat or solid? Solid.
- Is a paper circle flat or solid? Flat.
- How many sides does a square have? 4.

✓ Closing check (with answers)

Hold up, one at a time: a tilted square, a big circle, a tin and a thin triangle. Children call out the name and "flat" or "solid". (Square, flat; circle, flat; tin (cylinder), solid; triangle, flat.)

Vocabulary

circle, triangle, square, rectangle, side, corner, flat, solid, turn

Differentiation

- **Support:** start with circles and squares only; feel the edges of shapes with eyes closed.
- **Stretch:** "Is every square a rectangle?" (Yes; a square is a special rectangle with all four sides the same length.) Find shapes around the room.
- Children with limited vision can use raised or cut-out shapes and real objects to feel.

⚠ Safety

Keep straw ends and small play dough pieces away from mouths. Choose solid objects without sharp edges.

Teacher notes and misconceptions

- Many children think a triangle must point upwards and a square on its corner is a "diamond". Show shapes in many positions all year.
- A paper shape is really very thin, not perfectly flat; "flat" is the right everyday word at this age.
- Faces of solids are flat shapes (a box has rectangle faces). Mention it if children notice; it isn't a goal here.

Kindergarten Mathematics: Adding, Taking Away, Teen Numbers and Comparing (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.
>
> Text-checked by two other agents (Gemini 4 Argon, GPT-6.1 Terra); see Known gaps.

New (trial layout): the whole unit on one page, with a picture for each step.

Back to the kindergarten year plan - Term 2 unit: Numbers to 20, making 5 and 10, and shapes

Big idea

Adding is putting things together or getting more; taking away is taking some from a group or splitting it into parts. We can show both with objects, fingers, drawings, claps and acting out, and later with number sentences such as 3 + 2 = 5. The numbers 11 to 19 are a full ten and some more ones. Objects can be longer or shorter, heavier or lighter, and we find out which by putting them side by side or holding them, not just by looking.

Outcomes

By the end of the unit most children can:

1. Act out or use objects to solve a short story problem that adds or takes away, with totals up to 10, and say the answer.
2. Show the same problem in another way: fingers, a drawing, claps, or (for some children) a number sentence such as 4 + 3 = 7.
3. Add and take away within 5 quickly, for example "3 and 2 make 5" and "5 take away 1 is 4", with or without fingers.
4. Build a teen number as a full ten-frame and some more, and say it as "ten and ..." (for example 16 is ten and 6).
5. Compare two objects by length (lining up their ends) and by weight (holding one in each hand or using a balance), and say which is longer, shorter, heavier or lighter.

Prior knowledge

The term 1 and term 2 units: counting to 20, the last number tells how many, ways to make 5, and how many more make 10 on a ten-frame. Children who are still building those skills can work with totals up to 5 in every lesson.

Lessons

Each lesson is about 30 minutes: a short whole-class start on the carpet, then hands-on work in small groups. Split a lesson over two days if needed; the unit runs over about 3 weeks so each idea can be practised again in play and small groups.

1. Putting together
2. Taking away
3. Quick facts within 5
4. Teen numbers: ten and some more
5. Longer, shorter, heavier, lighter

Materials (whole class unless noted)

- Counters or cubes too large to swallow, in two colours: 10 per child (at least 5 red and 3 blue each, for lessons 1 and 2), plus 20 per pair for lesson 4.
- Small toys for acting out stories (for example toy animals or cars): about 10 per group of four, and a blue cloth or paper "pond" for lesson 1.
- Ten-frames: two per pair for lesson 4; one large ten-frame for the carpet.
- Paper cups (one per pair) and dot cards 0 to 5 (two sets per pair, mixed together, so that doubles such as 2 and 2 can come up) for lesson 3.
- Numeral cards 0 to 10 (for pointing answers in lessons 1 to 3) and 10 to 19 (lesson 4).
- Optional for lesson 2: 5 paper or felt apples and a picture of a tree.
- Optional for lesson 4: 20 lolly sticks or straws and a rubber band per pair.
- Whiteboards and pens, or paper and crayons, for drawings.
- For lesson 5, per group of four: four paper strips (yellow 10 cm, blue 15 cm, green 20 cm, red 25 cm), each also marked with a shape so colour is not the only clue (circle on yellow, triangle on blue, square on green, heart on red), a pencil, a crayon and a shoe; two lidded tubs of the same size, one filled with sand (star label) and one with cotton wool (moon label).
- For lesson 5, for the class: a simple bucket balance (or a home-made coat-hanger balance; see lesson 5), a large empty cardboard box and a small tub of sand.
- Masking tape for a start line on each table.

Assessment

Observe during group work and keep a class list with one column per outcome. A quick one-to-one check (about 3-4 minutes per child) during the third week:

- Put 4 toy frogs on a book "log". "4 frogs are on the log. 3 more hop on. How many now?" (7.) The child may use the toys, fingers or count on.
- Give the child 8 cubes. "Take 3 away. How many are left?" (5.)
- "What is 3 and 2?" (5.) "What is 5 take away 1?" (4.) An answer within a few seconds, with or without fingers, counts as quick.
- Show a full ten-frame and 5 loose counters. "How many altogether?" (15.) "Ten and how many more?" (5.)
- Give the green strip (20 cm, square) and the blue strip (15 cm, triangle) from lesson 5, not lined up. "Which is longer? Show me how you know." (Green; the child lines up the ends, or puts them side by side from the same starting point.) Then the star and moon tubs: "Which is heavier?" (The sand tub; check which label it has before you start.)

Pointing, gesture, sign or a communication device all count as answers. Name strips by colour and shape ("the green square strip") for children with colour-vision differences. Record yes, with help or not yet for each part.

Sources

- Common Core State Standards, Kindergarten Operations and Algebraic Thinking (read to check what is expected in kindergarten, not to claim alignment): https://www.thecorestandards.org/Math/Content/K/OA/
- K.OA.A.1 represent addition and subtraction with objects, fingers, mental images, drawings, sounds (for example claps), acting out situations, verbal explanations, expressions, or equations; K.OA.A.2 solve addition and subtraction word problems, and add and subtract within 10; K.OA.A.5 fluently add and subtract within 5.
- Common Core, Kindergarten Number and Operations in Base Ten: https://www.thecorestandards.org/Math/Content/K/NBT/
- K.NBT.A.1 compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record them by a drawing or equation (such as 18 = 10 + 8).
- Common Core, Kindergarten Measurement and Data: https://www.thecorestandards.org/Math/Content/K/MD/
- K.MD.A.1 describe measurable attributes of objects, such as length or weight; K.MD.A.2 directly compare two objects with a measurable attribute in common and describe the difference (its example compares the heights of two children).

Known gaps and cautions

- Story problems here are mostly "add to" and "take from" with the result unknown. Problems where the start or change is unknown ("Some birds were there, 2 more came, now there are 5; how many were there at first?") are harder and are only a stretch here.
- Number sentences (+, - and =) are shown by the teacher and read together; writing them is optional. Add more written work if your setting expects it.
- English teen-number words hide the ten ("fourteen" says the 4 first, and "eleven" and "twelve" do not sound like "ten and 1" or "ten and 2"). Many other languages say teen numbers more regularly. Welcome counting in home languages.
- Measuring with units (counting how many cubes long) is not taught here; this unit only compares two objects directly.
- Pouring to compare how much containers hold is only a stretch activity (lesson 5), because it needs water or sand play set up.
- The Common Core example compares two children's heights. This unit compares objects instead, so that no child's body is compared in front of the class.
- The lesson order and timings are my choice, not taken from a source.
- Peer check: Gemini 4 Argon did a bounded text, answer-key and timing check on 6 November 2026 at 0f3aeb0 (recorded in PEERCHECKS.md); fixes are in 4abff39, which Argon also diff-checked the same day.
- Peer check: GPT-6.1 Terra did a bounded text and activity check on 9 November 2026 at 5c3db56 (recorded in PEERCHECKS.md); Terra's three lesson 5 points are fixed in aeb39b7, which Terra also diff-checked the same day (see PEERCHECKS.md); Terra's one residual note (check beforehand that the sand tub is heavier; adult-set-up stable balance) is fixed in c974026, and a follow-up (use a scale if the box does not fit the balance) in 131c037.

Lesson 1: Putting together

Unit overview - Next: Lesson 2

About 30 minutes.

Goal

Children act out and solve short story problems where more are added or two groups are put together, with totals up to 10.

Materials

- About 10 small toys per group of four (toy animals or cars).
- A blue cloth or paper "pond" for the carpet.
- Counters in two colours (10 per child, at least 5 red and 3 blue) and whiteboards or paper.

Steps

✎ Opening (5 min)

Tell a story and let children act it out. "3 ducks are on the pond." Three children stand on the blue cloth. "2 more ducks come." Two more join. "How many ducks now?" Count together: 5. Say: "3 and 2 more make 5."

✎ Main activity (20 min)

1. **Toy stories (8 min).** In groups, an adult tells stories with the toys: "4 cows are in the field. 2 more come. How many now?" (6.) "5 cars are in the car park. 3 more drive in." (8.) Children move the toys and count.
2. **Two groups together (7 min).** "Here are 4 red counters and 3 blue counters. How many counters altogether?" (7.) Children push the two groups together and count. Some will count on from 4 ("5, 6, 7"); praise both ways.
3. **Clap it, draw it (5 min).** "Clap 2 times. Now clap 3 more. How many claps?" (5.) Then children draw one story: dots or simple shapes are fine. The teacher writes the number sentence under one drawing, for example 4 + 2 = 6, and reads it: "4 and 2 make 6."

✓ Discussion questions (with answers)

- How did you find out how many there were altogether? Counting all, counting on from the first group, or fingers are all good answers.
- 4 cows and 2 more. Is the answer more or less than 4? More; we added some.
- Does it matter if we put the red counters first or the blue ones? No, 4 and 3 make 7, and 3 and 4 make 7.

✓ Closing check (with answers)

"6 bears are at the picnic. 2 more come. Show me how many with your fingers." (8.) Then: "I clap 1 time, then 4 more times. How many claps?" (5.)

Vocabulary

add, more, altogether, and, make, put together

Differentiation

- **Support:** totals up to 5; the adult moves the toys while the child counts.
- **Stretch:** a "start unknown" story: "Some birds sat on a fence. 2 more came. Now there are 5. How many were there at first?" (3.) Or reading the number sentence on the board.
- Children who do not want to act on the carpet can move toys instead. Pointing to numeral cards counts as an answer.
- Any child can show answers with counters, numeral cards or taps on the table instead of fingers or claps.

⚠ Safety

Use toys and counters too large to swallow. Keep acting-out moves to walking on the carpet.

Teacher notes and misconceptions

- Some children recount everything from 1 each time. That is fine at this stage; counting on is a later habit, so show it but do not insist.
- Children sometimes count the first group twice when they push groups together. Ask them to touch each one once, as in term 1.

Lesson 2: Taking away

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 30 minutes.

Goal

Children act out and solve story problems where some are taken away, or a group is split into two parts, starting from up to 10.

Materials

- About 10 small toys per group of four.
- Counters in two colours (10 per child, at least 5 red and 3 blue) and whiteboards or paper.
- 5 paper or felt apples and a picture of a tree (optional, for the opening).

Steps

✎ Opening (5 min)

"5 apples are on the tree." Put 5 apples on the tree picture. "The wind blows and 2 fall down." Take 2 away. "How many are still on the tree?" (3.) Say: "5 take away 2 is 3."

✎ Main activity (20 min)

1. **Toy stories (8 min).** "9 birds are on a wall. 4 fly away. How many are still on the wall?" (5.) "7 cars are in the car park. 2 drive away." (5.) "6 frogs are on a log. 6 jump in the water." (0; no frogs are left.) Children move the toys away and count what is left.
2. **Split it (7 min).** "Here are 6 toy animals. 2 are cats and the rest are dogs. How many dogs?" (4.) Children sort the toys into two groups and count each group. Do the same with 8 counters: 5 red and the rest blue. (3 blue.)
3. **Draw and cross out (5 min).** Children draw 7 circles and cross out 3. "How many are not crossed out?" (4.) The teacher writes 7 - 3 = 4 and reads it: "7 take away 3 is 4."

✓ Discussion questions (with answers)

- When we take some away, do we have more or fewer than before? Fewer.
- How did you find how many were left? Counting what was left, counting back, or fingers are all good answers.
- 6 frogs, and 6 jump away. How many are left? None, which is 0.

✓ Closing check (with answers)

"8 cars are in the car park. 3 drive away. Show me with your fingers how many are left." (5.)
Then: "10 balloons, 1 pops. How many now?" (9.)

Vocabulary

take away, left, fewer, none, zero, split

Differentiation

- **Support:** start from 5 or fewer; the child takes the toys away one at a time while counting.
- **Stretch:** "I had some sweets and ate 2. Now I have 3. How many did I have at first?" (5.) Or reading the number sentence on the board.
- Children may point to numeral cards or sign answers.
- Any child can show answers with counters, numeral cards or taps on the table instead of fingers or claps.

⚠ Safety

Use toys and counters too large to swallow.

Teacher notes and misconceptions

- Some children count the toys that went away instead of the ones left. Ask "Which ones are still here?" and point to them.
- Stories with food or animals should avoid upsetting events. Wind, flying away and driving away work well.

Lesson 3: Quick facts within 5

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 30 minutes.

Goal

Children add and take away within 5 quickly, using fingers, quick looks and the ways to make 5 from term 2.

Materials

- 5 counters and a paper cup per pair.
- Dot cards showing 0 to 5 dots (two sets per pair, mixed together, so that doubles such as 2 and 2 can come up).
- Numeral cards 0 to 5 for children who prefer to point.

Steps

✎ Opening (5 min)

Fingers warm-up: "Show me 3 fingers. Now 1 more. How many?" (4.) "Show me 5. Put 2 down. How many are up?" (3.) Go quickly; it is fine to look at your fingers.

✎ Main activity (20 min)

1. **Hide and show (8 min).** In pairs, one child puts 5 counters on the table, then hides some under the cup while the partner closes their eyes. The partner looks at what is left: "3 are showing, so 2 are hiding." Lift the cup to check. Swap roles. Then play with 4 counters.
2. **Dot card add (7 min).** Each child turns over two dot cards (for example 2 dots and 3 dots) and says the total (5). If the total is more than 5, put the cards back and try again.
3. **Quick quiz (5 min).** The teacher calls out facts and children show the answer with fingers: 2 and 2 (4), 1 and 3 (4), 4 and 1 (5), 5 take away 2 (3), 4 take away 1 (3), 5 take away 5 (0). The teacher writes two of them as number sentences, for example 2 + 2 = 4 and 5 - 2 = 3.

✓ Discussion questions (with answers)

- 3 counters are showing out of 5. How did you know 2 were hiding? We know 3 and 2 make 5; or we counted on from 3 to 5.
- Is 1 and 4 the same as 4 and 1? Yes, both make 5.
- What is 4 take away 0? 4; nothing was taken.

✓ Closing check (with answers)

Children show fingers: "3 and 1?" (4.) "5 take away 3?" (2.) "2 and 3?" (5.)

Vocabulary

and, make, take away, the same as, hiding, showing

Differentiation

- **Support:** play hide and show with 3 counters; use the numeral cards.
- **Stretch:** hide and show with 10 counters (links to make 10 in term 2).
- "Quick" means a few seconds, not a race. Do not time children or make the quiz a competition.
- Any child can show answers with counters, numeral cards or taps on the table instead of fingers or claps.
- Instead of closing their eyes, the partner can turn away, or the child can hide counters behind a card screen.

⚠ Safety

Use counters too large to swallow.

Teacher notes and misconceptions

- Children who already know a fact "by heart" still benefit from showing it with fingers or counters now and then.
- Short, frequent practice (a few facts a day in the rest of the term) helps more than one long session.

Lesson 4: Teen numbers: ten and some more

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 30 minutes.

Goal

Children build numbers from 11 to 19 as one full ten-frame and some more ones, and say them as "ten and ...".

Materials

- Two ten-frames and 20 counters per pair.
- A large pair of ten-frames for the carpet.
- Numeral cards 10 to 19.
- Optional: 20 lolly sticks or straws and a rubber band per pair, to make a bundle of ten.

Steps

✎ Opening (5 min)

Fill the big ten-frame, counting together to 10. "It is full. That is ten." Put 3 more counters on the second frame. "Ten and 3 more. Let's count on: 11, 12, 13. Ten and 3 is 13." Show the numeral card 13: "The 1 is for the full ten, and the 3 is for the 3 more." Write 13 = 10 + 3 on the board.

✎ Main activity (20 min)

1. **Build it (8 min).** The adult shows a numeral card from 11 to 19. Pairs fill the first frame to 10 and put the rest on the second frame. "What is 16?" (Ten and 6.) "What is 19?" (Ten and 9.) "What is 11?" (Ten and 1.)
2. **What number is it? (7 min).** The adult builds a full frame and some more. Children say the number: ten and 7 (17), ten and 4 (14), ten and 8 (18). Children who can, find the numeral card.
3. **Bundle of ten (5 min, optional).** Pairs count 10 sticks, put a rubber band round them, and add some loose sticks. "One bundle of ten and 5 loose sticks. How many?" (15.)

✓ Discussion questions (with answers)

- How do we know the first frame has 10 without counting? Every box is full, and a full frame is always 10.
- In the number 14, what does the 4 tell us? 4 more ones after the ten.
- Which is more: ten and 2, or ten and 8? Ten and 8 (18 is more than 12).

✓ Closing check (with answers)

Show a full frame and 6 more. "How many?" (16.) Then: "Show me ten and 2 with your counters." (A full frame and 2 more; 12.)

Vocabulary

ten, full, ones, ten and ..., teen numbers

Differentiation

- **Support:** start with 11, 12 and 13; count every counter from 1 and then say "ten and ...".
- **Stretch:** "What is 10 + 8?" without counters (18); or "18 is ten and how many?" (8.)
- Children who find fine motor work hard can use larger counters, or point while a partner places them.

⚠ Safety

Use counters too large to swallow. Rubber bands: an adult puts them on, and they are collected at the end.

Teacher notes and misconceptions

- In English, "fourteen" says the 4 first but we write 1 then 4, and "eleven" and "twelve" don't sound like ten and 1 or ten and 2. Expect reversals such as writing 41 for fourteen; showing ten and 4 on frames helps.
- Always fill the first frame completely before using the second, so the ten is easy to see.
- Some children think the 1 in 14 means one counter. The full ten-frame is what that 1 stands for; this is the start of place value, not the whole idea.

Lesson 5: Longer, shorter, heavier, lighter

Unit overview - Previous: Lesson 4

About 30 minutes.

Goal

Children compare two objects by length and by weight, by lining them up or holding them, and use the words longer, shorter, heavier and lighter.

Materials

Per group of four:

- Four paper strips in different colours and clearly different lengths: red 25 cm, blue 15 cm, green 20 cm, yellow 10 cm. Also draw a shape on each so colour is not the only clue: circle on yellow, triangle on blue, square on green, heart on red.
- A pencil, a crayon and a shoe.
- Masking tape stuck down along one edge of the table as a start line.
- Two lidded tubs of the same size: one full of sand (labelled with a star) and one full of cotton wool (labelled with a moon). Fill and close them before the lesson.

For the class:

- A simple bucket balance. If you do not have one, make one: hang a coat hanger from a hook or a broom handle held across two chairs, and tie a plastic bag or cup to each end at the same distance from the middle. Check it hangs level when empty. An adult sets it up so it is stable and cannot fall on children.
- A large empty cardboard box and a small tub of sand, for the opening.

Steps

✎ Opening (5 min)

Hold up the green strip (20 cm) and the blue strip (15 cm), with the green one held lower so the tops are uneven. "Which is longer?" Take guesses. Then put both on the floor with their ends on the same line. "Now we can see: the green strip is longer. To compare, we start them at the same place."

✎ Main activity (20 min)

1. **Start at the line (7 min).** Groups put two strips at a time on the start line and say which is longer and which is shorter. Then they put all four in order, shortest to longest (yellow, blue, green, red). Then they compare the pencil, the crayon and the shoe the same way, and say what they found (answers depend on the objects; any comparison made from the start line is right).

2. **Hold and feel (7 min).** Each child holds the star tub in one hand and the moon tub in the other. "Which is heavier? Which is lighter?" (The star tub, with sand, is heavier.) "They are the same size. Can you tell which is heavier just by looking?" (No; we had to hold them.)
3. **Balance (6 min, whole class).** Show the big empty box and the small tub of sand. "Which is heavier?" Take guesses, then put them in the balance. The side that goes down is heavier (usually the small sand tub). If the box is too big for your balance, children take turns holding the box in one hand and the sand tub in the other instead. Before the lesson, check that your sand tub really is heavier than the empty box (on the balance if the box fits, otherwise on a kitchen scale or a bigger balance); if not, add more sand or use a lighter box. "The bigger one is not always the heavier one."

✓ Discussion questions (with answers)

- Why do we put the strips on the same start line? So we compare the lengths fairly; if one starts further along, it can look longer when it is not.
- How can we find out which tub is heavier? Hold one in each hand, or use a balance.
- On a balance, which side is heavier? The side that goes down.

✓ Closing check (with answers)

Hold up the red strip (25 cm) and the yellow strip (10 cm) and line them up on the start line in front of the children. "Which is shorter?" (Yellow.) Then a child holds the star and moon tubs. "Which is lighter?" (The moon tub, with cotton wool.)

Vocabulary

longer, shorter, heavier, lighter, the same, start line, balance, compare

Differentiation

- **Support:** compare just two strips with a large difference (red and yellow).
- **Stretch:** pouring play: which of two containers holds more? Fill one with sand or water and pour it into the other. If it overflows, the first held more. If it does not overflow, that does not yet show which holds more: fill the second container and pour it back into the first. If that overflows, the second holds more; if neither overflows and each one fills the other, they hold about the same. A tall thin bottle and a short wide bowl often surprise children.
- Children who cannot hold the tubs can have each tub rested on their lap or palm in turn (a helper holds it steady), or watch the balance and say which side went down. (Pushing tubs along a table is not a fair way to compare weight: the tubs may slide differently.) Children with low vision can compare strips by touch, with ends lined up against the tape.
- For children with colour-vision differences, name strips by colour and shape ("the green square strip").

⚠ Safety

Keep the tubs light enough for a child to hold easily (a small yogurt-pot size of sand is enough) and check the lids are taped on. For pouring play, put down towels and wipe up spills at once so nobody slips. Keep sand away from faces.

Teacher notes and misconceptions

- Children often judge length by where an object ends, not by where it starts. The start line is the key habit here.
- Many children think bigger always means heavier. The box and sand tub show that this is not always true.
- Compare objects, not children. Comparing children's heights in front of the class can upset some children.

Kindergarten Science: Using Our Senses and Watching the Weather (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every safety note against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the science progression | Kindergarten year plan

Big idea

Scientists find things out by noticing carefully. We notice with our senses: looking, touching, listening and smelling (and tasting, but only food a grown-up gives us). If we notice the same thing every day and write it down, such as the weather, we can start to see patterns.

This is the first science unit of the kindergarten year (term 1). It starts a class weather chart that keeps going every day for the rest of the year; the term 3 science unit comes back to it.

Outcomes

By the end of the unit a student can:

1. Describe an object (a leaf, stone or shell) using at least two words about how it looks or feels (for example colour, size, shape, rough, smooth).
2. Say which sense they used: "I saw...", "I felt...", "I heard...", "I smelled...".
3. Follow the class rule: we only taste food a grown-up has given us to eat.
4. Describe today's weather with words such as sunny, cloudy, rainy, windy, warm and cool, and add a picture card to the class weather chart.
5. Count how many sunny (or cloudy, or rainy) days the chart shows so far, and say which kind of day we have had the most of.

Prior knowledge

- None needed beyond everyday talk. Counting to 10 helps in lesson 5 (it is being learned in mathematics at the same time; count together).
- No reading is needed; the weather chart uses picture cards.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons. From lesson 4 on, the weather chart takes about 2 minutes every day, at the same time each day (for example straight after the register).

Lesson	Title	Main activity
1	Looking closely	Describe leaves, stones and shells by how they look

Lesson	Title	Main activity
2	Feeling and listening	Feely bag and a listening walk
3	Smelling, and the tasting rule	Smell pots; why we never taste unknown things
4	What is the weather today?	Look outside and start the class weather chart
5	What has the weather been like?	Count the chart so far; end-of-unit check

Materials (whole class unless noted)

- A "nature tray" for each table: a few leaves of different shapes and colours, smooth and rough stones (none smaller than a ping-pong ball, so nothing can be swallowed), and a few clean shells of a similar size.
- Simple hand lenses (one per pair if possible).
- A cloth bag or box with a hand hole ("feely bag") and objects with clearly different textures: a pine cone, a smooth stone, a sponge, a feather, a wooden block, a piece of fabric.
- Three to five "smell pots": small lidded pots with holes in the lid, each holding something the school has approved (for example lemon peel, an orange slice, a mint leaf, a cinnamon stick, coffee grounds). Nothing sprayed or chemical.
- A large wall chart: one row per school day, with space for a picture card. Picture cards for sunny, cloudy, rainy, windy, snowy (if it snows where you live), foggy, and "warm" / "cool" cards. Lots of copies of each.
- A ribbon or paper streamer on a stick, or a windsock, to see the wind.
- Lesson 1: a large sheet and a marker for the class "describing words" list.
- Lesson 3: picture cards of what is in each smell pot (for matching); a picture of a tongue or a mouth; four tasting-rule cards (an apple on a plate, a berry on a bush, a mushroom on the grass, a bottle with no label).
- Lesson 4: three photos of different weather for the closing check (for example a sunny beach, a rainy street, a windy day with leaves blowing).
- Lesson 5: interlocking cubes in two or three colours; small base cards with the weather picture symbols (sun, cloud, raindrop) to stand each tower on; a five-day practice chart on a large sheet (3 sunny, 1 cloudy, 1 rainy, mixed order, drawn with the picture symbols); check cards (an eye, an ear, a hand, a nose; a rainy-day photo; the four tasting-rule cards).

Assessment

- Lessons 1-3: the teacher notes each child's describing words and "I saw / I felt / I heard / I smelled" sentences during table work (observe; no writing needed).
- Lesson 4 on: children take turns choosing the weather card; note who can explain their choice ("I chose cloudy because I can't see the sun").
- Lesson 5: a 5-question picture/talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; 20-25 minutes is not enough for the whole class.

⚠ Safety (read before lesson 1)

- Check the school's allergy list before lessons 1 and 3 (plants, nuts, shellfish, citrus, spices). Leave out anything a child in the class reacts to.
- Shells and stones: wash before use; check for sharp edges. Nothing small enough to swallow.

- Leaves: use only leaves the school knows are safe to handle. Wash hands after handling natural objects.
- Smell pots: children waft the smell towards their nose with a hand; they do not put their nose in the pot, and nothing comes out of the pot.
- No tasting in this unit. Lesson 3 teaches the tasting rule instead.
- Outside: stay in a supervised area; never look at the Sun, even quickly.

Access and taking part

- Every activity can be done with more than one sense: a child who cannot see well can describe by touch and sound; a child who cannot hear well can describe by looking and touch. Describing words can be spoken, signed, or chosen from picture cards.
- Feely bag, smell pots and closing eyes are all opt-in. A child can watch, use a picture choice, or describe an object that is in front of them.
- Children who find a busy listening walk hard can listen from a quiet spot or wear ear defenders and report what they saw instead.

Sources

- Next Generation Science Standards, kindergarten "Weather and Climate" topic page, K-ESS2-1: "Use and share observations of local weather conditions to describe patterns over time." The page's clarification statement gives sunny, cloudy, rainy and warm as examples of describing the weather, counting sunny, windy and rainy days in a month as examples of counting, and "usually cooler in the morning than in the afternoon" as an example of a pattern. Its assessment boundary limits counting to whole numbers and relative words like warmer/cooler. It also defines weather as "the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time." https://www.nextgenscience.org/topic-arrangement/kweather-and-climate
- Wikipedia, "Sense" (introduction): five senses (sight, smell, touch, taste and hearing) were traditionally named in some cultures, but many more are now recognised. https://en.wikipedia.org/wiki/Sense
- Wikipedia, "Weather" (introduction): weather is day-to-day conditions; climate is the average over longer periods. https://en.wikipedia.org/wiki/Weather

Known gaps

- The order of lessons and the choice of objects are mine, not from a source.
- "Five senses" is a simplification; the unit says "senses" and names the ones children use, and lesson 3's teacher note says there are more.
- Weather words depend on where you live. Add local words (for example drizzle, frost, monsoon, haze) and leave out snow if it never snows.
- One week of chart data shows very little. The pattern talk in lesson 5 is a start; the real pattern-spotting happens in term 3, after months of data.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator, safety or accessibility review). Its notes (missing materials; symbol labels and low-vision routes for the cube towers, photos and charts) were fixed in the follow-up commit e8f0b52 and e1d9472 (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Looking closely

Goal: Children describe a leaf, stone or shell using at least two words about how it looks, and say "I saw...".

Length: about 20 minutes.

Materials

- A nature tray per table (leaves, stones, shells; see the unit materials).
- Hand lenses, one per pair if possible.
- A large sheet of paper for a class "describing words" list (the teacher writes; children draw a small picture next to each word if they like).

Steps

✎ Opening (5 min)

Hold up one leaf. "I am going to be a scientist. Scientists notice things very carefully." Model: "I see that it is green. I see that it has a pointy end. I see little lines on it." Ask: "What do you notice?" Take three or four answers and write the describing words on the class list (green, pointy, lines, big, small, shiny...).

✎ Main activity: notice and describe (10 min)

1. Each pair chooses one object from their tray.
2. They look at it with their eyes, then with the hand lens.
3. Each child tells their partner two things they notice, starting "I saw...".
4. Walk round and ask: "What colour is it? Is it bigger or smaller than your hand? What shape is it? What did you see with the lens that you didn't see before?"
5. Note each child's describing words (see assessment).

✓ Discussion questions (3 min)

- "Did the hand lens help? What did it show you?" (Answer guide: accept anything they actually saw, such as tiny lines on a leaf, sparkly bits in a stone, rings on a shell.)
- "Were all the leaves the same?" (Answer guide: no; they are different colours, shapes and sizes. Praise any child who compares two objects.)

✓ Closing check (2 min)

Hold up a stone. "Tell me one thing you see." Then a shell, then a leaf. Children answer together or show a thumbs-up when they have a word. (Answer guide: any true describing word: colour, size, shape, shiny/dull, spotty, stripy.)

Vocabulary

notice, describe, colour, shape, size, hand lens, scientist

Differentiation

- Support: offer a choice ("Is it big or small? Is it green or brown?").
- Stretch: describe the object so a partner can guess which one it is without seeing it.

⚠ Safety

- Check allergies before handing out leaves (see unit safety notes).
- Hand lenses are for looking at objects; never look at the Sun through one.
- Wash hands after the lesson.

Access

- A child who cannot see well can describe by touch; words can be spoken, signed or chosen from picture cards.

Teacher notes

- Timing: 5 + 10 + 3 + 2 = 20 minutes.
- Children may want to touch too; that is fine, and lesson 2 is about touch. Today, gently steer the words towards how things look.
- Keep the describing-words list on the wall; it grows over the unit.

Lesson 2: Feeling and listening

Goal: Children describe an object by how it feels, notice sounds around them, and say "I felt..." and "I heard...".

Length: about 25 minutes.

Materials

- The feely bag with 5-6 objects of different textures (pine cone, smooth stone, sponge, feather, wooden block, fabric).
- The nature trays from lesson 1.
- The class describing-words list.

Steps

✎ Opening (3 min)

"Last time we used our eyes. Today we use our hands and our ears." Show the class list and read two words from lesson 1 together.

✎ Main activity 1: the feely bag (10 min)

1. Sit in a circle. A child who wants a turn puts a hand in the bag (no looking) and feels one object.
2. They say one word about how it feels: rough, smooth, soft, hard, spiky, bumpy, squashy. The teacher adds new words to the class list.
3. Then they guess what it is and pull it out to check.
4. Give about six turns; others can feel objects from the nature trays and pass them round, saying "I felt..." to a neighbour.

✎ Main activity 2: listening walk (8 min)

1. Walk quietly around the classroom, the corridor or a safe outside area.
2. Stop three times. Everyone stands still and listens for about 20 seconds. Children who want to can close their eyes; others look at the floor.
3. After each stop, whisper to a partner one thing you heard.

✓ Discussion questions (2 min)

- "What did you hear on our walk?" (Answer guide: accept real sounds, such as footsteps, birds, a door, cars, wind, someone talking.)

- "Which did you use to find out the pine cone was spiky, your eyes or your hands?" (Answer guide: hands, by touch; some may say eyes too, since it looks spiky. Both are fine.)

✓ Closing check (2 min)

The teacher names a sense and children point to the body part they use: "Seeing" (eyes), "Hearing" (ears), "Touching" (hands or fingers; any skin is also right).

Vocabulary

feel, touch, rough, smooth, soft, hard, hear, listen, sound

Differentiation

- Support: offer two textures to compare side by side ("Which one is soft?").
- Stretch: sort the feely objects into soft and hard, or rough and smooth.

⚠ Safety

- Check the feely-bag objects for sharp edges and anything small enough to swallow.
- Listening walk: stay together in a supervised area.

Access

- The feely bag is opt-in; a child can choose an object they can see and describe how it feels.
- Closing eyes is opt-in.
- A child who cannot hear well can report what they saw or felt on the walk (for example the floor shaking from footsteps, a door moving).

Teacher notes

- Timing: 3 + 10 + 8 + 2 + 2 = 25 minutes.

Lesson 3: Smelling, and the tasting rule

Goal: Children describe smells and say "I smelled...", and know the class rule: we only taste food a grown-up has given us to eat.

Length: about 20 minutes.

Materials

- 3-5 smell pots (school-approved contents; see the unit materials and safety notes). Number the pots; keep a list of what is in each.
- Picture cards of what is in each pot (lemon, orange, mint, cinnamon, coffee), for matching.
- A picture of a tongue or a mouth, and picture cards of: an apple on a plate, a berry on a bush, a mushroom on the grass, a bottle with no label.

Steps

✎ Opening (3 min)

"We have used our eyes, hands and ears. What else can tell us about the world?" Point to your nose. "Our noses!" Show how to smell safely: hold the pot a little away and wave the air towards your nose with your other hand. Everyone practises the "waft" with an empty hand.

✎ Main activity: smell pots (8 min)

1. Pass one pot round the circle at a time. Children who want to waft and smell; anyone can pass.
2. Ask: "Do you like this smell? Is it strong or gentle? What does it remind you of?" Collect words (sweet, strong, fresh, like a cake, like my grandma's kitchen).
3. After each pot, children guess which picture card matches. Open the pot and show what is inside.

✎ Main activity: the tasting rule (5 min)

1. "We have one more sense in our mouths: tasting. But tasting is special, because some things can make us very ill."
2. Show the four picture cards one at a time. For each, ask: "Is it safe to taste?"
3. Teach the rule and say it together: **"We only taste food a grown-up has given us to eat."**

✓ Discussion question (2 min)

- "You find a berry in the park. It looks yummy. What do you do?" (Answer guide: don't taste it; show a grown-up. Praise any version of the rule.)

✓ Closing check (2 min)

Point to body parts and ask: "What does this sense do?" Eyes (see), ears (hear), hands (touch, feel), nose (smell), mouth/tongue (taste, only food a grown-up gives us).

Answer guide: the four tasting cards

- Apple on a plate: a grown-up gave it to us to eat, so yes.
- Berry on a bush: no; ask a grown-up first.
- Mushroom on the grass: no; never taste it. Show a grown-up.
- Bottle with no label: no; never taste or drink it. Tell a grown-up.

Vocabulary

smell, nose, waft, strong, gentle, taste, tongue, safe

Differentiation

- Support: offer two words to choose from ("Is it strong or gentle?").
- Stretch: match each smell pot to its picture card without help.

⚠ Safety

- Check allergies (citrus, spices, coffee, plants) before choosing pots.
- Waft only; noses do not go into the pot. Lids stay on; contents stay in.
- No tasting in this lesson.

Access

- Smelling is opt-in. Some children dislike strong smells or have a weak sense of smell; they can match the pictures, look at what is inside, or describe how the pot looks and feels.

Teacher notes

- Timing: 3 + 8 + 5 + 2 + 2 = 20 minutes.
- "Five senses" is a simple way to start. Scientists know there are more, such as sensing balance and knowing where your arms are with your eyes closed. If a child asks, say so.
- Link the tasting rule to your school's food and medicine rules.

Lesson 4: What is the weather today?

Goal: Children use their senses to describe today's weather, and start the class weather chart that will run all year.

Length: about 25 minutes (including going outside).

Materials

- Coats as needed; a ribbon or paper streamer on a stick, or a windsock.
- The class weather chart and picture cards (sunny, cloudy, rainy, windy, snowy, foggy, warm, cool). Use local words too.

Steps

✎ Opening (3 min)

"Weather is what the sky and the air are like outside right now. We can find out the weather with our senses!" Ask: "Which senses could help?" (Answer guide: eyes to see the sky and rain, skin to feel warm or cool and the wind, ears to hear rain or wind.)

✎ Main activity 1: weather detectives outside (10 min)

1. Go outside to a safe spot (or look out of a window if the weather is bad).
2. **Look:** "Is the sky blue or grey? Can you see clouds? Is anything wet?" Remind everyone: never look at the Sun.
3. **Feel:** "Is the air warm or cool on your face and hands? Can you feel wind?"
4. **Wind check:** hold up the streamer. "Is it hanging down, or moving?"
5. **Listen:** "Can you hear rain or wind?"

✎ Main activity 2: start the chart (8 min)

1. Back inside, show the chart and the picture cards. Name each one together.
2. Ask the class: "Which cards show today's weather?" Choose one sky card (sunny, cloudy, rainy, snowy or foggy), add "windy" if the streamer moved, and "warm" or "cool".
3. A child sticks the cards on today's row. Ask them to explain: "I chose cloudy because..."

✓ Closing check (4 min)

Show three photos of different weather (for example a sunny beach, a rainy street, a windy day with leaves blowing). For each: "What is the weather? How do you know?" (Answer guide: sunny: bright, blue sky, shadows; rainy: wet, umbrellas, puddles; windy: leaves or hair blowing. Accept any sensible clue from the picture.)

Every day from now on (about 2 minutes)

At the same time each day, one or two children check the weather (window or door is fine) and add cards to the chart, saying why. Keep the chart going for the whole year; term 3 science uses it.

Vocabulary

weather, sunny, cloudy, rainy, windy, warm, cool, sky, chart

Differentiation

- Support: offer two cards to choose from.
- Stretch: "Is it the same as yesterday? What changed?"

⚠ Safety

- Never look at the Sun, even quickly or through sunglasses.
- Dress for the weather; stay in a supervised area.

Access

- Children who cannot go outside can use the window, a door, or a photo taken that morning.
- Choosing a card, pointing or signing all count as describing.
- The weather picture cards carry symbols (sun, cloud, raindrop), not only colours. For the closing-check photos, a child with low vision can hear each photo described aloud ("leaves are flying, a girl's hair is blowing") or handle real clues (a damp cloth, sunglasses, a streamer) and say which weather it shows.

Teacher notes

- Timing: 3 + 10 + 8 + 4 = 25 minutes.
- Some days are two things at once (sunny and cloudy, or rain then sun). That is fine: let children add two cards, or choose what most of the sky looks like right now.
- Weather means right now in this place. If a child talks about weather on holiday, that is a good chance to say weather is different in different places.

Lesson 5: What has the weather been like?

Goal: Children count the kinds of weather on the class chart so far, say which kind we have had most, and show what they learned about the senses.

Length: about 25 minutes. Teach it after the chart has run for at least four or five school days.

Materials

- The class weather chart.
- Interlocking cubes in two or three colours (for example yellow for sunny, white for cloudy, blue for rainy), and a base card for each tower showing the weather symbol (sun, cloud, raindrop), so the towers can be told apart without colour.
- A practice chart drawn on a large sheet (see the closing check).
- Picture cards for the check: an eye, an ear, a hand, a nose; a rainy-day photo; the four tasting cards from lesson 3.

Steps

✎ Opening (3 min)

Do today's weather cards together, as every day. "Our chart is getting long! What has the weather been like?"

✎ Main activity: count our chart (10 min)

1. Point to each day in turn. For each sunny day, a child adds a yellow cube to a tower; cloudy, a white cube; rainy, a blue cube (use the kinds of weather you have actually had). Stand each tower on its symbol card and say the weather name aloud each time a cube goes on.
2. Count each tower together, touching each cube once.
3. Stand the towers side by side. "Which tower is tallest? So which kind of day have we had most?"
4. "Do you think next week will be the same?" Accept any guess; say we will keep watching and find out.

✓ Discussion questions (4 min)

- "Is it usually cooler in the morning or in the afternoon?" (Answer guide: usually cooler in the morning. Tell the class you will feel the air at the start of the day and after lunch for a few days and add a "warm" or "cool" card each time, so they can see for themselves. Some days it will not be true, for example if it rains in the afternoon.)
- "Why do scientists write things down every day?" (Answer guide: so they remember, and so they can see patterns, such as which weather happens most.)

✓ Closing check (8 min)

Five questions. Do them in small groups or one to one where possible; plan an extra slot in the week to finish (see the unit assessment notes).

1. Show a leaf. "Tell me two things you notice about it."
2. Show the eye, ear, hand and nose cards. "Which one do you use to smell?" Then "...to hear?"
3. Show the berry-on-a-bush card. "Can you taste it? What is our rule?"
4. Show the rainy-day photo. "What is the weather? How do you know?"
5. Show the practice chart: five days, with 3 sunny, 1 cloudy and 1 rainy (mixed order). "How many sunny days? Which weather did we have most?"

Answer guide: closing check

1. Any two true describing words (colour, size, shape, rough/smooth, shiny, spotty...). 1 mark.
2. Nose for smell; ear for hear. 1 mark for both.
3. No; we only taste food a grown-up has given us to eat (any version of the rule). 1 mark.
4. Rainy; any sensible clue, such as wet ground, puddles, umbrellas, drops. 1 mark.
5. 3 sunny days; sunny is the most. 1 mark.

This is a check of understanding (5 marks), not a test to pass. Note who needs more practice and revisit during the daily chart time.

Vocabulary

count, most, fewest, pattern, chart, usually

Differentiation

- Support: count the towers with the teacher's hand guiding; compare just two towers.
- Stretch: "How many more sunny days than rainy days?"

⚠ Safety

- None beyond the usual classroom rules.

Access

- Answers can be spoken, signed, pointed to or chosen from pictures.
- Cubes can be counted by touch. Each tower stands on a symbol card (sun, cloud, raindrop), so children with colour-vision differences do not have to rely on cube colour; name the tower aloud when pointing to it.
- For a child with low vision, describe the rainy-day photo aloud ("people are holding umbrellas, the street is shiny") or hand over real clues (a damp cloth, a small umbrella), then ask "What is the weather? How do you know?" Read the practice chart aloud day by day and let the child count the cubes by touch instead.

Teacher notes

- Timing: 3 + 10 + 4 + 8 = 25 minutes.
- With only a week or two of data, the "most" kind of weather tells us about those days, not about the whole year. Keep the chart going: term 3 science looks back at months of data.
- The cube towers are an early picture graph; mathematics this term counts and compares groups too, so the two subjects support each other.

Kindergarten Science: Pushes and Pulls (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 4 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every safety note against your school's rules.

Back to the science progression

Big idea

Things only start moving, speed up, slow down, stop or change direction when something pushes or pulls them. With the same car on the same floor, a bigger push usually makes it go faster and farther. A slope gives a car a free push (the Earth pulls everything down), and rough ground slows a car down more than smooth ground does.

Outcomes

By the end of the unit a student can:

1. Show and name a push (away from you) and a pull (towards you), and sort everyday actions as push or pull.
2. Use a push or pull to make a toy car start, stop and change direction.
3. Predict, then test fairly (same car, same floor, same start line), whether a harder push makes a car go farther than a gentle push, and say what they saw.
4. Say that a car usually rolls farther down a higher ramp, and that a ball dropped from a hand always falls down.
5. Compare how far a car rolls on smooth and rough ground, and say which slowed it more.
6. Say "I think..." before trying, and "I saw..." afterwards.

Prior knowledge

- None needed beyond everyday play. Counting to 10 helps for measuring with cubes or footsteps.
- No reading is needed; recording is by stickers, drawings and class charts.

Lessons

Lessons are short (20-30 minutes) and mostly on the floor. Leave a day or two between lessons so children can play with the cars at free time.

Lesson	Title	Main activity
1	Push or pull?	Act out and sort everyday actions as push or pull
2	Start, stop, turn	Make a toy car start, stop and change direction
3	Gentle push, big push	Mark how far a car rolls after small and big pushes
4	Ramps	Roll a car down a low ramp and a high ramp
5	Smooth and bumpy	Roll a car onto smooth and rough surfaces; end-of-unit check

Materials (whole class unless noted)

- Toy cars that roll freely: one per pair, plus spares. Ideally all the same model, so results can be compared. No cars with small detachable parts.
- A large clear floor space (hall or cleared classroom), masking tape for a start line, sticky notes or beanbags as "stop markers".
- Interlocking cubes or a long paper strip for measuring distance; children can also count heel-to-toe footsteps.
- For ramps: a stiff board or a large hardback book about 60-80 cm long (or a length of plastic guttering), and a pile of large books or wooden blocks to raise it to "1 book" and "3 books" high.
- For surfaces: a piece of carpet or a rug, a towel, and a smooth floor or a large sheet of card; optionally bubble wrap or a doormat.
- A soft ball or beanbag; a door and a drawer in the classroom; a shopping bag or trolley-style toy on a string; a swing or picture of one.
- Push/pull picture cards (draw or photograph: opening a door, kicking a ball, pulling a wagon, pushing a pram, pulling a sock on, pushing a lift button, pulling a zip, pushing a swing). Two hoops or mats labelled with an arrow away (push) and an arrow towards (pull).

Assessment

- Lesson 1: sorting picture cards into push/pull hoops (observe and note).
- Lessons 3-5: each child's "I think" prediction (sticker on the class chart) and their "I saw" sentence, recorded by the teacher.
- Lesson 5: a 6-question picture/action check, 6 marks, with an answer guide (in lesson 5). It is a check of understanding, not a test to pass.

⚠ Safety (read before lesson 1)

- **Floor work:** clear the space of trip hazards; mark a "car zone" with tape so children are not walking where cars are rolling. Cars are rolled, never thrown.
- **Ramps:** keep ramps low (no higher than about 30 cm), on the floor, with the books or blocks underneath stable. Nobody stands or sits on a ramp.
- **Small parts:** check cars for loose wheels or small parts that could be a choking risk; remove damaged cars.
- **Pushing people:** we push and pull things, not each other. Paired "push/pull" movement games in lesson 1 use palms against a wall or pulling a rope/scarf gently together while sitting, never pushing a classmate.
- **Doors and drawers:** adult supervision when demonstrating; keep fingers away from hinges.
- Bubble wrap (optional) is supervised and collected afterwards; plastic is never put near faces.

Sources

All checked to load on 4 November 2026. These are teacher background; none are needed by the children.

