

Affix velcro if you intend to use it. Photocopy one flower for each child adding a stalk and a leaf.

In class: Revise the colours of the flowers. Then illustrate how the game is to be played. Choose a volunteer group to help you make the instructions clear to the group as a whole. Put the vases on the wall and the sets of flowers on the floor in front of them. Call one of the colours and the first member of the team should go forward, pick up that coloured flower and put it "in" the vase. Then call another colour, etc until all the flowers have been put into the vase. When playing with the whole group, line the groups up opposite the vases and call the first colour. The first members of each team should race to put the flower of that colour into the vase. The winning team gets a point. For this, you can use the pencils (see unit one) or you can draw a flower for each group on the board. First draw a circle for each group and then add a petal for each point won. The first team to complete the flower wins.

In another session, you can give the children a flower each (with stalk and leaf) to colour in. In the centre of each flower, they can draw their faces. They should cut out their flower. When all the flowers are ready, they can be made into a "bouquet" and presented to the class teacher as a present.

## Unit 7 - Animal masks

Before the class: Photocopy each of the two animal masks onto A3 card. Attach strips of card or elastic bands to the masks so that they can be worn. Photocopy masks for each child (half the class will be lions and half the class elephants).

In class: Show the children the masks and use them to play two games. Play music and encourage the children to dance. Then stop the music and put on one of the masks. If you put on the lion, they must play sleeping lions, i.e. all lie down as still as possible. The winners are those who do not move. Put the music on again, dance and then again stop the music and put on a mask. Of course, it can be the lion mask again or the elephant one. When you put on the elephant mask, the children must bend forward and join hands as though they were elephants walking tip to tail.

Show the children how to make the masks and, of course, let them wear them home.

## Unit 8 - Food charts

Before the class: You can ask the parents to help make the following activity successful. Photocopy one worksheet per child and prepare a note for the parents asking them to help their child fill in the chart over a number of days or a week. Each time the child eats one of the pieces of fruit, they should put a cross in the corresponding part of the chart. So, if a child eats two apples, they should have two crosses next to the apple.

Make sure you ask all the parents to return the worksheet on the same day. Do one A3 photocopy as a classroom chart.

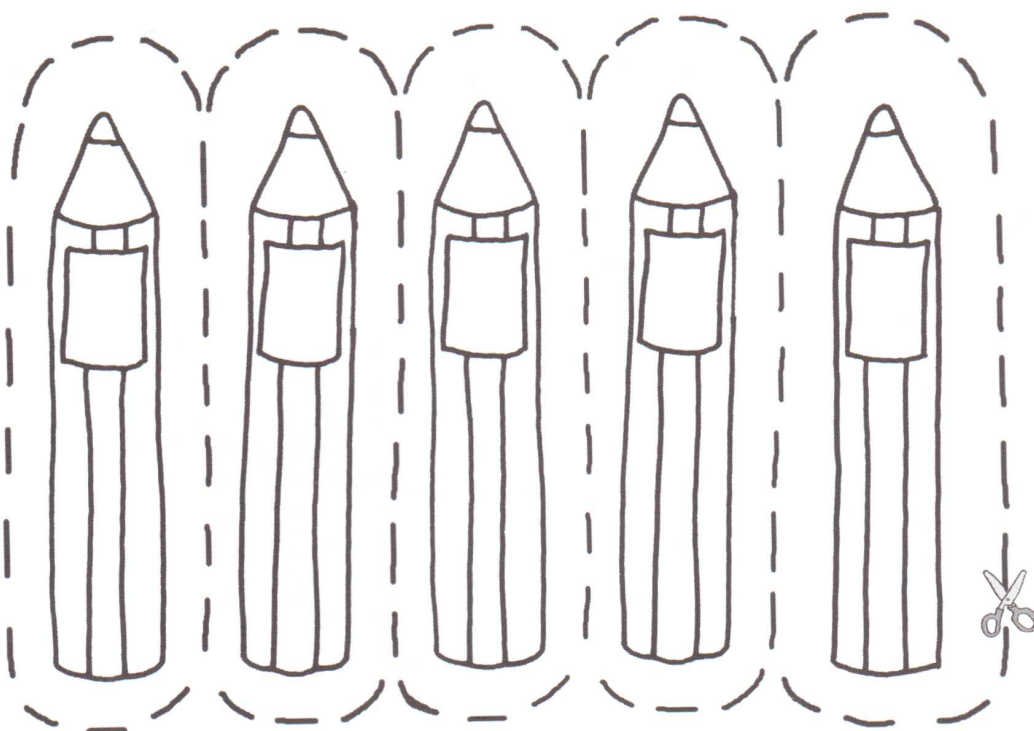
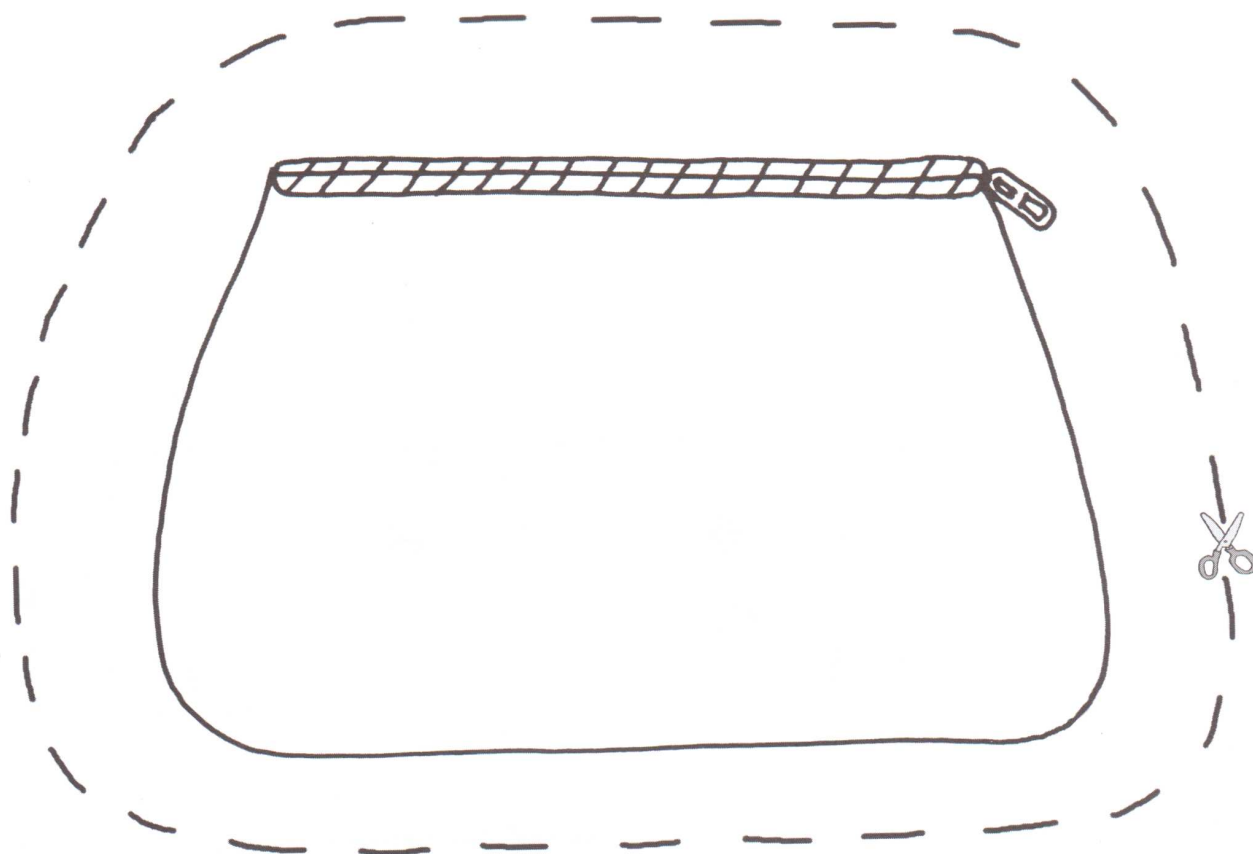
In class: Ask the children to transfer the details from their individual chart onto the classroom chart. Once all the details are on the chart, add up the number of each (how many blocks of five?) to see which fruit is most popular. Obviously, if the pears come out as most popular you can make Hippo appear as if he has won, if the bananas, Monkey. This will prevent the children from feeling that they have "lost". Alternatively, encourage parents to give their children fruit on a given day of the week to eat at school (preferably if your class is before break so you can see the fruit). Again, transfer the numbers to the chart to see which fruit is chosen by most children. There may be a difference in the most popular fruit depending on whether they are eating it at school at home so you may even want to do both activities and compare the results. Hopefully, the activity will encourage the children to want to eat more healthily.

## Unit 9 - Seaside objects game

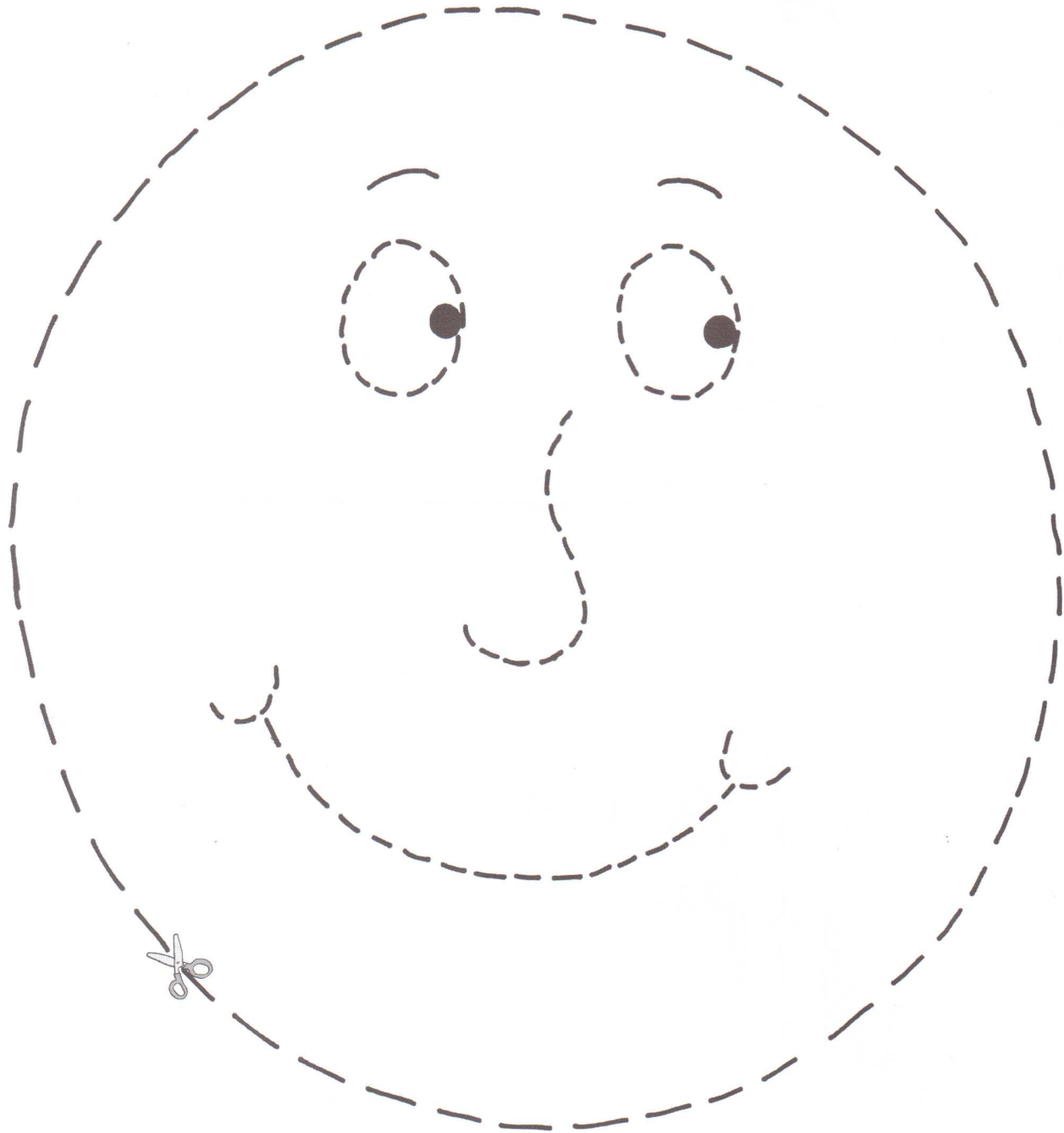
Before the class: Make two copies of the worksheet. Label one 'A' and the other 'B'. Use red, yellow, blue and green to colour the items, making sure that you match colours used on Worksheet 'A' and on Worksheet 'B'. E on Worksheet 'A' you colour a bucket red, a spade yellow, a fish blue and a house green, then colour one of the buckets from Worksheet 'B' red, one of the spades yellow, one of the fish blue and one of the houses green, etc. Worksheet 'A' in four so that you have four cards with objects each, and, for better results, laminate them (or photocopy them onto card). Then take Worksheet 'B' and cut out all the individual objects so that you have 16 cards.