- Wikipedia: Force (a push or a pull)

- Wikipedia: Motion
- Wikipedia: Newton's laws of motion (teacher background only)
- Wikipedia: Inertia (teacher background only)
- Wikipedia: Speed
- Wikipedia: Friction (why rough ground slows a car)
- Wikipedia: Rolling resistance (soft carpet slows rolling wheels)
- Wikipedia: Gravity (the Earth pulls things down)
- Wikipedia: Inclined plane (ramps)
- Wikipedia: Kinetic energy (teacher background only)
- Wikipedia: Toy vehicle

Known gaps and cautions

- **Labelled simplifications:** "force" is introduced only as an optional word for "a push or a pull". "Things slow down because the ground rubs on them" is the kindergarten version of friction and rolling resistance; the full idea (and that a moving object would keep going without them) comes in grades 3-5 and 6-8.
- Kindergarten comparisons are rough: a "big push" is not the same each time, so results vary. That is fine and worth talking about ("Was it a fair race?" leads into grade 3 fair tests).
- Magnets (a push or pull without touching) are left out on purpose: small magnets are a serious swallowing hazard for young children. A teacher-only demonstration with a large magnet could be added.
- No images yet; teachers will need to draw or photograph the picture cards.
- No standards alignment and no educator review.

Lesson 1: Push or pull?

Unit overview · Next: Lesson 2

Goal

Children feel and name a push (moving something away from you) and a pull (moving something towards you), and sort everyday actions into the two.

Materials

- A door and a drawer in the classroom; a toy on a string (or a small bag on a string); a soft ball.
- Push/pull picture cards (see the unit materials list), one set per group of 4, and two hoops or mats on the floor: one with an arrow pointing away (push), one with an arrow pointing towards a stick figure (pull).
- A long scarf or soft rope.

Steps

Opening (5 min). Sit in a circle. Roll the ball gently to a child and ask them to roll it back. "How did the ball start moving?" (I pushed it / I rolled it / my hand made it go.) "Could it start moving all by itself?" Collect ideas without correcting.

Main activity (15 min).

1. Demonstrate with the drawer: open it slowly. "My hand moved towards me. That is a **pull**." Close it: "My hand moved away from me. That is a **push**." Children copy with their hands in the air: pull (hands come towards chest), push (hands go out).
2. Actions game: call out actions and children mime them, then shout "push!" or "pull!": open a door, kick a ball, pull a wagon, push a swing, pull on a sock, press a button, pull up a zip, push a pram.
3. Children take turns to pull the toy on its string across the floor, and to push it back with one finger.
4. Scarf pull (sitting): two children sit facing each other, both holding the scarf, and take turns to pull it gently towards themselves. Then each child pushes their palms flat against a wall. "Which way did your hands go?"
5. In groups of 4, sort the picture cards into the push hoop and the pull hoop. Walk round and ask "How do you know?"

Discussion questions (with example answers).

- How can you tell a push from a pull? A push moves it away from me; a pull moves it towards me.
- Can you open a door with a push and with a pull? Yes, it depends which side you are on.
- What happens if nobody pushes or pulls the ball? It stays still.

Closing check (5 min, with answers). Show three cards one at a time; children show "push hands" or "pull hands": kicking a ball (push), pulling a wagon (pull), pressing a lift button (push).

Vocabulary

push, pull, move, away, towards; optional: force ("a push or a pull")

Differentiation

- Support: sort only 4 cards, with the teacher acting each one out first.
- Stretch: find a card that could be both (a swing: pull it back, then push it); find three pushes and three pulls in the classroom.

⚠ Safety

We push and pull things, not people. Scarf pulls are gentle and sitting down; no tug-of-war. Supervise door demonstrations and keep fingers away from hinges.

Teacher notes and misconceptions

- Some cards are honestly both (a swing, a zip that goes up and down); accept either answer with a good reason. Put "both" cards on the line between hoops.
- Children often think only people and animals can push or pull. Lesson 4 (the Earth pulls things down) and the wind blowing leaves are good later examples.
- Avoid saying "push is strong, pull is weak": either can be big or small.

Lesson 2: Start, stop, turn

Unit overview · Previous: Lesson 1 · Next: Lesson 3

Goal

Children use pushes and pulls to make a toy car start moving, stop, and change direction, and learn that a still car does not start on its own.

Materials

- One toy car per pair, plus spares; a clear floor space with a taped "car zone".
- Masking tape to make a simple road with one bend; two sticky notes per pair ("start" and "stop" spots).

Steps

Opening (5 min). Put a car on the floor and wait silently for 10 seconds. "Why isn't it moving?" (Nobody pushed it.) "What could we do?" A child gives it a push.

Main activity (15 min). In pairs on the floor:

1. **Start:** one child pushes the car gently to their partner.
2. **Stop:** the partner stops it with a flat hand. "What did your hand do?" (Pushed against it / blocked it.)
3. **Turn:** the car rolls past; the partner gives it a little push from the side so it changes direction. Try to make it go round a sticky note.
4. **Road challenge:** push the car along the taped road and round the bend, using as few pushes as possible. Count the pushes.
5. Swap roles and repeat.

Discussion questions (with example answers).

- What made the car start? A push from my hand.
- What made it stop? My hand pushed back; it bumped into the wall; it slowed down on its own (accept; lesson 5 explores this).
- How did you make it turn? I pushed it from the side.
- Can a car start moving all by itself on a flat floor? No, something has to push or pull it.

Closing check (5 min, with answers). "Show me with your car": make it start (a push), stop (a hand in the way), turn (a push from the side).

Vocabulary

start, stop, turn, direction, faster, slower

Differentiation

- Support: work with an adult; use a larger car and a wide road.

- Stretch: make the car go round two sticky notes in a zigzag; can you make it go backwards with a pull?

⚠ Safety

Cars stay in the taped car zone and are rolled, never thrown. Children sit or kneel; nobody walks through a "road" while cars are rolling.

Teacher notes and misconceptions

- Children may say the car stopped "because it got tired" or "ran out of push". Accept for now and come back to it in lesson 5 (the floor rubbing on it slows it down).
- Pushing from the side to change direction is harder than it looks; let children play.

Lesson 3: Gentle push, big push

Unit overview · Previous: Lesson 2 · Next: Lesson 4

Goal

Children predict whether a bigger push makes a toy car go faster and farther, test it fairly (same car, same floor, same start line), and practise measuring "how far" with cubes or footsteps.

Materials

- One toy car per group of 3 (the same model if possible); a taped start line.
- Sticky notes in two colours per group (e.g. yellow = gentle push, blue = big push) to mark where the car stops.
- Interlocking cubes or heel-to-toe footsteps for measuring.
- Class chart with two columns, "gentle push" and "big push", and a sticker per child for the prediction.

Steps

Opening (5 min). Show a car at the start line. "If I give it a tiny, gentle push, and then a big push, which time will it go farther?" Each child puts a sticker on the chart under their guess ("I think...").

Main activity (15-20 min). In groups of 3 (pusher, marker, measurer):

1. The pusher holds the car with its back wheels on the start line and gives a **gentle** push (one finger, a little tap). The marker puts a yellow sticky note where the car stops.
2. Back to the start line; a **big** push (whole hand, a firm shove, still staying on the floor). Blue sticky note where it stops.
3. The measurer counts footsteps (or lays cubes) from the start line to each sticky note.
4. Swap roles; each child does one gentle and one big push.
5. Back on the carpet, look at the sticky notes on the floor together. Where are most of the yellows? Most of the blues?

Discussion questions (with example answers).

- Which push made the car go farther? Usually the big push. If not, ask what was different (a swerve, a bump, a different spot on the floor).
- Which push made it go faster? Ask what they saw; usually the big push looks faster, but accept what they actually observed.
- Was your prediction right? Children say "I thought... I saw...".
- Did every big push go exactly the same distance? No, because people push differently each time, and some cars are wobbly. Is that a fair race?

Closing check (5 min, with answers). "I want the car to reach the bookshelf. Gentle push or big push?" (Big push.) "I want it to stop before the line, near me. Gentle or big?" (Gentle.)

Vocabulary

gentle, big (hard), far, farther, near, fast, faster, measure

Differentiation

- Support: measure with a long paper strip and a crayon mark instead of counting.
- Stretch: try a "medium" push and predict where it will stop before trying; count cubes and say how many more for the big push.

⚠ Safety

Big pushes stay on the floor; cars are never thrown or flicked into the air. Keep the area in front of the start line clear of people.

Teacher notes and misconceptions

- Results will be mostly, not always, as expected: a gentle push can travel far on a very smooth floor, and a big push can make a car swerve into a wall. Talk about this honestly instead of hiding the "wrong" result.
- Kindergarten version: "with the same car on the same floor, a bigger push usually makes it go faster, and a faster car goes farther before it stops." Kinetic energy and speed are teacher background only.

Lesson 4: Ramps

Unit overview · Previous: Lesson 3 · Next: Lesson 5

Goal

Children see that a car let go at the top of a slope starts moving without anyone pushing it, because the Earth pulls everything down, and that a higher ramp makes it roll farther.

Materials

- A stiff board, a large hardback book, or plastic guttering, about 60-80 cm long, on the floor.
- Large books or wooden blocks to raise one end: "1 book" high and "3 books" high (keep the top below about 30 cm).
- One toy car; sticky notes in two colours; cubes or footsteps for measuring.
- A soft ball or beanbag.
- Class chart with two columns, "low ramp" and "high ramp", and stickers.

Steps

Opening (5 min). Hold a beanbag up high and let go. "Did I push it down?" (No.) "Then why did it go down?" Collect ideas. Explain: "The Earth pulls everything down towards it, all the time. That is why things fall when you let go." Try letting go of the beanbag sideways: it still ends up on the floor.

Main activity (15-20 min). Whole class around one or two ramps, children taking turns:

1. Put the car at the top of the low ramp (1 book) and **let go** without pushing. "Why did it move?" (The Earth pulled it down the slope.) Mark where it stops with a yellow sticky note.
2. Predict: "If we make the ramp higher, will the car go farther, less far, or the same?" Stickers on the chart.
3. Raise the ramp to 3 books. Same car, same starting spot, let go without pushing. Mark with a blue sticky note.
4. Do each ramp height three times, with a different child letting go each time. Measure to each note with footsteps or cubes.
5. Look at where the yellow and blue notes are.

Discussion questions (with example answers).

- Did anyone push the car on the ramp? No; we just let go.
- What pulled it? The Earth pulled it down the slope.
- Which ramp made it go farther? The high ramp.
- Why did we let go instead of pushing? So every go was the same and we could compare only the ramp (a first taste of a fair test).

Closing check (5 min, with answers). "If I let go of a ball, which way will it go?" (Down.) "I want the car to roll as far as the door. Low ramp or high ramp?" (High ramp.)

Vocabulary

ramp, slope, high, low, let go, fall, down; optional: gravity ("the Earth's pull")

Differentiation

- Support: compare only the two ramp heights once each, with an adult measuring.
- Stretch: try 2 books and predict where the car will stop; try a different car and see if it behaves the same.

⚠ Safety

Ramps stay on the floor and low (below about 30 cm); books or blocks under them must be stable. Nobody stands or sits on a ramp. Children wait their turn outside the car zone.

Teacher notes and misconceptions

- A very steep ramp can make cars crash at the bottom and go less far; keep heights modest so the pattern is clear.
- Children often think heavy things are pulled down and light things are not (a balloon or feather "floats"). Air slows light things; it is fine to say "the air gets in the way of the feather" without more detail.
- "Gravity" is optional at this age; "the Earth pulls things down" is the idea that matters.

Lesson 5: Smooth and bumpy

Unit overview · Previous: Lesson 4

Goal

Children compare how far a car rolls on smooth and rough surfaces, notice that rough ground slows a car down more, and show what they have learned in a short picture/action check.

Materials

- The low ramp from lesson 4 (1 book high), so every run starts the same way.
- Three surfaces laid at the bottom of the ramp, one at a time: a smooth floor or a large sheet of card, a piece of carpet or a rug, and a towel. Optional fourth: bubble wrap or a doormat.
- One toy car; sticky notes; cubes or footsteps.
- Class chart with one column per surface and a picture of each.
- For the check: the push/pull picture cards, a car, a ramp, and a check sheet for the teacher (one line per child, 6 boxes to tick).

Steps

Opening (5 min). Children rub their hands on the carpet, then on the smooth floor or a table. "Which feels bumpy and rough? Which is smooth?" Predict with stickers: "On which one will the car roll farthest?"

Main activity (15 min).

1. Lay the smooth surface at the bottom of the ramp. Let the car go from the top (no push). Mark where it stops; measure.
2. Repeat with the carpet, then the towel, keeping the same car, the same ramp and the same starting spot.
3. Do each surface twice. Put a sticky note on the chart showing the distance (e.g. a strip of cubes taped to the chart).
4. Look at the chart. Which surface let the car go farthest? Which stopped it soonest?

Discussion questions (with example answers).

- Which surface let the car roll farthest? The smooth floor.
- Which slowed it down the most? The towel (or carpet): it is bumpy and soft, and it rubs on the wheels.
- Remember lesson 2: why did your car slow down and stop on its own? The floor rubs on it and slows it down.
- Where would you want a smooth floor? A rough floor? Smooth for a race track or a slide; rough for a path where you do not want to slip.

End-of-unit check (10 min, 6 marks). Do this in small groups or one to one while the class plays. Children answer by pointing, acting or saying. One mark each.

1. Show the card of a child pulling a wagon. "Push or pull?" **Answer:** pull.
2. Show the card of a foot kicking a ball. "Push or pull?" **Answer:** push.

3. "Show me how to make this car stop." **Answer:** puts a hand (or object) in the way / pushes against it.
4. "I want this car to go a long way. Gentle push or big push?" **Answer:** big push.
5. Show the low and high ramp (or a picture). "Which will make the car roll farther?" **Answer:** the high ramp.
6. Show the smooth floor and the towel. "Which will slow the car down more?" **Answer:** the towel (the rough/bumpy one).

Record a tick for each answer; note any explanations a child gives ("because the Earth pulls it", "the towel rubs it"), which are worth more than the tick. This check shows what to revisit; it has no pass mark.

Vocabulary

smooth, rough, bumpy, slow down, rub; optional: friction ("rubbing that slows things down")

Differentiation

- Support: compare just two surfaces (smooth floor and towel).
- Stretch: predict where bubble wrap or a doormat would go on the chart before trying it; invent a "slowest track" from classroom materials.

⚠ Safety

Ramps stay low and on the floor. Towels and rugs lie flat so nobody trips. Bubble wrap (if used) is supervised, kept away from faces, and collected afterwards.

Teacher notes and misconceptions

- Soft surfaces like carpet slow wheels partly by squashing under them (rolling resistance) as well as rubbing (friction). "The rough floor rubs and squashes, which slows the car" is enough at this age.
- Many children (and adults) think a moving thing stops "because the push runs out". The better idea, for later grades, is that it would keep going if nothing slowed it; rubbing and squashing are what stop it. You can hint: "On the smoothest floor it went farthest. What if the floor were even smoother, like ice?"
- If results come out unexpected (a car swerves off the towel), repeat it and talk about why.

Kindergarten Science: What Living Things Need, Growing Cress and a Minibeast Hunt (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every safety note against your school's rules.
>
> Text-checked by one other agent (GPT-6.1 Terra); see Known gaps.

Back to the science progression | Kindergarten year plan

Big idea

Plants and animals (including people) are living things, and they need some things to stay alive. All living things need water. Animals need food. Plants do not eat food the way animals do, but they need light. Animals usually live in places where they can find what they need.

This is the last science unit of the kindergarten year (term 3). It uses the looking and describing skills from term 1, and it ends by looking back at the class weather chart that has run since term 1.

Outcomes

By the end of the unit a student can:

1. Say that all living things need water, and that animals need food.
2. Say that plants need light, and describe what happened to the class cress kept in the dark (usually pale, yellow and floppy).
3. Help plant seeds and care for them, and say what we meant to change and what we tried to keep the same in our "light and dark" pots.
4. Find and describe small animals outdoors without hurting them, and say where they were found (for example under a log, in the grass).
5. Match an animal to a place where it can find what it needs, and give one reason ("The duck lives at the pond because it can swim and find food there").
6. Count the weather chart for a month and say which kind of weather happened most.

Prior knowledge

- Term 1 science: describing words, using the senses, the tasting rule, the daily weather chart.
- Term 2 mathematics: counting to 20 and comparing groups (helps in lesson 5).
- No reading is needed; everything uses pictures, real objects and talk.

Lessons

Lessons are 20-25 minutes. The cress needs time to grow, so spread the unit over about three weeks: teach lessons 1 and 2 in the first week, lesson 3 a few days later, lesson 4 about a week

after planting and lesson 5 about two weeks after planting. Children water the pots and check them for a minute or two on most days, next to the daily weather chart.

Lesson	Title	Main activity
1	Is it alive? What does it need?	Sort picture cards; what do a dog, a child and a plant need?
2	Planting cress: light and dark	Plant cress in pots; one pot goes in a dark cupboard
3	Minibeast hunt	Look for small animals outdoors, gently, and put everything back
4	Where do animals live?	Place animal cards on a picture map; check the cress
5	What did we find out?	Compare the cress pots; count the weather chart; end-of-unit check

Materials (whole class unless noted)

- Picture cards: a dog, a cat, a fish, a bird, a child, a tree, a flower, grass; plus non-living things such as a rock, a toy car, a spoon and a ball. Picture cards of water, food (a bowl of pet food, an apple), sunlight.
- Garden cress seeds (one packet is plenty), clean small pots or yoghurt pots with a hole poked in the base, cotton wool or kitchen paper, a tray, a small watering can or spray bottle, sticky labels.
- A cupboard or a large box that keeps out light.
- For the minibeast hunt: one magnifier per pair if possible, a few clear pots with air holes and lids for looking (teacher or adult handles these), a soft paintbrush for gently moving an animal into a pot, gloves for adults, and a picture sheet of animals you are likely to find locally (worms, woodlice, snails, spiders, ants, beetles).
- A large picture map (drawn or printed) with four places: a pond, a wood, a meadow (grass and flowers) and a garden or park. Animal picture cards to place on it: a duck, a frog, a fish, a deer, a squirrel, a woodlouse, a worm, a bee, a rabbit (change these to local animals).
- The class weather chart and coloured cubes (as in term 1, lesson 5), and a practice chart for the closing check (see lesson 5). Check cards: a log and a dry sunny path (plus cards already listed above).

Assessment

- Lessons 1-4: the teacher notes each child's answers to "What does it need?" and "Where did you find it?" during the activities (observe; no writing needed).
- Lesson 5: a 5-question picture/talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; 25 minutes is not enough for the whole class.

⚠ Safety (read before lesson 1)

- Check the school's allergy list before lessons 2-4 (plants, seeds, soil, insect stings). Leave out anything a child in the class reacts to.
- Cress is an edible plant, but this unit does not taste it. The term 1 rule holds: we only taste food a grown-up has given us to eat. Seeds and seedlings stay in their pots.
- Do not use dried beans for planting: some raw beans are harmful if eaten. Cress seeds are small, so the teacher shakes them onto the pots.

- Minibeast hunt: stay in a supervised area that an adult has checked first. Children look but do not pick up animals; an adult moves an animal into a viewing pot with a paintbrush if needed. Children do not touch spiders, bees, wasps, ants' nests, caterpillars with hairs, or anything that might sting or bite. Adults lift logs and stones, away from the children, and put them back the way they were.
- Everyone washes hands after handling soil, plants or anything from outside.
- Animal care: animals go back where they were found within a few minutes. Nothing is taken indoors to keep.

Access and taking part

- Every activity can be done by looking, touching (where safe) or listening. Answers can be spoken, signed, pointed to or chosen from picture cards.
- The minibeast hunt is opt-in: some children dislike or fear small animals. They can be the "recorder" who marks the picture sheet, or look at the viewing pot from a distance.
- Children who use wheelchairs or walking aids: choose hunt spots on paths or at a raised planter, or bring a tray of leaf litter to an outdoor table.
- Families keep different pets, or none, and some families do not keep animals for reasons of belief or health. Ask about animals in general, not about each child's home.

Sources

- Next Generation Science Standards, K-LS1-1: "Use observations to describe patterns of what plants and animals (including humans) need to survive." The clarification statement gives as examples "that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water." The page's core idea reads "All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow." https://www.nextgenscience.org/pe/k-ls1-1-molecules-organisms-structures-and-processes
- Next Generation Science Standards, K-ESS3-1: "Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live." The clarification statement's examples are "that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows." The page lists drawings, dioramas and dramatization among models at this age. https://www.nextgenscience.org/pe/k-ess3-1-earth-and-human-activity
- Wikipedia, "Etiolation" (introduction): plants grown with little or no light have "long, weak stems; smaller leaves" and "a pale yellow color". https://en.wikipedia.org/wiki/Etiolation
- Wikipedia, "Garden cress" (introduction): cress is "a fast-growing, edible herb". https://en.wikipedia.org/wiki/Garden_cress
- Wikipedia, "Woodlouse" (introduction): woodlice are often found in old wood, are not insects, and some roll up to protect themselves or to keep moisture in. https://en.wikipedia.org/wiki/Woodlouse

Known gaps

- The order of lessons, the choice of cress and the animals on the picture map are mine, not from a source.
- The light-and-dark cress pots aim to change one thing and keep the rest the same (a cupboard may also be warmer or cooler), and with only two pots the result is a class

observation, not a proof. Results vary; the lessons ask children to describe what they actually saw.

- "Plants do not eat food" is a kindergarten simplification: plants make their own food using light. Later grades (grade 7 photosynthesis) explain this.
- Which minibeasts you find depends on place and season. Teach lesson 3 in mild, damp weather if you can; if nothing turns up, use a tray of leaf litter on an outdoor table (tipped back afterwards) and the picture sheet.
- The light and dark pots are a simple comparison, not a full fair test (a cupboard can differ in warmth too), and one month of the weather chart says nothing about what the weather is always like.
- How fast cress sprouts and how dark-grown cress looks back in the light come from general growing experience, not from a source I read; the lessons ask children to report what they actually saw.
- Peer check: GPT-6.1 Terra did a bounded text check of the README and lessons 1-5 at a63f5e2 on 6 November 2026 (recorded in PEERCHECKS.md); fixes are in ee02851. Terra diff-checked a63f5e2 to ee02851 and asked for "intended" wording in lesson 2 and the outcomes; that follow-up is in commit 8bf7eea, which Terra also diff-checked. Not an educator, classroom, safety or standards review.

Lesson 1: Is it alive? What does it need?

Goal: Children sort pictures into living and not living, and say what living things need: all need water, animals need food, plants need light.

Length: about 20 minutes.

Materials

- Picture cards: dog, cat, fish, bird, child, tree, flower, grass; rock, toy car, spoon, ball.
- Picture cards of water, food (pet food, an apple) and sunlight.
- Two hoops or mats on the floor, labelled with a picture of a growing plant and a picture of a rock.
- A real potted plant, if the class has one.

Steps

✎ Opening (3 min)

Show the real plant (or a tree picture) and a toy car. "One of these is alive. Which one? How can you tell?" Accept ideas: it grows, it needs water, it was a seed once. Living things grow and need things to stay alive.

✎ Main activity: sort and ask "What does it need?" (10 min)

1. Hand out the picture cards. Children take turns putting a card in the "living" hoop or the "not living" hoop and saying why.
2. If a card is tricky (a toy car moves, but is it alive?), talk about it: it moves only when someone pushes it or a battery makes it go; it does not grow or eat or drink.
3. Hold up the dog card. "What does a dog need to stay alive?" Children place the water and food cards next to it. Do the same with the child card.
4. Hold up the tree card. "Does a tree eat a bowl of food?" (No.) "What does it need?" Place the water card and the sunlight card next to it.

✓ Discussion questions (4 min)

- "What do ALL the living things need?" (Answer guide: water.)
- "What do animals need that plants don't?" (Answer guide: food to eat. Plants need light instead.)
- "Do all animals eat the same food?" (Answer guide: no; for example a cat eats meat or cat food, a rabbit eats plants, a bird might eat seeds or worms.)

✓ Closing check (3 min)

Show a fish card and a rock card. "Which is alive? What does it need?" (Answer guide: the fish; water and food.) Then show a flower card. "What does a flower need?" (Answer guide: water and light.)

Vocabulary

alive, living, not living, need, water, food, light

Differentiation

- Support: sort only four cards (dog, tree, rock, spoon).
- Stretch: "Does a seed look alive? Is it?" (It is alive but resting; we will plant some next lesson and see.)

⚠ Safety

- None beyond the usual classroom rules.

Access

- Children can point to a hoop, push a card, sign or say their answer.
- Ask what animals in general need, not what each child's pet eats; not every family has pets.

Teacher notes

- Timing: 3 + 10 + 4 + 3 = 20 minutes.
- "Plants don't eat food" follows the standard's own example; plants make their own food using light, which comes much later (grade 7).
- Children often say that clouds, fire or the Sun are alive because they move or change. That is a normal idea at this age; ask "Does it eat or drink? Does it grow from a baby?" and leave it there.

Lesson 2: Planting cress: light and dark

Goal: Children plant cress, and set up two pots that we try to keep the same except for one thing we change on purpose: one gets light, one is kept in the dark.

Length: about 25 minutes.

Materials

- Garden cress seeds; small pots with a hole in the base; cotton wool or kitchen paper; a tray to stand the pots on; a small watering can or spray bottle; sticky labels.
- One pot per small group, plus two "class test" pots.
- A cupboard or a large box that keeps out light.
- The sunlight and water picture cards from lesson 1.

Steps

✎ Opening (3 min)

Show the sunlight and water cards. "Last time we said plants need water and light. Can we find out if that is true?" Show the cress seed packet and a few seeds on a dark plate. "These are tiny seeds. They are alive, but resting."

✎ Main activity: plant the cress (14 min)

1. Each group fills its pot with damp cotton wool (pressed down, not soaking). The teacher shakes a pinch of seeds onto each pot.
2. Groups put a name label on their pot and stand it on the tray by a window (not in strong direct sun that could dry it out).
3. The class test: the teacher prepares two more pots in front of the children, the same way: same cotton wool, same amount of water, the same pinch of seeds. Label one "light" (a sun picture) and one "dark" (a moon picture).
4. "What is the same about these two pots?" (Same seeds, same cotton wool, same water.) "We will change one thing on purpose." The "light" pot goes on the tray with the others. The "dark" pot goes in the cupboard or box.
5. "What do you think will happen to each pot?" Draw or write the class's guesses on a sheet next to the tray. Accept every guess.

✓ Discussion questions (4 min)

- "Why do the two class pots have the same seeds and the same water?" (Answer guide: so that light is the one thing we change on purpose. The cupboard might also be a little warmer or cooler, so afterwards we say what we saw, not that we have proved it.)

- "How will we keep them both watered the same?" (Answer guide: water them at the same time with the same amount; the dark pot comes out only for a quick check and goes straight back.)

✓ Closing check (4 min)

Hold up the two class pots. "Which one will get light? Which one will be in the dark? What is the one thing we are changing on purpose?" (Answer guide: the sun-label pot gets light; the moon-label pot is in the dark; we meant to change the light and keep everything else the same.)

Vocabulary

seed, plant, grow, light, dark, same, different, guess

Differentiation

- Support: one adult per group for pressing cotton wool and labelling.
- Stretch: "What else could we change in a test? What would we keep the same?" (For example water and no water; keep the light the same.)

⚠ Safety

- Check the allergy list before handling seeds. Wash hands after planting.
- Seeds stay in the pots; we do not taste cress or seeds (term 1 tasting rule).
- Do not use dried beans: some raw beans are harmful if eaten.

Access

- Children who do not want to touch damp cotton wool can label pots, hold the tray or choose where the pot goes.
- Guesses can be spoken, signed, drawn or shown by pointing to a picture of a tall plant or a small plant.

Teacher notes

- Timing: 3 + 14 + 4 + 4 = 25 minutes.
- Cress seeds usually start to sprout within a few days in a warm room, with or without light. The difference shows over the next week or so: cress in the dark usually grows pale or yellow, tall and floppy, while cress in the light is green. This is called etiolation. Do not tell the children beforehand; let them see it.
- This is a simple comparison with light as the intended change, not a full fair test: a cupboard can also differ in warmth or air, and two pots cannot show what all plants need. Report what the class actually saw.
- Water both class pots daily, at the same time and with the same amount. Keep checks of the dark pot short.

- Plant one or two spare pots in case a pot dries out or gets knocked over.

Lesson 3: Minibeast hunt

Goal: Children look carefully for small animals outdoors, describe them, say where they found them, and put everything back the way it was.

Length: about 25 minutes (including getting outside and back).

Materials

- One magnifier per pair if possible.
- A few clear viewing pots with air holes and lids, and a soft paintbrush (adults only).
- The picture sheet of likely minibeasts (worms, woodlice, snails, spiders, ants, beetles; change to suit your area), one per group, and a crayon.
- Gloves for adults.
- A shallow tray for leaf litter, in case nothing turns up: an adult fills it outdoors that day, children look at it on an outdoor table or bench, and the adult tips it back where it came from before the end of the lesson.

Before the lesson

An adult checks the hunt area that day: no broken glass, no wasps' or ants' nests, no plants that sting or are poisonous. Choose a few logs, stones or plant pots that adults can lift safely.

Steps

✎ Opening (3 min, indoors)

"Today we are scientists looking for small animals, called minibeasts. Our three rules: we look, we don't grab; we move slowly and quietly; we put everything back the way it was." Children say the rules back with actions (eyes, slow hands, putting a log back).

✎ Main activity: the hunt (15 min, outdoors)

1. In small groups with an adult, children look in the grass, on walls, on leaves and in leaf litter, using the magnifiers.
2. An adult lifts a log or stone slowly, away from the children, so they can look underneath. After a short look, the adult puts it back the way it was.
3. If children want a closer look, an adult moves the animal into a viewing pot with the paintbrush. Children look through the side, describe it ("It has lots of legs", "It is curled up"), then the adult puts it back where it was found.
4. Groups mark each kind of animal they see on the picture sheet, and draw a quick symbol for where: under a log, in the grass, on a leaf, on a wall.

✓ Discussion questions (4 min, back indoors after washing hands)

- "Where did we find animals? Which places had animals on our sheets?" (Answer guide: whatever the class found, using the "where" symbols. Often it is under logs and stones, where it is dark and damp. The sheet records kinds, not numbers, so do not ask which place had the most.)
- "Why do you think woodlice (or worms) live under logs?" (Answer guide: accept sensible ideas: it is damp there, it is dark and hidden, there are old leaves and wood to eat. Woodlice eat dead leaves and old wood, and they dry out easily.)

✓ Closing check (3 min)

Show the picture sheet. Each group says one animal they found and where they found it. (Answer guide: any true pairing from their sheet, such as "a worm, in the soil under a stone". If a group found none, "we found none, and we looked under the log" is a true answer.)

Vocabulary

minibeast, under, damp, dark, careful, find, describe

Differentiation

- Support: an adult points to one place at a time; children look and say "yes" or "no" for each animal on the picture sheet.
- Stretch: count how many legs (or count how many of one kind you found) and compare with another group.

⚠ Safety

- Stay in the checked area, in sight of an adult.
- Children do not pick up animals or touch spiders, bees, wasps, ants' nests or hairy caterpillars. Adults lift logs and stones away from the children and put them back gently.
- Everyone washes hands straight after the hunt.
- Check the allergy list for insect stings; a child with a sting allergy stays close to an adult who knows their plan.

Access

- The hunt is opt-in. A child who does not want to be near small animals can be the group's recorder, marking the sheet, or look at a viewing pot from a distance.
- Children using wheelchairs or walking aids: choose spots on paths, at a raised planter, or bring the leaf-litter tray to an outdoor table.
- Children who find being outside busy or noisy can use ear defenders or work at the leaf-litter tray at a quieter outdoor spot with an adult, or look at the picture sheet and photos of minibeasts indoors.

Teacher notes

- Timing: 3 + 15 + 4 + 3 = 25 minutes. Allow extra time for coats and handwashing if needed.
- If it is cold or dry and nothing turns up, use the leaf-litter tray outdoors and the picture sheet; the litter goes back where it came from. Say honestly that the animals may be hiding today; that is a true finding too.
- Woodlice are not insects, even though people often call them bugs. Children do not need this, but it is a fun fact if asked.

Lesson 4: Where do animals live?

Goal: Children use a picture map to show that animals live in places where they can find what they need, and they check the class cress.

Length: about 20 minutes. Teach it about a week after planting.

Materials

- The large picture map with a pond, a wood, a meadow and a garden or park.
- Animal picture cards: duck, frog, fish, deer, squirrel, woodlouse, worm, bee, rabbit (change to local animals).
- The class cress pots ("light" and "dark") and the guesses sheet from lesson 2.

Steps

✎ Opening (3 min): check the cress

Bring out both class pots. "What do you notice? Is anything growing? Is it the same in both pots?" Children describe what they see: colour, height, standing up or floppy. Record a quick drawing next to the guesses. Put the dark pot straight back.

✎ Main activity: animals on the map (10 min)

1. Show the picture map. Name each place together: pond, wood, meadow, garden.
2. Hold up the duck card. "Where does a duck find what it needs? What does it need?" (Water to swim in and food in the pond.) A child places it on the pond and says one reason.
3. Children take turns with the other cards, each giving one reason:
4. fish: pond (it lives in water).
5. deer: wood (it eats buds and leaves from trees and bushes).
6. squirrel: wood (nuts and seeds from trees; it climbs trees).
7. woodlouse: wood or garden, under a log (damp, old leaves and wood).
8. bee: meadow or garden (flowers).
9. frog: pond, or damp places near it.
10. rabbit, worm: meadow or garden (grass to eat; soil to burrow in).
11. Some animals fit more than one place. That is fine if the child gives a reason.

✓ Discussion questions (4 min)

- "Could a fish live in the meadow? Why not?" (Answer guide: no; it needs water all the time.)
- "Where would you find a lot of grass? Why does grass grow well there?" (Answer guide: in the meadow; it is open and sunny, and grass needs light.)

- "Where did we find woodlice on our hunt? Does that fit?" (Answer guide: usually under logs or stones; yes, it is damp and they eat old leaves and wood. If the class found none, say so.)

✓ Closing check (3 min)

Hold up the deer card and point to the pond and the wood. "Where would a deer live? Why?" (Answer guide: the wood; it eats leaves and buds there. Accept the meadow with a reason, for example "it eats grass".)

Vocabulary

live, pond, wood, meadow, garden, place, need

Differentiation

- Support: use only three animals and two places (duck/pond, deer/wood, bee/meadow).
- Stretch: "Where do people live? What do we need there?" (Homes, water, food from shops or farms.)

⚠ Safety

- None beyond the usual classroom rules.

Access

- Children can place cards with help, point, sign or say their answer.
- Use a large, clear map; for a child who cannot see well, give each place a different texture (blue fabric for the pond, sandpaper for the path, felt for the grass).

Teacher notes

- Timing: 3 + 10 + 4 + 3 = 20 minutes.
- The picture map is the "model" here: children use it to show which animals live where and why.
- Real animals do move between places; the aim is the reason, not one right answer.

Lesson 5: What did we find out?

Goal: Children compare the light and dark cress, count the weather chart, and show what they learned about what living things need.

Length: about 25 minutes. Teach it about two weeks after planting.

Materials

- The class cress pots ("light" and "dark") and the guesses sheet.
- The class weather chart and coloured cubes (yellow sunny, white cloudy, blue rainy; add colours for the kinds of weather you have had).
- A practice chart for the check, drawn on a large sheet in front of the children: ten days with 6 rainy, 3 sunny and 1 cloudy, in mixed order.
- Picture cards for the check: dog, tree, rock; water, food, sunlight; woodlouse; a log and a dry sunny path.

Steps

✎ Opening (3 min)

Do today's weather card together, as every day. Bring out both cress pots and stand them side by side.

✎ Main activity (10 min)

1. **Cress (5 min).** "What is different about the two pots?" Children describe colour, height, and whether the cress stands up. Look back at the guesses sheet. "Was our guess right?" Then: "Light was the thing we changed on purpose. What happened to our cress without light?" Say what the class actually saw. Add: "Scientists who have tested lots of plants found that plants need light to grow well. Our two pots are one small look at that."
2. **Weather chart (5 min).** Choose the last month of the chart. Children add a cube for each day to the tower for its weather, then count each tower together, touching each cube once. "Which kind of weather did we have most this month? Is it the same as the month we counted in term 1?"

✓ Discussion questions (4 min)

- "What would happen if we stopped watering the light pot?" (Answer guide: it would dry out, droop and die, because all living things need water. Do not do this to the class pots; it is a thought question.)
- "What did the weather chart show us about this month?" (Answer guide: which weather we had most this month, and whether it was the same as the month we counted in term 1. One month cannot tell us what the weather is always like.)

✓ Closing check (8 min)

Five questions. Do them in small groups or one to one where possible; plan an extra slot in the week to finish (see the unit assessment notes).

1. Show the two class cress pots (or a photo of them taken today). "Which pot was in the dark? How can you tell?"
2. Show the dog, tree and rock cards and the water card. "Which of these need water?"
3. Show the dog and tree cards and the food card. "Which one needs to eat food? What does the other one need instead?"
4. Show the woodlouse card, the log card and the sunny path card. "Where would we most likely find a woodlouse? Why?"
5. Show the practice chart. "How many rainy days? Which weather did we have most?"

Answer guide: closing check

1. The dark pot, with a clue from what the class actually saw (usually pale or yellow, tall, floppy). If both pots looked alike in your class, accept "neither looks different yet" and the child's description. 1 mark.
2. The dog and the tree (not the rock). 1 mark.
3. The dog eats food; the tree needs light (and water). 1 mark.
4. Under the log, with a reason: damp, dark, old wood or leaves to eat. 1 mark.
5. 6 rainy days; rainy is the most. 1 mark.

This is a check of understanding (5 marks), not a test to pass. Note who needs more practice.

Vocabulary

compare, different, same, most, need, grow

Differentiation

- Support: count the towers with the teacher's hand guiding; compare just two towers.
- Stretch: "How many more rainy days than sunny days?" on the practice chart (3 more).

⚠ Safety

- None beyond the usual classroom rules. The cress is not tasted.

Access

- Answers can be spoken, signed, pointed to or chosen from pictures.
- Cubes can be counted by touch. For a child who cannot see the cress, the teacher holds a strip of card beside each pot and snips it at the height of the cress; the child compares the two strips by touch. Children do not need to touch the cress itself.
- Colour-vision differences: name the pots by their sun and moon labels as well as by colour.

Teacher notes

- Timing: 3 + 10 + 4 + 8 = 25 minutes.
- After the lesson, put the dark pot in the light and keep watering it. Children can watch whether it turns greener over the next days.
- The weather chart has run since term 1. Grade 1 science can keep it going or start a new chart; the cube towers are an early bar graph.

My day and my class

Subject: History, geography and society Grade: K Lessons: 5 Time per lesson: about 35-40 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GLM-5.3 Flash

Big idea

Our class is a community. Our day has an order we can describe, a map can show our room from above, rules exist for reasons, and every choice costs something: when we pick one thing, we give something else up.

What students should be able to do

- Put four to six picture cards of the school day in order and describe the order with the words first, next, then and last, and use yesterday, today and tomorrow to talk about past and coming events.
- Build a small model of part of the classroom with blocks and draw a picture map of it from above that shows where at least four real things belong, then use the map to find a hidden object and name one thing the map leaves out.
- Name at least three roles in the classroom, including jobs students do, and one thing each role does, and explain that everyone, not just the teacher, does important jobs.
- Give a "so that..." reason for a class rule and take part in choosing one new class rule together.
- Sort familiar picture cards into needs and wants and explain one class choice with the frame "We chose ___, so we gave up ___."

What students should already know

Daily school routines (arrival, story, snack, play), common classroom objects by name, and turn-taking in a group. No reading or writing is assumed; the teacher reads all text aloud.

Use this oral diagnostic without treating it as an entry test:

1. What do we do right after lunch in our class day?
2. If a chair is not drawn on a picture of our classroom, is the chair gone?
3. Why do we have a rule about walking inside?

Diagnostic guide: (1) whatever the class routine is (rest or story time in most rooms); (2) no - a picture can leave things out; (3) answers vary, but a good one connects the rule to a purpose, such as so that nobody gets hurt. Revisit any uncertain answer during the unit.

Lesson list

1. First, next, last: order picture cards of our school day and use time words.
2. Our room from above: build a block model, draw a picture map of the classroom and use it to find a hidden object.

3. Who does what: roles and jobs in our class community.
4. Our class rules: make one class rule together and say why it exists.
5. Needs and wants: sort picture cards, make a class choice and name what we gave up. Ends with the unit's short assessment.

Materials (whole unit)

Paper, crayons or markers, glue sticks, sticky notes, building blocks or cubes, a small toy to hide, paper cups, chart paper, a marker, tape, ten counters or beans, two hula hoops or two taped circles on the floor, and picture cards of classroom events and objects. Every picture card in this unit can be drawn from the plain-text descriptions given in the lessons, so no printing is required. All picture materials have plain-text descriptions. Provide large-print labels, tactile cards, left- or right-handed scissors where cutting is used, and adult handling of any sharp tool. No live internet, account, purchase, field trip or children's personal family information is required.

Assessment

Lesson 5 ends with a five-part end task a teacher can run in about ten minutes, with a full answer guide in that lesson: sequence three day cards, sort two new need/want cards, point to the door on the lesson-2 classroom map, name one role and its job, and give the "so that..." reason for the class rule made in lesson 4. Students may answer orally, by pointing, or with picture cards. Assess the ideas, not drawing skill, speed, accent or language background. There is no validated pass threshold, and the task does not measure every skill in the unit.

Sources

Consulted November 5, 2026:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, via an Internet Archive snapshot of the publisher's PDF (the publisher's own site may be unreachable from some networks). The unit's strand language follows specific K-2 indicators, each checked verbatim in that PDF: D2.His.1.K-2 "Create a chronological sequence of multiple events"; D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places"; D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them"; D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority"; D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community"; D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school"; D2.Civ.11.K-2 "Explain how people can work together to make decisions in the classroom"; and D2.Eco.1.K-2 "Explain how scarcity necessitates decision making"; D2.Eco.2.K-2 "Identify the benefits and costs of making various personal decisions". Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.
- Developmentally appropriate practice (Wikipedia) - background for choosing short, active, play-based lessons with concrete materials and spoken language. General pedagogy background only.

These are background influences, not claims of official alignment or endorsement. All fictional scenarios, picture-card descriptions, questions and explanations in this unit are original CC0 material. Linked sources remain under their own terms.

Known gaps and cautions

Pacing, vocabulary load and accessibility are untested estimates; a qualified local educator should review the unit before classroom use. Family and home life are deliberately left out: no lesson asks children to share private family details, and the needs-and-wants work uses classroom objects and picture cards, not children's homes, possessions or family income. "Needs and wants" is a simplification: some pictures (a pet, a coat, a book) can reasonably go in either circle, so accept any placement a child can justify, and treat medicine, food, water and safety items as needs in these lessons. Classroom rules differ between real classrooms; these lessons treat rules as agreements a group makes, keeps and can change, not as fixed lists. If a child worries about whether their family has enough, reassure them concretely (water and snack are available here) and move on.

Lesson 1: First, next, last

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Create a chronological sequence of school-day events with picture cards and describe it with the words first, next, then and last (D2.His.1.K-2 in the unit's Sources).

Materials

Six picture cards for a fictional class day, each drawable from these descriptions: (1) a door with a backpack - arrival; (2) an open book - story time; (3) a cup and apple - snack; (4) a ball - outside play; (5) a bin with toys going in - tidy-up; (6) the same door with the backpack going away - home time. Floor space or a pocket chart, and sticky notes.

Steps

1. Opening (5 min): Hold up two cards, snack and story time. Ask: "Which do we do first in our day? How do you know?" Take two or three answers without correcting yet.
2. Main activity (15 min): Shuffle all six cards. Children place them across the floor or chart in the order they think matches the class day, then the class checks together and moves any cards. Say the day together with the sentence frames: "First we ___. Next we ___. Then we ___. Last we ___." Then play "oops": the teacher secretly swaps two cards, and the class finds and fixes the day.
3. Discussion questions (8 min):
4. "What if we did tidy-up first, before we even played? Would the day still work?" - Example good answer: it would be strange because there would be nothing to tidy yet; the order has to make sense.
5. "Is our class's day the only right order?" - Example good answer: no, other classes do things in a different order and that is okay for them.
6. Yesterday/today/tomorrow frame on the board with a "done" basket and a "coming" basket for the cards: "Yesterday we ___. Today we will ___. Tomorrow we will ___."
7. Closing check (5 min): Show three cards in a row. Ask: "Which is first? Which is last? What comes next?" Answers: as laid out by the teacher; children point or say the word.

Vocabulary

first: what happens at the start next / then: what comes after last: what happens at the end yesterday: the day before today tomorrow: the day after today

Differentiation

- Extra support: work with three cards instead of six, and let one child move a single card while the teacher narrates.

- Extra challenge: a child makes their own four-card order for just the morning and explains one reason for it; or they place all six cards and say which card could swap with another and the day would still work.

⚠ Safety

Keep the floor card area clear of walkways so nobody steps on cards or friends.

Teacher notes

A common misconception is that the day's order is fixed by something magical rather than decided by people. Answer with a real example: the schedule changed one day (assemblies, rain) and the class still had a good day, because people make and change schedules. Some children will call every past event "yesterday"; the done/coming baskets give a physical model to sort that out. Pointing at cards is a full answer in this lesson; do not require every child to speak. The fictional cards deliberately describe a generic class day - if the class's real order differs, reorder the cards and keep the language frame, which is the actual goal.

Lesson 2: Our room from above

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Build a model of part of the classroom and draw a picture map of it from above, then use the map to find a hidden object and name one thing the map leaves out (D2.Geo.1.K-2 and D2.Geo.2.K-2 in the unit's Sources).

Materials

Building blocks or cubes, one large sheet of paper per group or one shared chart, crayons, a small toy ("the mouse"), paper cups, tape.

Steps

1. Opening (5 min): Hold up a toy car or block at eye level. Ask children to draw it the way they see it from their chair (from the side). Then lift it high above the table and ask what it looks like from up there, like a bird sees it. Compare the two drawings.
2. Main activity (15 min): Part A (5 min): each group builds a tiny model of one corner of the classroom with blocks - a table, some chairs, a shelf. Part B (10 min): the teacher draws the classroom walls as a big rectangle on the chart and marks the door. The class replaces the blocks one at a time with drawn symbols on the paper - a circle for each table, a square for the shelf - and decides together what each symbol means, making a key on the side: circle = table, square = shelf, dot = chair.
3. Discussion questions (8 min): Play "find the mouse". One child hides a small toy under a paper cup somewhere real in the room. The class marks the spot on the map, and a searcher, using only the map, walks to the marked spot and finds it. Then ask:
4. "What did our map leave out?" - Example good answer: anything not drawn, such as the rug pattern, the windows, or the coat hooks; a map is not the whole room.
5. "Is the map the room?" - Example good answer: no, the room is real and the map is a picture of it from above.
6. Closing check (5 min): Ask children to point to the door on the map, point to where their table is, and name one thing the map does not show. Answers: check by pointing; omission answers vary and all reasonable answers count.

Vocabulary

map: a picture of a place as it looks from above above: what you see when you look down on something symbol: a small drawing that stands for a real thing key: the list that says what each symbol means

Differentiation

- Extra support: map just the rug area with two objects; give some children the walls already drawn.

- Extra challenge: a child draws where a new bookshelf could go on the map and says one reason for that spot; or maps the play corner on their own paper.

⚠ Safety

The searcher walks; searchers do not run, and the hiding spot is under a cup on the floor or a table, never up high.

Teacher notes

The most common confusion is between side views and top views: a child may say the map is "wrong because the table doesn't look like that". Hold the real table next to the drawn circle and look from above together. Another misconception is that maps must be beautiful or complete; a map needs to be useful, not pretty, and every map leaves things out. Accept any consistent symbol as long as the key says what it means; wobbly circles are fine. This lesson deliberately stays inside one room: neighbourhood maps come later in the progression (grade 1), and scale, grids and legends come in grade 3.

Lesson 3: Who does what

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Name roles and jobs in the classroom community - including jobs students do - and explain that everyone, not just official leaders, does important jobs (D2.Civ.1.K-2 and D2.Civ.2.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, crayons, optional paper "helper badges".