In class: Divide the class into four teams and lay the six cards from Worksheet 'B' on the floor face up. Revise what is on each card (colour and object), then turn the cards face down. It will be easier for the children if the cards are placed in rows. Then show the children how to play: give each group one of the cut up squares from Worksheet 'A' and demonstrate that if you turn over a card that corresponds to the colour and object with one of the items on the list, it can be kept. However, if not, it must be turned face down again. The first member of the first team should turn over a card and keep it or put it back. Play then proceeds to the next group. Once a full round has been completed, the second member of each team has a turn and so play continues until one of the teams wins by locating the four objects on the list. Once the children have mastered the rules, the game can be given to fast finishers to play by themselves whilst the rest of the group catches up.

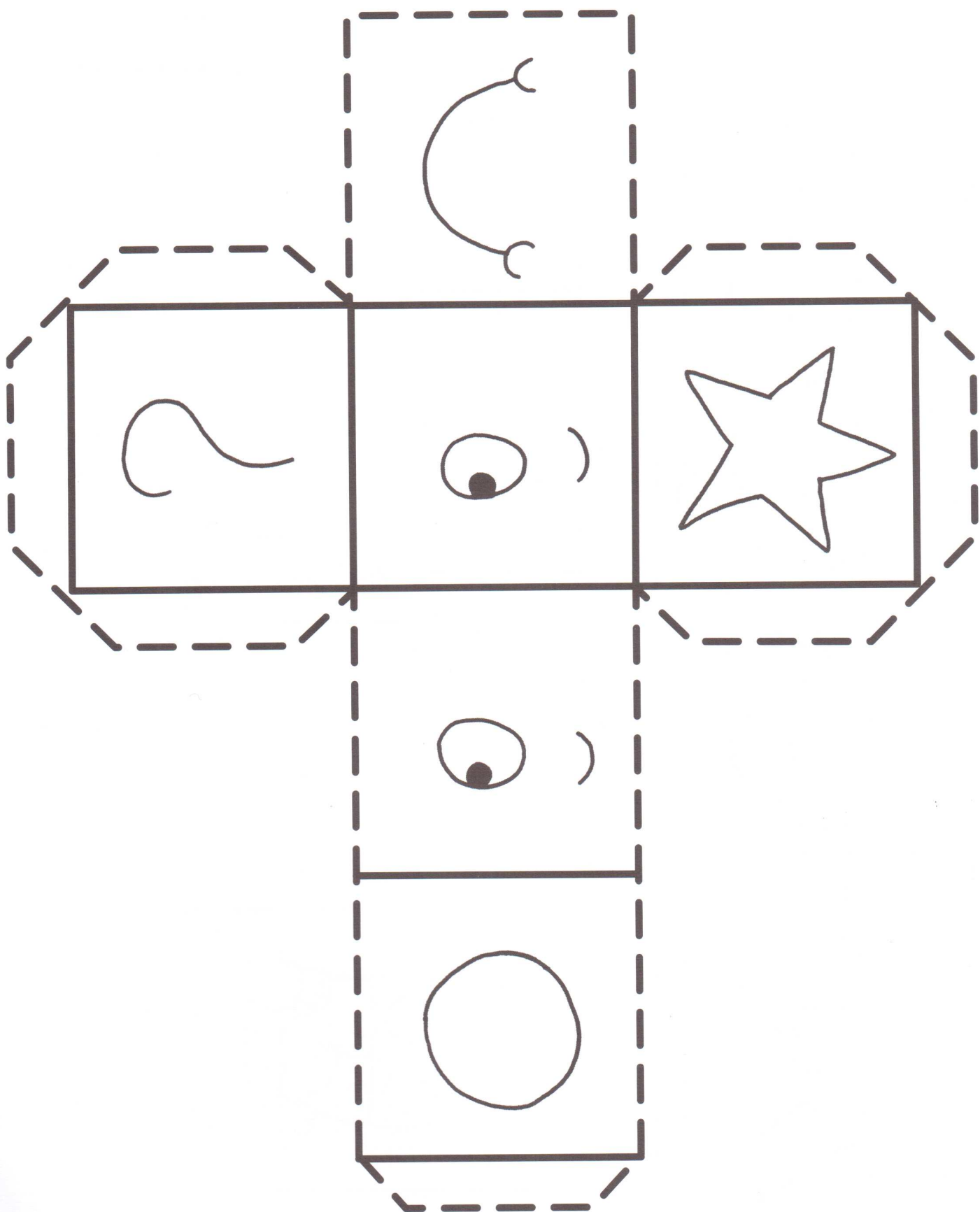
# Unit 1



## Unit 2

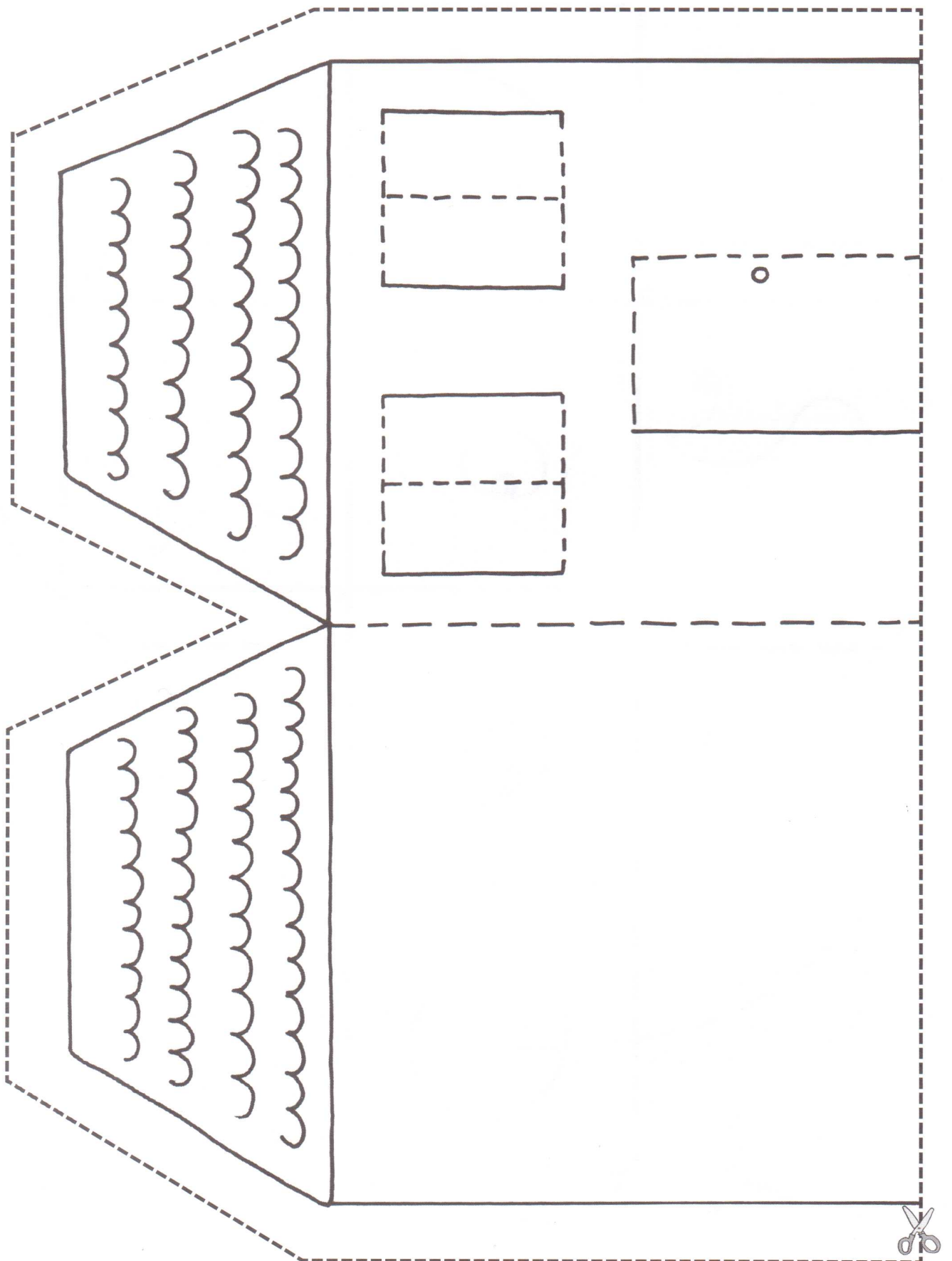


## Unit 2

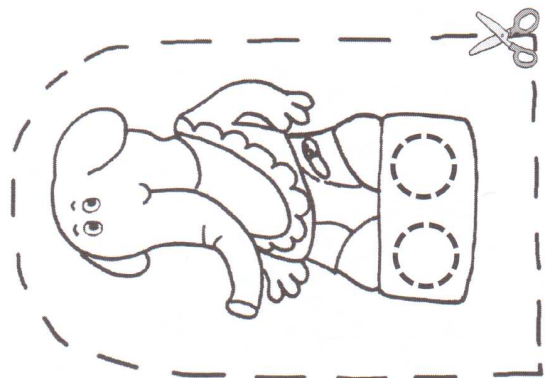
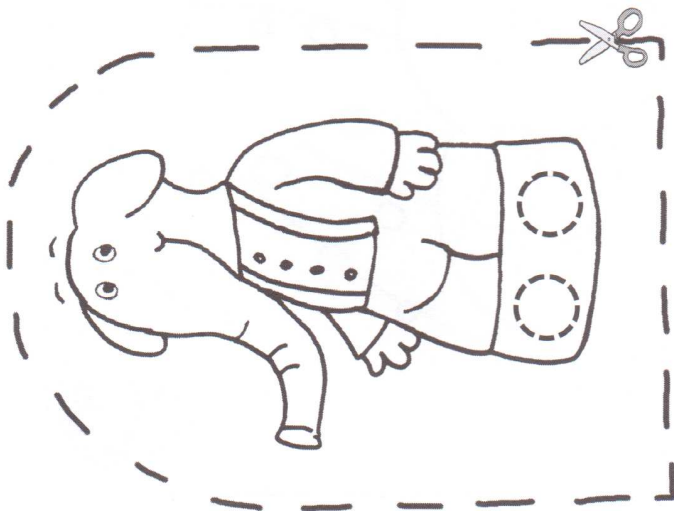
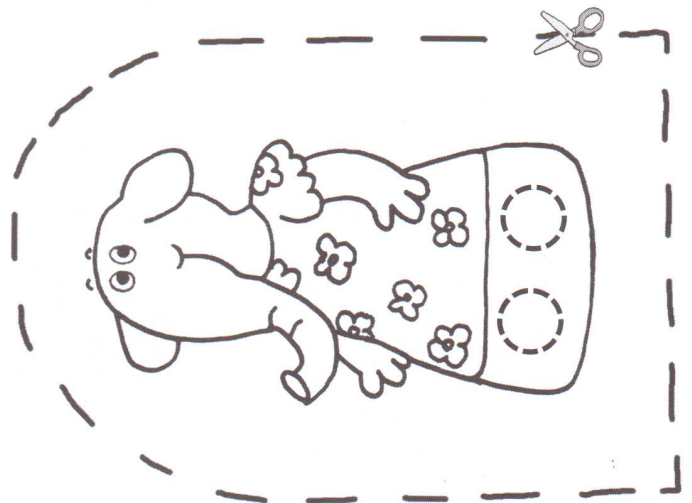
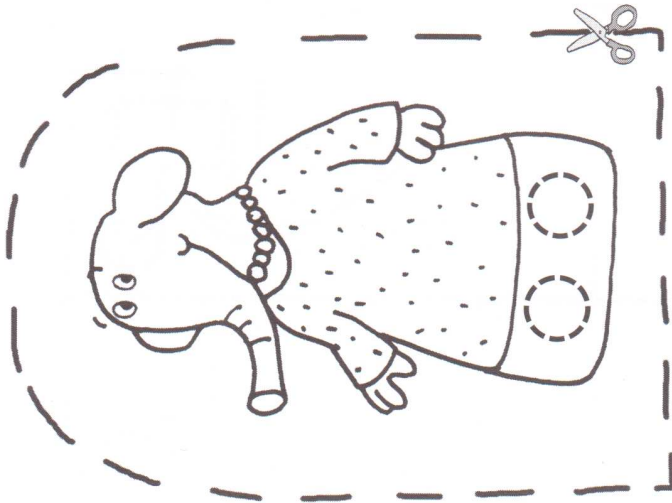
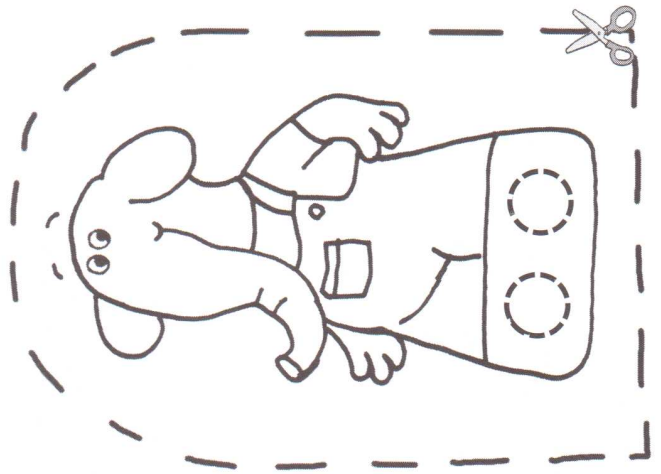
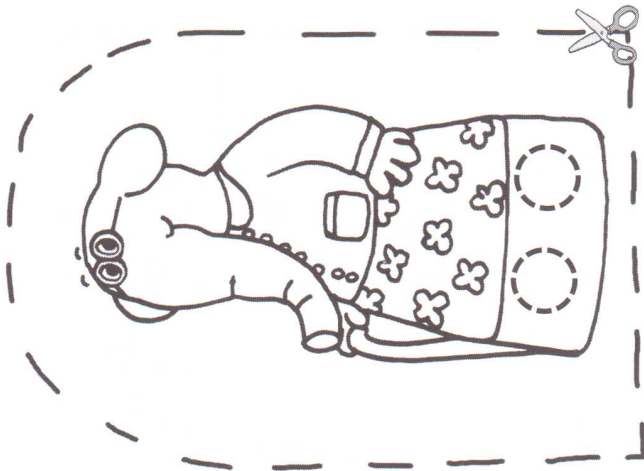




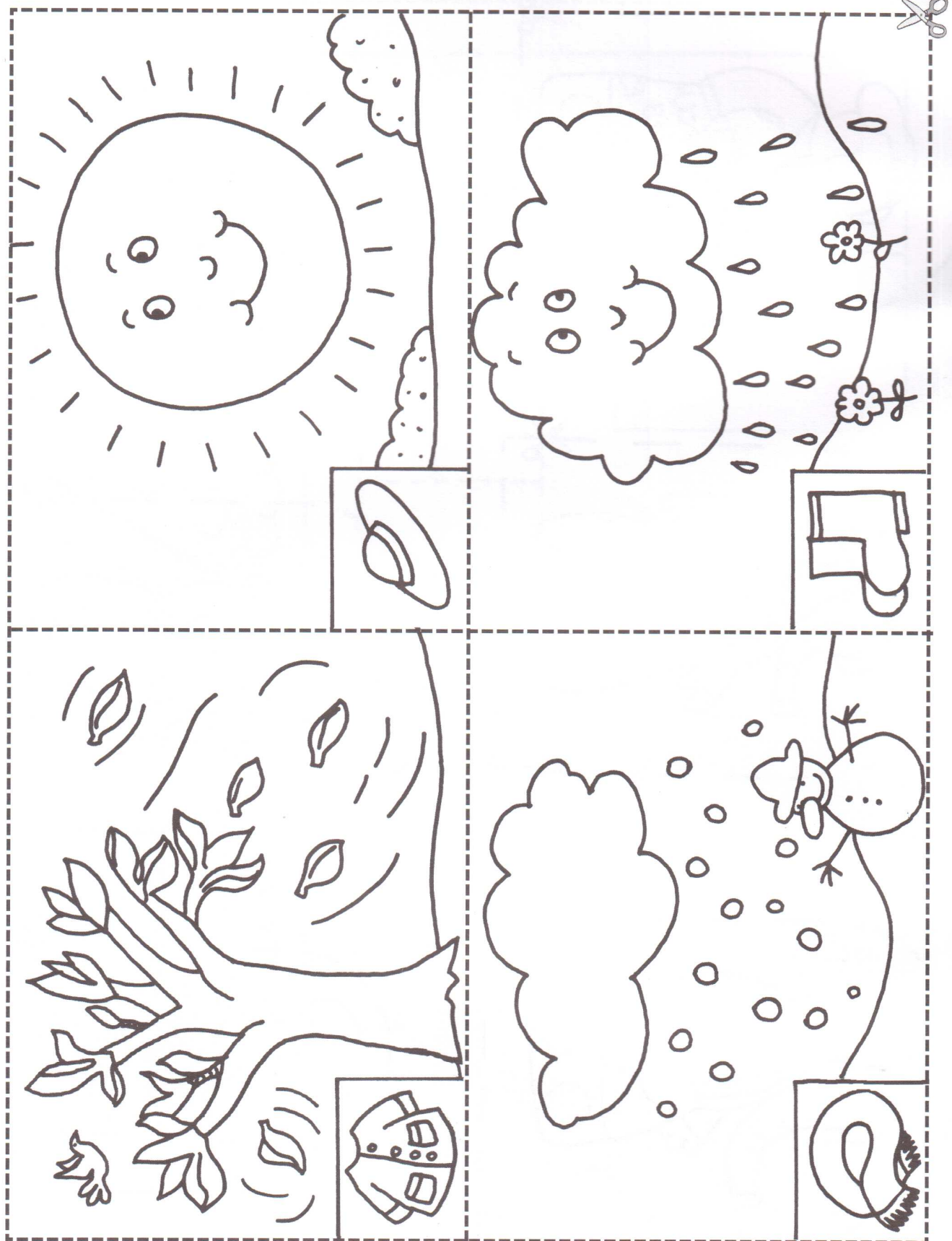
# Unit 3



# Unit 4

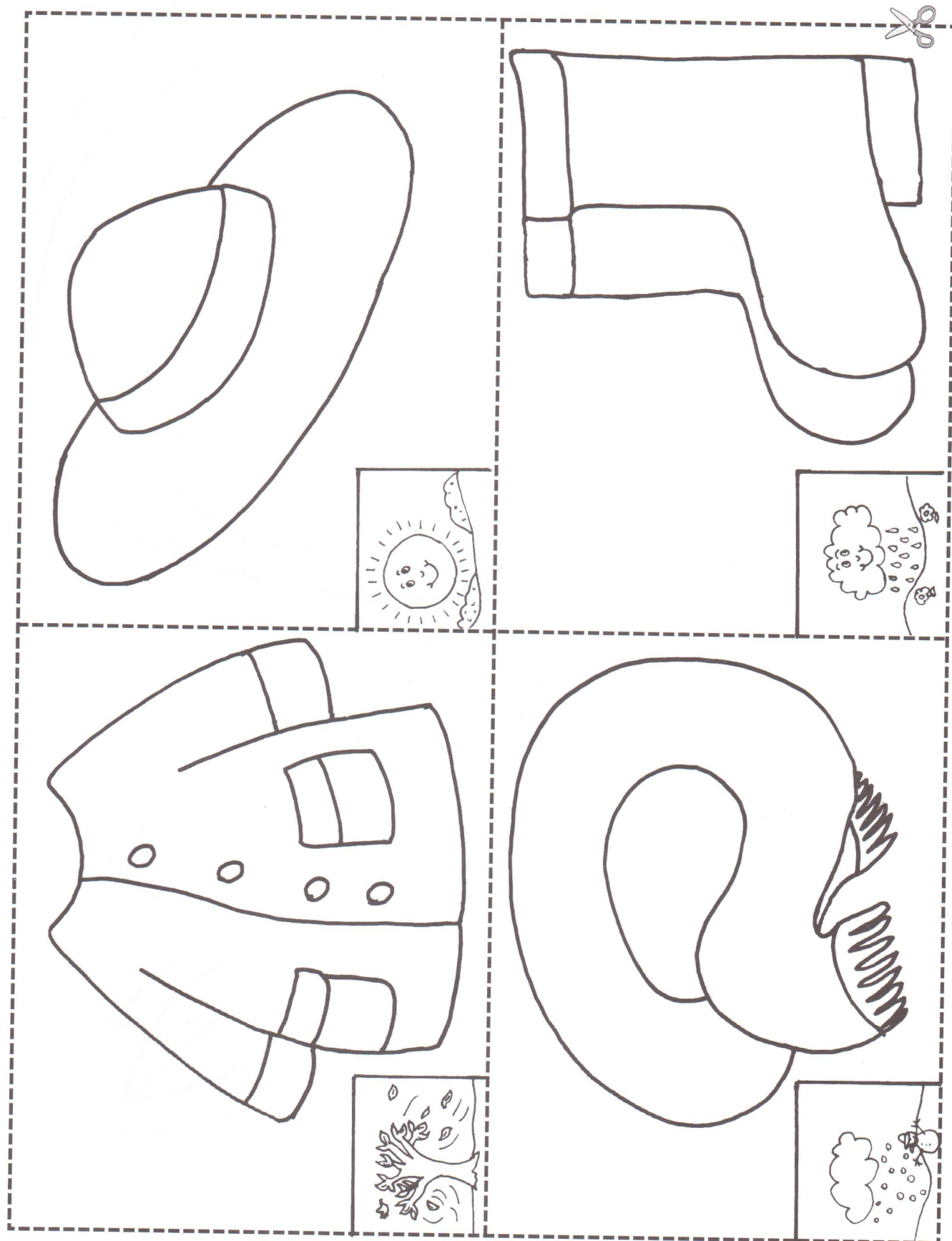