Steps

1. Opening (5 min): Ask: "Who is in charge of our class?" Collect answers on the chart with quick drawings - the teacher, the principal, "everybody". Do not settle the question yet.
2. Main activity (15 min): Build a jobs web. Write "our class" in the middle. Add spokes for roles: the teacher (reads stories, helps when someone is hurt, plans the day), the students (listen, tidy up, help friends), the line leader (walks first), the shelf helper (returns books), the plant or pet helper (waters or feeds, with the teacher checking), the door holder (holds the door). Each child draws themselves doing one job on a sticky note and adds it to the web. Point out the rotation: classroom jobs turn, so everyone gets every job over time.
3. Discussion questions (8 min):
4. "What would happen if nobody did the tidy-up job?" - Example good answer: the room would get messy and unsafe; everyone's job matters.
5. "Does the teacher do every job in the class?" - Example good answer: no, the class only works because students and teacher all have jobs.
6. "Who is in charge of feeding the fish?" - Example good answer: the pet helper, with the teacher checking. Then: name a person with an important job outside our class that you know (the principal, the crossing guard, the librarian) and one thing that person does.
7. Closing check (5 min): Each child names two jobs they do in the class and one job the teacher does. Answers vary; accept any real class job.

Vocabulary

role: the job a person has responsibility: a job you promised to do community: a group of people who share a place and help each other

Differentiation

- Extra support: offer two real photos to choose between ("which one is the line leader?").
- Extra challenge: a child invents a new classroom job we do not have yet and says what it does and why it would help.

⚠ Safety

None.

Teacher notes

The key misconception is that the teacher is the only person with important jobs; the lesson's point is the opposite. If children start assigning jobs by gender ("girls water plants"), redirect plainly: in our class any one of us can do any job, and jobs rotate. Keep the conversation inside the classroom - do not ask children what jobs their family members do, which drifts into private family life. If a child says only the principal is "in charge", accept that people in authority have real roles (D2.Civ.1.K-2) and add that the class does not work without everyone's roles too.

Lesson 4: Our class rules

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Give a "so that..." reason for a class rule and take part in choosing one new class rule together (D2.Civ.3.K-2 and D2.Civ.11.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, the class's existing rules if they are written somewhere.

Steps

1. Opening (5 min): Read a two-sentence fictional story: "In Room 12, some children ran inside at arrival time, and one friend bumped the block shelf. The blocks crashed down." Ask: "What could help?" Take answers until someone lands near the idea of a rule.
2. Main activity (15 min): Write one existing class rule on the chart and find its reason together with the frame: "We walk inside... so that nobody gets hurt." Then make one new rule together. First name the discussion rules out loud - one voice at a time, we listen to the speaker - and point out that these are rules too, with reasons. Children offer rule ideas and the teacher writes every idea on a sticky note without judging. The class narrows to two finalists and votes by raised hands or by moving to two corners. Mark the winning rule and its "so that..." reason on the chart.
3. Discussion questions (8 min):
4. "Is the walking rule the same outside?" - Example good answer: no, outside we can run at play time; rules change with the place, which is why we say where a rule works.
5. "What if our new rule does not work?" - Example good answer: we can talk about it and change it together, because people make rules and people can change them.
6. Closing check (5 min): Read the new rule with its "so that" reason together. Each group says one reason rules help people. Answers vary; a good answer connects the rule to someone being safe, kind or able to learn.

Vocabulary

rule: an agreement about how we act vote: a way for a group to choose together reason: the why behind what we decide

Differentiation

- Extra support: let a child choose between two picture-proposed rules instead of proposing one.
- Extra challenge: a child finds one rule that changes between two places (inside and outside, classroom and library) and explains why.

⚠ Safety

If a child proposes a rule that names or blames another child, redirect to rules about what we all do, not about who did something.

Teacher notes

The misconception to watch is "rules are just what the teacher says". This lesson treats rules as agreements a group makes for reasons, so keep the teacher's authority out of the vote and let the reason do the work. Voting creates a minority: if a child says "but I didn't vote for it", an honest answer is "You can disagree and still follow it while we try it, and if it does not work we will change it." Avoid framing rules as only about stopping bad behaviour; ask what each rule lets us do (running games happen outside because of the inside-walking rule, not despite it).

Lesson 5: Needs and wants

Time: about 35-40 minutes (untested estimate), plus a 10-minute end task

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Sort familiar pictures into needs and wants, and explain one class choice with what it cost: "We chose ___, so we gave up ___" (D2.Eco.1.K-2 and D2.Eco.2.K-2 in the unit's Sources).

Materials

Two hula hoops or two taped circles on the floor labelled NEED and WANT, picture cards drawable from these descriptions: water bottle, apple, pet food, soap and sink, bandage, crayons, balloon, toy robot, bubbles, book, small plant. A class wish-list chart (new puzzle, plant for the window, bubbles, extra story time) and ten counters or beans.

Steps

1. Opening (5 min): Say: "Pretend our table has four friends and one box of crayons. Do all four friends get to draw at once?" Let the problem sit. Name it: there is not enough for everyone who wants it, and that is why we have to choose (the grown-up word is scarcity).
2. Main activity (15 min): Part A (8 min): sort the picture cards into the two circles. Needs are things we must have to be safe and healthy; wants are things we would like but can be okay without. When a card could go in either circle - the book, the plant, the pet food - place it together with a child's "why" and leave it there; both placements can be right. Part B (7 min): the class choice. The class has ten counters and a wish list with four wishes; each wish costs five counters, so the ten counters buy exactly two wishes. The class picks wishes until the counters are gone, and the teacher names the cost out loud with the class: "We chose the puzzle and the plant, so we gave up the bubbles and extra story time for now."
3. Discussion questions (8 min):
4. "Was that choice easy or hard? What made it hard?" - Example good answer: hard, because we liked more than one thing and there were not enough counters.
5. "If we get five more counters next week, what should we choose first? Why?" - Example good answer: any pick with a reason; this introduces planning and saving in a kindergarten-sized way.
6. Closing check (5 min): Show a bandage card and a balloon card. Ask: "Which one is a need? Why?" Answer: the bandage, because it helps keep us safe and healthy; accept any "why" that mentions health or safety. Then run the unit's end task below.

Unit end task (about 10 minutes, with answer guide)

Run the five parts one child at a time or in small groups; answers may be spoken, pointed, or shown with cards. There is no pass threshold; use it to see what to revisit.

1. Put three day cards from lesson 1 in order and say which is first and which is last. Guide: order matches the cards' story; first = start card, last = end card.

2. Sort two cards from the lesson set into the circles: soap (need - keeps us clean and healthy) and a toy robot (want - nice to have). Any placement with a health-or-safety reason for a "need" call counts.
3. Point to the door on the lesson-2 classroom map. Guide: points to the marked door symbol.
4. Name one role in the class and one thing that role does. Guide: any real class role, including student jobs and the teacher's.
5. Say the "so that..." reason for the class rule made in lesson 4. Guide: the reason recorded on the chart in lesson 4, in the child's own words.

Vocabulary

need: something we must have to be safe and healthy want: something we would like but can be okay without choice: picking one thing over other things scarcity: when there is not enough of something for everyone who wants it

Differentiation

- Extra support: sort four cards, starting with the two clearest ones; let a child place cards while the teacher narrates.
- Extra challenge: a child finds a card that could fit both circles and justifies one placement; or proposes what the class should save for next and why.

⚠ Safety

None.

Teacher notes

Watch for the misconception that wants are bad. Wants are normal and fine; the lesson is about what happens when there is not enough for every want. Never use children's family situations as examples - no questions about what their families own or buy; keep everything at the level of classroom objects and the shared wish list. Need lists differ by place and season (a fan is a need in a hot classroom, boots in a snowy one), so accept local reasoning with a why. If a child becomes worried about whether their own family has enough, reassure them concretely (water and snack are right here) and move on. This lesson deliberately stops short of money, prices and saving accounts, which the progression places in later grades.

Kindergarten Society: Families, Then and Now, and People Who Help Us (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 2** society unit in the kindergarten year plan. It follows My day and my class (term 1, by GLM-5.3 Flash), which deliberately left family and home life out. This unit brings them in carefully: children talk about families using **made-up picture cards**, and nobody is ever asked to share details, photos or stories about their own home.

Big idea

Families and homes come in many shapes, and all of them are real families. Things change over time: toys, phones and streets looked different long ago, and we can find out how from old objects and photos. Many people help us every day, not only people in charge.

Outcomes

By the end of the unit, most children can:

1. Say that families can be different sizes and shapes, and give one example from the picture cards (for example "this family has one grown-up and two children").
2. Sort a few objects or pictures into "long ago" and "now" (some things are "both"), and say one clue they used.
3. Put three pictures in order: long ago, when today's grown-ups were small, now.
4. Say one thing an old photo can tell us and one thing it cannot.
5. Name two people who help at school or nearby and say what each one does.

These are expectations for most children, not gates. Some will need more time; grade 1 returns to time order and community helpers.

Prior knowledge

- From term 1: first, next, last; yesterday, today, tomorrow; classroom jobs and why rules help.
- No reading is needed. Everything is done with pictures, objects and talk.

Lessons

Lesson	Title	Time
1	Many kinds of families and homes	20 min

Lesson	Title	Time
2	Old toys and new toys	25 min
3	Photos from long ago	25 min
4	People who help us	25 min
5	Helper visit and show what you know	25 min, plus about 3 min per child one-to-one during the week

Materials (whole class unless noted)

- **Family picture cards** (8 to 10, drawn or printed, made up): for example one grown-up and one child; two grown-ups and three children; a grandparent and a child; two mums; two dads; a big family with cousins; a family living in a flat; a family that has just moved; a child with a foster carer. No real children's families.
- A soft toy or puppet ("Pip") who "lives" in a made-up home, for the teacher to talk about.
- Lesson 1: five pictures of different homes (a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse).
- Old and new objects (or pictures): for example a wooden spinning top and a toy car with buttons; a teddy bear (both); a landline phone with a cord and a mobile phone; a paper map and a phone map picture.
- Three or four old photos of streets, schools or shops. Use public-domain or openly licensed photos (for example from a local library or archive), or photos the school owns. Black-and-white photos work well.
- Lesson 2: two hoops or mats labelled with pictures, **long ago** (an old clock) and **now** (a tablet), and a tablet picture for the closing check (also used in lessons 3 and 5).
- Lesson 3: one photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**, each with one matching picture: a horse and cart; a car with a cassette player or a box-shaped television; a tablet.
- Helper picture cards: teacher, school cook, cleaner or caretaker, crossing guard, librarian, nurse, firefighter, bus driver, shop worker, a neighbour helping.
- Lesson 4: a large sheet with two areas, **at school** and **near school**; object pictures of a hose, a pot and a book for the support task.
- Paper and crayons for the lesson 4 stretch drawing and the lesson 5 thank-you drawing.
- A sticker or star chart for the one-to-one checks in lesson 5.

Assessment

Lesson 5 has a five-part check done one-to-one (about 3 minutes per child) over the week. Record each part as **yes**, **with help** or **not yet**:

1. Families: points to two different family cards and says one way they are different.
2. Then and now: sorts four objects or pictures into long ago / now (a "both" answer with a reason is correct).
3. Order: puts the three timeline pictures in order.
4. Photos: says one thing a photo shows and one thing it cannot tell us.
5. Helpers: names two helpers and what they do.

The check is never about the child's own family. A child who answers using Pip or a made-up family is answering correctly.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lesson 3 timeline)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lesson 3 photos)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lesson 4)
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (lesson 4, briefly)
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Family privacy.** Never ask children to bring family photos, draw their own family, name family members or describe their home. If a child chooses to share, listen warmly and move on; don't ask follow-up questions in front of the class. Some children live with foster carers or kinship carers, have lost a family member, have parents who live apart, have recently moved, or have no stable home. None of these is ranked as better or worse.
- **Safeguarding.** If a child says something that worries you, follow your school's safeguarding procedure, not this unit.
- **Emergency numbers differ by country** (for example 911, 999, 112, 000). Check the local number and your school's policy before lesson 4. Don't have children practise dialling on a real phone.
- **"Long ago" is fuzzy at this age.** Children often mix up "when grandparents were small" and "very long ago". The three-card timeline is a start, not a precise scale.
- **Overlap with grade 1.** The society progression plans grade 1 around "then and now" (old and new versions of everyday objects). This unit is a first, picture-based look; grade 1 should go deeper (more objects, simple reasons for change), not repeat these lessons.
- Helper examples reflect common jobs in many towns; swap in local ones. Avoid showing jobs as belonging to one gender.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (materials list out of sync with the lessons; non-speaking routes in lessons 1-4; a low-vision route for the photo comparison) were fixed in the follow-up commit 66519de (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Many kinds of families and homes

Back to the unit

Goal

Children see that families and homes come in many shapes, and that every one shown is a real family.

Materials

- Family picture cards (8 to 10, made up; see the unit materials list).
- Pip the puppet or soft toy. (No puppet? Use a drawing of a made-up child called Pip.)
- Pictures of different homes: a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse.

Steps

✎ Opening (5 min)

1. Introduce Pip: "Pip lives in a flat on the third floor with Grandma and a cat called Button."
2. Ask: "Who is in Pip's family?" (Grandma, Pip, and Button the cat if the children say so.)
3. Say: "Pip's family is one kind of family. Let's meet some more made-up families."

✎ Main activity (12 min)

1. Show the family cards one at a time. For each, ask: "Who is in this family? How many grown-ups? How many children?"
2. Lay out the home pictures. Ask: "Where could a family live?" Point out that any family could live in any kind of home.
3. Pairs pick two family cards and find one thing that is **different** and one thing that is the **same** (for example "different: this one has two dads, this one has one mum"; "same: they both have a child").
4. Share two or three pairs' ideas with the class.

✓ Discussion questions (with answers)

- "Is a family with one grown-up a real family?" **Yes.**
- "Is a family where a grandparent looks after the child a real family?" **Yes.**
- "Do all families live in houses?" **No.** Some live in flats, boats, caravans or other homes.
- "What do the people in a family often do for each other?" Accept: look after, cook, play, love, help, keep safe.

✓ Closing check (with answers) (3 min)

Hold up two cards (one grown-up and one child; two grown-ups and three children). Ask: "How are these families different?" **Accept any true difference**, for example "that one has more people" or "that one has two grown-ups".

Vocabulary

family, home, grown-up, grandparent, different, same

Differentiation

- **Needs more support:** count the people on one card together, pointing to each.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** sort all the cards by number of children, or by "has a grandparent / doesn't".

⚠ Safety

- Don't ask children about their own family. If a child volunteers, say "Thank you for telling me" and carry on.
- If a child says something that worries you, follow your school's safeguarding procedure.

Teacher notes and misconceptions

- Children may say a family "has to have a mum and a dad". Answer calmly: "Some do, and some families look different. They are all families."
- Pets: some children count pets as family. That's fine; don't argue.
- Keep the tone matter-of-fact. The point is that variety is normal, not that any family is special or sad.

Lesson 2: Old toys and new toys

Back to the unit

Goal

Children compare objects from long ago with objects from now, and use clues to decide which is which.

Materials

- Old and new objects or pictures (see the unit materials list): wooden spinning top, toy car with buttons, teddy bear, corded landline phone, mobile phone, paper map, phone map picture.
- Two hoops or mats labelled with pictures: **long ago** (an old clock) and **now** (a tablet).
- A small space between the hoops for **both**.

Steps

✎ Opening (5 min)

1. Hold up the corded landline phone. Ask: "What is this? How would you use it?"
2. Hold up a mobile phone (or picture). "These both let people talk to someone far away. Which one is from long ago?"
3. Ask "How can you tell?" Accept: the cord, the buttons, it is heavy, it is old-looking.

✎ Main activity (15 min)

1. Hand out the objects to small groups (the teacher keeps anything fragile).
2. Each group decides: long ago, now, or both? They put the object in a hoop and say one clue.
3. Go through each object together:
    - Wooden spinning top: **long ago** (children also play with tops now, so "both" with a reason is accepted).
    - Toy car with buttons and batteries: **now**.
    - Teddy bear: **both**. Teddy bears were made long ago and are still made now.
    - Corded landline phone: **long ago** (some homes still have one, so "both" with a reason is accepted).
    - Mobile phone: **now**.
    - Paper map: **both**. People used them long ago and still use them.
    - Phone map picture: **now**.
4. Ask: "What clues helped you?" Collect clues: batteries, screens, cords, wood, faded colours.

✓ Discussion questions (with answers)

- "Did children long ago have toys?" **Yes.** They had toys too, often made of wood, metal, cloth or paper.
- "Can something old still be used now?" **Yes**, for example a teddy bear or a paper map.
- "Does 'old' always mean 'worse'?" **No.** Old things can still work well and be loved.

✓ Closing check (with answers) (5 min)

Show three pictures: a spinning top, a tablet, a teddy bear. Ask each child (or pairs) to point: long ago, now, or both? **Answers:** top = long ago (or both, with a reason); tablet = now; teddy bear = both.

Vocabulary

old, new, long ago, now, both, clue

Differentiation

- **Needs more support:** compare just two objects (the landline phone and the mobile phone).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking. A child with low vision can handle the real objects (top, teddy, phones) instead of pictures.
- **Ready for more:** "What might a toy look like when you are a grown-up?" (no right answer).

⚠ Safety

- The teacher handles anything fragile, sharp or with small parts.
- Wash or wipe old objects before use; some may be dusty.

Teacher notes and misconceptions

- Children often think "long ago" means "dinosaurs". That's fine to hear; lesson 3 builds a simple timeline.
- Accept "both" whenever the child gives a sensible reason. The aim is using clues, not one fixed answer.
- Don't ask children to bring toys from home; some families can't or won't.

Lesson 3: Photos from long ago

Back to the unit

Goal

Children learn that old photos help us find out about the past, notice what a photo can and cannot tell us, and put three pictures in time order.

Materials

- Three or four old photos of streets, schools or shops (public-domain, openly licensed or school-owned).
- One photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**.
- For each timeline card, one matching picture: for example a horse and cart (long ago), a car with a cassette player or a box-shaped television (when grown-ups were small), a tablet (now).

Steps

✎ Opening (5 min)

1. Show an old black-and-white street photo. Ask: "What can you see?"
2. Ask: "Is this from long ago or now? What clues tell you?" Accept: black and white, old cars or carts, old clothes, no screens.

✎ Main activity (15 min)

1. **Detectives (8 min).** Show the old school or shop photo next to the photo from now. Children take turns saying "In the old photo I see…" and "Now I see…". Write or draw their ideas in two columns.
2. **What can't the photo tell us? (3 min).** Ask: "Can the photo tell us what the people were saying? What the weather felt like? If they were happy?" Agree: photos show what things looked like, but not sounds, smells, or what people thought. We would need other clues, like asking people or reading.
3. **Timeline (4 min).** Put the three timeline cards on the floor in order. Show the three matching pictures one at a time; children decide which card each belongs on.

✓ Discussion questions (with answers)

- "How do we know what streets looked like long ago?" **From old photos, old objects, and from people who remember.**
- "Can a photo tell us what someone was thinking?" **No.**

- "Were the grown-ups at our school alive long ago, when the horse-and-cart photo was taken?" Usually **no**, if the photo is very old (for example over 100 years). Check the date of your photo before asking.

✓ Closing check (with answers) (5 min)

Mix up the three matching pictures. A volunteer (or each small group) puts them in order on the timeline cards. **Answer:** horse and cart → long ago; cassette car or box television → when grown-ups were small; tablet → now. Then ask one child: "Tell me one thing the old photo shows, and one thing it can't tell us." **Accept** any visible detail for the first part, and any of sounds, smells, feelings, thoughts, names or what happened next for the second.

Vocabulary

photo, long ago, now, clue, past, timeline

Differentiation

- **Needs more support:** use only two cards, long ago and now.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Low vision:** describe each photo aloud in short, concrete phrases ("a horse pulling a cart, people in long coats, no cars"), and where possible pass round a real object that matches (an old key, a cassette tape, a tablet) so the child can compare by touch.
- **Ready for more:** add a fourth photo and decide where it goes, with a reason.

⚠ Safety

- No safety issues beyond normal classroom care.

Teacher notes and misconceptions

- Many children think old photos are black and white because "the world was grey then". Explain simply: cameras long ago usually could not show colours.
- "When grown-ups were small" depends on your staff's ages. Choose a matching picture that fits roughly 20 to 40 years ago.
- Don't ask children to bring family photos. Use school, library or openly licensed photos only.
- If you use a grown-up's childhood memories, ask a staff member who is happy to share, not a child's family.

Lesson 4: People who help us

Back to the unit

Goal

Children name people who help at school and nearby, say what they do, and see that everyone can help, not only people in charge.

Materials

- Helper picture cards (see the unit materials list).
- Before the lesson: check the local emergency number and your school's policy on teaching it.
- A large sheet with two areas drawn: **at school** and **near school**.

Steps

✎ Opening (5 min)

1. Ask: "Who helped you today, before you came into class?" Accept any answer (a crossing guard, a bus driver, someone who opened the door). Don't ask about home.
2. Say: "Lots of people help us every day. Let's find out who."

✎ Main activity (15 min)

1. **School helpers (5 min).** Show helper cards for school (teacher, cook, cleaner or caretaker, librarian, school nurse if you have one). For each: "What does this person do to help us?"
2. **Near school (5 min).** Show cards for community helpers (crossing guard, firefighter, bus driver, shop worker, a neighbour helping). Children place each card on the sheet: at school or near school.
3. **Everyone helps (5 min).** Ask: "Who is in charge at our school?" (the head teacher or principal). "What do they do?" Then ask: "Can someone who is not in charge help too?" Show the neighbour card and talk about class jobs from term 1. Agree: **everyone can help** — children too, by tidying up, sharing or being kind.

✓ Discussion questions (with answers)

- "What does a crossing guard do?" **Helps people cross the road safely.**
- "What does a cook at school do?" **Makes food for us to eat.**
- "Is the head teacher the only person who helps at school?" **No.** Many people help.
- "Who can help in an emergency?" Firefighters, police, ambulance workers; a trusted grown-up nearby. Use your local emergency number if your school teaches it.

✓ Closing check (with answers) (5 min)

Hold up two helper cards (for example crossing guard and cook). Ask: "Who is this? How do they help?" **Answers:** crossing guard helps people cross the road safely; cook makes our food. Accept any sensible helping action.

Vocabulary

helper, job, help, in charge, community, emergency

Differentiation

- **Needs more support:** match three helper cards to three object pictures (hose, pot, book).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** "How could you help at school tomorrow?" Draw it.

⚠ Safety

- Don't have children practise calling an emergency number on a real phone.
- Some children may be frightened of police or other services because of their own experiences. Keep the tone calm and don't push.

Teacher notes and misconceptions

- Children often think only people with uniforms are helpers. The neighbour card and class jobs widen this.
- Avoid gender stereotypes (for example "firemen"). Use "firefighter", "police officer".
- If a visitor is coming in lesson 5, tell the children today so they can think of a question.

Lesson 5: Helper visit and show what you know

Back to the unit

Goal

Children ask a real helper questions, then show what they learned across the unit in a short one-to-one check.

Materials

- A helper visitor from school (for example the cook, caretaker, librarian or school nurse). If nobody can come, use a short video your school already has permission to use, or the teacher plays the helper.
- Family cards, old and new objects or pictures, the three timeline cards and matching pictures, one old photo, helper cards.
- A recording sheet (yes / with help / not yet for each of the 5 parts).

Steps

✎ Opening (5 min)

1. Remind children of the questions they thought of in lesson 4.
2. Practise one together: "What do you do to help our school?"

✎ Main activity (15 min)

1. **Visit (10 min).** The helper says what they do and shows one tool of their job. Two or three children ask questions.
2. **Thank you (5 min).** Children say thank you together. Each child draws one thing the helper does (no names or words needed).

✓ Discussion questions (with answers)

- "What does our visitor do to help us?" **Answer depends on the visitor;** accept any correct job description.
- "Was our visitor in charge of the school?" Usually **no** — and they still help a lot.

✓ Closing check (with answers) (5 min)

Whole class, quick: hold up a teddy bear. "Long ago, now, or both?" **Both.**

One-to-one check (about 3 min per child, over the week)

Use the five parts from the unit assessment. Record **yes**, **with help** or **not yet**.

1. **Families:** "Point to two families. How are they different?" Accept any true difference.
2. **Then and now:** sort four pictures: spinning top (long ago, or both with a reason), tablet (now), corded landline phone (long ago, or both with a reason), teddy bear (both).
3. **Order:** put horse and cart, box television, tablet on the three timeline cards. **Answer:** long ago, when grown-ups were small, now.
4. **Photos:** "Tell me one thing this old photo shows, and one thing it can't tell us." Accept any visible detail; accept sounds, smells, feelings, thoughts, names or what happened next.
5. **Helpers:** "Tell me about two helpers and what they do." Accept any two correct.

Vocabulary

visitor, question, helper, thank you

Differentiation

- **Needs more support:** in the check, offer two choices ("Is this long ago or now?") and record "with help".
- **Ready for more:** ask "Why do you think this changed?" in part 2 (no fixed answer).
- Children who use sign, gesture, pointing or a communication device: answers in those forms count as "yes".

⚠ Safety

- Follow your school's visitor policy.

Teacher notes and misconceptions

- Keep the check friendly; it is a chat, not a test. Stop if a child is upset.
- The check is never about the child's own family. Answers about Pip or a made-up family are correct.
- "Not yet" is fine. Grade 1 returns to time order and community roles.

Kindergarten Society: Near and Far, Our School Walk and a Picture Map (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 3** society unit in the kindergarten year plan. It builds on My day and my class (term 1, by GLM-5.3 Flash), where children already looked at the classroom "from above" and drew a picture map of it, and on Families, then and now, and people who help us (term 2). This unit goes one step wider: from one room to the **whole school**, with words for where things are (near, far, next to, in front of, behind).

Big idea

We can say where things are with words like near, far, next to, in front of and behind. A map is a picture of a place from above, and it can help us find our way and tell someone else where something is. Some things in a place are made by people and some are natural.

Outcomes

By the end of the unit, most children can:

1. Use **near**, **far**, **next to**, **in front of** and **behind** to say where a toy is on a small play-mat town.
2. Follow a spoken position clue to find a hidden object in the classroom ("It is next to the sink, behind the box").
3. Name four or more places in the school they visited on the walk, and one thing they noticed at each.
4. Sort things seen on the walk into **made by people** and **natural** (some are hard to sort, and saying why is a good answer).
5. Point to places on a simple picture map and say which of two places is **nearer** to a third.
6. Put three photos from the walk in the order we walked (first, next, last).

These are expectations for most children, not gates. Grade 1 returns to the school walk and makes a route map of the local area.

Prior knowledge

- From term 1: a map shows a place from above; the classroom picture map; first, next, last.
- From term 2: people who help at school (the walk may meet some of them).
- From mathematics: position words such as next to, in front of and behind may already be familiar.
- No reading is needed. Everything is done with toys, photos, pictures and talk.

Lessons

Lesson	Title	Time
1	Near, far and next to	20 min
2	Where is Pip? Clues around the classroom	25 min
3	Our school walk	30 min
4	A picture map of a school	25 min
5	Our walk in order, and show what you know	25 min, plus about 3 minutes per child one-to-one during the week

Materials (whole class unless noted)

- **Play-mat town** (set up once, kept the same for lessons 1 and 5): on a mat or large sheet, in one line along the back, from one end: a toy **house**, a toy **tree** touching the house, a gap, a box **shop**, then a long gap and a **pond** (blue paper). A toy **car** sits in front of the shop and a **teddy** sits behind the shop. Take a photo of the layout so it can be set up the same way again.
- **Pip** (the puppet from term 2) and one small object to hide (for example a toy key).
- The term 1 classroom picture map, if you still have it.
- **For the walk:** a camera or tablet for the teacher (photos of places, not faces), a clipboard, and enough adults for your school's ratio rules.
- **Pip's school map** (made up, the same for every class): a large card divided into six picture boxes in two rows. Top row, from left: **garden**, **playground**, **hall**. Bottom row, from left: **gate**, **office**, **classroom**. Draw a simple picture in each box. A copy for the teacher's check in lesson 5.
- A large sheet of paper with a simple outline of your own school grounds from above (drawn by the teacher before lesson 4), and printed photos from the walk.
- Two sorting hoops or mats labelled with pictures: **made by people** (a brick) and **natural** (a leaf).
- Sticky notes and a marker (lessons 2 and 4); paper and crayons or pencils (lessons 4 and 5).
- Picture cards of things often seen at school (for example a bench, a tree, a fence, grass, a flower bed, a bin, a stone, a door), about 8, for sorting in lesson 3. Swap in things your class actually saw.
- A sticker chart for the one-to-one checks.

Assessment

Lesson 5 has a six-part check done one-to-one (about 3 minutes per child) during the week, using the play-mat town (set up as in lesson 1), Pip's school map and three walk photos. Record each part as **yes**, **with help** or **not yet**:

1. Play-mat town: "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. Pip's school map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. Three walk photos: "Put these in the order we walked." **The order of your walk.**

Outcomes 2 to 4 (following a clue, naming places, made by people or natural) are observed during lessons 2 and 3 rather than checked one-to-one. A child may answer by pointing. The check is about the toys, Pip's map and the school, never about the child's home.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 geography indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lesson 4 school map)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 3 to 5, walk photos and maps)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 4, made by people and natural; simplified)
- Common Core State Standards, Kindergarten Geometry, K.G.A.1, which includes describing "the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to": https://www.thecorestandards.org/Math/Content/K/G/ (lessons 1 and 2)
- Wikipedia, "Mental mapping" (a person's point-of-view picture of an area; Kevin Lynch's sketch maps drawn from memory), background for the lesson 5 stretch task: https://en.wikipedia.org/wiki/Mental_mapping
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Home privacy.** Never ask children to describe or draw their route from home, their home address or where they live. All maps in this unit are of the play-mat town, Pip's made-up school, the classroom or the school grounds.
- **Walk safety.** Lesson 3 stays inside the school grounds. If you also look at the street, do it from inside the gate or fence. Follow your school's rules on adult ratios, risk assessment and permissions; this unit does not replace them.
- **Photos.** Photograph places, not children. Follow your school's photo policy.
- **Access.** Plan the walk on a route every child can use, including wheelchair users, and include quiet stops for children who find noise hard.
- **"Near" and "far" are relative.** The pond is far from the house but near the end of the mat. Answers depend on "near to what?", so always name the second place.
- **Left and right are not taught here.** They are hard at this age and left out on purpose.
- **Overlap with grade 1.** The society progression plans grade 1 around "a walk around the school and a route map". This unit stays inside the school and makes a picture map, not a route map of the local area; grade 1 should go wider, not repeat it.
- "Made by people" and "natural" is a simplification. A planted flower bed or a stone wall can be both, and saying why is a good answer.
- Order, timings and the play-mat layout are my choices, not taken from any source.

- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check on 6 November 2026 at bcdc103 (recorded in PEERCHECKS.md); fixes are in 95c73ce, which Argon also diff-checked the same day.

Lesson 1: Near, far and next to

Back to the unit

Goal

Children use **near**, **far**, **next to**, **in front of** and **behind** to say where toys are on a small play-mat town.

Materials

- The play-mat town, set up as in the unit materials list: in one line along the back, a house, a tree touching the house, a gap, a box shop, a long gap, then a blue paper pond. A toy car in front of the shop; a teddy behind the shop.
- Pip the puppet.

Steps

✎ Opening (5 min)

1. Children sit in a circle. Say: "Stand **next to** your chair. Now stand **behind** your chair. Now stand **in front of** your chair." Children who use a wheelchair or prefer to sit can point to the place instead, or move Pip.
2. Point to two things in the room: "Is the door **near** us or **far** from us?" Accept the answer that fits your room, and ask how they know.

✎ Main activity (10 min)

1. **Tour the town (4 min).** Gather children so they can all see the mat from the front (the side with the car). Name each place: house, tree, shop, pond. Ask:
   - "What is **next to** the house?" **The tree.**
   - "Is the pond **near** the house or **far** from the house?" **Far.**
   - "What is **in front of** the shop?" **The car.** "What is **behind** the shop?" **The teddy.**
2. **Pip gets lost (6 min).** Pip hides somewhere in the town while children cover their eyes (or turn away). The teacher gives one clue: "Pip is **next to** the pond." A child finds Pip. Repeat with clues such as "Pip is **behind** the tree", "Pip is **in front of** the house", "Pip is **far** from the pond" (near the house end). Then a child hides Pip and gives the clue.

✓ Discussion questions (with answers)

- "If Pip is at the house, is the shop near or far?" **Near-ish, or a bit far**; both are fine if the child compares it with the pond: "nearer than the pond".
- "Is the pond near or far?" **It depends: near to what?** Far from the house, but near the end of the mat. Always name the second place.

- "Does 'behind the shop' change if we walk round to the back of the mat?" **Yes, it can.** From the back, the teddy looks in front. That is why we all look from the same side.

✓ Closing check (with answers) (5 min)

Ask three children, one question each:

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.**

Vocabulary

near, far, next to, in front of, behind

Differentiation

- **Needs more support:** only next to and in front of today; the adult points while saying the word.
- **Ready for more:** "Which is nearer to the house, the shop or the pond?" **The shop.** Or the child gives a two-part clue: "next to the pond and in front of it".
- Answers by pointing, signing or moving Pip all count.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- "Near" and "far" are always "near to something". Children often answer as if from where they sit. Name the second place in every question.
- "In front of" and "behind" depend on where you look from. Keep everyone looking from the front of the mat today. Lesson 2 uses the classroom, where this is harder.
- Take a photo of the town layout so lesson 5 and the one-to-one checks use exactly the same set-up.

Lesson 2: Where is Pip? Clues around the classroom

Back to the unit

Goal

Children follow and give spoken position clues to find a hidden object in the classroom, and use the term 1 classroom map to show where it is.

Materials

- Pip the puppet and one small object to hide (for example a toy key).
- Sticky notes.
- The term 1 classroom picture map, if you still have it (or a quick new one: the teacher draws the room from above with four or five big things on it).

Steps

✎ Opening (5 min)

1. Show the classroom map. "Remember our map? It shows our room from **above**, like a bird sees it." Ask a child to point to the door on the map, then to the real door.
2. "Today Pip has lost a key. We'll use our words to help find it."

✎ Main activity (15 min)

1. **Teacher clues (6 min).** While children cover their eyes or turn away, the teacher hides the key somewhere safe and easy to reach. Give a clue using two position words: "The key is **next to** the sink, **behind** the box." Two or three children look. Then the class finds the spot on the map and the teacher marks it with a sticky note. Do this three times in different places.
2. **Child clues (9 min).** In pairs or small groups with an adult: one child hides the key and gives a clue; the others find it. The adult helps with words if needed ("Is it next to something? In front of something?"). Swap roles.

✓ Discussion questions (with answers)

- "Which clue was easiest to follow?" **Clues that named a big thing we all know** (the sink, the door), plus one position word.
- "Was 'it's over there' a good clue?" **No.** We need to name a place and say next to, in front of or behind it.
- "Why did we mark the spot on the map?" **So someone who was not looking can find it too.** A map helps us tell other people where things are.

✓ Closing check (with answers) (5 min)

Hide the key one last time. Give the clue "next to the door". One child finds it and puts a sticky note on the map next to the door symbol. **Answer:** the key is found by the door, and the sticky note is beside the door on the map.

Vocabulary

clue, map, above, next to, in front of, behind, near, far

Differentiation

- **Needs more support:** clues with one position word only ("next to the sink"). The adult walks with the child.
- **Ready for more:** the child gives a clue using only the map (points to a spot on the map) and a friend finds the real place.
- Children who don't want to search can be the "map keeper" who puts the sticky note on the map.

⚠ Safety

- Hide the key only in safe, low places: not on high shelves, near sinks with hot water, or behind heavy furniture.
- Agree on walking, not running, while searching.

Teacher notes and misconceptions

- "Behind" in a room is tricky: behind the box from where I stand may be in front of it from where you stand. Accept answers that fit one clear way of looking, and say which way: "behind the box, from the door side".
- If a child can't find the key, give a second clue with "near" or "far" ("you're getting near").
- Avoid "left" and "right" clues; they are not taught in this unit.

Lesson 3: Our school walk

Back to the unit

Goal

Children walk round the school grounds, name the places they visit, notice one thing at each place, and start sorting what they see into **made by people** and **natural**.

Materials

- A camera or tablet for the teacher (photograph places, not faces).
- A clipboard with the list of stops.
- Enough adults for your school's ratio rules, and anything your school's risk assessment requires.
- The two sorting hoops for the end of the lesson: **made by people** (brick picture) and **natural** (leaf picture), and about 8 picture cards of things seen at school (see the unit materials list).

Before the lesson

Plan a short route **inside the school grounds** with four stops (five if the route is short), chosen from places such as: our classroom door, the hall, the office, the playground, a garden or tree, and the main gate (looked at from inside). Check that every child can use the route, including wheelchair users, and that there is one quiet stop. Tell the office and anyone you will pass.

Steps

✎ Opening (5 min)

1. "Today we are going on a walk round our school. We will stop at some places. At each stop, look for one thing to remember."
2. Agree the walk rules: walk with your partner, stay with the group, stop when the adult stops.

✎ Main activity: the walk (20 min)

Keep to four stops of about 3 minutes each, leaving time to walk between them. A fifth stop is optional if the route is short.

At each stop:

1. Name the place together: "This is the hall."
2. Ask: "What do you notice here?" Take two or three answers.
3. Ask one position question: "What is **next to** the hall?" or "Is the gate **near** our classroom or **far** from it?" Answers depend on your school; accept answers that match what children can see.
4. The teacher takes one photo of the place (no faces).

5. At the playground or garden, ask: "Can you see something **made by people**? Something **natural**?" (For example a bench and a tree.)

At the gate, look out at the street from **inside** the gate or fence. Ask: "What can we see outside our school?" (cars, a shop, houses, trees). Do not go out.

✓ Discussion questions (with answers)

Back in class (this can run into the closing), children take turns to put a picture card in a hoop and say why:

- "Was the bench made by people or natural?" **Made by people.**
- "The tree?" **Natural.**
- "The flower bed?" **It can be both**: people planted it, but flowers grow by themselves. Saying why is a good answer.
- "Which place was nearest to our classroom?" **The answer depends on your school**; check it against the route.

✓ Closing check (with answers) (5 min)

Each child says one place we visited and one thing they noticed there. **Answers vary**; any place on the route with any real thing seen there counts. A child may point to a photo or picture card, sign, or use a communication device instead of speaking.

Vocabulary

walk, place, stop, made by people, natural, near, far, next to

Differentiation

- **Needs more support:** a partner holds hands or a picture card of the next stop shows where we are going.
- **Ready for more:** at each stop, the child says where it is using two words ("the office is next to the hall, near the gate").
- Children who find the walk tiring or loud can wait at the quiet stop with an adult, or help take the photos.

⚠ Safety

- Stay inside the school grounds. Look at the street from inside the gate or fence.
- Follow your school's rules on adult ratios, risk assessments and permissions. This lesson does not replace them.
- Count children at the start, at each stop and at the end.
- Photograph places, not children, and follow your school's photo policy.

Teacher notes and misconceptions

- Children may name places by what happens there ("where we eat"). That is fine; give the school's name for it too ("the hall").
- Print the photos before lesson 4, one of each stop, large enough to see from the carpet.
- Don't ask children about their way to school or where they live.

Lesson 4: A picture map of a school

Back to the unit

Goal

Children use a simple picture map to find places and say which of two places is nearer to a third, first on Pip's made-up school map and then on a class map of our own school.

Materials

- Pip's school map (see the unit materials list): two rows of picture boxes. Top row, from left: garden, playground, hall. Bottom row, from left: gate, office, classroom.
- A large sheet with the teacher's outline of our school grounds from above (buildings as simple shapes, the playground, the gate).
- The printed walk photos from lesson 3, with sticky tack.
- A marker for the dotted line; paper and crayons for the stretch task.

Steps

✎ Opening (5 min)

1. "Pip goes to a school too. Here is a map of Pip's school, from above." Point to each box and name it.
2. Ask: "Where does Pip go in? Point to the gate." **Bottom row, left-hand box.**

✎ Main activity (15 min)

1. **Pip's school (6 min).** Ask:
    - "Point to the hall." **Top row, right-hand box.**
    - "What is **next to** the playground?" **The garden, the hall and the office** (the office is just below it).
    - "Which is **nearer** to the gate: the office or the classroom?" **The office.**
    - "Which is **far** from the garden: the playground or the classroom?" **The classroom.**
    - "Pip walks from the gate to the classroom. Which place does Pip pass?" **The office.**
2. **Our school map (9 min).** Show the outline of our school. Hold up a walk photo: "Where was this?" Children help stick each photo on the right part of the map. Draw a dotted line between the photos in the order we walked. Add one or two places we did not visit, if children suggest them.

✓ Discussion questions (with answers)

- "Is our map the real school?" **No.** It is a picture from above, and it leaves lots out.

- "Which photo place is nearest to our classroom on the map?" **The answer depends on your school**; check on the map.
- "Could a new child use our map?" **Yes, to find places like the hall or office**, if a grown-up helps.

✓ Closing check (with answers) (5 min)

Using Pip's school map:

1. "Point to the playground." **Top row, middle box.**
2. "Which is nearer to the gate: the office or the classroom?" **The office.**

Vocabulary

map, above, picture map, nearer, next to, far

Differentiation

- **Needs more support:** only point to places on Pip's map; the adult names them.
- **Ready for more:** draw a symbol for a new place (for example a bike rack) and put it on our school map; or answer "Which is nearest to the classroom: the garden, the office or the gate?" on Pip's map (**the office**, which is right next to it).
- Children with low vision can use a tactile version of Pip's map (six boxes with different textures).

⚠ Safety

- None beyond normal classroom care.

Teacher notes and misconceptions

- Keep "next to" on Pip's map simple: boxes that share a side. Diagonal boxes are not "next to" in this lesson.
- Children may think the map is wrong because buildings "don't look like that". Remind them of term 1: a map shows a place from above.
- Keep the class map up for lesson 5.

Lesson 5: Our walk in order, and show what you know

Back to the unit

Goal

Children put photos from the walk in the order we walked, use position words once more, and do a short one-to-one check during the week.

Materials

- The class map with photos from lesson 4.
- A second set of three walk photos (from different stops) per small group.
- The play-mat town, set up exactly as in lesson 1 (use the photo).
- Pip's school map.
- Paper and crayons or pencils for the drawing task.
- A sticker chart for the one-to-one checks.

Steps

✎ Opening (5 min)

1. Look at the class map together. "Where did we go **first**? **Next**? **Last**?" Children point along the dotted line. **Answers follow your walk.**

✎ Main activity (15 min)

1. **Photo order (8 min).** In small groups with an adult, children put three walk photos in the order we walked (first, next, last). They check against the dotted line on the class map.
2. **Draw from memory (7 min).** Each child draws one place from the walk and something next to it. Ask: "What is next to it in your drawing?" Drawings do not need to be accurate; talking about where things are is the point.

✓ Discussion questions (with answers)

- "How did you know which photo came first?" **We remembered the walk, or we checked the dotted line on the map.**
- "Is anything missing from your drawing?" **Yes, always.** Every map or picture from memory leaves things out, and that is fine.
- "What is one place in our school that is far from our classroom?" **Depends on your school**; check on the map.

Closing (5 min)

Explain the check: "This week, each of you will come and show me what you know about where things are." Sing or play a quiet game while the first children start.

One-to-one check (about 3 minutes per child, during the week)

Use the play-mat town, Pip's school map and three walk photos. Record **yes**, **with help** or **not yet** for each part.

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. On Pip's map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. "Put these three photos in the order we walked." **The order of your walk.**

Pointing, signing, moving Pip or a communication device all count as answers. Sit on the same side of the play-mat as in lesson 1 so "in front of" and "behind" mean the same.

Vocabulary

first, next, last, near, far, next to, in front of, behind, map

Differentiation

- **Needs more support:** two photos instead of three; parts 1 to 3 only.
- **Ready for more:** draw a picture map of the play-mat town from above, with every toy in the right place.
- Children who don't want to draw can tell an adult, who writes their words.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- A drawing of a place from memory is like a "mental map": a person's own picture of a place. Researchers have asked people to sketch their city from memory, and those sketches leave things out too.
- If a child puts photos in a different order but explains it ("we saw the gate when we came back"), check: they may be right about a different part of the walk.

Kindergarten Arts: Lines, Colours and a Steady Beat (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials and movement notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Kindergarten year plan

Big idea

Artists look carefully and then make marks; musicians listen carefully and keep together. In this unit children notice kinds of line, draw something real by looking at it, name the colours they use, and keep a steady beat together with their bodies.

This is the first arts unit of the kindergarten year (term 1). Term 2 goes on to mixing two colours, printing and collage, and loud/quiet and fast/slow sounds.

Outcomes

By the end of the unit a student can:

1. Make and name at least three kinds of line: straight, wavy and zigzag (curly is a bonus).
2. Draw a real object (a leaf, shell or toy) by looking at it, and say one thing they looked at ("I looked at the bumpy edge").
3. Name at least six colours in their drawing materials (for example red, yellow, blue, green, orange, purple, brown, black, white, pink).
4. Keep a steady beat with the class for about eight beats (patting knees, clapping or stepping), and stop on a signal.
5. Say whether a drum pattern is steady ("you could march to it") or not.

Prior knowledge

- None needed. Some children will not yet hold a crayon with control; that is expected. Thick crayons, chunky pencils and big paper help.
- Colour words may be known first in a home language. Welcome them, then add the classroom word alongside.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons. The steady-beat warm-up from lesson 4 can be reused for a minute or two on other days.

Lesson	Title	Main activity
1	Lines everywhere	Find and draw straight, wavy, zigzag and curly lines
2	Look, draw, look again	Draw a leaf or shell by looking at it
3	What colour is it?	Colour hunt and naming the colours in our boxes

Lesson	Title	Main activity
4	Our steady beat	Body percussion and walking to a drum; stop on a signal
5	Beat and colour show	Share drawings, a steady-or-not listening game, end-of-unit check

Materials (whole class unless noted)

- Thick crayons or chunky coloured pencils in at least ten colours, one set per table. Large paper (A3 if possible; A4 is fine).
- Line cards: four large cards, one each showing a straight, wavy, zigzag and curly line.
- Objects to draw (lesson 2): leaves, shells, pine cones or simple toys, one per child or pair, large enough to see clearly. The science senses unit's nature trays can be reused.
- A colour hunt basket (lesson 3): everyday objects in clear single colours (a red block, a yellow duck, a blue cup, a green leaf, an orange, a purple scarf, a brown stick, a black sock, a white cloth, a pink ribbon).
- A hand drum or tambourine (or a saucepan and wooden spoon). Optional: a short recording of music with a clear beat, at a low volume.
- Lesson 3: a large sheet with ten circles, one coloured in each colour of the basket, labelled with the colour word by the teacher.
- Space to move (hall or cleared classroom) for lesson 4.
- Access (as needed): raised line cards (string or a glue line dried on card) for lessons 1-2, a sand tray, ear defenders.

Assessment

- Lessons 1-3: the teacher notes each child's line words, one "I looked at..." sentence and their colour names during table work (observe; no writing needed).
- Lesson 4: watch who can keep the beat with the group and stop on the signal.
- Lesson 5: a 5-part picture/talk/movement check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; 25 minutes is not enough for the whole class.

⚠ Access and safety

- Movement is always opt-in in form: a child can pat knees sitting down, tap a table, nod, or watch and join later. Keeping the beat with any body part counts.
- Some children find drums or group clapping too loud. Keep the drum soft, offer ear defenders or a quieter spot, and let them tap a beat on their own lap.
- Some children see some colours differently from others. Do not mark a colour name as wrong on that basis alone; note it and, if it seems consistent, mention it to the family kindly. In the colour checks (lesson 3 and lesson 5 part 3), a child succeeds by naming the colours they can tell apart: skip pairs they consistently mix (often red/green or blue/purple) and choose other objects instead. For a child with low vision, use large, bright objects held close and let them handle each one.
- Pointing, signing or an AAC device counts the same as saying, in every lesson and every check part.
- Deaf or hard-of-hearing children can rest a hand on the drum or the table to feel the beat, and watch the beater; this works for the steady-beat lessons and for check parts 4 and 5.

- Drawing objects: no tiny items that could be swallowed; wash shells and leaves before use; check the school's allergy list for plants.
- Children who cannot hold a crayon well can point to line cards, use a thick marker, draw with a finger in a sand tray, or use a tablet drawing app.

Sources

Read for this unit:

- Wikipedia, "Pulse (music)": https://en.wikipedia.org/wiki/Pulse_(music) . Used for: pulse as a series of evenly spaced beats, the scaffolding for rhythm; nearly any listener can match the pulse by tapping evenly.
- Wikipedia, "Beat (music)": https://en.wikipedia.org/wiki/Beat_(music) . Used for: the beat as what listeners tap their toes to.
- Wikipedia, "Contour drawing": https://en.wikipedia.org/wiki/Contour_drawing . Used for: drawing the outline shape of a subject rather than small details, which is the approach in lesson 2.
- Wikipedia, "Color term": https://en.wikipedia.org/wiki/Color_term . Used for: a colour term is a word for a colour; colour and shape words are used together when describing things.
- This repository's arts progression, kindergarten line (lines, colour names, steady beat, stop on a signal).

Known gaps

- No official arts standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- The order, objects and songs are my choices. The chants in lesson 4 are original to this unit (CC0); a teacher may swap in local action songs.
- English colour words only; which colours have their own everyday names varies, so treat the list as an example.
- Drama and dance appear only lightly (moving to a beat, stopping on a signal); the kindergarten year plan gives acting a story to term 3.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (missing materials, colour-vision and low-vision routes for the colour checks, non-speaking and deaf or hard-of-hearing routes) were fixed in the follow-up commit 923156d (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Lines everywhere

Goal: Children make and name straight, wavy and zigzag lines (curly is a bonus), and find them around the room.

Length: about 20 minutes.

Materials

- The four line cards (straight, wavy, zigzag, curly).
- Large paper and thick crayons for every child.

Steps

✎ Opening (3 min)

Draw a line slowly in the air with one finger. "Artists make lines. Watch my finger." Show the straight card and draw a straight line in the air together. Then wavy ("like water"), zigzag ("like a mountain, up and down") and curly ("round and round like a snail shell").

✎ Main activity: line hunt and line paper (12 min)

1. Line hunt (4 min): "Can you find a straight line in our room?" Children point (door edge, table edge, window frame). Then wavy (a curtain, hair), zigzag (a pattern on a jumper, a stair rail) and curly (a spring, a drawing of a snail). Accept any sensible find.
2. Line paper (8 min): each child fills a big sheet with lines. Call out a kind of line; they draw it and then choose a new colour. Say the words as they draw: "Long straight line... now a wavy line, slowly..."
3. Walk round and ask: "Which line is this? Show me a zigzag."

✓ Discussion questions (3 min)

- "Which line was the hardest to draw?" (Answer guide: any honest answer; zigzag and curly are often harder because the line changes direction.)
- "Point to a wavy line on your paper." (Answer guide: a line that goes gently up and down without sharp corners.)

✓ Closing check (2 min)

Hold up each card in a new order. Children say the name together, then a few children answer on their own. (Answer guide: the cards are straight, wavy, zigzag, curly; a zigzag has sharp corners and a wavy line has smooth bends.)

Vocabulary

line, straight, wavy, zigzag, curly

Differentiation

- Access: offer raised line cards (string or a dried glue line) for children with low vision. Pointing, signing or AAC counts the same as saying.
- Support: trace the lines on the cards with a finger first, or draw in a sand tray.
- Stretch: draw a picture using all four kinds of line (for example a house with a zigzag roof and curly smoke).

⚠ Safety

- Crayons only on paper; check no crayons are put in mouths.

Teacher notes

- Keep the sheets; children will look back at them in lesson 5.

Lesson 2: Look, draw, look again

Goal: Children draw a real object by looking at it, and say one thing they looked at.

Length: about 25 minutes.

Materials

- One object per child or pair: a leaf, shell, pine cone or simple toy.
- Large paper and thick crayons or chunky pencils.
- The line cards from lesson 1.

Steps

✎ Opening (3 min)

"Yesterday we made lines. Today we use lines to draw something real." Show a leaf. "Artists look, then draw a little, then look again."

✎ Explain and model (5 min)

Draw the leaf large on a big sheet while thinking aloud: "I look at the edge. It goes up... then it has a point. I draw that. Now I look again. The edge is bumpy here, so I draw a wavy line." Draw the outline first, then add one or two lines inside (for example the middle line of the leaf). Point out the kinds of line you used.

✎ Main activity: look, draw, look again (12 min)

1. Each child chooses an object and puts it right in front of their paper.
2. "Draw it big, so it fills your paper." Begin with the outside shape.
3. Every so often, say "Look again!" Children stop and look at their object before drawing more.
4. When the outline is done, add any lines or marks they can see inside it, then colour it with the colours they see.
5. Walk round and ask: "What did you look at? What kind of line is this edge?" Note one "I looked at..." sentence per child (see assessment).

✓ Closing check (5 min)

A few children hold up their drawing next to their object. Each says one thing they looked at: "I looked at the bumpy edge." Others say one thing they notice in the drawing. (Answer guide: any real feature of the object counts: the edge, the point, the lines, the colour, the spots. Praise looking, not "neatness".)

Vocabulary

look, draw, edge, outline, shape

Differentiation

- Access: a child with low vision can explore the object by touch first and use a raised line card to feel what "edge" means. Pointing, signing or AAC counts the same as saying.
- Support: draw round a finger that traces the object's edge in the air first; or draw just the outline.
- Stretch: draw the object a second time from a different side.

⚠ Safety

- Wash shells and leaves before use; no tiny objects; check the allergy list for plants.

Teacher notes

- Drawings will not look "right", and that is fine. The skill is looking back at the object, not copying exactly. Drawing the outline shape first, rather than small details, is the idea behind contour drawing (see the unit sources).
- Keep the drawings for lesson 5.

Lesson 3: What colour is it?

Goal: Children name at least six colours in their drawing materials and match them to everyday objects.

Length: about 20 minutes.

Materials

- The colour hunt basket (see the unit materials).
- Each table's crayon or pencil set.
- A large sheet with ten circles, one coloured in each colour, labelled by the teacher.

Steps

✎ Opening (3 min)

Take the red block out of the basket. "What colour is this?" Hold it next to the red circle on the sheet. Do the same with two more objects. Welcome colour names in home languages, then say the classroom word too.

✎ Main activity: colour hunt and crayon sort (10 min)

1. Colour hunt (4 min): give each pair one object from the basket. They find the crayon that matches and hold both up together. Say the name together.
2. Crayon sort (6 min): each table lays out its crayons. "Find red. Find yellow. Find blue..." Then children choose a favourite crayon and tell a partner, "My favourite is ___."
3. Walk round and note which colours each child names (see assessment).

✓ Discussion questions (5 min)

- "Can you find something in our room that is the same colour as your favourite crayon?" (Answer guide: accept any close match; colours in the room will not be exactly the same, so "nearly the same" is a good answer.)
- "What colours did you use for your leaf or shell last time?" (Answer guide: whatever they used; ask why: "because it was brown".)

✓ Closing check (2 min)

Hold up five crayons, one at a time: red, yellow, blue, green, purple. Children say the name. (Answer guide: the names as listed. Note any child who seems to mix up particular pairs, such as red and green, every time; see the access note in the unit README: a child succeeds by naming the colours they can tell apart, and pointing, signing or AAC counts the same as saying.)

Vocabulary

red, yellow, blue, green, orange, purple, brown, black, white, pink, colour, favourite

Differentiation

- Support: start with three colours (red, yellow, blue) and add more over the week.
- Stretch: name a light and a dark version ("light blue, dark blue").

⚠ Safety

- Check basket objects are clean and too large to swallow.

Teacher notes

- Mixing colours waits for term 2. If a child asks "how do you make green?", say "That's a great question; we'll find out later this year."

Lesson 4: Our steady beat

Goal: Children keep a steady beat together for about eight beats and stop on a signal.

Length: about 20 minutes.

Materials

- A hand drum or tambourine (or a saucepan and wooden spoon).
- Space to move. Optional: music with a clear beat at a low volume.

Steps

✎ Opening (3 min)

Sitting in a circle. "Put your hand on your chest. Can you feel a thump, thump?" (Some can, some can't; that's fine.) "Music has a thump too. It's called the beat. It stays the same, like a clock: tick, tick, tick."

✎ Main activity: pat, clap, step (10 min)

1. Pat the beat (3 min): the teacher plays a slow, even beat on the drum. Everyone pats knees with it. Chant together (original to this unit):

   Pat, pat, pat your knees,
   Pat them slowly, if you please.
   Clap, clap, clap your hands,
   Clap together, like a band.

One pat or clap on each beat. 2. Stop! (2 min): agree a stop signal (two quick taps on the drum, or a raised hand). Keep the beat, then give the signal; everyone freezes. Repeat a few times. Children love being caught moving; keep it friendly. 3. Step the beat (5 min): stand up and walk around the space, one step for each drum beat. Play slower (giant steps), then a little faster (mouse steps), but always even. Freeze on the signal.

✓ Discussion questions (5 min)

- "Was it easier to keep the beat when it was slow or fast?" (Answer guide: any honest answer; many children find a medium beat easiest.)
- "What else has a steady beat?" (Answer guide: a clock ticking, footsteps when walking, a dripping tap, a heartbeat; accept other sensible ideas.)

✓ Closing check (2 min)

Sitting down. The teacher plays eight even beats; children pat along, then stop on the signal. (Answer guide: watch for pats that land with the drum; note who joins in steadily. Keeping the beat with any body part counts.)

Vocabulary

beat, steady, slow, fast, stop, freeze

Differentiation

- Access: deaf or hard-of-hearing children can rest a hand on the drum or the table to feel the beat and watch the beater. Pointing, signing or AAC counts the same as saying.
- Support: pat the beat on the child's hand or shoulder gently, only if they are happy with that; or let them watch your hands.
- Stretch: one child plays the drum and the class follows them.

⚠ Safety

- Clear the floor before stepping; walk, don't run. Keep the drum soft; offer ear defenders or a quieter spot (see the unit README).

Teacher notes

- The beat is the even pulse you would tap your toes to; the words of the chant are the rhythm. In grade 1 children learn to tell the two apart. For now, just the beat.
- Reuse "pat the beat" for a minute on other days, for example while lining up.

Lesson 5: Beat and colour show

Goal: Children share their drawings and say what they looked at, tell a steady beat from an uneven one, and take the end-of-unit check.

Length: about 25 minutes.

Materials

- Children's line papers (lesson 1) and drawings (lesson 2).
- The line cards, the colour hunt basket and the drum.

Steps

✎ Opening (3 min)

Pat the beat together with the lesson 4 chant, then freeze on the signal.

✎ Main activity: our class show (10 min)

1. Lay the drawings out on tables like an exhibition. Children walk round slowly ("gallery feet").
2. Each child stands by their drawing. The teacher visits a few: "Tell us one thing you looked at." Others say one colour or kind of line they can see in it.

✎ Listening game: steady or not? (5 min)

The teacher plays two patterns on the drum, one at a time:

- A: eight even beats.
- B: eight beats with uneven gaps (some quick, some slow).

After each, ask: "Could you march to that?" Children march on the spot to check. (Answer guide: A is steady; you can march to it. B is not steady; marching keeps going wrong.) Play them again in a different order.

✓ Closing check (7 min)

Begin with the whole class, then finish one-to-one or in small groups at another time in the week (see assessment). One mark for each part.

1. Lines: show the four line cards. "Point to the zigzag. Now the wavy one." (Answer: zigzag has sharp corners; wavy has smooth bends. Both correct = 1.)
2. Looking: "Tell me one thing you looked at when you drew." (Answer: any real feature of their object, such as the edge, point or spots.)

3. Colours: hold up six objects from the basket, one at a time. (Answer: six correct colour names = 1. A child with a colour-vision difference names six colours they can tell apart; swap out pairs they consistently mix. For low vision, hold large objects close and let the child handle them.)
4. Beat: the teacher plays eight even beats; the child pats along and stops on the signal. (Answer: pats mostly with the drum and stops = 1. A deaf or hard-of-hearing child rests a hand on the drum or watches the beater.)
5. Steady or not: play pattern A and pattern B. "Which one could you march to?" (Answer: A, the even one. Play each pattern on a table the child can touch, or let them watch the beater, if hearing is a barrier.)

In every part, pointing, signing or an AAC device counts the same as saying.

Vocabulary

show, exhibition, steady, uneven, march

Differentiation

- Support: for part 3, start with three colours; for part 1, accept the child drawing the line instead of pointing.
- Stretch: the child plays a steady beat on the drum for the class.

⚠ Safety

- Walk slowly around the exhibition; keep the drum soft.

Teacher notes

- Send drawings home or keep a few for a term 3 exhibition, as the year plan suggests.
- Many children will keep the beat only some of the time. That is normal at this age; the beat comes back in term 2 (loud and quiet, fast and slow).

Kindergarten Arts: Mixing Colours, Prints and Collage, Loud and Quiet, Fast and Slow (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials, allergy and movement notes against your school's rules.

Back to the arts progression | Kindergarten year plan | Term 1 arts unit

Big idea

Artists make new things from what they have: two paints mixed together make a new colour, one object pressed again and again makes a pattern, and torn paper pieces make a new picture. Musicians choose how they play: loud or quiet, fast or slow, and they can change it on purpose.

This is the second arts unit of the kindergarten year (term 2). It builds on term 1's colour names and steady beat. Term 3 goes on to acting a familiar story and a class exhibition and song share.

Outcomes

By the end of the unit a student can:

1. Mix two paints to make a new colour, and say which two colours they used ("I mixed yellow and blue and got green").
2. Make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.
3. Make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down; say one thing about it.
4. Hear and show whether a sound is loud or quiet, and play or move loudly and quietly on purpose.
5. Hear and show whether a beat is fast or slow, and know that loud and fast are different (a sound can be quiet and fast).

Prior knowledge

- Term 1 arts: colour names (red, yellow, blue, green, orange, purple and others), keeping a steady beat, stopping on a signal.
- Some children have not used paint or glue before; a first "just try it" turn is part of learning.

Lessons

Lessons are short (20-25 minutes). Leave a day or two between lessons so paintings and collages can dry.

Lesson	Title	Main activity
1	Two colours make a new one	Guess, then mix two paints on a plate

Lesson	Title	Main activity
2	Press, lift, look: printing	Print with sponges, corks and leaves; make a row
3	Tear, try, stick: collage	Make a collage creature or place from paper pieces
4	Loud and quiet, fast and slow	Play and move to a drum; show loud/quiet and fast/slow
5	Rainstorm story and gallery	A class sound story, a gallery walk and the end-of-unit check

Materials (whole class unless noted)

- Non-toxic, washable ready-mixed paint in red, yellow, blue and white (and, if available, magenta and cyan; see lesson 1 teacher notes). Paper plates or palettes, short thick brushes, water pots, paper towels.
- Aprons or old shirts; table covers.
- Printing objects (lesson 2): small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves, and children's own fingers. Shallow trays with a thin layer of paint (a damp sponge pad under the paint helps).
- Collage materials (lesson 3): coloured and textured paper, old magazines and cards checked for suitable pictures, tissue paper; glue sticks; child safety scissors (optional; tearing is fine). Base paper, A4 or A3.
- A hand drum or tambourine (or a saucepan and wooden spoon); optional shakers (for example rice sealed in taped containers) and other simple instruments.
- Space to move for lesson 4 (hall or cleared classroom).

Assessment

- Lessons 1-3: the teacher notes during table work which two colours each child mixed and what they said, whether they repeated a print, and one thing they said about their collage (observe; no writing needed).
- Lesson 4: a closing check with hand signs for loud/quiet and fast/slow.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- Paints, glue and printing objects must be non-toxic and washable. Check the school's allergy list (for example latex in some sponges, plants for leaf prints, food-based materials). Do not use food for printing (such as cut potatoes or fruit) in a class with food allergies, and never let children eat materials.
- Some children dislike wet or sticky hands. Offer brushes, sponges on pegs, thin gloves, or a partner who presses while the child chooses where.
- Scissors are optional: tearing paper is a real collage technique. Children who find tearing or cutting hard can choose pre-cut pieces.
- Loud sounds: some children find drums or group noise too loud. Keep the loudest sounds short, offer ear defenders or a quieter spot, and let a child show loud and quiet with their hands instead of playing.
- Movement is opt-in in form: a child can show fast and slow by tapping, nodding or moving hands, seated or wheeling. Any clear way counts.
- Some children see some colours differently. In lesson 1, the check is "which two did you mix", not "name the new colour correctly".

- Children who are deaf or hard of hearing can feel the drum's vibration (a hand on the drum or a table), watch the player's arm, and use the same hand signs; adapt the listening checks to what they can perceive.

Sources

Read for this unit:

- Wikipedia, "Color mixing": https://en.wikipedia.org/wiki/Color_mixing Used for: there are different mixing models; paints and lights mix differently, and the result depends on the paints. This is why the unit says mixing two paints "usually" makes a colour and asks children to look at what actually happened.
- Wikipedia, "Printmaking": https://en.wikipedia.org/wiki/Printmaking Used for: a print is made by transferring ink or paint from an object (the matrix) to paper, and the same object can make many similar prints.
- Wikipedia, "Collage": https://en.wikipedia.org/wiki/Collage Used for: collage (from French coller, to glue) makes a new whole by assembling pieces such as coloured papers and clippings stuck to a base.
- Wikipedia, "Dynamics (music)": https://en.wikipedia.org/wiki/Dynamics_(music) Used for: dynamics are the variation in loudness in music.
- Wikipedia, "Tempo": https://en.wikipedia.org/wiki/Tempo Used for: tempo is the speed or pace of music.
- This repository's arts progression and the kindergarten year plan term 2 arts cell.

Known gaps

- No official arts standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- Paint mixes vary with the paints used: red and blue school paints often make a dull purple or brown. The unit asks children to report what they saw, but it does not teach colour theory.
- The words "dynamics" and "tempo" are not taught; children use loud, quiet, fast and slow. The rainstorm story in lesson 5 is original to this unit (CC0) and can be swapped for a local story.
- Drama and dance appear only lightly (moving loudly/quietly and fast/slowly); acting a story is in term 3.
- Peer check: GPT-6.1 Terra did a bounded text and materials check at b5def7d (not an educator, classroom, safety or accessibility review); its three points were fixed in 6a397f2 and ada645c. Terra then diff-checked those fixes; its remaining lesson 2 point (children could not know which object made each card) was fixed in 680925b, where the teacher prints the cards in front of the children.

Lesson 1: Two colours make a new one

Goal: Children mix two paints to make a new colour and say which two colours they used.

Length: about 25 minutes.

Materials

- Non-toxic, washable paint in red, yellow and blue (white optional), in small blobs on a paper plate for each child or pair.
- Short thick brushes, water pots, paper towels, aprons, table covers.
- Paper for each child. A large sheet for the teacher's demonstration.

Steps

✎ Opening (4 min)

Show yellow and blue paint. "These are two colours we know. What are they?" (Yellow, blue.) "What do you think will happen if I mix them together?" Take a few guesses; every guess is fine. Mix them slowly on the big sheet. "What happened?" (Answer guide: usually a green. Accept the colour the children see.)

✎ Main activity: guess, mix, look (13 min)

1. Guess first (2 min): "Today you are colour makers. Before you mix, you guess." Show the three pairs on a card: yellow + blue, red + yellow, red + blue.
2. Mix (8 min): children mix one pair at a time in a clean space on their plate, then paint a patch or a shape with it. Clean the brush in water and dab it on a towel between mixes. An adult goes round asking, "Which two did you use? What did you get?"
3. Add white (3 min, optional): add a little white to one mix. "What happened?" (Answer guide: it usually looks lighter or paler.)

✓ Discussion questions (5 min)

- "What did yellow and red make?" (Answer guide: usually orange; accept what they saw.)
- "What did red and blue make?" (Answer guide: often purple, but with many school paints it comes out dark, dull or brownish. Both are real results.)
- "Did everyone's green look the same?" (Answer guide: no; more yellow or more blue changes it. That's fine; artists make many greens.)

✓ Closing check (3 min)

Each child holds up or points to one mix. "Which two colours did you use?" (Answer guide: the two paints they really used, for example "yellow and blue". Pointing to the two paint blobs counts. The check is about which two went in, not about naming the new colour.)

Vocabulary

mix, new colour, paint, brush, lighter, guess

Differentiation

- **Support:** mix only yellow and blue; the adult says "yellow and blue make..." and the child finishes or points.
- **Stretch:** "Can you make a green that is more yellowy? More bluey?" or "Can you make a light green?"
- **Different ways to mix:** finger-mixing (only if happy with wet hands), a sponge on a peg, or pointing to which two paints a partner should mix.

⚠ Safety

- Non-toxic, washable paints only; aprons on; no paint near mouths or eyes. Wash hands afterwards.

Teacher notes

- How paint mixes depend on the paints. Red and blue often make a dull purple because many "red" paints lean towards orange. If you have magenta and cyan paints, magenta + cyan usually gives a brighter purple; it is fine to show this as "different paints mix differently" without teaching colour theory.
- Do not say "red, yellow and blue make all colours". They do not; and grade 3 arts treats the choice of a palette as a choice, not a rule.
- Keep a few dry patches for lesson 5's gallery.

Lesson 2: Press, lift, look: printing

Goal: Children make a print by pressing an object in paint and lifting it, and repeat it to make a row or pattern.

Length: about 25 minutes.

Materials

- Shallow trays with a thin layer of non-toxic paint (two or three colours per table); a damp sponge pad under the paint helps.
- Printing objects per table: small sponge pieces, corks, cotton reels or short cardboard tubes, washed leaves (vein side down). Fingers count too.
- Paper for each child (long strips are good for rows), aprons, paper towels.
- For the closing check: three blank cards, plus a cork and a sponge with paint (the teacher prints the cards in front of the children).

Steps

✎ Opening (4 min)

Press a cork in paint and then on paper; lift it slowly. "What did it leave?" (A circle; a mark the same shape as the end of the cork.) "That's a print. The cork left its shape behind." Press it again next to the first. "Now there are two the same."

✎ Main activity: press, lift, look (14 min)

1. Try each object (5 min): press, lift, look. "What shape did it make?" A sponge, a cork, a leaf, a finger.
2. Make a row (6 min): choose one object and print it again and again in a row along a strip of paper.
3. Change one thing (3 min): make a second row that changes something each time, for example cork, sponge, cork, sponge, or red, yellow, red, yellow.

✓ Discussion questions (4 min)

- "Why do all the cork prints look nearly the same?" (Answer guide: the same cork made them; it leaves the same shape.)
- "Are they exactly the same?" (Answer guide: not quite; some have more paint or are lighter. That's part of printing.)
- "What happens if you press with too much paint?" (Answer guide: it smudges or blobs; a thin layer works better.)

✓ Closing check (3 min)

With the children watching, the teacher makes three prints on separate cards, saying the object each time ("cork... sponge... cork"), and lays each card next to the object that made it. Then put the objects to one side and hold up the three cards. "Two of these were made by the same thing. Which two? Which object made them?" (Answer guide: the two cork prints, made by the cork. The children saw each card being made, so they can know the answer, not just guess from how the marks look.) Then each child shows their own row and says or points to the object they used; they know this because they chose it.

Vocabulary

print, press, lift, row, the same, pattern

Differentiation

- **Support:** start with finger prints; an adult holds the paper steady.
- **Stretch:** an AB pattern of two objects or two colours; or an ABB pattern.
- **Different ways to print:** a sponge on a peg or a cork in a clothes peg for children who prefer not to touch paint; a partner presses while the child chooses where.

⚠ Safety

- Non-toxic paints only. No food for printing in this lesson (see allergy note in the README). Wash leaves first and check plants against the allergy list.

Teacher notes

- Printing makes repeats easy, which links to pattern work in mathematics.
- Let prints dry flat; keep some for lesson 5's gallery.

Lesson 3: Tear, try, stick: collage

Goal: Children make a collage by tearing or cutting paper shapes, trying where they go, then sticking them down, and say one thing about it.

Length: about 25 minutes.

Materials

- Coloured, textured and tissue paper; old magazines and cards checked for suitable pictures. Optionally, children's dry prints and mixed-colour patches from lessons 1 and 2.
- Glue sticks; child safety scissors (optional); a base sheet for each child.
- A finished example made by the teacher, and a few pieces of paper ready to tear in front of the class.

Steps

✎ Opening (4 min)

Show the example. "This picture is made of pieces of paper stuck together. It has a special name: collage. The word comes from a French word that means to glue." Tear a piece slowly. "Tearing makes a soft, fuzzy edge. Cutting makes a sharp edge."

✎ Main activity: tear, try, stick (14 min)

1. Choose (2 min): "Today you can make a creature or a place: a garden, a house, a pond."
2. Tear and cut (5 min): make a pile of shapes: big, small, long, round.
3. Try before sticking (3 min): move the pieces around on the base sheet. "Try it here. Try it there. Which do you like?"
4. Stick (4 min): glue on the back of each piece, press it down.

✓ Discussion questions (4 min)

- "What did you make?" (Answer guide: any description.)
- "Which edge do you like: torn or cut? Why?" (Answer guide: any honest answer with a reason; for example "torn looks like fur".)
- "Why did we try before we stuck?" (Answer guide: so we can change our minds; once it's stuck it's harder to move.)

✓ Closing check (3 min)

Pairs show their collages to each other. Each child says one thing: "I stuck a ... " or "I tore a ... for the ... ". (Answer guide: any sentence or pointing that names one piece and what it is for.)

Vocabulary

collage, tear, cut, stick, glue, edge, piece

Differentiation

- **Support:** pre-cut and pre-torn pieces; the adult holds the base sheet.
- **Stretch:** use a print or colour patch from earlier lessons as part of the collage; overlap pieces to make something look in front.
- **Different ways to make:** a child who cannot tear or cut chooses pieces and says where they go; a partner or adult sticks them.

⚠ Safety

- Child safety scissors only, used sitting down; carry them closed. Glue sticks, not liquid adhesives that need adult handling. Check magazine pictures in advance.

Teacher notes

- Collage lets children who find drawing hard make a confident picture.
- Leave collages to dry flat; they are the main exhibits in lesson 5.

Lesson 4: Loud and quiet, fast and slow

Goal: Children hear and show loud and quiet, and fast and slow, and play or move each way on purpose.

Length: about 20 minutes.

Materials

- A hand drum or tambourine (or a saucepan and wooden spoon).
- Optional shakers or other simple instruments, one per child or pair.
- Space to move.

Steps

✎ Opening (3 min)

Sitting in a circle. "Last term we kept a steady beat. Today we choose how to play it." Agree two hand signs: **loud** = hands wide apart; **quiet** = hands close together. Play a few loud and quiet taps; children show the sign.

✎ Main activity: choose how to play (10 min)

1. Loud and quiet (3 min): everyone pats knees with the drum. The teacher plays loud, then quiet; children copy. "Quiet as a mouse... loud as a lion." Keep the loud parts short.
2. Fast and slow (3 min): agree two more signs: **fast** = quick little taps on the knees; **slow** = big slow pats. The teacher plays fast and slow; children copy. Then stand up and walk: slow giant steps, fast tiny steps, freeze on the stop signal.
3. Mix them up (4 min): the teacher plays **quiet and fast** (tiny quick taps), then **loud and slow** (big booms). "Can a sound be quiet AND fast?" (Yes.) Children copy on knees or shakers.

✓ Discussion questions (4 min)

- "Is fast the same as loud?" (Answer guide: no. Fast is about how quickly the sounds come; loud is about how big each sound is. We played quiet and fast.)
- "When might we use quiet sounds?" (Answer guide: a lullaby, when a baby is asleep, sneaking like a mouse; accept other sensible ideas.)
- "When might we use loud sounds?" (Answer guide: a parade, cheering, thunder; accept other sensible ideas.)

✓ Closing check (3 min)

The teacher plays four short examples in a mixed order and says before each one which question it asks: "Listen: loud or quiet?" (two examples, one loud and one quiet, at the same speed) or "Listen: fast or slow?" (two examples, one fast and one slow, at the same loudness). Every sound is both loud or quiet and fast or slow, so children answer only the question asked, with the matching hand sign. (Answer guide: watch who shows the sign that matches the question; a child who shows the other pair of signs has answered a different question, so ask again.)

Vocabulary

loud, quiet, fast, slow, the same, change

Differentiation

- **Support:** practise loud/quiet only first; add fast/slow on another day.
- **Stretch:** a child plays the drum and the class shows the signs; or a child plays "getting louder" or "getting faster" slowly.
- **Different ways to show:** signs with one hand, nodding big or small, pointing to four picture cards (lion, mouse, rabbit, tortoise).

⚠ Safety

- Keep loud parts short; offer ear defenders or a quieter spot. Walk, don't run, during fast steps. See the README for access notes for deaf and hard-of-hearing children (feel the drum, watch the arm).

Teacher notes

- Musicians call loudness "dynamics" and speed "tempo"; those words are for later grades. Kindergarten uses loud, quiet, fast and slow.
- Children often get louder when they get faster. Practising "quiet and fast" helps them separate the two.

Lesson 5: Rainstorm story and gallery

Goal: Children use loud/quiet and fast/slow in a class sound story, share their colour mixes, prints and collages, and show what they learned.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The drum and any shakers; children's knees and hands work too.
- Children's dry work from lessons 1-3, laid out on tables as a gallery.
- Paint blobs (red, yellow, blue) and a cork with a paint tray for the check.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we'll make a rainstorm with sounds, and then visit our gallery."

✎ Main activity 1: the rainstorm story (8 min)

Tell the story (original to this unit, CC0); children make the sounds with fingers, hands and knees, following the teacher.

> The sky is grey. A few raindrops fall: drip... drip... drip.
> (Quiet and slow: one finger tapping a palm.)
> More rain comes: pitter-patter, pitter-patter.
> (Quiet and fast: fingers tapping quickly.)
> Now it's pouring!
> (Loud and fast: hands patting knees quickly.)
> BOOM... BOOM... BOOM goes the thunder!
> (Loud and slow: three big pats on the knees, or three drum beats, with a long gap between each.)
> The storm moves away. Pitter-patter... drip... drip...
> (Getting quieter and slower.)
> The sun comes out. Shhh.
> (Hands still.)

Do it twice. The second time, a child can lead with the drum.

✎ Main activity 2: gallery walk (8 min)

Walk round the work. At three or four pieces the teacher asks the maker (if they want to share): "What did you do here?" Others say one thing they like.

Closing (6 min)

"Which part of the storm was loud? Which part was quiet and fast?" Children choose one thing they made this unit and tell a partner about it.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (pointing, signing, using a device, hand signs, feeling the drum).

Part	Ask or watch	Looking for
1	Point to one of their colour mixes (or mix two paints now): "Which two colours did you use?"	Names or points to the two paints really used.
2	"Make a print with this cork and lift it. Can you make another one the same?"	Presses, lifts, and repeats the print.
3	Look at their collage: "Tell me about one piece."	Says or points to one piece and what it is or does.
4	Teacher plays a loud then a quiet sound (same speed). "Which was loud?"	Shows or says the loud one.
5	Teacher plays a fast then a slow sound (same loudness). "Which was fast?"	Shows or says the fast one.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example with a partner pressing for them in part 2, or by feeling the drum in parts 4 and 5) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself. In part 1, the check is which two colours went in, not the name of the new colour.

Vocabulary

storm, louder, quieter, faster, slower, gallery

Differentiation

- **Support:** in the story, a child chooses just one sound to make (the thunder, or the drips).
- **Stretch:** children make their own short sound story with two changes.

⚠ Safety

- Keep thunder short; offer ear defenders. Gallery walk at walking pace; no touching others' work unless the maker says yes.

Teacher notes

- Children marked "not yet" for loud/quiet or fast/slow can keep practising with the hand-sign game for a minute on other days.
- Keep a few pieces for the term 3 class exhibition.

Kindergarten Arts: Acting Out a Story, a Class Exhibition and a Song Share (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check movement, performance and photo rules against your school's policies. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Kindergarten year plan | Term 2 arts unit

Big idea

Actors use their bodies, faces and voices to tell a story, and a still "freeze frame" can show a moment as clearly as a picture. Artists choose which of their work to show and say something about it. A class can share what it has made and learned with visitors: a short play, an exhibition and a song.

This is the third arts unit of the kindergarten year (term 3). It uses term 1's steady beat and singing with actions, and the paintings, prints and collages kept from terms 1 and 2. The story is the folk tale The Enormous Turnip (also called The Gigantic Turnip), retold in this unit's own words.

Outcomes

By the end of the unit a student can:

1. Make a still "freeze frame" with their body on a signal and hold it for a few seconds (for example a tall tree or a tiny mouse).
2. Show a character by how they move (for example a slow old grandfather, a quick little mouse).
3. Retell or put in order the beginning, middle and end of a short story using three picture cards.
4. Take part in acting the story with simple props, joining in the repeated line or doing the actions.
5. Choose one of their own artworks for a class exhibition and say (or show) one thing about it.
6. Sing, sign or do the actions for a song with the class, keeping roughly to the beat.

Prior knowledge

- Term 1 arts: singing songs with actions, keeping a steady beat, stopping on a signal.
- Term 2 arts: loud and quiet, fast and slow; paintings, prints and collages (some kept for this exhibition, as the term 2 unit suggests).
- Health and PE: moving safely in a shared space and stopping on a signal.

Lessons

Lessons are short (20-25 minutes). Lesson 5 is the share; plan it for a time when visitors (another class, or families if your school invites them) can come. Visitors are optional; the share works with just the class.

Lesson	Title	Main activity
1	Freeze! Statues and still pictures	Make body shapes and freeze frames on a signal; move like different characters
2	The Enormous Turnip	Listen to the story, join in the repeated line, put three picture cards in order
3	Acting the story	Act the story with simple props: everyone has a part
4	Getting ready to share	Choose a piece for the exhibition and make a label; learn the turnip song
5	Our share: play, song and exhibition	Perform for visitors (or the class), walk the exhibition, end-of-unit check

Materials (whole class unless noted)

- A clear space (hall or cleared classroom) for lessons 1, 3 and 5.
- A hand drum or tambourine for start and freeze signals, plus a visual signal (a raised hand or a "freeze" card with a picture of a statue).
- The story text (in lesson 2).
- Three story picture cards per pair, drawn by the teacher or printed: 1 a grandfather planting a seed; 2 a line of people and animals pulling on big leaves; 3 everyone sitting on the ground with a huge turnip. Plus one large set for the teacher.
- A "turnip" prop: a big cushion, a bag stuffed with paper, or a large ball in a pillowcase, with green paper or fabric leaves taped on top. It sits in a hoop or a box (the "ground"). Never use a child as the turnip.
- Simple role props (optional): a scarf or shawl for the grandmother, a hat for the grandfather, a hair ribbon or headband for the granddaughter, paper ears on headbands for the dog, cat and mouse, a watering can (empty) and a toy bowl. Name cards with a picture for each role.
- Children's kept artwork from terms 1 and 2, plus one new piece if they want to make one.
- Label cards (about 10 cm × 15 cm), one per child, folded to stand up; crayons or pencils.
- Optional: masking tape or tables for the exhibition, and a sign "Our Class Exhibition" made with the children.

Assessment

- Lessons 1-4: the teacher notes during activities who freezes on the signal, who shows a character by moving, who joins the repeated line or actions, and who chooses a piece and says something about it (observe; no writing needed).
- Lesson 2: a closing check with the three picture cards.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- **Performing is opt-in.** Every child has a part, but parts include narrator's helper (holding up the picture cards), sound maker (drum beat for the "pull"), prop keeper and audience leader (starting the clapping). A child who does not want to be watched can do the actions from their seat with the class. Nobody is made to speak alone in front of visitors.
- **Pulling is pretend.** In the story line, children rest a hand lightly on the shoulder of the child in front (or hold a scarf between them) and pretend to pull. Nobody pulls another child or their clothes. At "POP!" everyone sits down slowly on the count of three, not falling backwards. Leave space between the line and walls or furniture.
- Wheelchair users and children who move differently can play any role; the pull can be shown with arms only, and "sitting down" can be leaning back. Grandfather, grandmother and mouse can all be played seated.
- Children who do not speak, or not yet in the class language, can join the repeated line by signing, using a device or doing the pulling action. Any clear way counts.
- Deaf or hard of hearing children: use the visual freeze card or raised hand alongside the drum, face the class when telling the story, and show the picture card for each new helper. Learn a sign for "pull" from your local sign language if a child uses one.
- Low vision: let children feel the turnip prop and role props before the story; describe each picture card aloud; keep the acting space clear of trip hazards.
- Some children find visitors, clapping or loud singing overwhelming. Offer ear defenders, a quieter spot at the edge, and a "helper" job; keep the share short.
- **Photos and visitors:** follow your school's rules on photographs and visitors. Do not share photos of children's faces unless the school has permission. Visitors are a choice for the school; never ask families to attend, and do not single out children whose families are not there.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "The Gigantic Turnip": https://en.wikipedia.org/wiki/The_Gigantic_Turnip Used for: it is a cumulative Russian folk tale (ATU 2044, "Pulling up the turnip"), published by Alexander Afanasyev in 1863; a grandfather plants a turnip that grows too big to pull up, and one helper after another joins until they pull it up together; the popular version ends with the mouse. The order of helpers varies between versions. The retelling in lesson 2 is this unit's own wording (CC0), not a copy of any published picture book.
- "Cumulative tale": https://en.wikipedia.org/wiki/Cumulative_tale Used for: in a cumulative (chain) tale the action or words repeat and build up, and the predictable structure has been used with young children. This is why the unit leans on the repeated line.
- "Tableau vivant": https://en.wikipedia.org/wiki/Tableau_vivant Used for: a "living picture" is a still, silent scene made by people posing; performers in theatre sometimes briefly freeze for this effect. The unit calls it a "freeze frame" and does not teach the French term.
- "Here We Go Round the Mulberry Bush": https://en.wikipedia.org/wiki/Here_We_Go_Round_the_Mulberry_Bush Used for: a traditional English nursery rhyme and singing game ("This is the way we..."), first recorded in the mid-nineteenth century, whose tune is also used for other songs. The turnip song in lesson 4 uses this traditional tune with new words written for this unit (CC0).

- "Exhibition": https://en.wikipedia.org/wiki/Exhibition Used for: an exhibition is an organised display of a selection of items, and someone (a curator) chooses what goes in. Children act as their own curators by choosing one piece.
- This repository's arts progression and the kindergarten year plan term 3 arts cell.

Known gaps

- No official arts or drama standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- The story is a Russian folk tale. The year plan says "a familiar story"; if children already know a different public-domain or school-owned story, use that instead. Avoid acting recent copyrighted picture books or films without permission. The roles in the retelling (grandfather, grandmother, granddaughter, dog, cat, mouse) can be changed to suit the class.
- No book or published recording is required. Teachers who want a tune reference can sing any traditional version of the Mulberry Bush tune.
- Dance appears only as moving like characters; there is no dance unit yet.
- Peer check: Gemini 4 Argon did a bounded text check at 5c3db56 (timings, pitch, safety, access and story/key consistency; not an educator, classroom or safety review): timings sum and no errors were found; its three small notes (lesson 5 closing choices should point to the turnip prop, drum or exhibition sign rather than helper cards; say how outcome 4 is recorded; list a granddaughter prop) were folded in at 2afcb2c, which Argon also diff-checked the same day (see PEERCHECKS.md).

Lesson 1: Freeze! Statues and still pictures

Goal: Children make body shapes and hold a still "freeze frame" on a signal, and show different characters by how they move.

Length: about 20 minutes.

Materials

- A clear space.
- A hand drum or tambourine, and the visual freeze card (or a raised hand).

Steps

✎ Opening (3 min)

Sit in a circle. "Actors tell stories with their bodies. Today we'll be statues. When the drum plays, you move. When it stops and I hold up the freeze card, you freeze, like a statue, as still as you can."

Practise twice on the spot: wiggle fingers while the drum plays, freeze when it stops.

✎ Main activity 1: freeze shapes (5 min)

Children find a space ("your own bubble", as in health and PE). The drum plays; children walk (or wheel, or move arms) around the space. Drum stops, card up, teacher calls a shape:

1. "Freeze... as a tall tree!"
2. "Freeze... as a tiny mouse!"
3. "Freeze... as a big round ball!"
4. "Freeze... as if you are pulling something very heavy!"

Count slowly "one, two, three" while children hold each shape, then "relax". Point out two or three different freezes: "Look, Amir is a tree with arms up, and Lena is a tree with arms out like branches. Both are trees."

✎ Main activity 2: move like a character (5 min)

The drum plays at different speeds to match each character. Children move like:

- an old grandfather, walking slowly with a stick (slow drum);
- a busy dog, trotting and sniffing (medium drum);
- a cat, stretching and creeping (slow, quiet drum);
- a little mouse, scurrying (fast, quiet drum).

After each, freeze on the signal and hold for three.

✓ Discussion questions (with answers) (4 min)

- "How did you show the mouse was little?" (Any answer about the body: made myself small, curled up, tiny steps, fast quiet feet.)
- "How did you move for the old grandfather?" (Slowly; leaning on a pretend stick; small careful steps. Any slow, careful movement fits.)
- "Can two people make the same thing in different ways?" (Yes: both trees were trees even though they looked different.)

✓ Closing check (with answers) (3 min)

One last freeze: "Freeze as the grandfather pulling something heavy!" Then "freeze as the mouse." Watch for:

- stopping on the signal and holding still for about three seconds;
- a big, heavy shape for pulling and a small shape for the mouse (any small shape counts).

Vocabulary

freeze, statue, still, character, actor

Differentiation

- **Support:** a child copies the teacher's freeze, or freezes just their hands or face.
- **Stretch:** pairs make a freeze together (one is the grandfather, one is the turnip leaves he is pulling).

⚠ Safety

- Walking pace only; no running. Remind children to keep their bubble and watch for others when moving.
- Heavy-pulling freezes are pretend: lean, do not pull on anyone.

Teacher notes

- Children who find standing still hard can freeze sitting down, or hold a "statue" with just one hand. A shorter freeze still counts.
- Seated and wheelchair users can make every shape with upper body, arms and face; describe shapes so that any body can make them ("make yourself tall", not "stand on tiptoe").
- Keep the four characters: they appear in the story in lesson 2.

Lesson 2: The Enormous Turnip

Goal: Children listen to a cumulative folk tale, join in the repeated line, and put three picture cards in order (beginning, middle, end).

Length: about 25 minutes.

Materials

- The story text below.
- Large picture cards for the teacher, one for each helper (grandfather, grandmother, granddaughter, dog, cat, mouse) and three story cards (planting, pulling, everyone on the ground with the turnip).
- Three story cards per pair, shuffled.
- The turnip prop (optional in this lesson; to show the size).

Steps

✎ Opening (3 min)

"Today's story is very old. People have told it for a long time, in many countries, and it is the same story every time with one more helper. Listen for the part that keeps coming back, and say it with me."

Teach the repeated line with a pulling action (both hands pulling towards the chest):

> They pulled and they pulled, but the turnip would not come up!

✎ Main activity: tell the story twice (12 min)

Tell the story slowly, holding up each helper's card as they arrive. Children join in the repeated line and the pulling action. Tell it a second time: this time children say who comes next before you show the card.

The Enormous Turnip (a retelling of a traditional folk tale; this wording is CC0):

> Once upon a time, a grandfather planted a turnip seed. "Grow, little turnip," he said. "Grow sweet, grow strong."
>
> The turnip grew, and grew, and grew, until it was ENORMOUS.
>
> Grandfather took hold of the leaves. They pulled and they pulled, but the turnip would not come up! (Only Grandfather is pulling, but the line is the same every time.)
>
> So Grandfather called Grandmother. Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So Grandmother called the granddaughter. The granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the granddaughter called the dog. The dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the dog called the cat. The cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the cat called the little mouse. The mouse held on to the cat, the cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, and they pulled and they pulled, and...

POP! Up came the turnip, and everyone sat down with a bump.

That night they made turnip soup, and everyone had a bowl, even the little mouse.

✓ Discussion questions (with answers) (5 min)

- "Who planted the turnip?" (The grandfather.)
- "Why couldn't Grandfather pull it up on his own?" (It was too big / enormous.)
- "Who was the last helper?" (The mouse.)
- "Did the mouse pull it up all by herself?" (No: everyone pulled together; the mouse was the last one to join. Accept "everyone" or "they all did".)
- "What part kept coming back?" (They pulled and they pulled, but the turnip would not come up.)

✓ Closing check (with answers) (5 min)

Pairs get the three shuffled story cards: "Put them in order: what happened first, next and last?" Then each pair points to the cards in order while the teacher walks round.

Answer: **1** Grandfather plants the seed; **2** everyone pulls on the leaves; **3** everyone sits on the ground with the turnip.

Note who places them in order without help. A child who tells the story in order without the cards (or points to helpers' cards in order) has also met the goal.

Vocabulary

turnip, enormous, pull, beginning, middle, end, helper

Differentiation

- **Support:** use only two cards (planting and turnip out: which came first?).
- **Stretch:** put the six helper cards in the order they came.

⚠ Safety

- Pulling actions are on your own, towards your chest; no pulling on others in this lesson.

Teacher notes

- Some versions of the tale have different helpers or a different order; it is fine if a child knows another version. "In our story, the mouse came last."
- Leave the helper cards on display; they are used for casting in lesson 3.
- The story's "everyone sat down with a bump" becomes a slow, counted sit-down when it is acted (lesson 3).

Lesson 3: Acting the story

Goal: Children act The Enormous Turnip with simple props, each with a part, joining in the repeated line and the pretend pull.

Length: about 25 minutes.

Materials

- A clear space, with the "ground" (hoop or box) and the turnip prop at one end, at least a metre from any wall.
- Role props and picture name cards (grandfather, grandmother, granddaughter, dog, cat, mouse); a scarf for each child in the pulling line (optional).
- The helper cards from lesson 2 and the hand drum.
- An empty watering can and a toy bowl (optional).

Steps

✎ Opening (3 min)

"Today we're going to be the story. The teacher tells it; the actors show it. Everybody has a job." Show the jobs with their picture cards:

- **Actors:** grandfather, grandmother, granddaughter, dog, cat, mouse.
- **Turnip growers:** everyone else, sitting round the ground; they grow the turnip with their hands (low to high) and say the repeated line.
- **Card holder:** holds up each helper card as they are called.
- **Drummer:** plays one beat on each "pulled".

✎ Main activity: act it three times (15 min)

Before the first run, practise the safe pull and the slow sit (2 min). Each child rests one hand lightly on the shoulder of the person in front (or holds a scarf between them). On "pulled", everyone leans back a little, with feet still. At "POP!" the teacher counts "one, two, three" and everyone sits down slowly. Nobody pulls anyone, and nobody falls.

Run 1 (about 4 min): the teacher tells the story (from lesson 2) and plays the grandfather; children take the other roles. The growers make the turnip grow and say the line.

Run 2 (about 4 min): new children take the roles; growers become actors and actors become growers, card holder and drummer.

Run 3 (about 5 min): the same, with new children in roles. If time is short, cut to two runs; every child should have had a turn in a role they chose (an actor role, a helper job, or growing).