# Unit 5



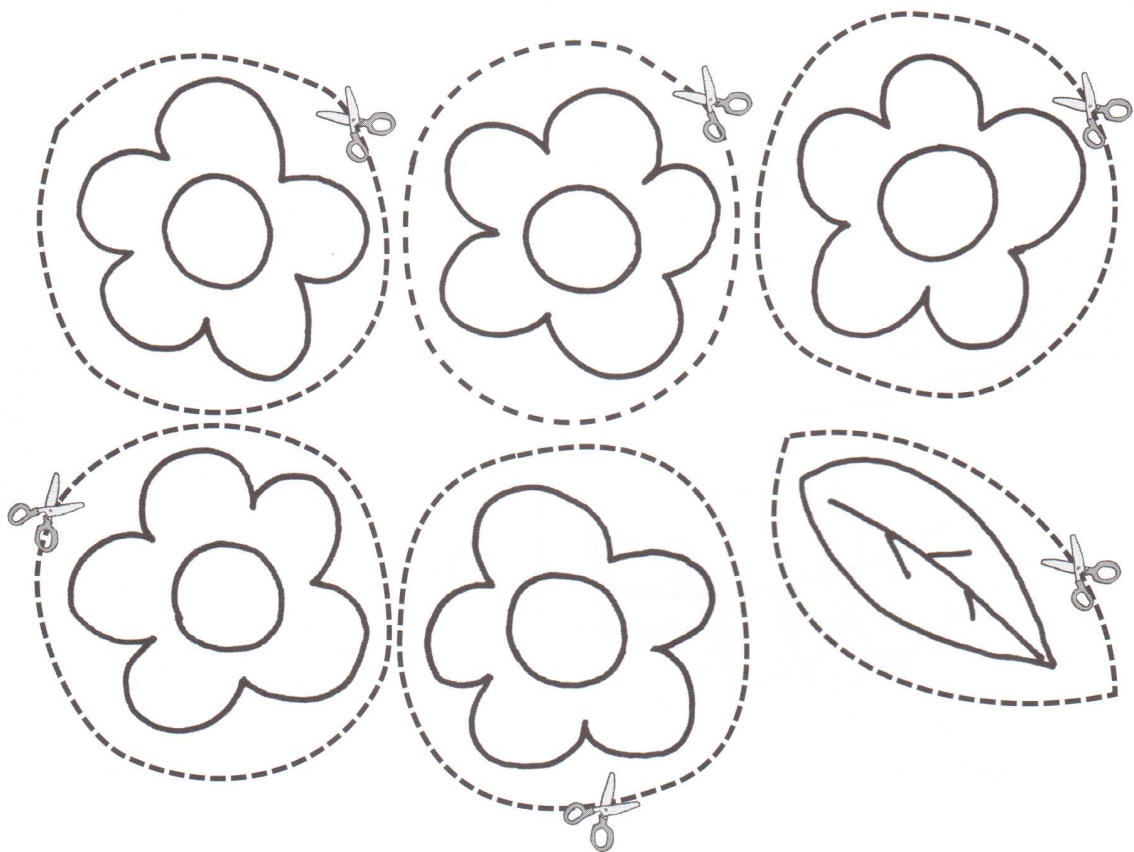
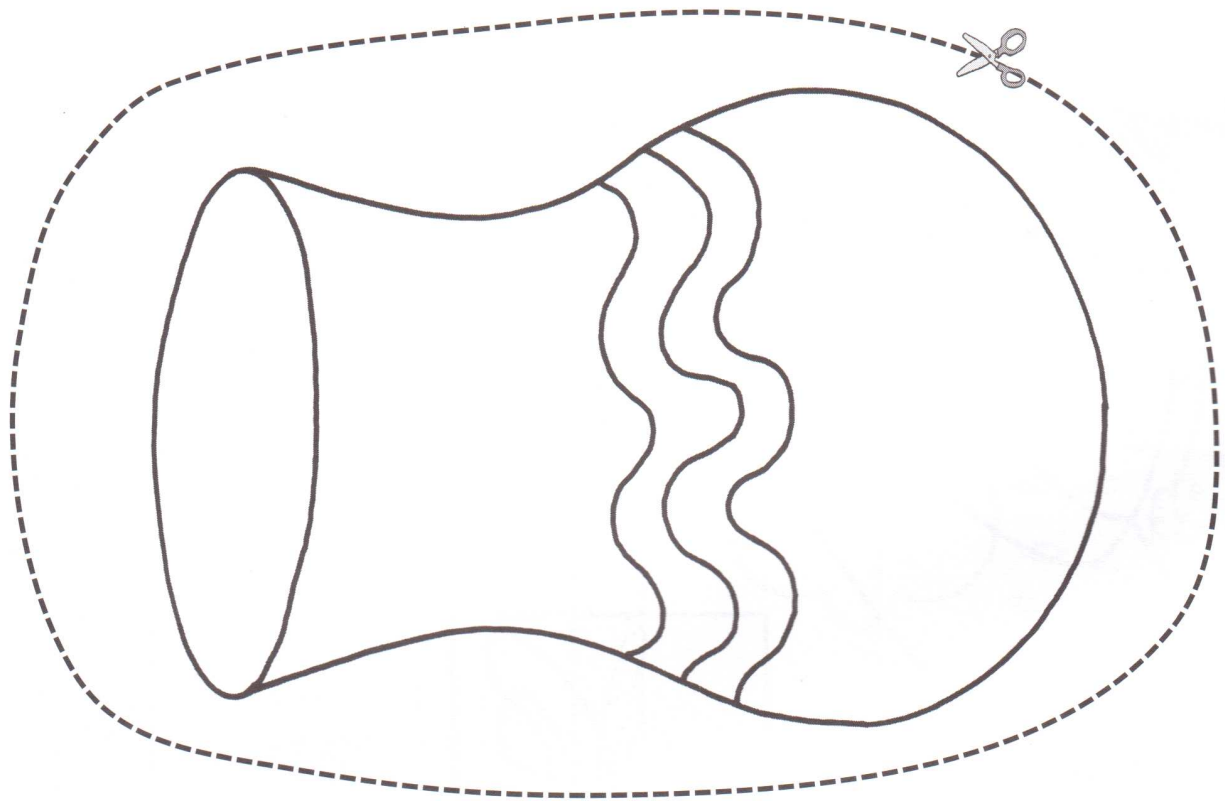