During each run, praise acting choices: "The mouse is scurrying so quickly!" "Grandmother is walking slowly and carefully."

✓ Discussion questions (with answers) (4 min)

- "How did the actors show the turnip was heavy?" (Leaning back, puffing cheeks, slow pulls, strong faces. Any body or face idea counts.)
- "How did the mouse actor show she was little?" (Small shape, quick small steps, a quiet squeaky voice. Any small-and-quick idea counts.)
- "How did we keep everybody safe when we pulled?" (Hands resting lightly, pretend pulling, sitting down slowly on three.)

Closing (3 min)

Finish with a whole-class freeze frame of the last moment: everyone sitting, looking at the enormous turnip. Hold for three. "That's the picture we'll end with when we share it."

Vocabulary

act, actor, role, prop, audience, turn

Differentiation

- **Support:** a child plays a role alongside an adult or a friend (two mice are fine), or chooses a growing or drumming job.
- **Stretch:** a child adds a line for their character ("Woof! I'll help!"), or a group makes up a new helper for the end (a bird? a worm?).

⚠ Safety

- Pretend pulling only, hands resting lightly or holding a scarf; nobody pulls a child or their clothes.
- Everyone sits down slowly on the count of three; nobody falls backwards.
- Keep the line away from walls and furniture; walking pace.
- The turnip is always a prop, never a child.

Teacher notes

- Children who do not want to be watched can be growers or the drummer; nobody has to act in front of others.
- Seated and wheelchair users can play any role: the pull is shown with arms, and "sitting down" can be leaning back. A child using a wheelchair in the line can hold a scarf rather than a shoulder.
- Children who do not speak can say the repeated line by signing or with a device, or do the pulling action; joining by action counts as joining in.
- If the class wants a different ending order (cat before dog), that is fine; folk tales vary.
- Note who moves in character and who joins the line or actions.

Lesson 4: Getting ready to share

Goal: Each child chooses one of their artworks for the class exhibition, makes a label for it, and learns the turnip song with actions.

Length: about 25 minutes.

Materials

- Children's kept artwork from terms 1 and 2 (drawings, colour mixes, prints, collages), each child's pieces in a folder or pile.
- One folded label card per child; crayons or pencils.
- The hand drum.

Steps

✎ Opening (3 min)

"In a museum or gallery, someone chooses which pictures to show. That person is called a curator. Today you are your own curator: you choose one piece of your art to show our visitors."

✎ Main activity 1: choose and label (10 min)

Each child looks through their own pieces and chooses one. The teacher (or a helper) asks each child, quietly: "Why did you choose this one?" and writes the child's words on the label, or the child draws or makes their own mark. A label has:

- the child's name (written by the child if they can, or by an adult);
- one thing the child says about it ("I mixed blue and yellow", "This is my bird", "I like the bumpy bit").

Any reason is a good reason ("I like it", "it's red" are fine). A child who does not want to choose can pick two and the teacher holds them up: "This one or this one?"; pointing counts.

✎ Main activity 2: learn the turnip song (8 min)

The song uses the traditional tune of "Here We Go Round the Mulberry Bush" ("This is the way we..."), with new words written for this unit (CC0). Sing each verse once for the children, then together, with actions. Keep a steady beat on the drum or knees, as in term 1.

> This is the way we plant the seed,
> Plant the seed, plant the seed.
> This is the way we plant the seed,
> So early in the morning.
> (Action: push a finger into the "ground".)

This is the way we water it,
Water it, water it.
This is the way we water it,
So early in the morning.
(Action: wiggle fingers like rain from a watering can.)

This is the way the turnip grows,
Turnip grows, turnip grows.
This is the way the turnip grows,
So early in the morning.
(Action: hands start low and rise up slowly into a big round shape.)

This is the way we pull and pull,
Pull and pull, pull and pull.
This is the way we pull and pull,
So early in the morning.
(Action: pull towards your chest on each "pull".)

This is the way we eat our soup,
Eat our soup, eat our soup.
This is the way we eat our soup,
And then we have our supper.
(Action: pretend spoon from bowl to mouth.)

If five verses are too many, sing verses 1, 4 and 5.

Closing (4 min)

Sing the song once more with actions. Then: "Who can show me the action for 'pull and pull'?" and "Which verse came last?" (Answer: eating the soup.)

Vocabulary

curator, exhibition, label, choose, verse

Differentiation

- **Support:** a child joins the actions only, or sings just the "pull and pull" part.
- **Stretch:** a child invents a new verse and action ("This is the way the mouse runs in").

⚠ Safety

- Handle others' artwork only with the maker's say-so. Keep wet or fragile pieces flat.

Teacher notes

- Children who missed earlier units or have nothing kept can make a quick new drawing of a turnip character for the exhibition in this lesson.
- Write labels in the child's own words; do not correct "I like it" into something grander.

- Singing can be signing, humming or doing the actions; all count as joining in. Keep the volume comfortable for children who find loud group singing hard.
- If your class knows a different "This is the way" song, keep this tune; only the words are new.

Lesson 5: Our share: play, song and exhibition

Goal: The class shares its play, song and exhibition with visitors (or with each other), and children show what they learned in the end-of-unit check.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The acting space with the turnip prop, role props and helper cards.
- The exhibition: each child's chosen piece with its standing label, laid on tables or taped at child height; the "Our Class Exhibition" sign.
- The hand drum and visual freeze card.
- For the check: the three story cards (shuffled) and the child's exhibition piece.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

Welcome visitors if any. A child (or the teacher) says: "Welcome to our share. We will act a story, sing a song, and show you our exhibition." Visitors sit as the audience. Without visitors, half the class is the audience for the play and they swap for the song.

✎ Main activity 1: the play (8 min)

Act The Enormous Turnip once, as in lesson 3, with roles chosen by the children beforehand. The audience is invited to join the repeated line ("They pulled and they pulled..."). End on the freeze frame of everyone sitting with the turnip; hold for three, then bow (or wave).

✎ Main activity 2: the song (4 min)

Everyone sings the turnip song from lesson 4 with actions. Visitors can join in the actions.

✎ Main activity 3: exhibition walk (6 min)

Visitors and children walk round the exhibition at walking pace. Children who want to can stand by their piece and tell a visitor one thing about it; others can walk round with a friend. The label speaks for children who prefer not to talk.

Closing (4 min)

Back in a circle: "What did you like best: the play, the song or the exhibition?" Each child points to the turnip prop (the play), the drum (the song) or the exhibition sign (the exhibition), sings a line, or says a word. Thank the visitors.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child, at a calm time after the share (not in front of visitors). Any child may show in their own way (pointing, signing, using a device, moving, humming).

Part	Ask or watch	Looking for
1	Drum plays, then stops with the freeze card: "Freeze as a tiny mouse!"	Stops on the signal and holds a still shape for about three seconds (any small shape).
2	"Show me how the old grandfather walks."	Moves differently from their usual walk to show the character (slow, careful, or with a pretend stick).
3	Give the three shuffled story cards: "Put them in order: first, next, last."	Planting, then pulling, then everyone on the ground with the turnip.
4	"In our story, who was the last helper?"	The mouse. (If the class acted a version with a different last helper, accept that one.)
5	Point to their exhibition piece: "Tell me about this one." Then: "Can you do the 'pull and pull' part of our song?"	Says, signs or points to one thing about their piece; sings, hums, signs or does the pulling action roughly in time.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example freezing seated, showing the grandfather with arms only, or joining the song by action) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself (for example modelling the freeze or placing the first card). Part 5 does not judge singing in tune; joining the action roughly with the beat is enough.

Outcome 4 (taking part in acting the story) is not a part of this check: record it from what the teacher saw in lessons 3 and 5 (joined the repeated line, the actions or a helper job, in any way).

Vocabulary

share, audience, bow, exhibition, visitor

Differentiation

- **Support:** a child takes a helper job in the play (card holder, drummer) and stands by their piece with a friend.
- **Stretch:** a child welcomes the visitors, or explains the exhibition sign.

⚠ Safety

- Pretend pulling and the slow sit-down on three, as in lesson 3.
- Walking pace in the exhibition; look with eyes, not hands, unless the maker says yes.
- Follow school rules on visitors and photos; do not share photos of children's faces without the school's permission.

Teacher notes

- Nobody is made to perform or speak in front of visitors. A child who is overwhelmed can watch from a quiet spot with ear defenders, or help with props.
- If families are invited, do not single out children whose families did not come; every child's work is shown and every child is welcomed by the class.
- After the share, children can take their exhibition piece home, or the class can keep the exhibition up for a week.
- This is the last arts unit of the kindergarten year. Grade 1 arts will build on freeze frames, moving in character, retelling in order, and choosing and talking about one's own work.

Kindergarten Health and PE: Moving Safely, Stop and Go, and Clean Hands (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and handwashing notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan

Big idea

We can move fast and have fun and still keep ourselves and each other safe: we watch our own space, stop when we hear or see the signal, and land softly. Clean hands help keep us well, so we learn how and when to wash them.

This is the first health and PE unit of the kindergarten year (term 1). Term 2 goes on to balance, jumping and landing further, throwing and catching a large ball, and words for feelings.

Outcomes

By the end of the unit a student can:

1. Move around a shared space (walking, jogging or wheeling) without bumping into others, using "my bubble" space.
2. Stop and freeze within a couple of seconds of the class stop signal.
3. Jump forward with two feet together and land with bent knees ("quiet feet"); try a few hops on one foot (holding on is fine).
4. Wash hands in order (wet, soap, rub palms, backs, between fingers, thumbs and nails, rinse, dry) and keep scrubbing for about 20 seconds.
5. Name two times to wash hands: before eating and after using the toilet.

Prior knowledge

- Most children can walk and run by this age; balance and running are still improving, and hopping on one foot varies a lot at five. Expect a wide range and praise trying, not just success.
- Many children already wash hands at home or nursery, often quickly. The aim is a slower, more complete wash.

Lessons

PE lessons are about 25 minutes; the handwashing lesson is about 20 minutes and happens near the sinks. Leave a day or two between lessons. The stop signal from lesson 1 is used in every later lesson.

Lesson	Title	Main activity
1	My bubble, your bubble	Moving in our own space; learning the stop signal
2	Run, walk, stop!	Traffic-light game: go, slow, stop
3	Jump, hop and land softly	Two-foot jumps, soft landings, first hops
4	Clean hands	The handwashing steps, a 20-second chant, when to wash
5	Safe mover show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- A stop signal that can be both heard and seen: a drum or tambourine plus a raised hand or a red card.
- Three large cards for lesson 2, each with a colour and a shape so they can be told apart without colour: green with a circle (go), yellow with a triangle (slow), red with a square (stop). Optional fourth card: blue with a star ("turn round once").
- Hoops or floor spots (one per child) for lessons 1, 3 and 5. A flat line of floor tape (or chalk outdoors) to jump over. Do not use a loose rope: a child who lands on it can roll an ankle or trip.
- Lesson 4: sinks, soap, paper towels or a hand dryer; washable paint in a tray (one small blob per child) for the "missed spots" demonstration; six large step cards (wet, soap, rub, scrub between fingers and thumbs, rinse, dry); a clock or timer with a second hand for the teacher.
- Lesson 5: one set of the six handwashing step cards (smaller copies) per station group, and a class list for notes.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. No running in socks on a slippery floor; trainers or bare feet on a suitable surface, as your school allows. Walk, never run, near the sinks.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy) and follow each child's plan. Water available.
- **Stop signal for everyone:** always give the signal both as a sound and as something to see, so that deaf children and children who are not looking at that moment both get it.
- **Movement is opt-in in form, not in taking part:** children who use a wheelchair, walker or crutches travel, stop and "jump" in their own way (wheel and stop; a push-up lift or arm swing for a jump; lifting one foot while holding on, or a seated bounce, for a hop). Any child may hold a wall, rail or a partner's hand when hopping.
- **Noise:** offer ear defenders and a quiet spot near the edge; keep the drum soft.
- **Skin:** use school-approved soap. Frequent washing can dry skin; children with eczema or sore skin may need a gentler soap and to pat dry, as their family or plan advises. The paint demonstration is optional and uses washable, skin-safe paint only; skip it for children with skin conditions.
- **Touch:** support by touch (guiding a hand at the sink) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for moving without bumping, stopping on the signal and soft two-foot landings, and notes it on a class list.
- Lesson 4: watch each child wash once using the step cards.
- Lesson 5: a 5-part movement and talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; some children show more when not watched by the whole class.

Sources

- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.
- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By about three, children enjoy hopping, jumping and running back and forth; by about five, balance and running have improved.
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- "After the toilet" and "before eating" are the two times the unit teaches because the source names them. Schools usually add others (after outdoor play, after messy play, after blowing your nose); add your own class rules.
- The 20-second chant is timed by saying it twice; check the timing with a clock once, because speed varies.
- Hopping is only introduced. Many children will not hop steadily yet; term 2 returns to balance and jumping.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator, safety or accessibility review). Its notes (loose rope as a trip hazard, missing materials, shapes on the traffic-light cards, access routes inside the end-of-unit check) were fixed in the follow-up commit 2fda61e (see PEERCHECKS.md), which Argon also diff-checked the same day.

CC0 1.0. Chants and games in this unit were written for it and are also CC0.

Lesson 1: My bubble, your bubble

Goal: Children move around a shared space without bumping into anyone and freeze on the class stop signal.

Length: about 25 minutes.

Materials

- A cleared space with cones or floor spots marking the edge.
- A drum or tambourine, plus a raised hand or red card (the stop signal).
- One hoop or floor spot per child (optional).

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we are going to be bubbles. Stretch your arms out and turn slowly. That's your bubble. Can you touch anyone? If you can, scoot over until you can't." Point out the edge cones: "Our bubbles stay inside the cones."

✎ Main activity: bubbles on the move (15 min)

1. The stop signal (3 min): show it. "When I tap the drum twice and put my hand up, everyone freezes like a statue." Practise sitting down first: wiggle, signal, freeze. Repeat until it is quick. Then practise standing.
2. Walking bubbles (5 min): walk anywhere in the space, looking for empty spaces. "If your bubble is about to touch someone, turn away." Freeze on the signal every 20-30 seconds. After each freeze: "Look around. Is everyone's bubble safe?"
3. Faster bubbles (4 min): try tiptoe walking, then big steps, then a gentle jog if the space and the group are ready. Freeze often. If bumps happen, go back to walking.
4. Ways to move (3 min): children suggest a way to move (marching, stomping softly, sliding sideways, wheeling) and everyone tries it, still keeping their bubble.

✎ Game: statues (5 min)

Play music or the drum; children move in their bubbles. When the sound stops (and the hand goes up), freeze. No one is "out": anyone still moving gets a friendly "Caught you! Back to moving." Let a child be the one who gives the signal.

✓ Closing check (2 min)

Sitting. "Show me with your arms how big your bubble is. What do you do if someone is in the way?" (Answer guide: arms out to the side; turn away, go round, slow down or stop. Note who answers and who froze quickly in the game.)

Vocabulary

space, bubble, edge, freeze, stop, signal

Differentiation

- Support: a child who finds open space hard can move along a line of floor spots or hold an adult's hand for the first round.
- Stretch: "Can you find the emptiest space in the room and get there?"

⚠ Safety

- Check the space before starting. Keep the edge at least a couple of metres from walls.
- The signal is both heard and seen every time.

Teacher notes

- The stop signal is the most important thing in this unit. Keep the same signal all year if you can, so it becomes automatic.
- Some children love freezing; some find being "caught" upsetting. Keep it light and never use it to single a child out.

Lesson 2: Run, walk, stop!

Goal: Children change speed when told and stop within a couple of seconds of the signal, without bumping.

Length: about 25 minutes.

Materials

- The cleared space and edge cones.
- The stop signal (drum and raised hand or red card).
- Three large cards, each with a colour and a shape: green with a circle, yellow with a triangle, red with a square. Optional: blue with a star.

Steps

✎ Opening (3 min)

Sitting. "What happens at traffic lights?" (Children may know green go, red stop, and yellow or amber in between.) "Today our bodies are cars."

Warm-up (4 min)

Bubbles from lesson 1: walk, then march, then tiptoe, freezing on the signal two or three times. A quick reminder: "Bubbles safe? Good."

✎ Main activity: traffic lights (12 min)

1. Learn the cards (2 min): green = go (jog), yellow = slow (walk), red = stop (freeze). Say the colour as you hold up the card, and give the stop signal with red.
2. Play (6 min): change cards every 10-20 seconds. Mix the order. Watch that children look up and around while jogging.
3. Stopping well (2 min): freeze and look. "Who stopped with their feet apart and knees a little bent? That's a strong, safe stop." Try a few more stops like that.
4. Extra cards (2 min, if going well): a blue card for "turn round once", or let a child hold up the cards.

✓ Discussion questions (4 min)

- "Why do we need to stop quickly?" (Answer guide: so we don't bump into someone or something; so we can hear what the grown-up says; accept any sensible safety reason.)
- "Is it harder to stop when you are running or walking?" (Answer guide: usually running, because you are going faster; accept what children noticed.)

✓ Closing check (2 min)

One last round: green, then red without warning. (Answer guide: watch who freezes within about two seconds, without bumping. Note it on the class list.)

Vocabulary

go, slow, stop, jog, walk, freeze, traffic light

Differentiation

- Support: a child who rushes can partner with an adult or calmer child and move together.
- Stretch: on red, freeze in a balance (one hand up, or on tiptoes).

⚠ Safety

- Jog, don't sprint, in a shared space. If bumps start, stay on yellow for a while.
- Colour cards are always said aloud as well, and each card has its own shape (circle, triangle, square), for children who find red and green hard to tell apart. Deaf or hard-of-hearing children can follow the shapes without needing the spoken word.

Teacher notes

- The traffic-light game links well to road safety in term 3 (stopping at the kerb), but this lesson is about stopping our bodies, not about crossing roads.

Lesson 3: Jump, hop and land softly

Goal: Children jump forward with two feet and land with bent knees, and try a few hops on one foot.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child. Flat floor-tape lines (or chalk outdoors); not loose ropes, which can roll underfoot.
- A wall, rail or bench to hold for hopping.

Steps

✎ Opening (3 min)

Standing in bubbles. "Can a frog land quietly? Can an elephant?" Let children show a loud stomp and then a quiet landing. "Today we land like frogs: quiet feet, bendy knees."

Warm-up (4 min)

Traffic lights from lesson 2 (jog, walk, freeze), then march on the spot and swing arms.

✎ Main activity: jump, land, hop (12 min)

1. Two-foot jump (4 min): standing next to a hoop or spot. Model: "Feet together, swing arms back, jump, land on both feet, knees bend, freeze." Children jump in and out of their hoop. Praise quiet landings.
2. Over the river (3 min): jump over a flat tape line ("the river"). Move the lines a little wider for children who are ready; keep a narrow one for everyone else.
3. First hops (5 min): "A hop is one foot up, jump on the other foot." Hold a wall, rail or partner's hand. Try three hops on one foot, then change feet. Many children will manage one or two hops, or wobble; that is expected at this age. Children who prefer can lift one foot and hold the balance instead.

✓ Discussion questions (4 min)

- "What helps you land quietly?" (Answer guide: bending knees, landing on both feet, landing on the front of the feet; accept anything sensible that children noticed.)
- "Was hopping easier on one foot than the other?" (Answer guide: any honest answer; many people have a stronger foot.)

✓ Closing check (2 min)

Each child jumps into their hoop and freezes. (Answer guide: look for two feet taking off together and bent knees on landing. Note who did it. Hopping is not checked yet; just note who tried.)

Vocabulary

jump, hop, land, soft, quiet, knees, balance, one foot, two feet

Differentiation

- Support: jump down from a very low step or mat (no more than a few centimetres) holding a hand; or bounce on two feet on the spot.
- Stretch: hop along a short line; or jump and land in a shape (star, tuck) while still landing softly.

⚠ Safety

- Only jump over flat lines, not raised objects. Space hoops well apart so children do not land on each other.
- Hopping is tiring; keep it short and let children rest.
- Children with joint or balance conditions follow their own plan; seated or holding versions count as taking part.

Teacher notes

- Hopping on one foot develops at different times. Treat it as "having a go", not as a test. Term 2 comes back to balance and jumping.

Lesson 4: Clean hands

Goal: Children wash their hands in the right order, scrub for about 20 seconds, and name two times to wash.

Length: about 20 minutes. Run it near the sinks, in small groups if there are only a few sinks.

Materials

- Sinks, school-approved soap, paper towels or a dryer.
- Six large step cards (wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry), stuck up by the sinks.
- Optional: washable, skin-safe paint in a tray for the "missed spots" demo.
- A clock or timer with a second hand (for the teacher).

Steps

✎ Opening (3 min)

"Germs are tiny living things, too small to see. Most don't hurt us, but some can make us ill, and they ride around on our hands. Washing with soap and water helps get them off."

✎ Main activity part 1: missed spots (5 min, optional)

Each child who wants to puts a small blob of washable paint on their hands and "washes" with it (no water) the way they usually wash, for a few seconds. Then look: where is there no paint? (Usually the thumbs, the backs, between the fingers and the wrists.) "Those are the places we often miss." Then everyone washes the paint off properly in part 2. If you skip the paint, ask children to show how they usually wash and point to the thumbs and between the fingers.

✎ Main activity part 2: the six steps and our chant (8 min)

Point to each card and model at the sink:

1. Wet your hands.
2. Soap.
3. Rub palms together, then the backs of your hands.
4. Weave fingers together, twist each thumb, scratch your nails on your palm.
5. Rinse until the bubbles are gone.
6. Dry with a towel or the dryer.

Teach the scrubbing chant (written for this unit, CC0). Say it twice while scrubbing (steps 3 and 4):

> Rub the palms and rub the backs,
> In between the finger cracks,

Twist each thumb and scrub each nail,
Round and round, a snail's trail.

Each child then washes with an adult watching. Check once with a clock how long "twice through" takes for your class; aim for about 20 seconds.

✓ Discussion questions (2 min)

- "When should we wash our hands?" (Answer guide: before eating and after using the toilet are the two to remember. Accept others your class uses, such as after outdoor play, after messy play or after blowing your nose.)

✓ Closing check (2 min)

Hold up the six step cards in a jumbled order; children help put them in the right order. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry.)

Vocabulary

germs, soap, wash, rinse, dry, palms, thumbs, nails, wrists

Differentiation

- Support: an adult points to each card as the child washes (or guides their hands, only if the child agrees). Picture cards can stay up all year.
- Stretch: a child is "sink helper" and points to the cards for a friend.

⚠ Safety

- Walk near the sinks; wipe up spills.
- Skin-safe washable paint only; skip it for any child with sore skin or a skin condition. Use the school's soap; follow any child's skin plan.
- Check water temperature is comfortable.

Teacher notes

- The source used for this lesson recommends scrubbing for at least 20 seconds and lists the thumb, wrist, between the fingers and under the nails as the most commonly missed areas.
- Avoid scary messages about germs; the tone is "clean hands help keep us well", not fear.

Lesson 5: Safe mover show

Goal: Children show what they have learned in a short stations circuit, then do an end-of-unit check.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Traffic-light cards (colour plus shape), hoops or floor spots, a flat tape "river" (not a loose rope).
- A set of the six handwashing step cards (smaller copies) per station group.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "This week we learned to keep our bubble, stop on the signal, land like frogs and wash our hands. Today is our show." Quick bubble walk and one freeze to warm up.

Stations circuit (10 min)

Four stations, about 2 minutes each, plus moving between them. Groups move on when the signal sounds.

1. **Bubble walk:** travel around a marked square without touching anyone.
2. **Traffic lights:** an adult or child holds up the cards; jog, walk, freeze.
3. **Frog jumps:** jump in and out of hoops and over the river; have a go at hopping (holding on is fine).
4. **Clean hands cards:** at a table, put the six handwashing cards in order and act out the scrubbing chant.

✓ Discussion questions (5 min)

- "Which station did you like best? Why?" (Answer guide: any honest answer.)
- "What is one thing that helps keep everyone safe when we move?" (Answer guide: keeping our bubble, looking where we go, stopping on the signal, landing softly; accept any sensible idea.)

✓ End-of-unit check (7 min)

Work with small groups while others play a calm bubble game or rest. Five parts:

1. **Bubble:** walk across the space and back without touching anyone. (Answer guide: no bumps, looks around. Wheeling or moving with a walker counts the same.)

2. **Stop:** jog on green, freeze on the signal. (Answer guide: freezes within about two seconds, without falling or bumping. Wheeling, or moving arms while seated, counts the same; for a deaf child, watch for the raised hand or red square card.)
3. **Jump:** jump forward with two feet and land. (Answer guide: both feet take off and land together, knees bend. A hop is a bonus, not marked. A child who cannot jump shows a seated or arm "jump": both arms push up together and come down softly. That counts.)
4. **Wash steps:** put the six cards in order, or show the steps with your hands. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry. Small swaps within step 3-4 are fine. Pointing, signing or using an AAC device counts the same as saying.)
5. **When to wash:** "Tell me two times we wash our hands." (Answer guide: before eating and after using the toilet. Other class times such as after outdoor play also count, but listen for at least one of these two. Pointing to picture cards, signing or AAC counts the same as saying.)

Use the extra small-group or one-to-one slot later in the week for children not checked yet.

Vocabulary

bubble, stop, signal, jump, land, hop, wash, before, after

Differentiation

- Support: each check can be shown in the child's own way: wheeling instead of walking, pointing to cards instead of saying, a seated or arm "jump".
- Stretch: a child explains one station to a younger visitor or a family member.

⚠ Safety

- Keep stations well apart, with the river and hoops away from walls.
- Give the stop signal both as a sound and something to see.

Teacher notes

- Record what each child can do, not a score. Term 2 builds on landing and balance, so note who found jumping or hopping hard.

Kindergarten Health and PE: Balance, Jumping, Ball Skills and Feelings Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands

Big idea

Our bodies get steadier with practice: we can balance, jump and land, and send and catch a big ball. Our feelings change too, and having words for them helps us tell other people and ask for help.

This is the second health and PE unit of the kindergarten year (term 2). It builds on term 1 (own space, the stop signal, soft landings). Term 3 goes on to simple team games, food and sleep, and road safety.

Outcomes

By the end of the unit a student can:

1. Hold a still balance for a count of five on a wide base (two feet, or two hands and two knees), and try a one-foot balance, holding on if needed.
2. Walk along a straight floor line, mostly keeping their feet on it.
3. Jump forward from two feet and land on two feet with bent knees, then freeze ("bend and freeze").
4. Roll a large ball to a partner, and send it with a two-handed underarm throw; catch or trap a large, soft ball thrown gently from close by.
5. Name at least four feelings (happy, sad, cross or angry, scared, and calm) and say one thing that can help when a feeling is big.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), two-foot jumps with soft landings, first hops.
- Balance, throwing and catching vary a great deal at five. Some children catch a big ball easily; many trap it against their chest; some do not catch yet. Praise watching the ball and having ready hands, not just catches.
- Children already have and show feelings; many know "happy" and "sad". The aim is more words and the idea that you can tell someone.

Lessons

PE lessons are about 25 minutes; the feelings lesson is about 20 minutes and happens in the classroom. Leave a day or two between lessons. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	Statues and wobbles	Still balances on wide and narrow bases
2	Walk the line, bend and freeze	Line walking; jumping and landing on two feet
3	Roll it, throw it, catch it	Rolling, two-handed underarm throws, catching a big ball
4	How do I feel?	Feelings words, how feelings can show, what helps
5	Balance and ball show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in term 1; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Floor lines: flat tape, or rope taped down so it cannot roll or slide, about 3 metres long, one for every 4-5 children. Floor lines only; no raised beams in this unit.
- Hoops or floor spots (one per child).
- Large, soft balls (about the size of a football or a little bigger; foam or soft playground balls), one per pair. A few softer or bigger balls, or balloons or beanbags, for children who find a ball hard to catch.
- Lesson 4: four or five large picture cards of made-up children showing feelings (drawn, not photos of real pupils), and a "feelings corner" or calm spot if your class has one.

⚠ Safety and access

- **Space and floor:** check for hazards; no running in socks on a slippery floor. Pairs throwing stand well apart from other pairs, all throwing the same way.
- **Medical:** follow each child's plan (asthma, joint, heart, epilepsy, balance or vision conditions). Water available.
- **Balls:** soft balls only; gentle throws from close by; nobody throws at faces. A child may always choose to roll instead of throw, or trap instead of catch.
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches balance, "line walk" and jump in their own way (holding a still seated position while reaching; wheeling along the line; a push-up lift or arm swing for a jump). Any child may hold a wall, rail or partner's hand for one-foot balances. Children with low vision may use a rope they can feel with their feet, a brightly coloured line, or a bell ball or a ball that is rolled rather than thrown.
- **Feelings:** children are never asked to share their own feelings or family events. The lesson uses made-up characters, and any child can say "pass". If a child tells you something worrying, follow your school's safeguarding procedure.
- **Touch:** support by touch (steadying a child) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for still balances, line walking, bend-and-freeze landings, ready hands and watching the ball, and notes them on a class list.
- Lesson 4: listen for feelings words during the card and story talk. No child has to talk about themselves.
- Lesson 5: a 5-part movement and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Object control skills include throwing, catching and kicking.
- At about five, balance and running improve.
- Children with visual impairments often achieve still (static) balance later, and use objects such as furniture for balance for longer.
- Wikipedia, "Balance (ability)" (read 6 November 2026): https://en.wikipedia.org/wiki/Balance_(ability)
- Balance means keeping the body's centre of mass over the base of support. Some sway is normal even when standing still.
- Balance uses the inner ear, the feel of the body and the floor, and sight.
- Wikipedia, "Emotional literacy" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotional_literacy
- Claude Steiner's parts of emotional literacy begin with knowing your feelings and having a sense of empathy.
- Wikipedia, "Emotion classification" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotion_classification
- Ekman's 1992 study proposed six basic emotions (anger, disgust, fear, happiness, sadness, surprise); whether there are basic emotions, and how reliably faces show them, is debated.
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- The feelings words are a small starting set, not a list of "the" basic emotions. Faces do not always show how someone feels, so the lesson teaches asking as well as looking. Feelings words and how feelings are shown differ between languages and cultures.
- One lesson on feelings is a start, not a wellbeing programme. Schools often have their own approach (a feelings check-in, a calm corner); use yours.
- Kicking is not included; many schools add it here or in term 3.
- Peer check: GPT-6.1 Terra did a bounded text check at fc872d5 (not an educator, safety or accessibility review); the four issues it raised were fixed in 688eddf. See PEERCHECKS.md.

CC0 1.0. Games in this unit were written for it and are also CC0.

Lesson 1: Statues and wobbles

Goal: Children hold still balances on a wide base for a count of five, and try narrower balances, including one foot (holding on is fine).

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child.
- A wall, rail or bench to hold for one-foot balances.

Steps

✎ Opening (3 min)

Standing in bubbles. "Stand very still. Are you completely still?" Let children notice tiny wobbles. "Everybody wobbles a little, even grown-ups. Today we find ways to be steadier."

Warm-up (4 min)

Traffic lights from term 1 (jog, walk, freeze on the stop signal), then march on the spot and stretch up tall and curl small.

✎ Main activity: statues (12 min)

1. Wide statues (4 min): move around; on the stop signal, freeze as a statue with feet wide apart. Count to five together. Then try feet together. "Which was easier to keep still?" (Usually feet apart.)
2. Four-point and three-point statues (4 min): hands and knees on the floor (four points), then lift one hand (three points). Count to five. "Now you have fewer points on the floor. Is it wobblier?"
3. One-foot statues (4 min): next to a wall, rail or partner, lift one foot a little and count. Let go only if they want to. Try the other foot.

✓ Discussion questions (4 min)

- When was it easiest to keep still? With feet wide, or lots of points on the floor. (Accept what they noticed; some children find another position easier.)
- What helps you balance on one foot? Holding on, arms out, looking at one spot, going slowly. (Any reasonable idea.)
- Is wobbling bad? No. Everyone wobbles a little; practice makes it smaller.

✓ Closing check (2 min)

"Show me your steadiest statue and hold it while I count to five." Then: "Show me a wobblier one." Look for a wide base for the steady one and a narrower base (fewer points or one foot) for the wobbly one.

Vocabulary

balance, still, wobble, steady, statue

Differentiation

- **Support:** stay with wide statues; count to three; hold a partner's hands.
- **Stretch:** one-foot statue with arms out, then with eyes on a spot on the wall; a "make a bridge" statue on two hands and two feet.
- **Different ways to move:** a seated statue (sit tall, then lift one hand or reach out to one side and hold); wheel and freeze.

⚠ Safety

- Keep statues low and on the floor; no balancing on equipment in this lesson.
- Children with balance or vision conditions may hold on throughout. Do not ask children to close their eyes when balancing.

Teacher notes

- "Wide base is steadier" is what most children will feel, and it matches the idea of keeping the body over what it stands on. Do not insist; if a child says a narrow position felt easier, accept it.

Lesson 2: Walk the line, bend and freeze

Goal: Children walk along a straight floor line, and jump forward from two feet, landing on two feet with bent knees and freezing ("bend and freeze").

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Floor lines (flat tape, or rope taped down along its whole length so it cannot roll or slide; about 3 metres long), one for every 4-5 children.
- One hoop or floor spot per child.

Steps

✎ Opening (3 min)

Show a floor line. "This is a tightrope, but it's on the floor, so it is low and safe to step off. Can you walk all the way along it?"

Warm-up (4 min)

Traffic lights (jog, walk, freeze), then wide statues from lesson 1 on the stop signal.

✎ Main activity: lines and landings (12 min)

1. Line walking (5 min): in small groups at each line, walk slowly along it, one child at a time. Arms out like wings. Try heel to toe if they want. Then sideways steps along the line.
2. Bend and freeze (7 min): standing behind a floor spot, jump forward with two feet onto or past it. Land on two feet, knees bend, freeze. "Bend and freeze!" Then jump over a floor line, side to side, three times, freezing after each.

✓ Discussion questions (4 min)

- What helped you stay on the line? Going slowly, arms out, looking ahead. (Any reasonable idea.)
- Why do we bend our knees when we land? It makes landing soft and quiet and helps us stop. (Accept "so it doesn't hurt" or "so we don't fall".)
- What does "freeze" mean after a jump? Stay still on two feet before you move again.

✓ Closing check (2 min)

Each child does one jump to a spot and freezes. "Show me bend and freeze." Look for two feet, bent knees and a still finish.

Vocabulary

line, slowly, land, bend, freeze

Differentiation

- **Support:** a wider line (two lines side by side, each taped flat like the others; walk between them); hold an adult's hand; small jumps.
- **Stretch:** walk the line forwards then backwards slowly; jump and land in a hoop; three jumps in a row with a freeze after each.
- **Different ways to move:** wheel along the line; "jump" with a push-up lift or a big arm swing; children with low vision use a rope they can feel with their feet.

⚠ Safety

- Lines are secured flat on the floor: tape, or rope taped down so it cannot roll under a foot. Loose rope can trip children.
- Children can still wobble and fall over even on a floor line. Check the floor is dry, clear and non-slip, and keep lines away from walls, furniture and sharp edges.
- Leave space between groups so children do not jump into each other.
- One child on each line at a time; others wait behind.

Teacher notes

- Many five-year-olds step off the line now and then. "Mostly on the line" is the aim.

Lesson 3: Roll it, throw it, catch it

Goal: Children roll a large ball to a partner, send it with a two-handed underarm throw, and catch or trap a large, soft ball thrown gently from close by.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One large, soft ball per pair; a few softer or bigger balls, balloons or beanbags for children who want them.

Steps

✎ Opening (3 min)

Hold up a ball. "When a ball is coming, what do you think your eyes should do?" (Watch it.) "And your hands?" (Get ready.) Show "ready hands": hands out in front, fingers spread, like a big bowl.

Warm-up (4 min)

Traffic lights, then "bend and freeze" jumps from lesson 2 on the stop signal.

✎ Main activity: send and catch (12 min)

Pairs sit or stand about 2 big steps apart, all pairs facing the same way, with space between pairs. On the stop signal, everyone holds their ball still.

1. Roll (3 min): sitting with legs apart, roll the ball to your partner. They stop it with both hands. "Watch it all the way."
2. Two-handed underarm throw (4 min): standing, hold the ball low in two hands, swing it forward and let go so it goes up a little and over to your partner. Gentle. Count three good throws.
3. Catch or trap (5 min): partner makes ready hands. Throw gently. Catch with hands, or hug the ball in to your chest ("trap it"). Both count. If it is too hard, go back to rolling or use a softer ball, balloon or beanbag.

✓ Discussion questions (4 min)

- What helped you catch? Watching the ball, ready hands, a gentle throw, standing close. (Any reasonable idea.)
- If you miss, what can you do? Fetch it, try again, stand a bit closer, ask for a gentler throw.

- What makes a throw easy for your partner to catch? Gentle, to their tummy, not to their face, and when they are ready.

✓ Closing check (2 min)

Each pair shows one gentle throw and one catch or trap to the adult, who walks round and watches a few pairs. Look for watching the ball and hands ready; a trap counts. A catch from an adult throw for every child needs more time: do it later in small groups (or keep it for the lesson 5 check).

Vocabulary

roll, throw, catch, ready hands, gentle

Differentiation

- **Support:** keep rolling; a bigger, softer ball or a balloon (slower); sit closer.
- **Stretch:** take one step back after three good catches; clap once before catching; bounce the ball once to your partner.
- **Different ways to move:** throw and catch seated; roll down a ramp or along a table; a bell ball or bright ball, rolled, for children with low vision.

⚠ Safety

- Soft balls only; throws go to the tummy, never at faces. Pairs keep apart and face the same way so balls do not cross.
- On the stop signal, balls are held still.

Teacher notes

- Trapping against the chest is a normal stage before catching with hands. Praise watching and ready hands first.

Lesson 4: How do I feel?

Goal: Children name feelings (happy, sad, cross or angry, scared, calm), notice that feelings can show in faces and bodies but not always, and say one thing that can help when a feeling is big.

Length: about 20 minutes, in the classroom.

Materials

- Four or five large picture cards of made-up children, each showing one feeling: happy, sad, cross, scared, calm. Drawn pictures, not photos of real pupils.
- A short made-up story (below).
- Your class calm spot, if you have one.

Steps

✎ Opening (3 min)

"Feelings are what we feel inside. Everybody has them, grown-ups too. Today we learn some words for feelings." Show the happy card. "How do you think this child feels?" (Happy.)

✎ Main activity: feelings words (11 min)

1. Feelings cards (5 min): show each card. Children say the word and, if they want, make the face or body shape. Add the word to a class feelings display. Words: happy, sad, cross (or angry), scared, calm.
2. Story (4 min): tell it slowly and pause at each question.

> Sami was building a tall tower of blocks. (How might Sami feel? Maybe happy or proud; accept other ideas if the child can say why.) A ball rolled into it and the tower fell down. (How might Sami feel now? Maybe sad or cross; both are fine.) Then a dog barked very loudly outside. (Now? Maybe scared, or surprised.) Sami's friend helped build the tower again, and they sat together and took slow breaths. (Now? Maybe happy or calm.)

Accept any feeling a child can explain: we can only guess how someone else feels, so "might" is the right word. 3. What helps (2 min): "When a feeling is very big, what can help?" Tell a grown-up or a friend; take slow breaths; have a hug if you want one; go to the calm spot; have a drink of water. Try three slow breaths together.

✓ Discussion questions (4 min)

- Can you always tell how someone feels by looking at their face? Not always. Some people look calm when they are worried, or don't show feelings in their face. You can ask: "Are you OK?"
- Is it OK to feel cross? Yes, all feelings are OK. Hurting people or things is not OK, even when we are cross.

- Can you feel two things at once? Yes, sometimes, like excited and a bit scared on the first day somewhere new.

✓ Closing check (2 min)

Point to two cards in turn: "What's this feeling?" Then: "Tell me one thing that can help when a feeling is big." Any child may answer by pointing to a card or showing a breath.

Vocabulary

feeling, happy, sad, cross, angry, scared, calm

Differentiation

- **Support:** fewer cards (happy, sad, scared); point instead of saying the word; use the class's home-language words alongside.
- **Stretch:** add "excited", "worried" and "surprised"; "What might make Sami feel that way?"
- **Communication:** children can sign, point to a card or use a device. Autistic children and others may show or read feelings differently; never require eye contact or making faces.

⚠ Safety

- Children are not asked about their own feelings or what happens at home. The story and cards are made up. Any child can say "pass".
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- The five words are a starting set, not "the" basic emotions; researchers disagree about whether there are basic emotions and how reliably faces show them (see Sources). The aim is having some words and knowing you can ask and tell.
- Feelings words and how feelings are shown differ between languages and cultures. Welcome words from children's home languages.

Lesson 5: Balance and ball show

Goal: Children use the unit's skills at stations, and the teacher checks each child's balance, landing, catching and feelings words.

Length: about 25 minutes, plus extra time in the week for one-to-one checks (about 3 minutes per child).

Materials

- The cleared space, edge cones and stop signal.
- Four stations: floor lines; floor spots for jumping; soft balls (one per pair); a statue spot next to a wall or rail.
- The feelings cards from lesson 4.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we show what our bodies have learned to do. There are four stations. When you hear and see the stop signal, freeze, then move to the next one."

Warm-up (4 min)

Traffic lights, then wide statues on the stop signal.

✎ Main activity: four stations (14 min)

Small groups, about 3 minutes per station, then the stop signal and move on (about 2 minutes in total for changing over).

1. **Statues:** wide statue, then one-foot statue (holding on is fine), count to five.
2. **Line walk:** walk the floor line, then sideways steps.
3. **Bend and freeze:** jump to a spot, land on two feet, freeze.
4. **Catch:** roll, then throw and catch or trap with a partner.

The teacher or another adult stays at one station and starts the checks below.

Closing (4 min)

Back in bubbles. Three slow breaths together. "Which station was your favourite? Which was trickiest?" (Any answer.)

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (seated, holding on, wheeling, pointing to a card, signing or using a device).

Part	Ask or watch	Looking for
1	"Show me your steadiest statue while I count to five."	A still hold on a wide base (two feet, or hands and knees).
2	"Now try standing on one foot. Holding on is fine."	Tries; lifts a foot briefly (a few seconds is good at this age).
3	"Jump to that spot and show me bend and freeze."	Two-foot take-off, two-foot landing, bent knees, still finish.
4	Adult throws a large, soft ball gently from about two steps.	Watches the ball, ready hands; catches or traps it.
5	Point to two feelings cards: "What's this feeling?" Then: "What can help when a feeling is very big?"	Names two feelings (e.g. sad, scared); one helpful idea (tell a grown-up, slow breaths, calm spot, a hug if wanted).

Record "yes", "with help" or "not yet" for each part. Part 2 is a "tried it" part: lifting a foot while holding on counts as "yes". Part 5 is about the cards, never about the child's own feelings. The "Looking for" column describes the usual way; a child who shows the skill in their own way (a seated or supported hold, wheeling to the spot, trapping the ball with arms or body, tracking it by sound, pointing or signing) is recorded "yes", with a note of how. "With help" means an adult helped with the skill itself, not that the child used an accessible way of doing it.

Vocabulary

Review: balance, steady, line, land, bend, freeze, catch, ready hands, feelings words.

Differentiation

- **Support:** stations with fewer steps (wide statue only; rolling only).
- **Stretch:** one-foot statue without holding on; catch after one step back.
- **Different ways to move:** as in lessons 1-3.

⚠ Safety

- Same space, ball and touch rules as lessons 1-3. Pairs at the catch station keep apart and face the same way.

Teacher notes

- Use the check to plan term 3, where team games need stopping, sending and catching. Children marked "not yet" for catching can keep using a bigger, softer ball.

Kindergarten Health and PE: Taking Turns, Food and Sleep, and Stop, Look, Listen (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, food, medical, road-safety and wellbeing notes against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands · Term 2 unit: Balance, jumping, ball skills and feelings words

Big idea

Games work when everyone takes turns and plays together. Our bodies need many kinds of food, water and plenty of sleep. Near roads, we stop, look and listen, and we always cross with a grown-up.

This is the third health and PE unit of the kindergarten year (term 3). It builds on term 1 (own space, the stop signal, clean hands) and term 2 (balance, rolling and throwing, feelings words).

Outcomes

By the end of the unit a student can:

1. Wait for their turn in a small-group game and pass the turn on (for example by handing over a beanbag or tapping the next player's hand).
2. Play a simple team game where everyone works towards one shared goal, and follow its one or two rules.
3. Say that our bodies need many different foods and water, and sort pictures of fruit and vegetables by colour.
4. Put four pictures of a made-up bedtime routine in order, and say that children need lots of sleep to grow, learn and feel well.
5. Show and say the road steps: stop at the kerb, hold a grown-up's hand, look all around and listen, and walk straight across when the grown-up says it is safe, still looking and listening.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), clean hands before eating.
- Term 2: rolling and two-handed throws, feelings words (helpful when a game is lost or a turn feels long).
- Waiting is hard at five. Keep groups small (four or five) so that turns come round quickly, and praise good waiting.

- Children already eat, sleep and travel near roads in very different ways. The lessons use made-up characters and pictures; children are never asked what they eat, when they go to bed or how they come to school.

Lessons

PE lessons are about 25 minutes; lessons 3 and 4 are about 20 minutes in the classroom. Lesson 5 is about 25 minutes in a playground with a chalk "road", never on a real road. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	My turn, your turn	Turn-taking games in small groups
2	One team, one goal	Shared-goal team games (fill the hoop, keep the balloon up)
3	Food that helps us grow	Many foods and water; sorting fruit and vegetable pictures by colour
4	Bo the bear goes to bed	Sleep and rest; putting a made-up bedtime routine in order
5	Stop, look, listen	Pretend-road practice in the playground and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in terms 1 and 2; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Lessons 1-2: beanbags (about 4 per group of four or five, plus 20-30 for the middle hoop in lesson 2); one hoop per group plus one big hoop or mat for the middle; one large soft ball per group; one balloon per group, plus spares (check for latex allergies; use non-latex balloons or soft beach balls instead if needed).
- Lesson 3: about 20 picture cards of fruit and vegetables in different colours (for example red apple, strawberry, tomato; orange carrot, orange; yellow banana, sweetcorn; green peas, broccoli, cucumber; purple grapes, aubergine/eggplant, plum; brown or white potato, mushroom), one sorting mat with five coloured circles (red, orange or yellow, green, purple, other), each also marked with a shape (see lesson 3), with the same shape drawn in a corner of each matching food card; a picture card of a cup of water. **No food is tasted or handled in this unit.**
- Lesson 4: a teddy bear or bear puppet ("Bo"); four large picture cards of Bo's bedtime (bath or wash, brush teeth, story, lights off in bed); one small set of the same four cards per pair.
- Lesson 5: playground chalk or floor tape for a pretend road (two kerb lines about 4 metres apart), a picture of a grown-up and child holding hands, a pretend "car" (a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel), and a class list for the check. Enough adults to hold hands with children in turn (the teacher plus a helper if possible). For the end-of-unit check: a ball, two fruit cards and the cup-of-water card from lesson 3, and a set of Bo cards from lesson 4.

⚠ Safety and access

- **Space and floor:** as in terms 1-2. In lesson 2, children walk (never run) to the middle hoop, and only one child per group goes at a time.
- **Medical:** follow each child's plan. Water available.
- **Food (lesson 3):** pictures only; nothing is tasted, smelled or handled, because of allergies. Foods are never called "good" or "bad", and no child's lunch, home food, body or weight is discussed. Some children may not eat some foods for religious, cultural,

medical or family reasons; all of these are fine. Adapt the picture set to foods your children know.
- **Sleep (lesson 4):** children are not asked when they go to bed or where or with whom they sleep. Bo is made up. Children's homes, rooms and routines differ, and that is fine.
- **Road safety (lesson 5):** practice is on a chalk road in a closed playground only, never on or next to a real road. The "car" moves at walking pace and is driven or pushed by an adult; children never stand in its path. The main message for five-year-olds is: **always cross with a grown-up, holding hands.** This unit does not teach children to cross alone.
- **Countries differ:** traffic drives on the left in some countries and on the right in others, so the lesson says "look all around" rather than "look left first". Use your country's crossing rules and words (kerb/curb, pavement/sidewalk).
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches take turns, play the team games and practise the road steps in their own way (wheeling to the hoop; holding the grown-up's hand or keeping a hand on the wheelchair while the grown-up pushes). Children with low vision can use a bell ball, a bright tape kerb they can feel with their feet, and extra listening practice. Deaf or hard-of-hearing children use the visual stop signal, and in lesson 5 "look all around" carries more of the work; "listen" can be signed or shown, and they hold the grown-up's hand as everyone does.
- **Touch:** holding hands for the road practice is with an adult the child knows; a child who does not want to hold a hand may hold the adult's sleeve or a short loop, or walk with a hand on the wheelchair or pushchair, as many children do on real streets.

Assessment

- Lessons 1-2: the teacher watches for waiting, passing the turn on and following the game rules, and notes them on a class list.
- Lessons 3-4: listen for "many foods", "water" and "sleep helps us grow" during the talk; the closing checks use pointing or speaking.
- Lesson 5: a 5-part road-steps and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Green Cross Code" (read 6 November 2026): https://en.wikipedia.org/wiki/Green_Cross_Code
- The Green Cross Code is a UK pedestrian road-safety campaign begun in 1970 by what is now the Royal Society for the Prevention of Accidents (RoSPA).
- Its basic tenets, "Stop, Look, Listen, Think", have stayed the same. The 2018 version: think, find the safest place to cross; stop near the kerb; look all around and listen; wait until it is safe and let traffic pass; go straight across, not running or walking diagonally; keep looking and listening while you cross.
- The earlier Kerb Drill was replaced partly because its military style was confusing to children.
- Wikipedia, "Pedestrian safety" (read 6 November 2026): https://en.wikipedia.org/wiki/Pedestrian_safety
- Road traffic crashes kill about 300,000 pedestrians a year; the World Health Organization says crashes are predictable and preventable.

- Responsibility for pedestrian safety is contested; the idea that pedestrians are to blame was partly promoted by motoring lobby groups. (This is why the lesson is about how we keep safe together, not about blaming walkers.)
- Wikipedia, "Sleep" (read 6 November 2026): https://en.wikipedia.org/wiki/Sleep
- Children need many hours of sleep to develop and function, up to 18 hours a day for newborns, declining with age.
- A bedtime routine usually involves rituals such as a bath, brushing teeth and a bedtime story, and a consistent bedtime; it can improve a child's sleep. These look different in different families.
- Wikipedia, "Healthy diet" (read 6 November 2026): https://en.wikipedia.org/wiki/Healthy_diet
- A healthy diet gives the body what it needs, including water; it may contain fruits, vegetables and whole grains, and can be met from many plant-based and animal-based foods.
- Wikipedia, "Turn-taking" (read 6 November 2026): https://en.wikipedia.org/wiki/Turn-taking
- About conversation: speakers take turns, conventions vary by culture, and turn-taking develops very early. Used only as background; the games are mine.
- No health, PE or road-safety standard or official guidance was read for this unit.

Known gaps

- No official standard or road-safety guidance was read; the Green Cross Code is UK-specific. Use your local road-safety guidance and crossing rules.
- No sleep-hours figure for five-year-olds is given, because the source read gives none for this age. Do not invent one; use your health service's guidance if you want a number.
- One lesson each on food and sleep is a start, not a nutrition or sleep programme. Schools often have their own food policy; use it.
- The team games are cooperative on purpose. Many schools add simple competitive relays here; if you do, keep teams small and praise good waiting, not only winning.
- Peer check: Gemini 4 Argon did a bounded text, timing, link, safety and lesson 5 check at 7b62558 (not an educator, safety or accessibility review); timings sum and links resolve. Its four notes (water card in the check; flexible bedtime order; access routes as a full "yes" in the crossing check; shape symbols and low-vision cues on the food cards) were fixed in 30f8485, which Argon also diff-checked the same day (see PEERCHECKS.md). Not reviewed by a teacher.

CC0 1.0. Games, Bo the bear and the routine cards in this unit were written for it and are also CC0.

Lesson 1: My turn, your turn

Goal: Children wait for their turn in a small group, pass the turn on clearly, and say what good waiting looks like.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop and one large soft ball per group of four or five; 4 beanbags per group.
- A class list for notes.

Steps

✎ Opening (5 min)

Warm-up from term 1: walk, jog and freeze on the stop signal in "my bubble". Then sit in a circle. "Today's games need turns. When it is my turn, I play. When it is your turn, I wait and watch. Then I pass the turn on."

✎ Main activity: turn games (12 min)

1. Pass and say (4 min): groups of four or five sit in small circles. One child holds the ball, says their name (or signs it, or just smiles) and rolls the ball to someone in the group. That child now has the turn. "The ball tells us whose turn it is."
2. Beanbag in the hoop (5 min): each group stands behind a floor line about 2 metres from its hoop. One child at a time throws one beanbag underarm towards the hoop. When all four beanbags are thrown, one child (a different one each round) fetches them and hands them to the next throwers; anyone who has not had a turn yet goes first. Children move the line closer or further for themselves. "Did everyone get a turn?"
3. Tap to pass (3 min): groups stand in a line. The first child does any move (a jump, a hop, a stretch, a spin of the wheels) and taps the next child's hand to pass the turn. The next child copies the move and adds a new one, then taps on. Children may skip adding a move and just copy.

✓ Discussion questions (5 min)

- How did you know it was your turn? The ball or beanbag came to me; someone tapped my hand; it was my place in the line.
- What does good waiting look like? Watching the player, staying in my space, cheering, keeping hands to myself.
- What can help if waiting feels too long? Count the people before me, watch and cheer, take a slow breath (term 2 feelings words: it is OK to feel cross about waiting).

✓ Closing check (3 min)

Show one group playing "pass and say" for one round. Ask the class: "Who has the turn now?" (Whoever has the ball.) "What should everyone else do?" (Wait and watch.) Note children who waited and passed the turn on.

Vocabulary

turn, my turn, your turn, wait, pass, group

Differentiation

- **Support:** groups of three so turns come round faster; an adult sits in the group; a picture card "my turn" that moves with the ball.
- **Stretch:** in "tap to pass", remember and copy two earlier moves.
- **Movement and communication:** a child can roll, push or hand over the ball or beanbag instead of throwing; name-saying can be signed, pointed to on a name card or skipped.

⚠ Safety

- Groups well apart; beanbags thrown only towards the group's own hoop, never at people.
- Fetching happens only when the whole group has thrown.

Lesson 2: One team, one goal

Goal: Children play two games where the whole group works towards one shared goal, follow one or two simple rules, and say how they helped the team.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop per group of four or five, placed round the edge; one big hoop or mat in the middle with 20-30 beanbags in it.
- One balloon per group, plus spares (non-latex if anyone has a latex allergy), or soft beach balls.

Steps

✎ Opening (4 min)

Warm-up: walk and freeze; then "team statues": on the stop signal, each group makes one shape together (a tall tower, a long snake). "Today the whole team has one goal."

✎ Main activity: shared-goal games (13 min)

1. Fill the hoop (7 min): groups line up behind their own hoop at the edge. Rules: (1) one child from each group at a time; (2) walk, don't run, to the middle, take **one** beanbag, walk back and put it in the hoop, then tap the next child. On the stop signal, everyone freezes and each group counts its beanbags together. Play twice. Second time, the goal is shared by the whole class: "Can we empty the middle hoop together before the drum?" (Count the class total, not the winner.)
2. Keep it up (6 min): groups of four or five stand in a small circle with one balloon. The team goal is to keep it off the floor by tapping it gently upward, each tap by a different person if they can. Count taps together. If it touches the floor, start counting again; nobody is "out". Try to beat the team's own best count.

✓ Discussion questions (5 min)

- What was the team's goal in "keep it up"? To keep the balloon off the floor together, and beat our own best count.
- How did you help your team? Waiting my turn, tapping gently, saying "yours!", cheering, picking up and starting again.
- What did we do when the balloon fell? Started again; nobody was out, and it was nobody's fault.

✓ Closing check (3 min)

"Tell me one rule of 'fill the hoop'." (One child at a time; walk, don't run; one beanbag each time.) "Show me with your thumb: was our class goal reached?" Note children who followed the rules and who helped others.

Vocabulary

team, goal, rule, together, help, best count

Differentiation

- **Support:** one rule only ("walk, don't run"); a buddy walks with a child; bigger, slower balloons.
- **Stretch:** in "keep it up", call the next person's name before tapping.
- **Movement:** a child who uses a wheelchair or walker can wheel to the middle and carry the beanbag on their lap, or the group can bring the hoop closer; balloon taps can be with any body part or a short soft bat. Children with low vision may use a bright beach ball with a bell inside.

⚠ Safety

- Walking only in "fill the hoop"; one child per group in the middle at a time keeps the middle uncrowded.
- Balloons: non-latex if needed; gentle taps; burst balloon pieces picked up at once (a choking risk).

Lesson 3: Food that helps us grow

Goal: Children say that our bodies need many different foods and water, name some fruits and vegetables, and sort fruit and vegetable pictures by colour.

Length: about 20 minutes, in the classroom.

Materials

- About 20 picture cards of fruit and vegetables in different colours, for example:
  - red: apple, strawberry, tomato
  - orange or yellow: carrot, orange, banana, sweetcorn
  - green: peas, broccoli, cucumber
  - purple: grapes, aubergine (eggplant), plum
  - other colours: potato, mushroom
- A sorting mat with five circles, each with a colour and a shape so that children with colour-vision differences can use it too: red circle with a heart; orange-or-yellow circle with a sun; green circle with a leaf; purple circle with a star; white circle with a question mark for "other colours". Draw the matching shape in a corner of each food card too, so children can sort by shape if colours are hard to tell apart. For children with low vision, say each card's colour aloud and make the shapes raised (glue, felt or a sticker) so they can be felt.
- A picture card of a cup of water.
- **No real food.** Nothing is tasted, smelled or handled, because of allergies.

Steps

✎ Opening (3 min)

"Cars need fuel to go. Plants need water and light. What do our bodies need to grow and play?" Take ideas. "Our bodies need lots of different foods, and water to drink, and sleep (next lesson!)."

✎ Main activity: many foods (10 min)

1. Name the pictures (3 min): hold up cards one by one; children name them if they can, in any language. "Is this a fruit or a vegetable?" Accept both for tomato and say that people argue about it.
2. Colour sort (5 min): children come up in turns (practising lesson 1) and put a card on the matching circle. Count each circle together. "Our bodies like lots of different colours of fruit and vegetables, on different days."
3. Water (2 min): show the cup of water. "When we run and play, we get thirsty. Water helps our bodies." Remind the class where they can get water at school.

✓ Discussion questions (5 min)

- Is any one food all our bodies need? No; our bodies need many different foods and water.
- Are some foods good and some bad? We don't say that. Different foods help in different ways, and people eat different foods at home, and that's fine.
- Why do we wash our hands before eating? (Term 1.) To wash away germs we can't see.

✓ Closing check (2 min)

Point to the purple circle: "Name a purple food." (Grapes, aubergine, plum.) Then: "What should we drink when we are thirsty after playing?" (Water.) Any child may answer by pointing to a card.

Vocabulary

food, fruit, vegetable, water, grow, thirsty

Differentiation

- **Support:** three circles only (red, green, other); match a card to a picture already on the circle.
- **Stretch:** "Find two foods that are the same colour but different shapes."
- **Communication:** children may point, sign or use a device; home-language food names are welcome.

⚠ Safety

- Pictures only; no tasting, smelling or handling of food.
- Never discuss children's lunches, home food, bodies or weight. Some children do not eat some foods for religious, cultural, medical or family reasons; say that this is fine.
- Adapt the picture set to foods your children know.

Lesson 4: Bo the bear goes to bed

Goal: Children say that sleep and rest help us grow, learn and feel well, and put four pictures of a made-up bedtime routine in order.

Length: about 20 minutes, in the classroom.

Materials

- A teddy bear or bear puppet, "Bo".
- Four large picture cards of Bo's bedtime: (1) bath or wash, (2) brush teeth, (3) story, (4) lights off in bed. One small set of the same four cards per pair, mixed up.
- Optional: a quiet piece of music for the rest time.

Steps

✎ Opening (3 min)

Bo yawns and rubs its eyes. "Bo is sleepy! Sleep is when our bodies and brains rest. Sleep helps us grow and get ready for a new day. Children usually need more sleep than grown-ups, and babies need the most."

✎ Main activity: Bo's bedtime (10 min)

1. Bo's story (3 min): "This is what Bo does every night. First Bo has a bath. Next Bo brushes its teeth. Then Bo has a story. Last, lights off and Bo goes to sleep." Show each big card as you say it.
2. Mixed-up cards (5 min): mix the big cards. "Oh no, Bo's bedtime is all mixed up!" Pairs put their small cards in order: bath, teeth, story, lights off. Use the words first, next, then, last (this links to computing "clear instructions").
3. Rest time (2 min): children lie down or sit comfortably, close their eyes if they want, and breathe slowly like a sleeping bear while the music plays. "How does your body feel when it rests?"

✓ Discussion questions (5 min)

- Why does Bo need sleep? To rest, grow and feel well; to have energy to play and learn tomorrow.
- What might Bo feel like after not enough sleep? Maybe tired, grumpy or cross, and finding it hard to play (term 2 feelings words; "might").
- Is everyone's bedtime the same? No. Families do bedtime in different ways. Many have a story or a wash, and going to bed at about the same time helps.

✓ Closing check (2 min)

Show the big cards mixed up: "What does Bo do first?" (Bath or wash.) "What does Bo do last?" (Lights off and sleep.) "Why do we need sleep?" (To rest, grow and feel well.) Any child may answer by pointing to a card.

Vocabulary

sleep, rest, tired, bedtime, first, next, then, last

Differentiation

- **Support:** three cards (bath, story, sleep); an adult reads the cards with the pair.
- **Stretch:** add a fifth card of their own (for example pyjamas or a drink of water) and say where it goes.
- **Communication:** pointing, signing or a device are all fine.

⚠ Safety

- Children are never asked when they go to bed, where they sleep or who they sleep with. Bo is made up.
- Rest time is optional: any child may sit and watch instead of lying down.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Lesson 5: Stop, look, listen

Goal: Children practise the road steps on a pretend road in the playground (stop at the kerb, hold a grown-up's hand, look all around and listen, walk straight across when the grown-up says it is safe, keep looking and listening), and finish the end-of-unit check.

Length: about 25 minutes in a closed playground, plus per-child checks (about 3 minutes each) over the week.

Materials

- Playground chalk or tape: two "kerb" lines about 4 metres apart, with the "pavement" (sidewalk) outside them and the "road" between.
- A picture of a grown-up and a child holding hands.
- A pretend "car": a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel and saying "brrrm".
- The teacher plus a helper if possible, to hold hands with children in turn.
- The stop signal; a class list for the check.
- For the check: the lesson 2 balloon or ball, two lesson 3 fruit cards and the lesson 3 cup-of-water card, the lesson 4 Bo cards.

Steps

✎ Opening (4 min)

Sit on the "pavement". "Roads are for cars, buses and bikes. They are fast and heavy. Drivers can't always see small people. So near roads we have a rule: **we always cross with a grown-up, holding hands.**" Show the picture. "Today we practise on a pretend road. We never practise on a real road."

✎ Main activity: the road steps (12 min)

1. Teach the steps (3 min) with actions:
    - **Stop** at the kerb (feet together on the pavement, a step back from the line).
    - **Hold hands** with your grown-up.
    - **Look all around** (turn your head both ways and behind) and **listen** (hand to ear).
    - **Wait** if a car is coming; let it go past.
    - **Walk straight across** when the grown-up says it's safe, still looking and listening. Don't run.
2. Practise with the pretend car (7 min): children cross in twos or threes, each holding an adult's hand (or the adult's sleeve, or with a hand on the wheelchair). The adult with the "car" sometimes drives slowly along the road and sometimes waits out of the way; children who are waiting on the pavement watch and call "car coming!" or "it's clear!". The car never drives towards a child, and children never step into the road while it moves.

3. Stop game (2 min): children walk around the playground; on the stop signal they find the nearest kerb line and **stop** a step back from it.

✓ Discussion questions (4 min)

- Who do we cross the road with? A grown-up, holding hands.
- Why do we look and listen? To see and hear cars, bikes and buses; some are quiet, so we look as well as listen.
- Why walk straight across, not run? Running can make us trip; straight across is the shortest way.

✓ Closing check (5 min)

Whole class: "Show me the steps!" Children do the actions together (stop, hold hands, look all around, listen, walk). Then begin the per-child checks.

✓ End-of-unit check (about 3 minutes per child)

Do this in a quiet corner of the playground or hall, one child at a time (or two together), with the class list. Record "yes", "with help" or "not yet".

Part	Ask or show	Answer guide
1	Roll the ball to the child and say "Your turn: roll it back, then it's my turn."	Rolls the ball back (passes the turn on). Any way of passing it is fine.
2	"Tell me one rule of 'fill the hoop'."	One child at a time / walk, don't run / one beanbag.
3	Show two fruit cards and the water card: "Our bodies need lots of different foods and something to drink. What drink?"	Water (saying it or pointing to the water card). Naming a fruit is a bonus.
4	Give the four Bo cards mixed up: "Put Bo's bedtime in order."	Bath or wash, teeth and story in any sensible order (families do these differently), then lights off last. With help is fine.
5	At the pretend kerb: "Show me how we cross the road."	Stops at the kerb, takes the adult's hand (or sleeve, loop, or the adult's hand on the wheelchair), looks all around and listens (or shows or signs "listen"), waits for the grown-up to say it is safe, walks or wheels straight across. Each of these routes is a full "yes".

A child may answer by pointing, signing, showing or using a device. Any movement in the child's own way counts.

Vocabulary

road, kerb (curb), pavement (sidewalk), stop, look, listen, safe, cross

Differentiation

- **Support:** fewer steps (stop, hold hands, look); the adult says the words while the child does the actions.
- **Stretch:** "What if a ball rolls into the road?" (Stop; don't chase it; tell a grown-up.)
- **Access:** deaf or hard-of-hearing children rely more on looking, and "listen" can be shown or signed; children with low vision use a bright tape kerb they can feel and extra listening; wheelchair users stop a wheel's width back from the line.

⚠ Safety

- Pretend road in a closed playground only. Never practise on or next to a real road.
- The "car" moves at walking pace, is controlled by an adult and never drives towards a child.
- The message is always "cross with a grown-up". This lesson does not teach children to cross alone.
- Traffic drives on the left in some countries and on the right in others; use your local crossing rules and words.

Kindergarten Computing: Clear Instructions for Everyday Tasks (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (computing, term 1). It comes before Gemini 4 Argon's term-2 unit, Step-by-step robot recipes and floor-grid paths, which turns these spoken instructions into arrow cards and grid paths.

Big idea

Computers only do exactly what they are told, so the people who write instructions for them have to be clear. Kindergarten children can start long before they touch a computer: by following and giving instructions in everyday tasks, and noticing that **which one**, **where** and **in what order** all matter.

This unit is "unplugged": no screens or devices are needed.

Outcomes

By the end of the unit, most children can:

1. Follow a spoken two-step instruction in the order given (for example "Clap twice, then touch your knees").
2. Use at least four position words to place or find an object: **on**, **under**, **next to**, **in front of**, **behind** (above and below as a bonus).
3. Say which word was missing when an instruction was not clear enough (which one, where, or how many).
4. Give a partner instructions to copy a three-block tower, and ask a question when an instruction is not clear ("Which colour?").
5. Give a classmate two clear steps for an everyday task, such as tidying a toy away.

Prior knowledge

- None needed beyond everyday classroom talk. Children do not need to read, write or count past 3.
- Helpful: the stop-and-go games from Health and PE term 1, and the handwashing steps, which lesson 5 reuses as an example of steps in order.

Lessons

Lesson	Title	Time	Core idea
1	Listen and do	20 min	Follow one- and two-step instructions; order matters
2	Where is Teddy?	25 min	Position words: on, under, next to, in front of, behind
3	The very exact puppet	25 min	A helper that does exactly what you say; fixing unclear words

Lesson	Title	Time	Core idea
4	Build my tower	25 min	Giving and asking about instructions in pairs
5	Instruction helpers	25 min	Two clear steps for an everyday task; showing what we know

Materials

- A soft toy ("Teddy", or any toy the class likes) and a box big enough to put it in.
- A hand puppet or a second soft toy for lesson 3 (a sock puppet is fine).
- Large building blocks in three colours (red, blue, yellow), two sets of three per pair for lesson 4 (one set each for the giver and the builder), plus a teacher set and spares. Use blocks too big to swallow.
- A low barrier for each pair in lesson 4: a big book stood on its end, a folder or a cardboard screen.
- Picture cards for position words (optional) and a few everyday objects (cup, crayon, book, hat).

Access and inclusion

- Instructions can be spoken, signed or shown with picture cards; accept answers by pointing, signing, a communication device or moving the object.
- Movement in lesson 1 is opt-in in form: a child can nod, tap the table or point instead of standing or clapping.
- Some children find barrier games stressful. Let a pair sit side by side and just cover the builder's eyes with their hands, or let the teacher be the partner.
- **Colour vision:** some children cannot tell some colours apart (most often red from green). Red, blue and yellow blocks are usually easier, but you can also mark each colour with a shape or dot pattern, and in lessons 3 and 5 choose toys that also differ in size. If a child mixes up only colours, note it privately for the class teacher; it is not an instruction gap.
- Ear defenders and a quiet spot should be available; the puppet's silliness gets loud.
- Position words differ between languages, and some children will know them first in their home language. Welcome those words; then add the English word alongside.
- Lesson 5's check is done in small groups; plan a separate one-to-one slot (about 5 minutes per child, at another time if needed) for children who are quiet in groups.

Assessment

Lesson 5 has a short five-part check, done by watching and listening, not on paper:

1. Follows a two-step instruction in order.
2. Places Teddy correctly for three position words.
3. Spots the missing word in an unclear instruction (which one / where).
4. Gives at least one clear tower instruction with a colour and a position.
5. Gives a classmate two clear steps for a tidy-up task.

Short daily closing checks are in each lesson.

Sources

- Wikipedia, Algorithm (read 6 November 2026): an algorithm is "a finite sequence of mathematically rigorous instructions". This unit uses only the everyday idea behind that:

clear instructions in a set order. The word "algorithm" is not taught here; Argon's term-2 unit introduces it.
- Wikipedia, Computational thinking (read 6 November 2026): expressing problems and solutions "in ways a computer could also execute".
- Common Core State Standards, Kindergarten Geometry, K.G.A.1: "describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to". Lesson 2 uses these words.
- Common Core State Standards, Kindergarten Speaking and Listening, SL.K.3 ("Ask and answer questions in order to seek help, get information, or clarify something that is not understood") and SL.K.6 ("Speak audibly and express thoughts, feelings, and ideas clearly"). Lessons 3 and 4 build on these.
- No computing standard was read for this unit. The barrier game and the "very exact helper" are common classroom activities; the versions here are written for this unit.

Known gaps

- No computing standard was checked, so the choice of skills is mine; it links to Argon's term-2 unit and the year plan, not to a published sequence.
- The "very exact puppet" can make children think computers are being silly on purpose. Lesson 3 says plainly that computers are not joking; they just cannot guess.
- Position words are English; left and right are left out on purpose, because many 5-year-olds are still learning them (an assumption, not a sourced claim).
- Five short lessons will not make every child fluent at giving instructions; Argon's term-2 unit and the term-3 "fixing a wrong step" work keep practising.
- Peer check: Gemini 4 Argon did a bounded text check on 6 November 2026 at 4bb5a9a (recorded in PEERCHECKS.md); fixes are in 29234ff, which Argon also diff-checked the same day.

Lesson 1: Listen and do (20 min)

Back to the unit

Goal

Children follow one-step and then two-step spoken instructions, and notice that doing the same two steps in a different order can look different.

Materials

- Open space or children standing by their chairs.
- Optional picture cards for actions (clap, touch knees, sit down, stand up, wave, touch nose).

Steps

✎ Opening (3 min)

Say: "Today we are going to be very good listeners. I will say what to do, and you do exactly that, no more and no less."

Give three one-step instructions slowly: "Touch your nose." "Wave one hand." "Sit down." Praise children who waited until you finished speaking.

✎ Main activity: one step, then two steps (10 min)

1. **One step (3 min).** Mix fast and slow: "Clap once." "Stand up." "Touch your knees." Show the picture card at the same time for children who need it.
2. **Two steps (4 min).** Use the word **then**: "Clap twice, then touch your knees." "Stand up, then turn around." "Touch your nose, then sit down." Wait until you have said both steps before anyone moves; a quiet "ready... go" helps.
3. **Swap the order (3 min).** Say "Stand up, then sit down." Then say "Sit down, then stand up." Ask: "Did we do the same thing?" Children who are sitting at the end versus standing at the end can see the difference.

Nobody is "out". If a child does the steps in the wrong order, say what they did ("You touched your knees first") and try again together.

Talk about it (5 min)

- "Why did we wait until I finished speaking?" (So we heard both steps.)
- "Stand up, then sit down" and "sit down, then stand up": what was different? (Where we ended up; standing or sitting.)
- "If I just said 'Clap', how many times would you clap?" (We do not know; the instruction did not say. Accept any answer; the point is that it was not clear.)

✓ Closing check (2 min)

Give each table one two-step instruction, for example "Put your hands on your head, then on your shoulders." Watch who does both steps in order.

Answer: hands on head first, then shoulders.

Vocabulary

instruction, first, then, listen

Differentiation

- Support: one step at a time with a picture card; let a child copy a buddy.
- Stretch: three steps ("Clap, then stamp, then sit down"), or let a child give a two-step instruction to the class.

⚠ Safety

Check the space is clear before "turn around". Movement is opt-in in form: nodding, tapping or pointing counts.

Teacher notes

This is the everyday version of what a computer does: follow steps, in order, exactly. Do not use the word "algorithm" yet; Argon's term-2 unit introduces it.

Lesson 2: Where is Teddy? (25 min)

Back to the unit

Goal

Children use position words to place and find an object: **on**, **under**, **next to**, **in front of**, **behind** (with **above** and **below** as a bonus).

Materials

- Teddy (or any soft toy) and a box.
- A chair, a cup, a book.
- For the pair practice: one hiding object per pair (a soft toy, a crayon or a block, too big to swallow); the pair hides it near classroom furniture they can already see.
- Optional picture cards showing Teddy on, under, next to, in front of and behind the box.

Steps

✎ Opening (3 min)

Put Teddy on the box. Ask: "Where is Teddy?" Accept any answer, then say "Teddy is **on** the box." Move Teddy under a chair: "Now Teddy is **under** the chair."

✎ Main activity: Teddy moves (12 min)

1. **Show and say (4 min).** Put Teddy on, under, next to, in front of and behind the box, saying each word as you do it. The class says the word back each time.
2. **Children move Teddy (5 min).** One child at a time: "Put Teddy **behind** the box." The class checks with a thumbs up or a "try again". Give each word to at least two children.
3. **Where does "in front of" point? (3 min).** Stand Teddy in front of the box facing the class. Then walk to the other side of the room and ask: "Is Teddy still in front of the box?" Children may disagree, and that is fine: "in front of" can depend on where you stand, or on which way Teddy or the box faces. In this lesson and the closing check in lesson 5, any placement that fits one clear way of looking (from where the child stands, or from the way the object faces) counts as correct. Say: "That is why clear instructions sometimes need more words."

Practice: hide and find in pairs (8 min)

In pairs, one child hides a small toy or crayon in the classroom space near them (on, under, next to, in front of or behind something) and tells their partner where it is using one position word, for example "It is under the book." The partner finds it. Then swap.

Walk around and listen for position words. If a child says "over there", ask: "Can you use one of our Teddy words?"

✓ Closing check (2 min)

Ask three children, one at a time:

- "Put Teddy **on** the chair."
- "Put Teddy **under** the chair."
- "Put Teddy **next to** the cup."

Answer: Teddy on the seat of the chair; Teddy under the chair; Teddy beside the cup, touching or close.

Vocabulary

on, under, next to, in front of, behind; above, below (bonus)

Differentiation

- Support: start with only on, under and next to; use the picture cards.
- Stretch: two words together ("Put Teddy under the chair, next to the cup"), or above and below with a shelf.

⚠ Safety

Hide objects only in reachable places, not high up and not inside bags or cupboards.

Teacher notes

These are the position words named in Common Core K.G.A.1. Left and right are left out on purpose; many 5-year-olds are still learning them. Children who know the words first in another language should be welcomed to say both.

Lesson 3: The very exact puppet (25 min)

Back to the unit

Goal

Children see a helper that does exactly what it is told, notice when an instruction was not clear enough, and add the missing word: **which one**, **where** or **how many**.

Materials

- A hand puppet or soft toy (call it "Exact"; any name works).
- Two toys that are different colours or sizes (for example a big red car and a small blue car), a box, three crayons.

Steps

✎ Opening (3 min)

Introduce the puppet: "This is Exact. Exact is very helpful, but Exact cannot guess. Exact only does exactly what you say."

✎ Explain and model (5 min)

Put the two cars on the table. Say to the puppet: "Exact, put the car away."

Make the puppet stop, look at both cars, and say: "Which car? I can't guess!"

Ask the class: "What should we say?" Help them to "Put the **red** car away" or "the **big** car".

Now say: "Exact, put the red car." Make the puppet hold the red car up and freeze. "Put it where? I can't guess!" The class adds: "**in** the box".

✎ Main activity: fix it for Exact (12 min)

Give the puppet these unclear instructions one at a time. After each, the puppet shows what it would do (or says "I can't guess!"). The class fixes the words.

Unclear instruction	What Exact does	A clear version
"Give me a crayon."	Holds all three, can't choose	"Give me the **green** crayon."
"Put the book down."	Holds it over the floor, freezes	"Put the book **on the table**."
"Clap."	Claps and claps and does not stop	"Clap **two times**."
"Put Teddy next to it."	Looks around: next to what?	

Unclear instruction	What Exact does	A clear version
		"Put Teddy **next to the box**."
"Stand up, sit down." (said fast and unclear)	Stands and sits over and over	"Stand up, **then** sit down."

Each time ask: "What word did Exact need? Which one, where, or how many?" Accept any clear fix; there is more than one right answer.

Talk about it (3 min)

- "Was Exact being silly?" Say plainly: "No. Exact was not joking. Exact just couldn't guess what we meant."
- "Computers are a bit like Exact. They do what they are told and they can't guess. People who make computers do things have to be very clear."

✓ Closing check (2 min)

Puppet: "Exact, put the car in the box." (Both cars are still on the table.)

Ask: "What does Exact need to know?"

Answer: which car (for example "the blue car" or "the small car").

Vocabulary

clear, exact, which one, where, how many

Differentiation

- Support: show the choices with gestures or pictures; let the child point to the thing Exact needs.
- Stretch: children make up an unclear instruction and the class fixes it.

⚠ Safety

Keep the puppet's actions gentle; no throwing. Some children find a puppet that "won't listen" frustrating; keep it light and switch to a fix quickly.

Teacher notes

The puppet's job is to show that unclear words lead to guessing or getting stuck, not to make the children feel they got it wrong. Praise every clear fix. Asking "which one?" is a good question for children to ask too (Common Core SL.K.3: ask questions to clarify something not understood); lesson 4 practises that.

Lesson 4: Build my tower (25 min)

Back to the unit

Goal

Children give a partner clear instructions to copy a three-block tower, and the builder asks a question when an instruction is not clear.

Materials

- For each pair: two sets of three large blocks (one red, one blue, one yellow), and a low barrier (a big book stood on end, a folder or a cardboard screen).
- One set for the teacher's demonstration.

Steps

✎ Opening (3 min)

Remind the class of Exact: "Exact couldn't guess. Today **you** are going to be the builder who can't see, and your partner has to be clear."

✎ Explain and model (5 min)

Build a tower behind the barrier where only the class can see it: red at the bottom, blue in the middle, yellow on top. Ask a volunteer to be the builder on the other side.

Model good instructions, one block at a time:

1. "Put the **red** block on the table."
2. "Put the **blue** block **on** the red block."
3. "Put the **yellow** block **on** the blue block."

Then lift the barrier. Same tower? Celebrate.

Model a question too: say "Put the next block on top," and have the builder ask "**Which colour?**" Praise the question: "Good builders ask when they are not sure."

✎ Main activity: pairs build (12 min)

1. Pairs sit with the barrier between them. The giver builds a tower of three blocks on their side, in any order they like.
2. The giver tells the builder how to make the same tower, one block at a time. The builder may ask questions: "Which colour?" "On top or next to?"
3. Lift the barrier and compare. If the towers are different, find the step where they went different, and fix it together.
4. Swap roles and build again. Most pairs can do two to four rounds.

Walk around. Listen for colour words and position words. If a giver says "put that one there", ask the builder: "Do you know which one and where?"

Talk about it (3 min)

- "Which words helped the most?" (Colour words; on, next to.)
- "When did a question help?" (When the builder didn't know which block or where.)
- "If the towers were different, was anyone bad at building?" (No. Usually a word was missing or heard wrong, and we fixed it.)

✓ Closing check (2 min)

Show a tower: red at the bottom, blue in the middle, yellow on top. Ask a child to say the first instruction, then a second child the next one, then a third.

Answer: "Put the red block on the table." "Put the blue block on the red block." "Put the yellow block on the blue block." (Any version that names the colour and says "on" is right.)

Vocabulary

builder, giver, on, on top, next to, question

Differentiation

- Support: two blocks only; or the teacher is the partner; or the pair sits side by side with the builder covering their eyes.
- Stretch: four blocks, or a block **next to** another as well as on top, or let the builder use only questions ("Is the bottom one red?").

⚠ Safety

Use large blocks only (nothing small enough to swallow). Barriers should be light and stable.

Teacher notes

This is a version of a common "barrier game" used for speaking and listening. Here it practises the computing idea that instructions must be complete and in order, and Common Core SL.K.3 (asking to clarify) and SL.K.6 (speaking clearly).

Lesson 5: Instruction helpers (25 min)

Back to the unit

Goal

Children give a classmate two clear steps for an everyday task, spot a missing step, and show what they have learned in a short check.

Materials

- A few everyday objects for tidy-up tasks (book, crayon pot, hat, cup).
- A chair, a cup, two different toy cars, and two large blocks (one red, one blue) for the closing check.
- Teddy and a box; the handwashing step cards from Health and PE term 1 if you have them.

Steps

✎ Opening (3 min)

Say: "We have been very clear instruction-givers. Today we are instruction helpers for everyday jobs."

Remind children of the handwashing steps: wet, soap, rub, rinse, dry. Ask: "What would happen if we dried our hands before we washed them?" (They'd be wet again; the order matters.)

✎ Main activity: two clear steps (10 min)

1. **Model (3 min).** "Mia, pick up the **book**, then put it **on the shelf**." Point out the two steps, the **then**, the **which one** and the **where**.
2. **Pairs (7 min).** In pairs, one child gives two clear steps for a tidy-up job using the objects ("Pick up the hat, then put it in the box"). The partner does it. Then swap. Listen for which-one and where words.

Spot the missing step (5 min)

Say each set of steps and ask: "What's missing?"

- "Get a cup. Drink the water." **Answer:** fill the cup with water (between getting the cup and drinking).
- "Put on your coat. Go outside. Open the door." **Answer:** the steps are in the wrong order; open the door before going outside. (Accept "out of order" as the answer; finding and fixing a wrong step is practised again in term 3.)

✓ Closing check: five parts (7 min)

Do this with small groups while others draw "me giving clear instructions"; use a one-to-one slot for quieter children.

1. Say: "Touch your head, then clap once." **Watch for:** head first, then one clap.
2. Say: "Put Teddy **under** the chair." Then "**behind** the box." Then "**next to** the cup." **Watch for:** all three placed correctly. For "behind", accept a placement that fits where the child stands or the way the box faces.
3. With two cars on the table, say: "Put the car in the box." Ask: "What's missing?" **Answer:** which car.
4. Show a two-block tower (blue on red). Ask: "Tell me how to build this." **Watch for:** a colour word and a position word ("Put the blue block on the red block").
5. Ask the child to tell a classmate two steps for tidying a book away. **Watch for:** two steps, with which one and where.

Record each part as "yes", "with help" or "not yet". A "not yet" is fine at this stage; Argon's term-2 unit keeps practising.

Vocabulary

steps, order, then, missing, clear

Differentiation

- Support: accept pointing, signing or picture cards in every part. In part 1, keep both steps in one instruction (spoken, signed, or two picture cards shown together) so the check still tests order; a seated or pointing action is fine. In the other parts, one step at a time is fine.
- Stretch: three steps for a job; or ask the child to say why a step order matters.

⚠ Safety

Keep tidy-up tasks to safe, light objects within reach. No climbing to shelves.

Teacher notes

Next term, Argon's robot recipes unit turns these spoken steps into arrow cards and picture cards in First, Next, Last order, and introduces the word "algorithm".

Kindergarten Computing: Patterns and Fixing a Wrong Step (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (computing, term 3). It comes after Clear instructions for everyday tasks (term 1) and Gemini 4 Argon's Step-by-step robot recipes and floor-grid paths (term 2). Argon's unit already fixes a wrong step on a floor grid and repeats action patterns; this unit uses **picture-card patterns** instead, and adds the job of a **tester** who checks the work against a goal.

Big idea

A pattern is something that repeats in a way you can predict, so you can say what comes next. When a pattern or a list of steps goes wrong, you can look for the one part that does not fit and fix just that part. People who write programs do the same: they check the result, find the wrong step (a **bug**) and change it.

This unit is "unplugged": no screens or devices are needed.

Outcomes

By the end of the unit, most children can:

1. Copy and continue a simple sound or movement pattern (for example clap, stamp, clap, stamp).
2. Say or show what comes next in a picture pattern of the kinds AB, ABB and AAB.
3. Make their own repeating pattern that repeats at least twice.
4. Find the one card that does not fit in a broken pattern and fix it.
5. Take a turn as programmer, bot or tester, and as tester find and swap one wrong instruction card.

Prior knowledge

- Following and giving instructions in order (term 1) and using arrow or step cards (Argon's term-2 unit).
- Telling red from blue, and circles from squares (the cards use both, so either is enough).
- Children do not need to read or write. Counting to 6 helps in lesson 4 but is not required.

Lessons

Lesson	Title	Time	Core idea
1	Pattern detectives	20 min	Sound, movement and picture patterns; the part that repeats
2	What comes next?	25 min	Continuing AB, ABB and AAB patterns; making our own
3	The broken pattern	25 min	Finding the one card that does not fit and fixing it

Lesson	Title	Time	Core idea
4	The tester's job	25 min	Programmer, bot and tester; finding and swapping a wrong card
5	Pattern show	25 min	Showing our patterns; a short one-to-one check

Materials

- **Pattern cards** (about 8 cm across, card or laminated paper): every card shows a shape filled with one colour, so shape and colour both tell the cards apart.
  - Red circle cards and blue square cards: 6 of each per pair (lessons 2, 3 and 5).
  - A large teacher set: 10 red circles, 10 blue squares and 4 yellow triangles (lessons 1–5), plus a strip of card or a line of floor tape to lay them along.
  - Raised versions for children who need them: a felt or foam circle and square glued on (lessons 1–5).
- **Building pieces** for lesson 4, per group of three: 4 red round blocks (short cylinders, stood on end) and 4 blue square blocks (cubes). Use pieces too big to swallow; no beads.
- **Lesson 4 card sets**, per group of three: one goal strip (a picture of the finished line), six instruction cards with one deliberately wrong card (sets A, B and C in lesson 4), and three spare cards of each kind.
- **Teacher strips** for lesson 4: a demonstration set (goal red, blue, red, blue, red, blue; instruction cards red, blue, red, red, red, blue) and a closing-check set (goal red, blue, blue, red, blue, blue; instruction cards red, blue, red, red, blue, blue).
- **Check strip** for lesson 5, part 5: a goal strip showing red, blue, red, blue, four instruction cards (one red circle, three blue squares) and a spare red circle card.
- **Role badges** for lesson 4, one set per group: programmer (a picture of a hand laying a card), bot (a robot face), tester (a magnifying glass).
- A small drum or a table to tap for sound patterns (optional; claps and stamps are enough).
- A class list for the lesson 5 check.

Access and inclusion

- Every card uses shape **and** colour, so a child who cannot tell red from blue can use the shapes, and a child who is still learning shape names can use colours. Accept "circle", "red", "round" or pointing.
- Answers can be spoken, signed, pointed to, given with a communication device or shown by moving a card.
- Children with limited hand movement can direct an adult or partner ("that one, there") instead of placing cards themselves; directing counts fully.
- Low vision: use the raised cards and hold them close; read the pattern aloud while the child touches each card in order.
- Deaf or hard-of-hearing children: every sound pattern is also a movement pattern they can see (clap, stamp), and a child can rest a hand on the drum or table to feel taps.
- Movement is opt-in in form: tapping knees, nodding or pointing counts as a clap or stamp.
- Some children find being "wrong" upsetting. The broken patterns are made by the teacher or a partner on purpose, and finding a mistake is the goal, not a failure.
- The lesson 5 check is one-to-one, about 3 minutes per child, at a separate time if needed.

Assessment

Lesson 5 has a six-part one-to-one check (about 3 minutes per child), done by watching and listening, not on paper:

1. Copies clap, stamp, clap, stamp and continues it with one more clap, stamp.
2. Says what comes next: circle, square, circle, square, circle, ? (**square**).
3. Says what comes next: circle, square, square, circle, square, square, circle, ? (**square**).
4. Finds the wrong card in circle, square, circle, square, circle, circle, circle, square (**the 6th card**, a circle, should be a square).
5. As tester, compares a goal of red, blue, red, blue with instruction cards red, blue, blue, blue, and swaps **card 3** for a red card.
6. Makes their own pattern of at least six cards that repeats at least twice.

Short daily closing checks are in each lesson.

Sources

- Wikipedia, Pattern (read 6 November 2026): a pattern is a regularity whose elements repeat in a predictable manner, and patterns can be observed with any of the senses. Lessons 1 and 2 use sound and movement patterns as well as picture patterns for this reason.
- Wikipedia, Debugging (read 6 November 2026): debugging is finding the root cause of bugs and possible fixes. Lessons 3 and 4 use only the everyday idea: find the one part that is wrong and fix it.
- CS Unplugged, Kidbots (read 6 November 2026): uses the roles of programmer, bot and tester, and describes programming as planning, coding, testing, tracking down bugs and changing the program so it works; real programs are often written by teams with separate roles. Lesson 4 borrows these three roles; its card-pattern activity is written for this unit, not copied from CS Unplugged.
- No computing standard was read for this unit.

Known gaps

- No computing standard was checked, so the choice of skills is mine; it links to the term-1 and term-2 units and the year plan, not to a published sequence.
- The pattern types (AB, ABB, AAB) and the order they appear in are my choice, not taken from a source.
- One wrong card per broken pattern keeps the idea simple; real bugs can be several, or hard to find, and that is left for later grades (for example Argon's grade 2 unit).
- Some 5-year-olds will find ABB and AAB hard. Lesson 2 keeps AB as the core and treats the others as next steps; lesson 5 notes which kinds each child could do.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at 338d05b (not an educator, safety or accessibility review) and found no timing or answer-key errors. Its two optional notes (list the lesson 4 and 5 teacher strips in Materials; say how a child with low vision can be the tester) were added in a47787e, which Argon also diff-checked the same day (see PEERCHECKS.md). Not reviewed by a teacher.

Lesson 1: Pattern detectives (20 min)

Back to the unit

Goal

Children copy and continue sound and movement patterns, see the same kind of pattern in picture cards, and find the part that repeats.

Materials

- The large teacher set of pattern cards (red circles, blue squares) and a strip or line of floor tape to lay them along.
- Raised cards for children who need them.
- Optional: a small drum or a table to tap.

Steps

✎ Opening (3 min)

Without speaking, clap, stamp, clap, stamp, clap, stamp. Then stop and wait. Most children will want to fill the gap. Ask: "What do you think comes next?" (A clap.)

Say: "That was a **pattern**. A pattern repeats, so we can guess what comes next. Today we are pattern detectives."

✎ Main activity: hear it, move it, see it (10 min)

1. **Copy me (3 min).** Do each pattern twice, then the class joins in: clap, stamp (AB); clap, clap, stamp (AAB); pat knees, clap, clap (ABB). Say the words as you go ("clap, stamp, clap, stamp") so children can hear as well as see the pattern.
2. **The part that repeats (3 min).** Do clap, stamp, clap, stamp again and ask: "What part keeps coming back?" (Clap, stamp.) Show it with two fingers: "This little bit, again and again."
3. **See it (4 min).** Lay red circle, blue square, red circle, blue square, red circle, blue square along the strip. Read it together: "circle, square, circle, square..." or "red, blue, red, blue...". Ask a child to point to the part that repeats (one circle and one square). Then do the clap, stamp pattern while you point: circle = clap, square = stamp.

Nobody is "out". If the class loses the pattern, stop, say it slowly together and start again.

Talk about it (5 min)

- "How did you know a clap came next?" (It kept going clap, stamp, clap, stamp; it repeats.)
- "Is circle, square, circle, square the same kind of pattern as clap, stamp, clap, stamp?" (Yes: two things taking turns.)

- "Can you find a pattern in our room?" Accept any repeating thing children notice (stripes, tiles, a border on a display). If none are easy to see, that is fine; the cards are enough.

✓ Closing check (2 min)

Lay red circle, blue square, blue square, red circle, blue square, blue square. Ask: "Which part repeats?" Children point or say.

Answer: circle, square, square (one red circle and two blue squares).

Vocabulary

pattern, repeat, next

Differentiation

- Support: stay with two-part (AB) patterns; let a child copy a buddy.
- Stretch: a three-thing pattern (clap, stamp, pat knees), or let a child lead a pattern for the class.

⚠ Safety

Check the space is clear before stamping. Stamping can be replaced with tapping a table or the knees.

Teacher notes

A pattern here is "something that repeats in a way you can predict". The word "core" for the repeating part is used in some classrooms; it is left out here, and "the part that repeats" is enough. Children who are deaf or hard of hearing can follow the movements; children with low vision can follow the sounds and the raised cards.

Lesson 2: What comes next? (25 min)

Back to the unit

Goal

Children say or show what comes next in AB, ABB and AAB picture patterns, and make a repeating pattern of their own.

Materials

- The large teacher set of pattern cards and the strip or floor tape.
- Per pair: 6 red circle cards and 6 blue square cards (raised cards for children who need them).

Steps

✎ Opening (3 min)

Clap, stamp, clap, stamp, clap... and stop. "What comes next?" (Stamp.) Say: "Yesterday we found patterns. Today we will guess what comes next, then make our own."

✎ Main activity: guess, then make (14 min)

1. **What comes next? (6 min).** Lay each pattern, read it together, then leave a gap and ask what goes in it. Let a child place the card.
    - Red circle, blue square, red circle, blue square, red circle, **?** (blue square)
    - Circle, square, square, circle, square, square, circle, **?** (square)
    - Circle, circle, square, circle, circle, square, circle, **?** (circle)
    - If children guess wrongly, read the pattern again slowly, tapping each card, and say the part that repeats aloud.
2. **Make your own (6 min).** Each pair makes a pattern with their cards that repeats at least twice. Walk round and ask: "What is the part that repeats?" Some pairs will copy one of yours; that is fine.
3. **Swap and say (2 min).** Each pair covers the last card of their pattern with a hand. The pair next to them says what is under the hand.

Talk about it (5 min)

- "How did you know what came next?" (We found the part that repeats and kept going.)
- "Circle, square, square: how is that different from circle, square?" (It has two squares each time, not one.)
- "Was it a pattern if the cards were just mixed up?" (No; nothing repeated, so we could not guess.)

✓ Closing check (3 min)

Lay circle, circle, square, circle, circle, square, circle, circle and ask: "What comes next?"

Answer: square (the part that repeats is circle, circle, square).

Vocabulary

pattern, repeat, next, guess

Differentiation

- Support: AB patterns only; place the next card together while saying the pattern aloud.
- Stretch: add the yellow triangle cards for a three-part pattern (circle, square, triangle), or make a pattern and say it as claps and stamps.

⚠ Safety

No special safety issues. Keep cards on tables or the carpet so they are not slipped on.

Teacher notes

Note which children can continue AB, ABB and AAB patterns; lesson 5 records this. Many children find AB easy and ABB or AAB harder at first. A pattern a child makes that repeats only once (circle, square) is a good start; ask them to make it "go again".

Lesson 3: The broken pattern (25 min)

Back to the unit

Goal

Children find the one card that does not fit in a broken pattern and fix it by swapping just that card.

Materials

- The large teacher set of pattern cards and the strip or floor tape.
- Per pair: 6 red circle cards and 6 blue square cards (raised cards for children who need them).

Steps

✎ Opening (3 min)

Clap, stamp, clap, stamp, stamp, stamp, clap, stamp. Pull a puzzled face. "Hmm. Did that sound right?" (No.) "Something went wrong in my pattern. Today we are going to find the part that went wrong and fix it."

✎ Main activity: find it, fix it (14 min)

1. **Spot the odd one (5 min).** Lay circle, square, circle, square, square, square, circle, square. Read it together, touching each card. Ask: "Which card does not fit?"
    - **Answer:** the 5th card (a square) should be a circle. Let a child swap it, then read the fixed pattern together.
    - Show children how to check: say the part that repeats ("circle, square") and walk along the cards two at a time until something is different.
2. **A harder one (3 min).** Lay circle, square, square, circle, circle, square, circle, square, square.
    - **Answer:** the 5th card (a circle) should be a square; the part that repeats is circle, square, square.
3. **Partner game (6 min).** In pairs, child A makes a circle, square pattern with 8 cards and says it aloud. A closes their eyes (or turns around) while B swaps **one** card for the other kind, using a spare card. A opens their eyes, finds the card that does not fit and fixes it. Swap roles.

Say: "When people make computer programs, a mistake like this is called a **bug**. Finding it and fixing it is a big part of the job." Make clear that a bug is not a real insect here, and that everyone makes them.

Talk about it (5 min)

- "How did you find the wrong card?" (We said the pattern and looked for where it stopped matching.)
- "Did we need to start the whole pattern again?" (No; we only changed the one wrong card.)
- "Is it bad to make a bug?" (No. Everybody makes them; the job is to find and fix them.)

✓ Closing check (3 min)

Lay circle, circle, square, square, circle, square, circle, circle, square. Ask: "Which card is the bug, and what should it be?"

Answer: the 4th card (a square) should be a circle; the part that repeats is circle, circle, square.

Vocabulary

pattern, wrong, fix, bug

Differentiation

- Support: AB patterns of 6 cards, with the wrong card near the start; let the child touch each card while the teacher says the pattern.
- Stretch: B swaps two cards; or A finds the bug in a sound pattern B claps.

⚠ Safety

No special safety issues. If a child is upset at having made a mistake in their own pattern, point out that the partner made the bug on purpose and finding it is the goal.

Teacher notes

This lesson uses one wrong card at a time so the idea stays clear. Gemini 4 Argon's term-2 unit fixes a wrong step on a floor grid; here the same idea is used with patterns, ready for lesson 4, where the "bug" is in a set of instructions.

Lesson 4: The tester's job (25 min)

Back to the unit

Goal

Children take turns as **programmer**, **bot** and **tester**: the programmer lays instruction cards, the bot follows them exactly, and the tester compares the result with the goal, finds the wrong card and swaps it.

Materials

Per group of three:

- One set of role badges: programmer, bot, tester.
- 4 red round blocks (short cylinders, stood on end) and 4 blue square blocks (cubes).
- Three card sets, each a goal strip plus six instruction cards with one wrong card (below), and three spare red circle and three spare blue square cards.

Card sets (R = red circle card or red round block; B = blue square card or blue square block):

Set	Goal strip	Instruction cards (with one bug)	Wrong card	Fix
A	R B R B R B	R B R B B B	5th	swap for R
B	R B B R B B	R B B R R B	5th	swap for B
C	R R B R R B	R R B B R B	4th	swap for R

A teacher demonstration set: goal R B R B R B; cards R B R R R B (the 4th card should be B).

Steps

✎ Opening (3 min)

Show the three badges. Say: "People who make computer programs often work as a team. Today we have three jobs. The **programmer** lays out the instruction cards. The **bot** does exactly what the cards say, one card at a time, no guessing. The **tester** checks that the result matches the goal, and if it does not, finds the wrong card."

✎ Main activity: build, test, fix (15 min)

1. **Demonstration (4 min).** With two children as programmer and bot, lay the demonstration cards R B R R R B in a row. The bot puts down one block for each card, left to right, in a line. You are the tester: hold the goal strip next to the line and touch both, one place at a time. "Red, red. Blue, blue. Red, red. Red... but the goal says blue!" Point to the 4th instruction card: "Here's the bug." Swap it for a blue square card, clear the blocks, and let the bot build again. Check again: it matches.
2. **Groups (11 min).** Give each group set A. The programmer lays the six instruction cards in a row (already in order, with the bug in them). The bot builds. The tester

compares, finds the wrong card and swaps it, and the bot builds again to check. Then rotate badges and do set B, then set C, so each child has each job once.
    - The bot follows the cards even when they look wrong; that is how the tester can find the bug.
    - A child with low vision can be the tester using raised goal strips and cards, comparing by touch: the round blocks and square blocks feel different, so the built line can be checked by hand, one place at a time.
    - If a group finishes early, the programmer makes their own goal strip and cards, with or without a bug, for the others.

Talk about it (4 min)

- "Why did the bot build the wrong line?" (The bot did exactly what the cards said, and one card was wrong.)
- "How did the tester find the bug?" (By comparing the line with the goal, one place at a time.)
- "After the swap, why did the bot build again?" (To check that the fix worked.)

✓ Closing check (3 min)

Show a goal strip R B B R B B and instruction cards R B R R B B. Ask: "Tester, which card is the bug, and what should it be?"

Answer: the 3rd card (a red circle) should be a blue square.

Vocabulary

programmer, bot, tester, instruction, bug, fix, check

Differentiation

- Support: work with an adult as one of the three jobs; use set A only; the tester points to each place while an adult says the colours.
- Stretch: two bugs in one set, or the programmer writes a new goal strip and the tester checks a friend's cards.

⚠ Safety

Use blocks too big to swallow; no beads or small parts. Clear blocks away between turns so the table stays tidy.

Teacher notes

The three roles come from CS Unplugged's Kidbots activities (see the unit's Sources); the card-and-block task is written for this unit. "Bot" means a robot that follows instructions; the

child playing the bot is a person doing a job, not someone being told off. The bug is always in the cards, never in the bot: this is the point to make.

Lesson 5: Pattern show (25 min)

Back to the unit

Goal

Children show a pattern they made and a bug they fixed, and the teacher finds out, one to one, what each child can do.

Materials

- Per pair: 6 red circle cards and 6 blue square cards (raised cards for children who need them).
- The large teacher set and the strip or floor tape.
- For the one-to-one check: 6 red circle and 6 blue square cards, and for part 5 a goal strip showing red, blue, red, blue, four instruction cards (one red circle, three blue squares) and a spare red circle card.
- A class list to note results.

Steps

✎ Opening (3 min)

Clap, stamp, clap, stamp with the class. Say: "This week we were pattern detectives, bug finders and testers. Today we show what we can do."

✎ Main activity: pattern show (15 min)

1. **Make (5 min).** Each pair makes a pattern of at least six cards that repeats at least twice.
2. **Show (7 min).** Pairs take turns to show the class. The class reads the pattern aloud (or claps it: circle = clap, square = stamp) and says what comes next.
3. **Bug hunt (3 min).** While the class closes their eyes, the teacher swaps one card in a pair's pattern. The class finds the bug and the pair fixes it.

Pairs who prefer not to show to the whole class can show the teacher or a small group instead.

Talk about it (4 min)

- "What is a pattern?" (Something that repeats, so you can guess what comes next.)
- "What is a bug?" (A wrong part, like a card that does not fit.)
- "What does a tester do?" (Checks the result against the goal and finds the wrong part.)

✓ Closing check (3 min)

Lay red circle, blue square, red circle, blue square, red circle, ? and ask the class what comes next.

Answer: blue square.

One-to-one check (about 3 minutes per child)

Do this during choosing time or at another time over the following days, not during the 25-minute lesson. Children can answer by speaking, signing, pointing, moving a card or directing an adult.

1. Clap, stamp, clap, stamp; ask the child to keep going. **Looks for:** one more clap, stamp (taps or nods are fine).
2. Lay circle, square, circle, square, circle and ask what comes next. **Answer:** square.
3. Lay circle, square, square, circle, square, square, circle and ask what comes next. **Answer:** square.
4. Lay circle, square, circle, square, circle, circle, circle, square and ask which card does not fit. **Answer:** the 6th card (a circle) should be a square.
5. Show a goal strip of red, blue, red, blue and instruction cards red, blue, blue, blue. Ask the child, as tester, to find the bug and fix it. **Answer:** swap the 3rd card for a red circle card.
6. Ask the child to make their own pattern. **Looks for:** at least six cards with a part that repeats at least twice.

Note which parts each child managed. A child who manages parts 1, 2 and 4 has the main ideas; parts 3, 5 and 6 are next steps. This check is for planning next term, not for a grade.

Vocabulary

pattern, repeat, next, bug, fix, tester

Differentiation

- Support: in the check, use AB patterns only and lay fewer cards; accept pointing.
- Stretch: ask the child to make a broken pattern for the teacher to fix, and to say how they would check the fix.

⚠ Safety

No special safety issues. Keep showing optional in form: showing a small group or the teacher counts.

Teacher notes

Results from part 4 and part 5 are a useful guide for grade 1 work on finding and fixing wrong steps. A child who finds the bug by touch, by sound or by colour alone has still found it.

Unit: Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)

> **Unreviewed AI draft.** Written by Gemini 4 Argon (2026-11-05). No human teacher has reviewed this unit. All content is CC0 1.0 Public Domain.

Overview

How does a toy robot or a computer know what to do? It cannot guess—a person must give it a clear, ordered list of steps called an **algorithm**.

Across five 30-minute unplugged movement and picture-card lessons, Kindergarten students (`ages 5–6`) learn the foundations of computational thinking through whole-body play. Students put 3-card daily routines into `First → Next → Last` order, guide a "Walking Robot" partner across a 3×3 floor grid using physical arrow cards (`↑ Step Forward`, `↺ Turn Left`, `↻ Turn Right`), notice when a missing or extra arrow makes the robot miss the target (**a bug**), act out simple action patterns (`Clap, Tap, Clap, Tap`), and press paper "buttons" to make a partner perform a matching sound or motion (connecting to Kindergarten Science: Pushes and Pulls).

Prior knowledge

- No reading or writing is required; all activities use picture cards, arrows, and spoken/movement commands.
- Students can count to 5 and follow one-step classroom directions.
- Helpful cross-link: Pushes and pulls (Science, Kindergarten) explores how pushing a button or object causes a motion.
- Leads to: Symbols, signals, sorting, and step-by-step recipes (Computing, Grade 1) and Computing & systems progression.

Learning goals

By the end of this unit, a student can:

1. Arrange 3 picture cards into **`First → Next → Last`** order for a familiar routine and tell what happens if the first and last cards are switched (Lesson 1).
2. Follow a 3-arrow floor-grid path (`↑ Step Forward` one square at a time) without jumping over squares (Lesson 2).
3. Spot the **bug** (mistake) when a 3-arrow path lands on a mud-puddle square instead of the treasure star, and swap in the card that fixes it (Lesson 3).
4. Continue a 2-part repeating action pattern (`Clap, Stomp, Clap, Stomp, ...`) and name the core part that repeats (Lesson 4).
5. Match a button press (**input**) to the action or sound a machine makes (**output**) in a partner game (Lesson 5).

Lesson sequence

Lesson	Title	Time	Core idea
Lesson 1	First, Next, Last: Putting Daily Routines in Order	30 min	Instructions happen one step at a time in order (**sequence**)
Lesson 2	Walking the Floor Grid: One Square at a Time	30 min	A robot follows arrow cards (↑) literally, moving one square per card
Lesson 3	Oops, Wrong Square! Fixing a Bug on the Rug	30 min	When a robot lands in the wrong place, we check the arrow cards and fix the **bug**
Lesson 4	Do It Again! Repeating Action Patterns	30 min	Many dances, songs, and computer tasks repeat a small pattern over and over
Lesson 5	Push a Button, Make It Go: Buttons and Actions	30 min	Pushing a button gives a machine an instruction to start an action or sound

Materials for the whole unit

- Masking tape or painter's tape to mark a 3×3 grid of large squares on the classroom floor (each square big enough for a child to stand inside)
- Large printed or hand-drawn picture cards:
- 3-step routine sets (Washing Hands, Building a Snowman, Getting Ready for Rain)
- 6 large Arrow Cards (`↑ Step Forward`, `↺ Turn toward the Window`, `↻ Turn toward the Door`)
- 1 paper **Gold Star** (goal) and 1 paper **Mud Puddle** (obstacle)
- 3 paper "Button Circles" (Blue Star Button, Yellow Bell Button, Purple Frog Button) and 1 large `[ □ PUSH BUTTON ]` action card (Lesson 5)
- Large tabletop robot tokens (oversized wooden blocks or plush toys at least 5 cm wide for Lesson 3's pair strip; avoid coins, small erasers, or small linking cubes that could pose a choking hazard for 5-year-olds)

Assessment summary

Each lesson finishes with a 3-question oral, thumbs-up/thumbs-down, or physical card-pointing check with worked teacher answers. In Lesson 5, students guide a plush toy or classmate across a 3-square path to press a paper button and trigger the matching class action.

Sources

These references provide teacher background for the concepts introduced in Kindergarten. All links were checked to load on 2026-11-05.

- Sequence (ordered list of elements or steps): https://en.wikipedia.org/wiki/Sequence — background for Lesson 1's `First → Next → Last` ordering.
- Algorithm (step-by-step procedure): https://en.wikipedia.org/wiki/Algorithm — background for Lessons 1–2.
- Grid (spatial index / square floor grid navigation): https://en.wikipedia.org/wiki/Grid_(spatial_index) — background for Lesson 2's 3×3 floor-grid movement.
- Debugging (finding and correcting faults in instructions): https://en.wikipedia.org/wiki/Debugging — background for Lesson 3's arrow-card repair.
- Pattern (repeating regularity in actions or shapes): https://en.wikipedia.org/wiki/Pattern — background for Lesson 4's repeating movement patterns.

- Bell, T., Witten, I. H., & Fellows, M. (2015). CS Unplugged (pedagogical reference for screen-free early computing activities; all lesson text and games in this unit are original CC0 work): https://www.csunplugged.org/

Known gaps and cautions

- **Unreviewed AI draft:** This unit has not yet been reviewed by a human Kindergarten educator or tested with 5-year-old students.
- **Left/Right vs. Classroom Landmarks (Lesson 2):** Many 5-year-olds are still developing automatic left/right recall. In Lessons 2 and 3, pair turn arrows with concrete **classroom wall landmarks** (for example, "Turn toward the Window wall" vs. "Turn toward the Bookshelf wall", or tape a blue circle on the robot's left shoe and a yellow square on the right shoe).
- **Safe spacing on the floor grid:** Have only one "Robot" student stand inside the 3×3 tape grid at a time while the rest of the group sits around the perimeter as "Programmers" and "Bug Checkers" so students do not bump into each other.

Lesson 1: First, Next, Last — Putting Daily Routines in Order

- **Unit:** Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)
- **Time:** 30 minutes
- **Grouping:** Whole class on the circle rug, then pairs

Learning objective

Students will arrange 3 picture cards into **`First → Next → Last`** order for an everyday routine and explain what happens when the order is mixed up.

Materials

- 3 large demonstration picture cards for **Building a 3-Ball Snowman**:
- **Card A (First):** Roll a big bottom snowball on the ground
- **Card B (Next):** Lift a middle snowball on top of the big one
- **Card C (Last):** Put a small head snowball and carrot nose on top
- Per pair of students: a 3-card picture set for **Getting Ready for Rain**:
- Put on rain boots and raincoat
- Open the umbrella outside
- Walk through the rain staying dry

Vocabulary

- **First:** The step that happens at the very beginning (`Step 1`).
- **Next:** The step that happens in the middle (`Step 2`).
- **Last:** The step that finishes the job (`Step 3`).
- **Recipe (Algorithm):** A list of steps in the right order to do a job.

Lesson flow

✎ 1. Opening: The Upside-Down Snowman (6 min)

1. Hold up the 3 Snowman cards in the **wrong order**:
2. **First:** Put the tiny head snowball in the air (`Card C`)!
3. Pretend to hold a tiny snowball high in the air with nothing underneath it and let it drop ("Plop!").
4. Ask: "Why did my snowman head fall on the ground? Which snowball has to go **First** on the bottom so it can hold up the others?"
5. Students point to the big bottom snowball (`Card A`).

✎ 2. Main activity: Ordering `First → Next → Last` (15 min)

1. **Whole-class Snowman Line-Up (5 min):**
2. Invite 3 volunteers to hold `Card A`, `Card B`, and `Card C` at the front of the rug.

3. The class helps them stand in left-to-right order: `First` **(Big bottom ball)** → `Next` **(Middle ball)** → `Last` **(Head and nose)**.
4. Everyone acts out rolling the big ball, lifting the middle ball, and placing the head and carrot nose.
5. **Partner Rainy-Day Sort (10 min):**
6. Hand each pair the 3 **Getting Ready for Rain** picture cards shuffled face-up.
7. Partners talk together and line their 3 cards up from left to right:
    1. **First:** Put on boots and coat inside.
    2. **Next:** Open the umbrella at the door.
    3. **Last:** Walk in the rain staying dry.
8. Ask pairs to test a silly swap: "What happens if you do Card 3 (Walk in the rain) **First**, and Card 1 (Put on raincoat) **Last**?" (You get soaked before your coat is on!)

✓ 3. Discussion questions (4 min)

- **Question 1:** "When you eat a bowl of cereal, which comes **First**: pouring the cereal and milk into the bowl, or scooping with your spoon?"
- Example good answer: Pouring the cereal and milk into the bowl comes **First**, or else your spoon scoops an empty bowl!
- **Question 2:** "Why do machines and robots need their steps in the right order?"
- Example good answer: Because a robot only does the exact step you tell it, so mixed-up steps make a silly mess.

✓ 4. Closing check (5 min)

Read 3 quick checks; students point or hold up 1, 2, or 3 fingers:

1. Look at these 3 pictures for painting a picture:
2. **(1)** Wash the paint off the brush at the end
3. **(2)** Dip the clean brush into the paint cup
4. **(3)** Paint a bright sun on the paper Which picture happens **First**?
5. Which of those 3 pictures happens **Last**?
6. What happens if you wash the brush and put it away **before** you paint on the paper?

Worked answers for closing check

1. **(2) Dip the clean brush into the paint cup** happens **First**.
2. **(1) Wash the paint off the brush at the end** happens **Last**.
3. The paper stays blank because you put the brush away before painting!

Differentiation

- **Extra support:** Place a 3-box mat labeled with dots (`•`, `••`, `•••`) on the floor so students can place one card in each box from left to right.
- **Extra challenge:** Give pairs a 4th blank card to draw what happens after coming back inside from the rain (Take off wet boots and close the umbrella).

Teacher notes

- **Common misconception:** Some students place cards from right to left or in a vertical pile. Point to the green dot on the left side of the rug/table as the starting spot so everyone reads the sequence in the same direction.

Lesson 2: Walking the Floor Grid — One Square at a Time

- **Unit:** Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)
- **Time:** 30 minutes
- **Grouping:** Whole class seated around a 3×3 floor tape grid

Learning objective

Students will guide a classmate ("the Walking Robot") from a Start square to a Gold Star square on a 3×3 floor grid by lining up `↑ Step Forward` and `Turn` arrow cards one step at a time.

Materials

- A 3×3 floor grid made with painter's tape on the rug: `[ ★ ] [ ] [ ]` (Row 3: Top — ★ starts at Top-Left for Opening & Path 1; moves to Row 2 Col 2 for Path 2 and Top-Right Row 3 Col 3 for Path 3) `[ ] [ ] [ ]` (Row 2: Middle) `[ R ] [ ] [ ]` (Row 1: Bottom — R = Robot Start at Bottom-Left facing UP ↑)
- 6 large Arrow Cards:
- 4 cards showing `↑ Step Forward 1 Square`
- 2 cards showing `↻ Turn Toward the Door (Right)` / `↺ Turn Toward the Window (Left)`
- 1 paper **Gold Star (★)**

Vocabulary

- **Grid:** Squares lined up in neat rows so we can count exact steps.
- **Command Card:** An arrow card that tells the robot one exact move.
- **Step Forward (↑):** Move 1 square straight ahead in the direction your toes are pointing.
- **Turn In Place (↺ / ↻):** Spin your feet inside the **same square** to face a new wall (without stepping into a new square yet!).

Lesson flow

✎ 1. Opening: How Does a Floor Robot Move? (6 min)

1. Stand inside the bottom-left corner square `[R]` of the 3×3 tape grid with your toes pointing toward the top row. Place the **Gold Star (★)** two squares straight ahead in the top-left corner.
2. Ask: "If I want to walk from my Start square to the Gold Star without stepping outside the lines, how many squares forward do I need to step?"
3. Count together as you step: `1` **step forward** (into the middle-left square), `2` **steps forward** (onto the Gold Star!).
4. Show that **2** `↑ Step Forward` **arrow cards** (`[ ↑ ] [ ↑ ]`) write down that exact recipe!

✎ 2. Main activity: Human Robot & Programmer Teams (15 min)

1. **Practice the "Turn in Place" Rule (5 min):**
2. Have all students stand up on their spot around the rug.
3. Hold up `↑ Step Forward`: everyone takes 1 small step forward (and steps back).
4. Hold up `↻ Turn Toward the Door`: everyone pivots their feet inside their spot so their nose and toes point toward the classroom door—**without** stepping forward!
5. Emphasize: "A turn card only spins our toes inside our square. To move into the next square, we still need a `↑ Step Forward` card!"
6. **3-Challenge Grid Game (10 min):**
7. For each round, choose 1 **Robot** (stands on `[R]` facing North/Up) and 2 **Programmers** (lay the arrow cards in a row beside the grid while the class checks):
    - **Path 1 (Straight Line):** Star is 2 squares straight ahead (`Row 3, Col 1`).
    - Recipe: `[ ↑ ] [ ↑ ]` (2 cards).
    - **Path 2 (One Corner Turn):** Move the Star to `Row 2, Col 2` (1 square up, 1 square toward the door/right).
    - Recipe: `[ ↑ ] [ ↻ Turn Toward Door ] [ ↑ ]` (3 cards).
    - **Path 3 (All the Way to the Top-Right Corner ★):** Star is at `Row 3, Col 3` (2 squares up, 2 squares right).
    - Recipe: `[ ↑ ] [ ↑ ] [ ↻ Turn Toward Door ] [ ↑ ] [ ↑ ]` (5 cards).
8. For each path, the class chants the cards in order while the Robot performs one card per chant.

✓ 3. Discussion questions (4 min)

- **Question 1:** "In Path 2, why did we need THREE cards (`↑`, `↻ Turn`, `↑`) even though the Robot only stepped into TWO new squares?"
- Example good answer: Because one card had to turn the Robot's toes toward the door before the Robot could step sideways into the Star square!
- **Question 2:** "Is there a second road of squares that also reaches the Top-Right Star (`Row 3, Col 3`)?"
- Example good answer: Yes! You could turn toward the door first, walk 2 squares across the bottom row, turn up, and walk 2 squares up!

✓ 4. Closing check (5 min)

Place the Robot on the bottom-left square facing **Up (`↑`)** and place the **Gold Star (`★`)** just **1 square straight ahead** (`Row 2, Col 1`).

1. How many `↑ Step Forward` cards does the Robot need to land right on the Gold Star?
2. What happens if we give the Robot **two** `↑ Step Forward` cards (`[ ↑ ] [ ↑ ]`) instead of one?
3. When the Robot sees a `↻ Turn` card, does the Robot move into a new square or spin its toes inside the same square?

Worked answers for closing check

1. **One card** (1 `↑ Step Forward` card) to reach the Gold Star 1 square ahead.
2. **Two cards (`[ ↑ ] [ ↑ ]`):** The Robot walks **right past** the Gold Star into the top-left square (`Row 3, Col 1`)!
3. **Turn card (↻):** It **spins its toes inside the same square** (it does not step into a new square).

Differentiation

- **Extra support:** Give the Robot a paper steering wheel or tape a big paper arrow onto the top of their shoes so everyone can see which way the Robot is facing before reading the next card.
- **Extra challenge:** Place a plush puppy on one square as a "Sleeping Puppy" obstacle and ask students to build a path to the Star that walks around the puppy without waking it up.

⚠ Safety

- Walk slowly one square at a time inside the tape grid; never run or jump across squares.

Teacher notes

- **Common misconception:** Just like in Grade 3 grid algorithms, young children naturally combine "Turn and step" into one motion. Practicing **"Glue your heels to your square while you turn"** makes the distinction between `Turn` and `Step Forward` crystal clear and fun.

Lesson 3: Oops, Wrong Square! — Fixing a Bug on the Rug

- **Unit:** Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)
- **Time:** 30 minutes
- **Grouping:** Whole class around the 3×3 floor tape grid, then pairs

Learning objective

Students will watch a Robot follow a broken arrow-card path, point to the exact card that caused the Robot to miss the Gold Star or step in a Mud Puddle (**a bug**), and fix the path.

Materials

- The 3×3 floor tape grid from Lesson 2
- 6 large Arrow Cards (`↑ Step Forward`, `↻ Turn Toward Door`, `↺ Turn Toward Window`)
- 1 paper **Gold Star (★)** and 1 brown paper **Mud Puddle (▯)**
- Per pair (for Mystery 3): a 3-square paper strip (`[ Start ] [ Middle ] [ ★ ]`), 3 paper `[ ↑ ]` cards, and 1 **large wooden block or plush robot token** (at least 5 cm wide; do not use coins or small erasers)

Vocabulary

- **Bug:** A mistake in our arrow cards that sends the Robot to the wrong square.
- **Fix (Debug):** Finding the wrong card and trading it for the right card so the Robot reaches the goal.
- **Test:** Having the Robot walk the cards from the beginning to check if our fix worked.

Lesson flow

✎ 1. Opening: The Mud-Puddle Mistake (6 min)

1. Set up the 3×3 floor grid with:
2. **Robot (R)** at Bottom-Left (`Row 1, Col 1`), facing **Up (↑)**
3. **Gold Star (★)** at Middle-Left (`Row 2, Col 1`, 1 square straight ahead)
4. **Mud Puddle (▯)** at Top-Left (`Row 3, Col 1`, 2 squares straight ahead)
5. Lay down **two** `↑ Step Forward` cards: `[ ↑ ] [ ↑ ]`.
6. Act out the Robot:
7. Card 1 (↑): Step onto the Gold Star (`Row 2, Col 1`)—"Yay!"
8. Card 2 (↑): "Wait, there is still another card! Robots must follow every card!" Step forward off the Star and SPLASH! right into the Mud Puddle (`Row 3, Col 1`)!
9. Ask: "Oh no! Why did the Robot step into the Mud Puddle? Which card was the **bug**?"
10. Students point to the **extra second ↑ card**! Take away the second ↑ card and **test** again—now the Robot stops safely on the Gold Star.

✎ 2. Main activity: Three Bug-Fix Mysteries (15 min)

Invite student **Bug Detectives** to solve three broken programs on the rug:

1. **Mystery 1 — The Too-Short Recipe (Missing Card Bug):**
2. **Goal (★):** Top-Left (`Row 3, Col 1`, 2 squares straight ahead from Start).
3. **Broken Cards on Rug:** `[ ↑ ]` (only 1 card!).
4. **Test:** Robot takes 1 step to the middle square and stops one square short of the Star.
5. **How to Fix:** Add one more **`[ ↑ ]`** card at the end (`[ ↑ ] [ ↑ ]`) and re-test!
6. **Mystery 2 — The Wrong-Way Turn Bug:**
7. **Robot (R):** Starts in the **Bottom-Middle square (`Row 1, Col 2`)**, facing **Up (↑)**.
8. **Goal (★):** Middle-Right square (`Row 2, Col 3`, toward the Door).
9. **Mud Puddle (▯):** Middle-Left square (`Row 2, Col 1`, toward the Window).
10. **Broken Cards on Rug:** `[ ↑ ] [ ↺ Turn Toward Window ] [ ↑ ]`.
11. **Test:** Robot steps up to the center square, turns toward the Window, and steps into the Mud Puddle!
12. **How to Fix:** Which card was the bug? **Card 2 (`↺ Turn Toward Window`)!** Swap Card 2 for **`[ ↻ Turn Toward Door ]`**, then re-test from the start to watch the Robot land on the Gold Star!
13. **Mystery 3 — Pair Tabletop Bug Fix (5 min):**
14. Each pair gets a small 3-square strip drawn on paper (`[ Start ] [ Middle ] [ ★ ]`) and 3 paper arrow cards placed on the side: `[ ↑ ] [ ↑ ] [ ↑ ]`.
15. Partners slide their large wooden block or plush robot token along the 3 squares, see that 3 steps goes off the end of the paper strip, and remove 1 `↑` card so their token lands right on `[ ★ ]`.

✓ 3. Discussion questions (4 min)

- **Question 1:** "When our Robot stepped in the Mud Puddle, was the Robot being naughty, or was it just following our cards?"
- Example good answer: The Robot was doing its job following the cards! The mistake (**bug**) was in the cards, not the Robot.
- **Question 2:** "Why do we always walk the path again from the Start square after we change a card?"
- Example good answer: To **test** our fix and make sure the new cards really reach the Gold Star!

✓ 4. Closing check (5 min)

1. A Robot needs to move **2 squares forward** to reach the Gold Star (`[ Start ] → [ Square ] → [ ★ ]`), but the programmer only put down **1 `↑` card**. Where will the Robot stop, and how do you fix the bug?
2. What do computer scientists call a mistake in a list of instructions?
3. After you fix a bug in your arrow cards, what should you do next to be sure your fix works?

Worked answers for closing check

1. The Robot stops **1 square too early** (on the middle square). Fix it by **adding one more `↑ Step Forward` card** (`[ ↑ ] [ ↑ ]`).
2. A **bug**.
3. **Test it** by having the Robot walk the arrow cards from the Start square.

Differentiation

- **Extra support:** Touch each arrow card with a pointer stick at the exact moment the Robot takes that step so students see the 1-to-1 match between the card on the floor and the Robot's footstep.
- **Extra challenge:** Give pairs a path with **two** bugs (wrong turn AND one missing forward step) to fix one bug at a time.

⚠ Safety

- Use only **large wooden blocks, plush toys, or large paper cards** (at least 5 cm across) as tabletop robot tokens; never use coins, beads, or small erasers that could be a choking hazard for 5-year-olds.
- Keep only one student walking inside the 3×3 floor tape grid at a time while classmates sit around the outside edge.

Teacher notes

- **Building a warm debugging culture:** Celebrate bugs with a cheerful class phrase like "Hooray, we found a bug! Now we can fix it!" so 5-year-olds view mistakes as normal, fixable puzzles rather than personal failures.

Lesson 4: Do It Again! — Repeating Action Patterns

- **Unit:** Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)
- **Time:** 30 minutes
- **Grouping:** Whole class on the rug, then pairs

Learning objective

Students will identify the repeating unit in a 2-step or 3-step movement/picture **pattern**, perform a pattern a counted number of times (**a loop**), and say what action comes next.

Materials

- Picture cards for action moves:
- **Clap Hands (👏)**
- **Pat Knees (🙌)**
- **Touch Head (🗣️)**
- **Jump Up (⬆️)**
- Number cards `2` and `3` (to show "Do this pattern 2 times" or "3 times")

Vocabulary

- **Pattern:** Steps or pictures that repeat in the exact same order over and over.
- **Repeat (Loop):** Doing the same small group of steps again and again.

Lesson flow

✎ 1. Opening: The Echo Dance (6 min)

1. Without explaining first, perform a steady, slow movement pattern while saying the words: `Clap – Pat Knees – Clap – Pat Knees – Clap – Pat Knees ...`
2. Pause with your hands in the air after `Clap` and ask: "What move comes next?" (`Pat Knees`!)
3. Tape the 6 picture cards on the board: `[ 👏 Clap ] [ 🙌 Pat ] [ 👏 Clap ] [ 🙌 Pat ] [ 👏 Clap ] [ 🙌 Pat ]`
4. Ask: "Look at this long line of 6 cards! Which two cards keep happening over and over?"
5. Draw a big circle around the first two cards **`( [ 👏 Clap ] [ 🙌 Pat ] )`** and put the number **`3`** beside the circle: "Do *`Clap, Pat`* **3 times**!"

✎ 2. Main activity: Shrinking Long Recipes with "Repeat" (15 min)

1. **Counted Loops with Our Fingers (5 min):**
2. Show how we can do a 2-card pattern **`3 times`**:
    - Pattern inside the circle: **`( [ 🗣️ Touch Head ] → [ 👏 Clap ] )`**
    - Number card outside: **`3 times`**

3. One student stands by the board as the **Counter**, holding up 1 finger for Round 1 (`Touch Head, Clap`), 2 fingers for Round 2 (`Touch Head, Clap`), and 3 fingers for Round 3 (`Touch Head, Clap` — "STOP!").
4. **Grid Walk Connection (4 min):**
5. Look back at our floor tape grid: if a Robot wants to walk **3 squares straight ahead**, instead of saying "Step forward, Step forward, Step forward", we can circle **one** `[ ↑ Step Forward ]` card and put the number `3` next to it ("Step forward 3 times").
6. **Partner Dance-Loop Inventors (6 min):**
7. Each pair picks **2 action cards** (for example, `[ Pat Knees ]` and `[ Jump Up ]`) and a number card (`2` or `3`).
8. Partner A points to the cards and counts the rounds (`1... 2... 3!`) while Partner B acts out the repeating robot dance, then they switch!

✓ 3. Discussion questions (4 min)

- **Question 1:** "Why is it easier to say 'Clap and Pat 3 times' than to tape 6 separate cards across the whole wall?"
- Example good answer: Because it uses fewer cards and takes less space while telling the robot the exact same dance!
- **Question 2:** "Where else in our day do we do the same small pattern over and over?"
- Example good answer: Walking (`Left foot, Right foot, Left foot, Right foot`), brushing teeth (`Up, Down, Up, Down`), or singing the chorus of a song!

✓ 4. Closing check (5 min)

1. Look at this action pattern: **`Clap – Stomp – Clap – Stomp – Clap – ?`** What action comes next?
2. If our circled pattern is **`( Touch Nose → Wave Hand )`** and the number card says **`2 times`**, how many times will you wave your hand in total?
3. What does the word **repeat** mean?

Worked answers for closing check

1. **`Stomp`** comes next.
2. **2 times** (`Touch Nose, Wave Hand` [1], `Touch Nose, Wave Hand` [2]).
3. To do the same step or group of steps **again**.

Differentiation

- **Extra support:** Use **large two-color paper cards or oversized wooden blocks** (`Red, Blue, Red, Blue, Red, Blue`, at least 5 cm wide; avoid small linking cubes or beads that could be a choking hazard) that students can group into three matching `(Red-Blue)` pairs to see and hold the repeating unit.
- **Extra challenge:** Try a **3-step pattern** (`Clap → Pat Knees → Jump`) repeated `2 times` (6 moves total).

⚠ Safety

- Ensure students have an arm's-length of clear floor space around them before doing standing movement patterns (`Pat Knees`, `Jump Up`), and offer seated hand/card alternatives for any student who prefers not to jump.
- Use only large paper cards or oversized wooden blocks (`≥ 5 cm`); do not use small linking cubes or beads with 5-year-olds.

Teacher notes

- **Connection to Grade 2 and Grade 3:** This physical "Circle the pattern + Number card" notation prepares students directly for Grade 2 repeating pattern blocks and Grade 3 `REPEAT n TIMES` loops.

Lesson 5: Push a Button, Make It Go — Buttons and Actions

- **Unit:** Step-by-Step Robot Recipes and Floor-Grid Paths (Computing, Kindergarten)
- **Time:** 30 minutes
- **Grouping:** Whole class and pairs

Learning objective

Students will connect a physical **button push** (input) to the specific **sound or action** (output) a machine performs, and combine a 3-square floor-grid walk with a button press in the unit finale.

Materials

- 3 large paper "Buttons" taped to the board or easel:
- **Blue Star Button (⋆):** Makes the machine do **2 Star Jumps**
- **Yellow Bell Button (□):** Makes the machine sing **"Ding-Dong!"**
- **Purple Frog Button (□):** Makes the machine say **"Ribbit!" and crouch low**
- The 3×3 floor tape grid and Arrow Cards (↑, ↺, ↻) from Lessons 2–3
- 1 large `[ □ PUSH BUTTON ]` command card (tells the Robot to press the paper button on its square)

Vocabulary

- **Button (Input):** Something you push or tap to tell a machine what to do.
- **Action / Sound (Output):** What the machine does, shows, or plays after you push the button.

Lesson flow

✎ 1. Opening: Pushes That Send a Message (6 min)

1. Connect to Kindergarten Science: Pushes and Pulls:
2. In Science, we learned that a **push** moves an object away from you—like pushing a toy car across the floor.
3. Ask: "What happens when you **push** the doorbell button beside someone's front door? Does the house roll down the street, or does something else happen?"
4. Students answer: It rings a bell ("Ding-dong!") inside the house!
5. Explain: On machines and computers, pushing a **button** sends a message telling the machine which **action or sound** to do!

✎ 2. Main activity: The Three-Button Machine & Grid Finale (15 min)

1. **Whole-Class Sound & Action Machine (6 min):**
2. Point to the 3 paper buttons on the board (**Blue Star ⋆**, **Yellow Bell □**, **Purple Frog □**).

3. Tell the class: "All of you are the Classroom Computer! Do NOT make a sound until a human finger pushes one of your buttons!"
4. Invite a student up to gently press:
    - **Yellow Bell Button (🔔)** → Class sings "Ding-dong!"
    - **Purple Frog Button (🐸)** → Class says "Ribbit!" and crouches
    - **Blue Star Button (★)** → Class does 2 Star Jumps
5. Ask: "Why didn't the computer say 'Ribbit' when I pushed the Yellow Bell button?" (Because each button has its own matching rule!)
6. **Partner Button Pads (4 min):**
7. Pairs draw 2 buttons on a sheet of paper (for example, a **Cat Button** and a **Drum Button**).
8. Partner A taps one paper button; Partner B acts out the matching sound or move, then they switch.
9. **Unit Finale — Walk the Grid and Push the Button! (5 min):**
10. Place the **Yellow Bell Button (🔔)** on one corner of the 3×3 floor grid and the **Purple Frog Button (🐸)** on another corner.
11. Show the new `[ 🔔 PUSH BUTTON ]` command card, then together lay down the cards (`[ ↑ ]` `[ ↑ ]` `[ 🔔 PUSH BUTTON ]`) to guide the Robot 2 squares forward onto a button and press it. When the Robot reads `[ 🔔 PUSH BUTTON ]` and taps the button on its square, the whole class performs that button's sound!

✓ 3. Discussion questions (4 min)

- **Question 1:** "Name one real button you push at home or school, and tell what happens right after you push it."
- Example good answer: Pushing the wall switch turns on the classroom lights; pushing the crosswalk button makes the walk sign light up; pushing the water fountain button makes water bubble up.
- **Question 2:** "What did we learn across all five of our Robot Recipe lessons?"
- Example good answer: We learned to put steps in `First, Next, Last` order (Lesson 1), follow arrow cards on a grid (Lesson 2), fix **bugs** when we miss the star (Lesson 3), **repeat** patterns (Lesson 4), and push **buttons** to make actions happen (Lesson 5)!

✓ 4. Closing check (5 min)

1. In our classroom game, **Yellow Bell Button = "Ding-Dong!"** and **Purple Frog Button = "Ribbit!"**. If a student pushes the **Yellow Bell Button**, what sound comes out?
2. Put these 3 steps for using a toy music box in `First → Next → Last` order:
3. **(A)** Listen to the music play
4. **(B)** Walk over to the table where the music box sits
5. **(C)** Push the green Start button on top of the box
6. On our floor grid, the Robot is 1 square away from the Blue Star Button, facing straight at it. Which card does the Robot need to reach the button square: `↑ Step Forward` or `↻ Turn`?

Worked answers for closing check

1. **"Ding-Dong!"**
2. **First: (B)** Walk over to the table → **Next: (C)** Push the green Start button → **Last: (A)** Listen to the music play.
3. `↑ Step Forward`.

Differentiation

- **Extra support:** Use real tactile props (such as a tap-light puck or three upside-down paper cups of different colors/shapes) for students to press.
- **Extra challenge:** Add a **"Power Switch (ON / OFF)"** paper card next to the 3 buttons: if the Power Switch is turned to `OFF`, pressing any of the 3 buttons produces **silence** until a programmer flips the Power Switch back to `ON`!

Teacher notes

- **Preparing for Grade 1 and Grade 3:** This lesson plants the seed for Grade 1's two-state signals (`ON / OFF`) and Grade 3's formal **Input → Processing → Output** model through playful, concrete cause-and-effect.

Kindergarten Second Language: Hello, My Name Is, and Classroom Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (GPT-6.1 Terra), with two follow-up diff checks; see Known gaps.

Part of the kindergarten year plan (second language, term 1). It is the first second-language unit in this project.

Which language?

This unit works with any language the school teaches. The teacher chooses the language. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[hello]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture to go with it
hello		wave
goodbye		wave both hands
What is your name?		open hand towards the child
My name is ___		hand on chest
yes / no		nod / shake head
thank you		hand on heart
stand up / sit down		palms up / palms down
look / listen		point to eyes / cup ear
clap / stop		clap / hand up flat
book, chair, table, door, window, pencil		point to the real object

If your language uses **one word for both hello and goodbye**, write it in both rows and see the teacher notes in lesson 1.

If the language has more than one way to say "hello" or "you" (for example, a polite form for adults), pick the one children would use with each other and keep to it for this unit.

Big idea

Young children learn a new language by **meeting it a lot, in real moments** (hearing it, or seeing it in a sign language). Many show they understand, by pointing or doing an action, before they say much in the new language, though children differ and some talk straight away. In this unit children greet each other, learn each other's names, follow classroom commands and point to classroom objects, all in the new language. Speaking is always invited and never forced: a wave, a nod or a pointing finger counts as an answer.

Outcomes

By the end of the unit, most children can:

1. Answer a greeting and a goodbye in the new language, by saying the word back, waving or signing.
2. Answer **[What is your name?]** by saying **[My name is]** ___, or by pointing to their name card.
3. Follow at least four classroom commands spoken in the new language: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.
4. Point to at least four of six classroom objects when the teacher names them in the new language.
5. Join in the class greeting chant, by saying it, clapping it or doing the actions.

Prior knowledge

- None. Children do not need to read, write or know any of the new language.
- Some children may already speak the language at home. They are welcome to be "word helpers", but only if they want to.
- Some children may be learning the school language at the same time. See Access and inclusion.

Lessons

Short, frequent sessions suit this age. The greeting chant from lesson 1 is also used for about 1 minute at the start of every school day for the rest of the term.

Lesson	Title	Time	Core idea
1	Hello, hello!	20 min	Greetings and goodbyes, with gestures and a chant
2	What is your name?	20 min	Asking and answering names; saying everyone's name carefully
3	Stand up, sit down	20 min	Following classroom commands with the whole body
4	Touch the chair!	20 min	Six classroom objects, pointed to and touched
5	Hello show	25 min	Putting it together; showing what we know

Materials

- The filled-in word card (above), kept where the teacher can see it.
- A soft ball or beanbag to pass around a circle.
- Name cards: each child's name, with a photo or symbol they choose.
- Six picture cards: book, chair, table, door, window, pencil (drawn by the teacher or class is fine).
- A hand puppet (optional) that "only speaks" the new language. **No puppet?** Wherever a lesson says "the puppet", the teacher (or a willing child, once they know the words) says its lines; in lesson 5 the teacher can put on a hat and be the visitor.
- Optional: a short recording of a fluent speaker saying the word-card words, if the teacher is still learning the language.

Access and inclusion

- **Speaking is optional.** Any clear answer counts: words, signs, gestures, nods, pointing or picture cards. Never make a child speak in front of the class.
- **Movement is opt-in in form:** a child can do "stand up" by raising both arms while seated, or by pointing to the right picture card.
- **Deaf or hard-of-hearing children:** while teaching, pair words with the gestures on the word card and stand where your face can be seen. Lesson 3's closing check and lesson 5's part 3 drop the gestures to see whether children understand the word alone; for a child who usually receives language through gesture, lip-reading or signing, keep their usual access during the check and record the result as normal.
- **If the language being taught is a sign language:** the target signs are the words, so keep them in every activity and every check. Only the extra supportive cues (miming the action, pointing at the object) are faded in lesson 3 and dropped in the checks. The word-card "Gesture" column then means supportive cues, not the signs themselves.
- **Children new to the school language:** they are learning two languages at once. Keep the gestures the same every time, and accept answers in any language. Learning a third language is still second-language learning in the usual sense.
- **Home languages:** invite (never require) children to share how they say "hello" at home. Treat every language as interesting, not as a mistake.
- **Noise:** have a quiet corner and allow ear defenders during the chant and games.
- **Names:** ask each family how to say the child's name, and say it that way in every language.

Assessment

Lesson 5 includes a five-part check, done with each child one-to-one or in pairs (about 3 minutes each; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Answers **[hello]** (says it, waves or signs).
2. Answers **[What is your name?]** (says **[My name is]** ___ or points to their name card).
3. Follows three of four commands: **[stand up]**, **[clap]**, **[sit down]**, **[look]**.
4. Points to four of six objects when named.
5. Answers **[goodbye]**.

"Not yet" is normal for some children after two weeks. These words come back every day this term and in term 2.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . This describes the method in which the teacher gives commands in the new language and learners respond with whole-body actions; it says the method is popular with beginners and young learners, puts listening before speaking, and aims for low stress. Lesson 3 uses this idea. The article also reports Asher's hypotheses, including one about brain hemispheres; this unit does not rely on that hypothesis.
- Wikipedia, "Silent period": https://en.wikipedia.org/wiki/Silent_period . This describes a reported phase in which a learner does not yet speak the new language, and says the idea is disputed. It lists teaching ideas such as letting children mime and draw what they want to say. This unit does not assume every child has a silent period; it simply never forces speaking.

- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Used for the definition: a "second language" is any language learned after the first, including a third or fourth.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help.** Because the unit works for any language, it cannot say how words sound. Teachers who are still learning the language should use a fluent speaker's recording.
- **The word list may not fit every language.** Some languages have polite and familiar forms, gendered words or different greetings for different times of day. The teacher has to choose.
- **The chant rhythm** in lesson 1 was written for short greeting words. Longer words may need a slower chant.
- **No standard read**, and the choice and order of words is my own.
- **Two weeks is short.** Most children will not remember all the words without daily reuse; the year plan relies on the daily greeting and on term 2.
- Peer check: GPT-6.1 Terra did a bounded text check on 6 November 2026 (recorded in PEERCHECKS.md); fixes are in 074fab5. GPT-6.1 Terra then checked the 1271e0d to 074fab5 diff (follow-up diff check only); its two remaining points (lesson 5 access versus "with help", and "hearing" in the big idea) are fixed in 362e040, and GPT-6.1 Terra checked the 074fab5 to 362e040 diff (second follow-up diff check only, not a new full-unit or accessibility review). That is an agent check, not review by a language specialist or human educator.

Lesson 1: Hello, hello! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets, like **[hello]**, mean "say this in the language you are teaching" (see the word card in the unit README).

Goal

Children hear and answer **[hello]** and **[goodbye]**, with gestures, and learn the class greeting chant.

Materials

- The filled-in word card.
- A hand puppet (optional) that only speaks the new language. Without one, the teacher says its lines and "comes in" and "leaves" through the door.

Steps

✎ Opening (3 min)

1. Tell the children, in their usual classroom language: "Today a visitor is coming who speaks a different language. Let's watch and listen."
2. Bring in the puppet. It waves and says **[hello]** to the class, then to a few children one by one.
3. Wave back. Don't ask children to speak yet.

✎ Main activity: greet and chant (10 min)

1. **Wave game (4 min).** Say **[hello]** with a wave; children wave back. Say **[goodbye]** with a two-handed wave; children do the two-handed wave. Mix them up. Then say the words without waving, and see if children still choose the right wave.
2. **The greeting chant (6 min).** This chant is original and CC0. Clap on each "clap":

   [hello], clap clap,
   [hello], clap clap,
   [hello], **[hello]**, **[hello]**! (wave)

Say it three or four times. Children can clap, wave or join in with the word; all of these count. Then do the goodbye version, the same shape with **[goodbye]** and a two-handed wave at the end.

Talk about it (5 min)

Use the children's usual classroom language.

- "What did the puppet say when it came in?" (Answer: **[hello]**; accept a wave or the word in any language.)

- "What did it say when it was leaving?" (Answer: **[goodbye]**.)
- "Does anyone say hello in another way at home?" Invite, never require. Thank each child who shares, and try saying their word.

✓ Closing check (2 min)

The puppet says one word, and children show the matching wave:

Puppet says	Children show
[hello]	one-hand wave
[goodbye]	two-hand wave
[hello]	one-hand wave

Watch who chooses the right wave without copying a neighbour. Then the puppet says **[goodbye]** and leaves.

Vocabulary

[hello], **[goodbye]**. (English words for talk time: language, greeting.)

Differentiation

- **Needs more support:** stand next to a confident child; keep the gesture with every word.
- **Ready for more:** a child can be the puppet and say **[hello]** or **[goodbye]** for the class to answer.

⚠ Safety

Keep arm-waving space between children, especially during the two-hand wave.

Teacher notes

- **One word for hello and goodbye?** In some languages the same greeting is used for arriving and leaving, so children can't choose the wave from the word alone. Then use context instead: in the wave game and the closing check, the puppet (or teacher) says the word while coming in or going out of the door, and children show the one-hand wave for arriving and the two-hand wave for leaving. If your language has a separate everyday goodbye, use that instead.
- From now on, use the chant for about a minute at the start of each day this term.
- A child who only watches is still taking part. Do not count silence as failure.

Lesson 2: What is your name? (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear **[What is your name?]**, answer **[My name is]** ___ (or point to their name card), and greet each other by name.

Materials

- A soft ball or beanbag.
- Each child's name card, with their photo or chosen symbol.
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant from lesson 1. In the last line, the puppet waves to the whole class.

✎ Main activity: the name circle (10 min)

1. Sit in a circle. Put on the puppet. It puts a hand on its chest and says **[My name is]** (puppet's name).
2. The puppet rolls the ball to a child and asks **[What is your name?]** with an open-hand gesture.
3. The child answers in any way they like: **[My name is]** Sam, just "Sam", or holding up their name card. All of these count.
4. The whole class answers together: **[hello]**, Sam! (with a wave).
5. The child rolls the ball back. Continue around the circle. If a child doesn't want a turn, the puppet says **[hello]** to them and moves on.

With a big class, do half the circle today and half tomorrow at the start of the day.

Talk about it (5 min)

Use the children's usual classroom language.

- "When we spoke the new language, did your name change?" (Answer: no. It is still your name. Some languages add an ending or change a sound in some sentences, but the name still belongs to you.)
- "How did the puppet ask your name?" (Answer: **[What is your name?]**; accept the gesture or the word in any language.)
- "What did we all say back?" (Answer: **[hello]** and the child's name.)

✓ Closing check (2 min)

The puppet asks three children, chosen by who wants a turn, **[What is your name?]**. Note who answers with the phrase, with just their name, or with their card. All three are good answers.

Vocabulary

[What is your name?], **[My name is]** ___.

Differentiation

- **Needs more support:** the child can hold the puppet and answer with their name card.
- **Ready for more:** a child asks the next child **[What is your name?]**.

⚠ Safety

Roll, don't throw, the ball.

Teacher notes

- Say every child's name the way their family says it, in every language.
- Some languages change names in some sentences (for example with endings). If yours does, use the simplest correct form and keep to it.

Lesson 3: Stand up, sit down (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children follow six classroom commands spoken in the new language by doing the action: **[stand up]**, **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Materials

- The word card (with gestures).
- The puppet (optional; without one, the teacher says its lines).
- Clear floor space.

Steps

✎ Opening (3 min)

Do the greeting chant. Then say **[stand up]** with the palms-up gesture and stand up yourself. Say **[sit down]** with the palms-down gesture and sit. Children copy.

✎ Main activity: listen and move (10 min)

This is the "total physical response" idea: the teacher says a command and children answer with their bodies, not with words.

1. **Two at a time (4 min).** Practise **[stand up]** and **[sit down]**, then add **[clap]** and **[stop]**, then **[look]** (point to your eyes and look at the puppet) and **[listen]** (cup your ear). Always say the word and show the gesture.
2. **Fading the gesture (3 min).** Say the words with smaller and smaller gestures, then with no gesture at all. Go slowly.
3. **Puppet says (3 min).** The puppet gives the commands. Nobody is "out". If someone does the wrong action, the puppet laughs kindly and says the word again with the gesture.

Talk about it (5 min)

Use the children's usual classroom language.

- "How did you know what to do when I stopped showing you?" (Answers vary: "I remembered the sound", "I watched my friend". Both are fine; say that listening and remembering is how we learn a language.)
- "Which word was easiest? Which was tricky?"

✓ Closing check (2 min)

Say four commands with **no gesture**. Watch who does the right action without copying.

Teacher says	Correct action
[stand up]	stands up (or raises both arms if seated)
[clap]	claps
[stop]	stops clapping and is still
[sit down]	sits down (or lowers arms)

Vocabulary

[stand up], **[sit down]**, **[look]**, **[listen]**, **[clap]**, **[stop]**.

Differentiation

- **Needs more support:** keep the gesture on for longer; let the child stand beside you.
- **Ready for more:** a child gives one command to the class.

⚠ Safety

Leave space around chairs when children stand and sit quickly. A child can do any command seated (raise arms for **[stand up]**).

Teacher notes

- Use these commands for real during the day (for example **[stand up]** before lining up). Real use helps the words stick.
- Children are not asked to say the commands today, only to follow them.

Lesson 4: Touch the chair! (20 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children point to six classroom objects when they hear their names in the new language: **[book]**, **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Materials

- The real objects in the classroom.
- Six picture cards (book, chair, table, door, window, pencil).
- The puppet (optional; without one, the teacher says its lines).

Steps

✎ Opening (3 min)

Do the greeting chant, then a quick round of **[stand up]**, **[sit down]**, **[clap]**, **[stop]** from lesson 3.

✎ Main activity: find it (10 min)

1. **Meet the words (3 min).** Walk to each real object, touch it and say its word twice. Children point. Do the six in the same order twice.
2. **Point game (4 min).** Stay in the middle of the room and say an object word. Children point to the real object. Start with the ones that are easy to tell apart (**[door]**, **[window]**), then mix in the rest.
3. **Card game (3 min).** Lay the six picture cards on the floor in a circle. Say a word; one volunteer at a time walks to the matching card and touches it. Everyone else points from where they sit.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which word sounds a bit like the word we usually use?" (Answers depend on the language; sometimes none do, and that's fine.)
- "Where else could we find a **[chair]**?" (At home, in the hall, anywhere with chairs. A word works for every chair, not just this one.)

✓ Closing check (2 min)

Say three words, one at a time. Children point.

Teacher says	Children point to
[door]	the door
[book]	a book
[window]	a window

Vocabulary

[book], **[chair]**, **[table]**, **[door]**, **[window]**, **[pencil]**.

Differentiation

- **Needs more support:** use only three objects today; hold up the picture card with the word.
- **Ready for more:** a child names an object for the class to point to.

⚠ Safety

Volunteers walk, not run, to the cards. Keep the card circle clear of chair legs.

Teacher notes

- If your language uses a word that changes with the object (for example a gender or a counting word), say the word on its own for now.
- Optionally stick a small picture label in the new language on each object for the rest of the term.

Lesson 5: Hello show (25 min)

Part of Hello, My Name Is, and Classroom Words. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use everything from the unit in a short "hello show", and the teacher checks each child's understanding.

Materials

- Puppet, ball, name cards, picture cards, word card.
- A record sheet with each child's name and five columns (see the unit README).

Steps

✎ Opening (3 min)

Do the greeting chant twice: once whispered, once in a big voice. (Children who prefer quiet can whisper both times.)

✎ Main activity: practice round (10 min)

Run a quick round of each game, about 3 minutes each with a minute to switch:

1. Name circle (lesson 2), for children who did not get a turn before.
2. Puppet says (lesson 3).
3. Point game (lesson 4).

Hello show (5 min)

A "visitor" puppet arrives (the same puppet with a hat on is fine; with no puppet, the teacher puts on a hat and plays the visitor). The class:

1. greets it with the chant,
2. tells it their names in the name circle (only those who want to),
3. shows it **[stand up]**, **[clap]**, **[stop]**, **[sit down]**,
4. waves **[goodbye]** as it leaves.

✓ Closing check (7 min, then continue over the week)

Start the one-to-one or pair check (about 3 minutes per child; finish over the following days during choosing time). Record each part as **yes**, **with help** or **not yet**:

Part	Teacher does	A "yes" looks like
1	Says **[hello]**	Says **[hello]**, waves or signs

Part	Teacher does	A "yes" looks like
2	Asks **[What is your name?]**	Says **[My name is]** ___, says their name, or points to their name card
3	Says **[stand up]**, **[clap]**, **[sit down]**, **[look]** (no gestures)	Does three of the four correctly
4	Names the six objects one at a time	Points to four of the six
5	Says **[goodbye]**	Says **[goodbye]**, waves or signs

Vocabulary

All the words from lessons 1–4.

Differentiation

- **Needs more support:** do the check with a gesture for part 3 and record "with help". This is for children who need the gesture as a hint, not for children whose usual access is gesture, lip-reading or signing: keep their usual access and record the result as normal (see the README). If a cue you use itself shows the answer, write down which cue was used next to the result, so the record is honest about what was checked.
- **Ready for more:** the child asks you **[What is your name?]**.

⚠ Safety

As in lessons 3 and 4: space to move, walking not running.

Teacher notes

- "Not yet" after two weeks is normal. Keep using the daily chant and the commands; term 2 adds numbers, colours and animals.
- Do not count silence as "not yet" if the child answers by pointing or gesture. Part 2 can be answered with the name card.

Kindergarten Second Language: Numbers to Ten, Colours and Animals Through Games (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 6 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (second language, term 2). It follows Hello, My Name Is, and Classroom Words (term 1) and uses the same idea: the teacher chooses the language and fills in a word card.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[three]**, mean "say this in the language you are teaching". Keep using the term 1 words (greetings, **[stand up]**, **[sit down]**, **[clap]**, **[stop]** and so on) every day.

English meaning	Your language	Gesture or picture to go with it
one, two, three, four, five		fingers, shown the way your community counts on fingers
six, seven, eight, nine, ten		fingers on two hands
How many?		palms up, eyebrows raised
Show me ___		point to your eyes, then hold out a hand
touch		touch the thing with one finger
red, blue, yellow, green, black, white		point to a colour card
cat, dog, bird, fish, frog, duck		picture card, plus the action below

Animal actions (the same in every language): **cat** licks a paw; **dog** wags a tail; **bird** flaps arms; **fish** makes a swimming hand; **frog** crouches and hops (or bounces hands on knees); **duck** waddles (or makes a beak with one hand).

Numbers on fingers: communities count on fingers in different ways (for example, starting from the thumb or from the little finger). Use the way your children already know, and accept any clear way.

Grammar warning: in many languages, putting words together changes them (for example, "three cats" may change the word for "cat", and colour words may change with the noun or come after it). This unit keeps numbers, colours and animals **mostly separate** so the teacher does not have to teach grammar. Where a lesson joins two words, the teacher says the phrase the way the language really says it.

Big idea

Children learn new words best when they **hear them (or see them, in a sign language) many times in a game where they already know what is happening**: counting things they can see, touching colours, moving like animals. They can show understanding with their hands and bodies long before they say the words, and saying the words is always invited, never forced.

Outcomes

By the end of the unit, most children can:

1. Join in counting from **[one]** to **[ten]**, by saying it, showing fingers or clapping.
2. Show the right number of fingers (or point to the right dot card) when the teacher says a number from **[one]** to **[ten]**.
3. Point to or touch at least four of six colours when the teacher names them.
4. Point to at least four of six animal pictures when named, or do the animal's action.
5. Take part in a whole-class game in the new language, with no one "out".

Prior knowledge

- The term 1 unit: greetings, names and six classroom commands. Children who missed it can still take part; the games show what to do.
- Counting to 10 in the school language helps (kindergarten mathematics, term 1), but is not needed: the dot cards show the amounts.
- Some children may speak the language at home. They may be "word helpers" if they want to.

Lessons

Short, frequent sessions suit this age. Keep the 1-minute greeting chant at the start of each day, and add a 1-minute counting chant from lesson 1 onwards.

Lesson	Title	Time	Core idea
1	Count with me	20 min	Numbers one to ten with fingers, a chant and claps
2	How many?	20 min	Counting real things; showing a number when it is named
3	Touch something red	20 min	Six colour words through a touching game
4	Be a frog!	20 min	Six animal words through pictures and actions
5	Game day	25 min	Mixed games; one-to-one check

Materials

- The filled-in word card (above), kept where the teacher can see it.
- Ten **dot cards** showing 1 to 10 dots (large dots: arranged like dice for 1 to 6; for 7 to 10, a full row of five with the rest in a row underneath).
- Counting objects: one class set of 10 matching objects (large blocks or toy animals, too big to swallow), and a basket.
- Six **colour cards**: a large patch of each colour, red, blue, yellow, green, black, white. Make the colours strong and clearly different.
- Six **animal picture cards**: cat, dog, bird, fish, frog, duck (drawn by the teacher or class is fine).

- A soft ball or beanbag (lesson 2). The term 1 puppet (optional; a soft toy or a silly voice works too).
- Optional: a fluent speaker's recording of the word-card words.

Access and inclusion

- **Speaking is optional.** Fingers, dot cards, pointing, signs and actions all count as answers. Never make a child speak in front of the class.
- **Movement is opt-in in form:** every animal action has a seated version, and "touch something red" can be done by pointing.
- **Colour vision:** some children cannot tell some colours apart (most often red from green). In lesson 3 and the check, if a child mixes up only those colours, do not record it as a language gap; note it privately and tell the class teacher. Never make a game of it.
- **Deaf or hard-of-hearing children:** keep your face visible and pair each word with its gesture or card while teaching; in checks, keep the child's usual access (as in term 1).
- **If the language is a sign language:** the signs are the words, so keep them in every activity and check. Number signs may not match finger counting; teach the language's own number signs. In checks, if a sign looks like its answer (a number sign shaped like a finger count, or an animal sign that copies the animal's action), ask the child to point to the dot card or picture card instead, so the word itself does not show the answer.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **No "out" games.** Every game in this unit keeps everyone playing.
- **Noise:** quiet corner and ear defenders allowed, especially in lesson 4 and lesson 5.

Assessment

Lesson 5 includes a five-part check, done one-to-one or in pairs (about 3 minutes each child; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Counts along from **[one]** to **[ten]** with the teacher (says it, shows fingers or claps each number).
2. Shows the right number for three of four numbers said with no gesture: **[two]**, **[five]**, **[seven]**, **[ten]** (fingers, or pointing to the dot card).
3. Touches or points to four of six colour cards when named.
4. Points to four of six animal cards when named, or does the action.
5. Answers **[hello]** and **[goodbye]** (review from term 1).

Doing it in their own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children after two weeks; these words come back in daily routines and in term 3.

Sources

- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . The teacher gives commands in the new language and learners answer with actions; described as popular with beginners and young learners, with listening before speaking and low stress. Lessons 3 and 4 use this idea.
- Wikipedia, "Input hypothesis": https://en.wikipedia.org/wiki/Input_hypothesis . Describes Krashen's hypotheses, including that learners progress by understanding input slightly beyond their level, and the "affective filter" idea that fear or embarrassment gets in the

way. The article also reports criticism that the hypotheses are hard to test. This unit uses only the practical ideas (lots of understandable input in games, low stress, speaking not forced), not the stronger claims.
- Wikipedia, "Second-language acquisition": https://en.wikipedia.org/wiki/Second-language_acquisition . Background, as in term 1.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in term 1. Use a fluent speaker's recording if needed.
- **Word choices are mine.** Six colours and six animals were chosen to be common and easy to show; the teacher may swap in local animals.
- **Animal sounds differ between languages** (a dog does not say "woof" everywhere), so this unit uses actions, not sounds. A teacher may add the language's own animal sounds.
- **Finger counting differs between communities**, and number signs in sign languages differ again.
- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text check on 6 November 2026 at 4bb5a9a (recorded in PEERCHECKS.md); fixes are in 29234ff, which Argon also diff-checked the same day.

Lesson 1: Count with me (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children hear (or see, in a sign language) and join in the numbers **[one]** to **[ten]**, with fingers and claps, and start a counting chant used every day this term.

Materials

- The word card. The puppet (optional).
- Dot cards 1 to 10.

Steps

✎ Opening (3 min)

Do the term 1 greeting chant. Then hold up one finger and say **[one]**. Hold up two and say **[two]**. Stop at **[five]**. Children copy the fingers; saying the words is optional.

✎ Main activity: fingers, claps and a chant (12 min)

1. **One to five (3 min).** Count up on fingers, slowly, three times. Then count up and clap once on each number.
2. **Six to ten (3 min).** Keep five fingers up on one hand and add fingers on the other hand: **[six]**, **[seven]**, **[eight]**, **[nine]**, **[ten]**. Count all the way from **[one]** to **[ten]** twice.
3. **The counting chant (3 min).** Count one to ten, then whisper it, then count it with big claps, then with tiny taps on knees. Same words, different ways. This is the daily chant from now on.
4. **Puppet's mistake (3 min).** The puppet counts and skips a number (**[one]**, **[two]**, **[four]**...). Children show "stop" (hand up flat, from term 1). The teacher counts it right together. Nobody is wrong; the puppet is silly. (No puppet? Use a soft toy, or the teacher puts on a silly voice and "makes the mistake".)

Talk about it (3 min)

Use the children's usual classroom language.

- "How did you know the puppet made a mistake?" (Answers vary: "it missed one", "it went too fast", "I counted on my fingers". All fine.)
- "Do you know how to count in another language?" (Invite, never require. Treat every language as interesting.)

✓ Closing check (2 min)

Hold up dot cards one at a time (no word first). The class says or shows the number. Then say a number and children show fingers: **[three]** (3 fingers), **[five]** (5), **[two]** (2). Watch who shows the right number without copying.

Vocabulary

[one] to **[ten]**.

Differentiation

- **Needs more support:** stay with one to five; let the child hold the dot card while the class counts.
- **Ready for more:** a child leads the chant; or counts backwards from **[five]**.

⚠ Safety

Clapping can be loud for some children; tiny taps on knees are always allowed.

Teacher notes

- Use the finger-counting way your children already know. If children show numbers differently from each other, all clear ways count.
- If the language is a sign language, teach its number signs instead of finger counting.

Lesson 2: How many? (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children connect the number words to real amounts: they count things with the teacher, and show a number when it is named.

Materials

- The word card; dot cards 1 to 10.
- One class set of 10 matching counting objects (large blocks or toy animals, too big to swallow) and a basket.
- A soft ball or beanbag.

Steps

✎ Opening (3 min)

Greeting chant, then the counting chant from lesson 1.

✎ Main activity: count it, show it (12 min)

1. **[How many?] (4 min).** Put some blocks in a line where everyone can see. Say **[How many?]** with the gesture. Touch each block and count aloud together. Say the last number again (for four blocks: "**[four]**!"). Do this with 4, 6, 8 and 10 blocks.
2. **[Show me] fingers (4 min).** Say **[Show me] [two]**. Children show two fingers. Use 1 to 5 first, then 6 to 10. Say each number with the dot card the first time, then with no card.
3. **Pass the ball (4 min).** Children sit in a circle. The teacher says a number and rolls the ball to a child. That child shows the number on fingers (or points to the dot card), then rolls the ball back. Every child gets a turn; a child can say "pass" and the teacher shows the number with them.

Talk about it (3 min)

Use the children's usual classroom language.

- "When we counted the blocks, which number told us how many?" (The last one we said.)
- "Was it easier with the dot card or without?" (Answers vary.)

✓ Closing check (2 min)

Put 5 blocks in a line and ask **[How many?]**. Count together. (Answer: **[five]**.) Then, with no gesture or card, say **[seven]**, then **[four]**. Watch who shows 7 fingers and 4 fingers without copying.

Vocabulary

[How many?], **[Show me]**, and **[one]** to **[ten]**.

Differentiation

- **Needs more support:** use only 1 to 5; the child points to the dot card instead of showing fingers.
- **Ready for more:** a child asks **[How many?]** and the class counts.

⚠ Safety

Use a soft ball and roll it, not throw it.

Teacher notes

- This is not a counting lesson in mathematics; children already count in the school language. Here the amounts are a way to make the new words mean something.
- In some languages, **[How many?]** changes with the thing being counted. Use the form for the objects you are counting, as a fluent speaker would.

Lesson 3: Touch something red (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six colour words by touching and pointing: **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Materials

- The word card; the six colour cards.
- A classroom with things of these colours in easy reach (check before the lesson that every colour can be found at child height).

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then hold up the **[red]** card and say **[red]**. Do the same with **[blue]** and **[yellow]**.

✎ Main activity: colour cards and a touching game (12 min)

1. **Three, then six (3 min).** Lay the red, blue and yellow cards on the floor. Say a colour; children point to the card. Add green, black and white, one at a time.
2. **[Touch] something [red] (6 min).** This uses the "total physical response" idea from term 1. Say **[touch]** with the gesture, then a colour. Children walk to something of that colour and touch it with one finger, then come back. Model it first yourself. Use each colour at least once. Children who prefer to stay seated point to something instead.
3. **Colour cards in the circle (3 min).** Hand out the six cards to six children. Say a colour; the child holding it stands up and waves it (or holds it high while seated). Pass the cards on and play again.

Talk about it (3 min)

Use the children's usual classroom language.

- "What colour was easiest to find in our room? Which was hard?" (Answers vary.)
- "Are some things more than one colour?" (Yes. Any colour on the thing counts in the game.)

✓ Closing check (2 min)

Lay out all six colour cards. Say **[green]**, **[white]**, **[blue]**, with no pointing. Watch who points to the right card without copying. (Answers: the green card, the white card, the blue card.)

Vocabulary

[touch], **[red]**, **[blue]**, **[yellow]**, **[green]**, **[black]**, **[white]**.

Differentiation

- **Needs more support:** use three colours only; stand the child next to the cards.
- **Ready for more:** a child calls the colour for the touching game.

⚠ Safety

In the touching game, children walk, not run. Agree beforehand what is not to be touched (people, the door, plugs and anything hot or breakable). Children touch things, not each other's clothes, unless both children want to.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or other close pairs), do not correct it as a language mistake; note it privately and tell the class teacher.
- Colour words do not always match between languages (some languages use one word for green and blue, or have two words for different blues). If yours does, use the language's own words and adjust the cards.

Lesson 4: Be a frog! (20 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children learn six animal words by matching each one to a picture and an action: **[cat]**, **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Materials

- The word card; the six animal picture cards.
- Clear floor space.

Steps

✎ Opening (3 min)

Greeting chant and counting chant. Then show the **[cat]** card, say **[cat]**, and lick a paw. Children copy the action.

✎ Main activity: pictures and actions (12 min)

1. **Meet the animals (4 min).** Show each card in turn, say the word and do the action (see the word card). Children copy. Go through all six twice.
2. **Be a ___! (5 min).** Say an animal word with no card. Children do the action. Start slowly with the card, then with no card. Seated versions are always fine: flap arms for **[bird]**, bounce hands on knees for **[frog]**, a beak hand for **[duck]**.
3. **Which card? (3 min).** Lay the six cards in a row. A child does an animal action; the class points to the matching card, and the teacher says the word. Volunteers only.

Talk about it (3 min)

Use the children's usual classroom language.

- "Which animal was the most fun to be? Why?" (Answers vary.)
- "Does a dog say the same thing in every language?" (No. People write and say animal sounds differently in different languages. Invite children to share how animals "talk" in their home languages.)

✓ Closing check (2 min)

Lay out the six cards. Say **[fish]**, **[duck]**, **[dog]**, with no action. Watch who points to the right card without copying. (Answers: fish card, duck card, dog card.)

Vocabulary

[cat], **[dog]**, **[bird]**, **[fish]**, **[frog]**, **[duck]**.

Differentiation

- **Needs more support:** use three animals; the child holds a card and raises it when they hear its word.
- **Ready for more:** a child calls the animal words; or try two in a row ("**[cat]**... **[frog]**!").

⚠ Safety

Frog hops need space: spread out, and children land on their feet (or do the seated version). No hopping on chairs. Duck waddles are slow.

Teacher notes

- Some children are afraid of some animals, even pictures. They can choose a different animal or just watch.
- Swap in local animals if they are more familiar, and update the word card.

Lesson 5: Game day (25 min)

Part of Numbers to Ten, Colours and Animals Through Games. Words in square brackets mean "say this in the language you are teaching".

Goal

Children use the numbers, colours and animal words together in games, and the teacher checks each child one-to-one over the week.

Materials

- The word card; dot cards 1 to 10; the six colour cards; the six animal cards.
- The class set of 10 counting objects and a basket.
- A record sheet (child's name, five parts, yes / with help / not yet).

Steps

✎ Opening (3 min)

Greeting chant and counting chant.

✎ Main activity: three games (15 min)

1. **Animal count (5 min).** Say an animal and a number, for example "**[frog]**... **[three]**". Children do the frog action three times while everyone counts. Use numbers up to five. (Two separate words, so no grammar is needed.)
2. **Colour corners (5 min).** Put four colour cards in four places in the room. Say a colour; children walk to that card. Nobody is out; the teacher walks with anyone who is unsure. Children who prefer to stay seated point.
3. **Mystery basket (5 min).** Put some counting objects in the basket where children can't see. A volunteer takes them out one at a time while the class counts. Ask **[How many?]**: the class says or shows the last number.

Talk about it (5 min)

Use the children's usual classroom language.

- "Which game did you like best?" (Answers vary.)
- "Show me a new word you know now." (Children say, sign or act any word. All count.)

Closing (2 min)

Goodbye chant from term 1.

One-to-one check (about 3 min each child, over the week)

Do this with each child alone or in pairs, while others play. Say each word **with no gesture**. Record **yes**, **with help** or **not yet**.

Part	Teacher says	A "yes" looks like
1	Counts **[one]** to **[ten]** with the child	Child joins in: says the numbers, shows fingers or claps each one
2	**[two]**, **[five]**, **[seven]**, **[ten]**	Shows that many fingers (any clear way) or points to the matching dot card, for three of four
3	Six colours, one at a time, cards laid out	Points to or touches the right card for four of six
4	Six animals, one at a time, cards laid out	Points to the right card, or does the action, for four of six
5	**[hello]**, then later **[goodbye]**	Says it back, waves or signs

Doing it in the child's own way (pointing instead of speaking, seated actions, the child's usual access) counts as **yes**. "With help" means the teacher gave the gesture or showed the card first.

Vocabulary

All words from lessons 1 to 4.

Differentiation

- **Needs more support:** in the games, pair the child with a friend; in the check, start with the parts the child finds easiest.
- **Ready for more:** a child calls the colour in colour corners, or asks **[How many?]** in the mystery basket.

⚠ Safety

Colour corners: walking only, and corners well apart from doors and furniture edges. Animal count: frog hops in a clear space, or seated.

Teacher notes

- **Colour vision:** if a child mixes up only red and green (or similar pairs) in part 3, do not record it as "not yet" for language; note it privately and tell the class teacher.
- "Not yet" after two weeks is normal. Numbers and colours come back every day if you use them in routines (counting children at the line, naming colours of coats).

Kindergarten Second Language: Body Words, a Song and Our Class Chant Show (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (second language, term 3: "a short song or rhyme performed for others"). It follows Hello, My Name Is, and Classroom Words (term 1) and Numbers to Ten, Colours and Animals (term 2), and uses the same idea: the teacher chooses the language and fills in a word card.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[nose]**, mean "say this in the language you are teaching". Keep using the term 1 and term 2 words every day.

English meaning	Your language	Gesture or picture to go with it
head, shoulders, knees, toes		touch each with both hands
eyes, ears, mouth, nose		touch each with one finger
Touch your ___		touch your own head, then point to the children
again		circle one finger in the air
loud, quiet		arms wide / finger to lips
(review) hello, goodbye, one to ten, six colours, six animals		as in terms 1 and 2

Grammar warning: in many languages, "your nose" changes the word for "nose" or adds a word, as "three cats" did in term 2. Say each phrase the way the language really says it; children only need to understand it and act. The class chant in lesson 3 is a **list of single words**, so it needs no grammar at all.

The song: many languages already have a children's version of "Head, Shoulders, Knees and Toes", often to a different tune. If yours does, and it is traditional or the school is allowed to use it, use that version. If not, use the class chant from lesson 3 for the show; it does the same job.

Big idea

Children can **perform** in a new language before they can talk in it. A song or chant made of words they know, with an action for every word, lets every child join in, and performing it for others shows how much they have learned this year.

Outcomes

By the end of the unit, most children can:

1. Touch or point to at least six of eight body parts when the teacher names them.
2. Join in a body-parts song or chant, by singing, saying, signing or doing the actions.
3. Join in the class chant (greeting, numbers, colours, animals) with its actions, in order.
4. Take part in a short performance for others, in a role they choose.

Prior knowledge

- The term 1 and term 2 units: greetings, classroom commands, numbers one to ten, six colours and six animals. Children who missed them can still take part; every word has an action.
- Kindergarten arts term 1 (singing with actions, steady beat). If the class did arts term 3, they have already performed for visitors once.

Lessons

Short, frequent sessions suit this age. Keep the 1-minute greeting chant at the start of each day, and add a 1-minute "touch your..." game from lesson 1 onwards.

Lesson	Title	Time	Core idea
1	Touch your nose!	20 min	Eight body words through a touching game
2	The body song	20 min	A body-parts song (or chant) with actions, faster and slower
3	Our class chant	20 min	Build a four-line chant from words we know
4	Getting ready for the show	20 min	Choose roles; practise loud, quiet and together
5	Show day	25 min	Perform for visitors (or another class); one-to-one check

Materials

- The filled-in word card (above), kept where the teacher can see it.
- Eight **body picture cards** (head, shoulders, knees, toes, eyes, ears, mouth, nose), and a large teddy or doll for pointing to body parts.
- The term 2 number dot cards, colour cards and animal cards.
- A hand drum or tambourine for the beat.
- A chart for the class chant (lesson 3): four rows of picture cards.
- Optional: a fluent speaker's recording of the word-card words and, if used, the song.

Access and inclusion

- **Speaking and singing are optional.** Actions, pointing, signs and holding up picture cards all count. Never make a child speak or sing alone in front of others.
- **Performing is opt-in in form.** Roles for the show include chanters, action leaders, card holders and drummer. A child who does not want to be watched can join from the audience side or hold a card.
- **Touching your own body:** some children dislike touching their face, or cannot reach their toes. Pointing to the body part, touching the teddy, or pointing to the picture card all count. Seated children touch knees and point to toes.

- **Deaf or hard-of-hearing children:** keep your face visible; pair each word with its gesture or card; use a visual beat (a waving hand or the drumstick) as well as the drum.
- **If the language is a sign language:** the signs are the words, and the "song" is signed to a beat. Many body-part signs point to the body part, so in the check ask the child to point to the part on the **teddy or picture card** after the sign, rather than copying the sign on their own body.
- **Children new to the school language:** keep gestures identical every time and accept answers in any language.
- **Noise and visitors:** quiet corner and ear defenders allowed; keep the show short. Follow school rules on visitors and photos, and do not share photos of children's faces without the school's permission.

Assessment

Lesson 5 includes a five-part check, done one-to-one or in pairs after the show (about 3 minutes each child; spread over the week if needed). Record each part as **yes**, **with help** or **not yet**:

1. Touches or points to six of eight body parts when named with no gesture (on themselves, the teddy or the picture cards).
2. Does the actions for one verse of the body song or chant, roughly in time.
3. Does the class chant actions for all four lines in order, or puts the four chant picture rows in order.
4. Shows the number for **[three]** and **[eight]** (fingers or dot card; review).
5. Points to the card for one colour and one animal when named (review).

Doing it in their own way (pointing instead of touching, seated actions, signs, the child's usual access) counts as **yes**. "Not yet" is normal for some children; these words return in grade 1. Outcome 4 (taking part in the show in a chosen role) is recorded from watching lessons 4 and 5, not in the check.

Sources

- Wikipedia, "Head, Shoulders, Knees and Toes": https://en.wikipedia.org/wiki/Head,_Shoulders,_Knees_and_Toes . A children's song documented as early as 1912; children touch head, shoulders, knees and toes in order; it is sung to different tunes, including when translated into other languages; a common game drops one word each verse and only touches the part. Lessons 1 and 2 use the body words and the "drop a word" game.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in terms 1 and 2: commands answered with actions, listening before speaking, low stress. Lesson 1 uses it.
- Wikipedia, "Chant": https://en.wikipedia.org/wiki/Chant . Chant is the repeated speaking or singing of words, often on one or two pitches, sitting between speech and music. The class chant in lesson 3 is spoken to a beat, so no melody is needed.
- Wikipedia, "Nursery rhyme": https://en.wikipedia.org/wiki/Nursery_rhyme . Traditional children's poems and songs, a kind of childlore; most English ones date from the 17th and 18th centuries. Used only as background for choosing a traditional song in the taught language.
- No second-language standard or curriculum document was read for this unit.

Known gaps

- **No pronunciation help**, as in terms 1 and 2. Use a fluent speaker's recording if needed.
- **The song depends on the language.** This unit cannot check whether a given language has a traditional body-parts song, or whether a version is free to use. The class chant is the fallback and is CC0.
- **Body words differ:** some languages split or join body parts differently (for example one word for foot and leg). Use the language's own words and adjust the actions.
- **No standard read.**
- Peer check: Gemini 4 Argon did a bounded text, timing, safety, access and consistency check at 75c4c78 on 9 November 2026 (not an educator or classroom review): timings sum and no errors were found; its three small notes (the check needs four colour and four animal cards; the taught animal may not be [frog]; say how outcome 4 is recorded) were folded in at 497bd8c, which Argon also diff-checked the same day (see PEERCHECKS.md).

Lesson 1: Touch your nose!

Goal: Children understand eight body words in the new language and show it by touching or pointing.

Length: about 20 minutes.

Materials

- The word card; the eight body picture cards; the teddy or doll.

Steps

✎ Opening (3 min)

Greeting chant from term 1 (**[hello]**, **[hello]**...). Then hold up the teddy: "Teddy is going to help us learn new words."

✎ Main activity 1: meet the words (5 min)

Say each word while touching it on the teddy and on yourself, and showing its picture card: **[head]**, **[shoulders]**, **[knees]**, **[toes]**. Children copy the touch each time; they do not have to say anything. Repeat in the same order, then in a new order. Then add **[eyes]**, **[ears]**, **[mouth]**, **[nose]** the same way.

✎ Main activity 2: "Touch your..." game (5 min)

Say **[touch your nose]** with the gesture; children touch. Repeat with every word, getting faster. Then drop the gesture: say only the words and watch who touches the right part. Nobody is "out"; if a child touches the wrong part, show the gesture again and go on.

Add a silly turn: the teacher touches the wrong part on purpose ("**[nose]**!" while touching an ear). Children call out or point: "No!"

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which new word was easiest to remember? Why?" (Any answer; often words with a big action, like **[head]**.)
- "When I touched my ear but said **[nose]**, how did you know I was wrong?" (Because **[nose]** means nose; you touched your ear. Any answer that shows they matched the word to the body part.)

✓ Closing check (with answers) (4 min)

Say four words with no gesture, one at a time: **[knees]**, **[eyes]**, **[head]**, **[mouth]**. Watch who touches or points to the right part.

Answers: knees, eyes, head, mouth (on themselves, the teddy, or the picture cards).

Vocabulary

[head], **[shoulders]**, **[knees]**, **[toes]**, **[eyes]**, **[ears]**, **[mouth]**, **[nose]**, **[touch your ___]**

Differentiation

- **Support:** start with four words (head, shoulders, knees, toes) and add the face words another day.
- **Stretch:** a child gives the **[touch your ___]** command to the class.

⚠ Safety

- Gentle touches only; children touch their own bodies or the teddy, never each other.

Teacher notes

- Pointing to the teddy or a picture card counts the same as touching your own body; offer it to any child who prefers it.
- If the language is a sign language and the signs point to the body, use the teddy for the closing check (see the access notes in the README).

Lesson 2: The body song

Goal: Children join in a body-parts song or chant with actions, and play the "drop a word" game.

Length: about 20 minutes.

Materials

- The word card; body picture cards in a row (head, shoulders, knees, toes, then eyes, ears, mouth, nose); the hand drum.
- The song, if the language has a traditional "Head, Shoulders, Knees and Toes" version you may use (see the README). Otherwise use the chant below.

Steps

✎ Opening (3 min)

Greeting chant; one minute of "**[touch your ___]**" with the eight words.

✎ Main activity 1: learn the song or chant (7 min)

If you have a song: sing it once slowly while touching each part. Then everyone sings (or just touches) with you, twice.

If not, use this body chant (CC0), spoken to a slow drum beat, one word per beat, touching each part:

> **[head]**, **[shoulders]**, **[knees]**, **[toes]**,
> **[knees]**, **[toes]**!
> **[head]**, **[shoulders]**, **[knees]**, **[toes]**,
> **[knees]**, **[toes]**!
> **[eyes]**, **[ears]**, **[mouth]**, **[nose]**,
> **[head]**, **[shoulders]**, **[knees]**, **[toes]**!

The chant is only body words, so it works in any language without grammar. If the language puts "and" between words naturally, the teacher may add it.

✎ Main activity 2: faster, slower, drop a word (5 min)

- Do it slowly, then faster with the drum.
- **Drop a word:** next time, do not say **[head]**, only touch it. Next time, drop **[head]** and **[shoulders]**. Keep going until only the touching is left, then finish with everyone saying it all, loudly.

✓ Discussion questions (with answers) (2 min)

- "When we dropped words, how did you still know where to touch?" (We remembered the order / the beat / we watched. Any sensible answer.)
- "Which part is touched last in each line?" (**[toes]**.)

✓ Closing check (with answers) (3 min)

The teacher points to two picture cards in the row and the class says or does the word: knees card → children touch knees (**[knees]**); ears card → children touch ears (**[ears]**). Then the teacher says **[shoulders]** with no picture; children touch shoulders.

Vocabulary

the eight body words; **[again]**; **[loud]**, **[quiet]** (introduced informally with the drum)

Differentiation

- **Support:** a child does only the touching, or only the **[head]**/**[toes]** parts.
- **Stretch:** a child leads the drum or chooses which word to drop.

⚠ Safety

- Faster rounds stay on the spot. Children who cannot bend to toes touch knees and point down.

Teacher notes

- Faster rounds are fun but noisy; keep them short for children who find noise hard.
- Singing in tune is not the goal; joining the actions roughly in time is.

Lesson 3: Our class chant

Goal: The class builds a four-line chant from words it already knows (greeting, numbers, colours, animals) and says it with actions to a beat.

Length: about 20 minutes.

Materials

- The word card; the term 2 dot cards, colour cards and animal cards; the hand drum.
- A chart with four empty rows (or four strips of paper on the board).

Steps

✎ Opening (3 min)

Body song or chant from lesson 2, once.

✎ Main activity 1: build the chant (8 min)

"We're going to make our own chant for our show, from words we know." Fill the four rows with picture cards, letting children choose where there is a choice:

1. **Greeting row: [hello]**, **[hello]**, **[hello]**! (wave three times)
2. **Number row: [one]**, **[two]**, **[three]**, **[four]**, **[five]**! (fingers)
3. **Colour row:** children vote for four of the six colours, for example **[red]**, **[blue]**, **[yellow]**, **[green]**! (point to each card, or to something of that colour)
4. **Animal row:** children vote for three animals, then the goodbye, for example **[cat]**, **[dog]**, **[frog]**, **[goodbye]**! (animal actions, then a wave)

Every row is a **list of single words**, so no grammar is needed (CC0 frame; the class's own choices make it theirs).

✎ Main activity 2: say it to the beat (4 min)

Teacher plays a slow, steady beat: one word per beat, with a short rest at the end of each row. Point to each card as it comes. Do it twice: once the teacher says it and children do the actions; once everyone joins in any way they can.

✓ Discussion questions (with answers) (2 min)

- "Which row has numbers?" (The second row.)
- "What do we do at the very end?" (Wave and say **[goodbye]**.)

✓ Closing check (with answers) (3 min)

Cover one row. "Which row is hiding?" Children say or point (for example, "the animals"). Then do that row's actions together. Repeat with one more row.

Answers: whichever row is covered; the actions match that row (waves, fingers, colour points, animal actions).

Vocabulary

Review words from terms 1 and 2; **[again]**.

Differentiation

- **Support:** a child does just one row (for example the animal actions).
- **Stretch:** a child suggests a fifth row with body words from lesson 1.

⚠ Safety

- Animal actions on the spot; seated versions as in term 2.

Teacher notes

- Keep the chart up for lessons 4 and 5; it is the "script" for the show.
- If the class is learning a sign language, sign each word on the beat; the rows stay the same.

Lesson 4: Getting ready for the show

Goal: Children choose a role for the show and practise the song (or body chant) and the class chant together, loud and quiet.

Length: about 20 minutes.

Materials

- The class chant chart; the body picture cards; the hand drum.
- Role picture cards: chanter (mouth), action leader (hands up), card holder (a picture card), drummer (drum).

Steps

✎ Opening (3 min)

"In our show we will do two things: our body song and our class chant. Every person has a job." Show the role cards.

✎ Main activity 1: choose roles (4 min)

Children choose a role card. Card holders each hold one row of the chant (or one body card) up at the right time; the drummer keeps the beat; action leaders stand at the front (or sit, if they prefer) and do big actions; chanters say or sign the words. Everyone does the actions whatever their role.

✎ Main activity 2: practise, loud and quiet (8 min)

- Run the body song or chant, then the class chant, in show order.
- Introduce **[loud]** (arms wide) and **[quiet]** (finger to lips): do the chant once loud, once quiet. (Loud stays at a comfortable level.)
- Practise the start and end: everyone waits for the drummer's two beats to start; at the end everyone waves **[goodbye]** and bows (or waves).

✓ Discussion questions (with answers) (2 min)

- "What is your job in the show?" (Any role; children say, show or hold up their card.)
- "How do we know when to start?" (The drummer plays two beats.)

Closing (3 min)

One full run, in order, as if visitors were watching. Praise one thing each group did well.

Vocabulary

[loud], **[quiet]**, **[again]**; review words

Differentiation

- **Support:** a child stands next to a friend with the same role.
- **Stretch:** a child counts in the show ("**[one]**, **[two]**!") in the new language.

⚠ Safety

- Keep "loud" short; ear defenders allowed. Action leaders keep their space.

Teacher notes

- A child may change role before the show; the goal is that everyone joins in a way they are comfortable with.
- Nobody says or sings alone unless they ask to.

Lesson 5: Show day

Goal: The class performs its body song (or chant) and class chant for others, then children show what they learned in the check.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The class chant chart, body cards, role cards and hand drum.
- For the check: the teddy, the eight body picture cards, the term 2 dot cards (three and eight), and four colour cards and four animal cards (one of each to name, three of each as choices).
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

Quick warm-up: one round of "**[touch your ___]**". Welcome visitors (another class, or families if your school invites them; visitors are optional). A child or the teacher says **[hello]** to the audience.

✎ Main activity 1: the show (8 min)

1. Drummer's two beats.
2. The body song or chant (once at normal speed, once with "drop a word").
3. The class chant (once loud, once quiet).
4. Everyone waves **[goodbye]** and bows or waves.

Invite the audience to copy the actions on the second round.

✎ Main activity 2: teach the visitors (6 min)

Children teach the audience two words: the action leaders show **[nose]** and **[frog]** (or another animal the class chose in lesson 3), and the class calls out the words while visitors copy the actions. This shows the children they know enough to teach.

Closing (8 min)

Visitors leave (or the half-class audience swaps back). In a circle: "What was your job? What did you like?" Children answer in any language, or by holding up their role card. Finish with the greeting chant.

✓ End-of-unit check (one-to-one or in pairs)

About 3 minutes per child, at a calm time after the show (not in front of visitors). Any child may show in their own way (pointing, signing, a device, seated actions). Say the target words with **no gesture**.

Part	Ask or watch	Looking for
1	Say eight body words in a mixed order: **[nose]**, **[knees]**, **[ears]**, **[head]**, **[toes]**, **[mouth]**, **[shoulders]**, **[eyes]**.	Touches or points to at least six of eight correctly (on self, teddy or picture cards).
2	Teacher starts the body song or chant: "Do the actions with me."	Does the actions for one verse, roughly in time.
3	Point to the chant chart (rows covered or shuffled): "Show me our chant."	Does the actions for all four rows in order, or puts the four rows in order (greeting, numbers, colours, animals).
4	Say **[three]**, then **[eight]**.	Shows 3 and 8 (fingers or dot cards).
5	Show four colour cards and four animal cards; say one colour and one animal.	Points to the named colour and the named animal.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way is recorded "yes", with a note of how. "With help" means an adult gave a gesture or modelled the answer. If a child mixes up only red and green in part 5, note it privately as a possible colour-vision difference, not a language gap (as in term 2).

Outcome 4 (taking part in a short performance in a role they choose) is not part of this check: record it from watching lesson 4 and the show in main activity 1.

Vocabulary

[hello], **[goodbye]**, review words; show, audience (school language)

Differentiation

- **Support:** a child does the show standing or sitting next to the teacher, with one row of actions.
- **Stretch:** a child welcomes the audience or teaches a word.

⚠ Safety

- Keep the show short and the volume comfortable; ear defenders allowed.
- Follow school rules on visitors and photos; do not share photos of children's faces without the school's permission.

Teacher notes

- If families are invited, do not single out children whose families did not come.

- This is the last second-language unit of the kindergarten year. Grade 1 can build on the body words, the class chant frame (new rows with new words), and performing together.