# Unit 5

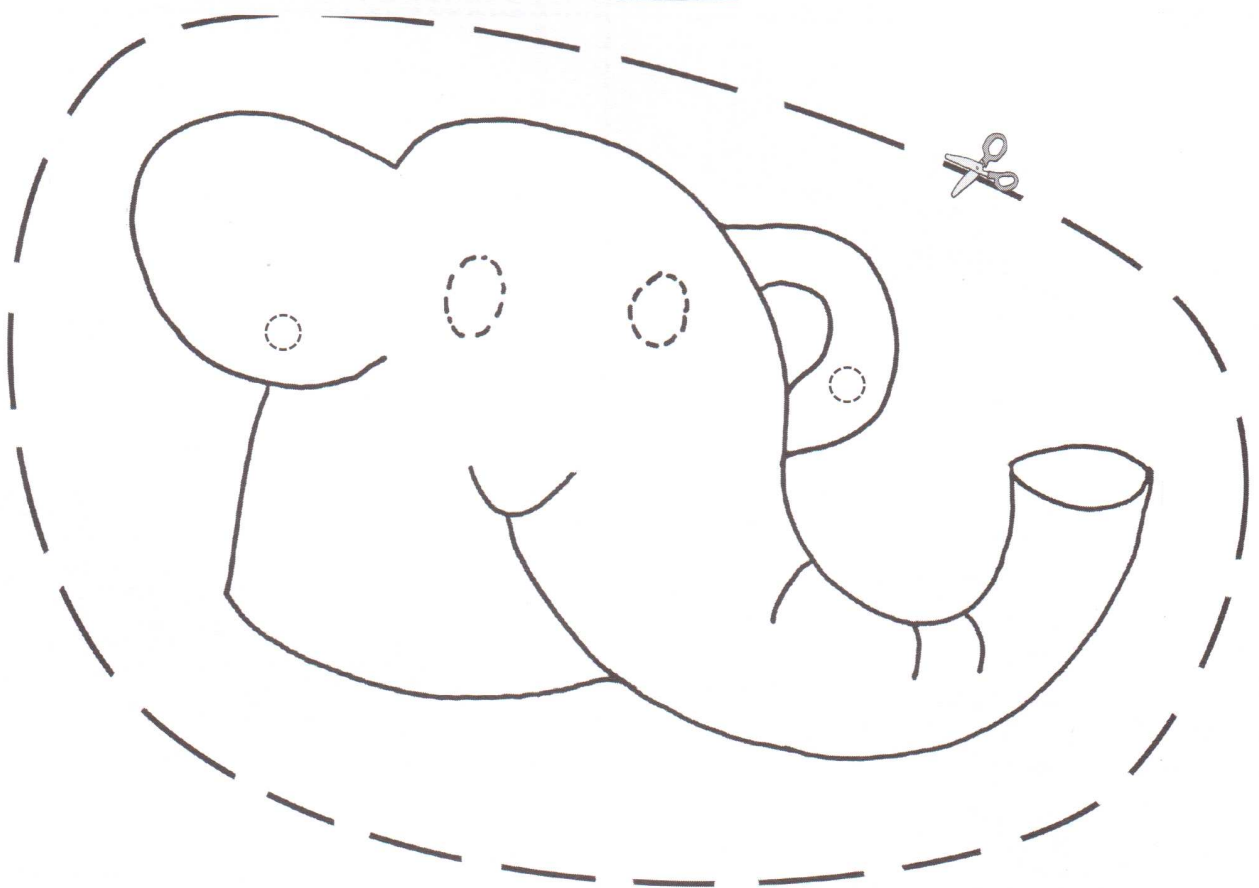
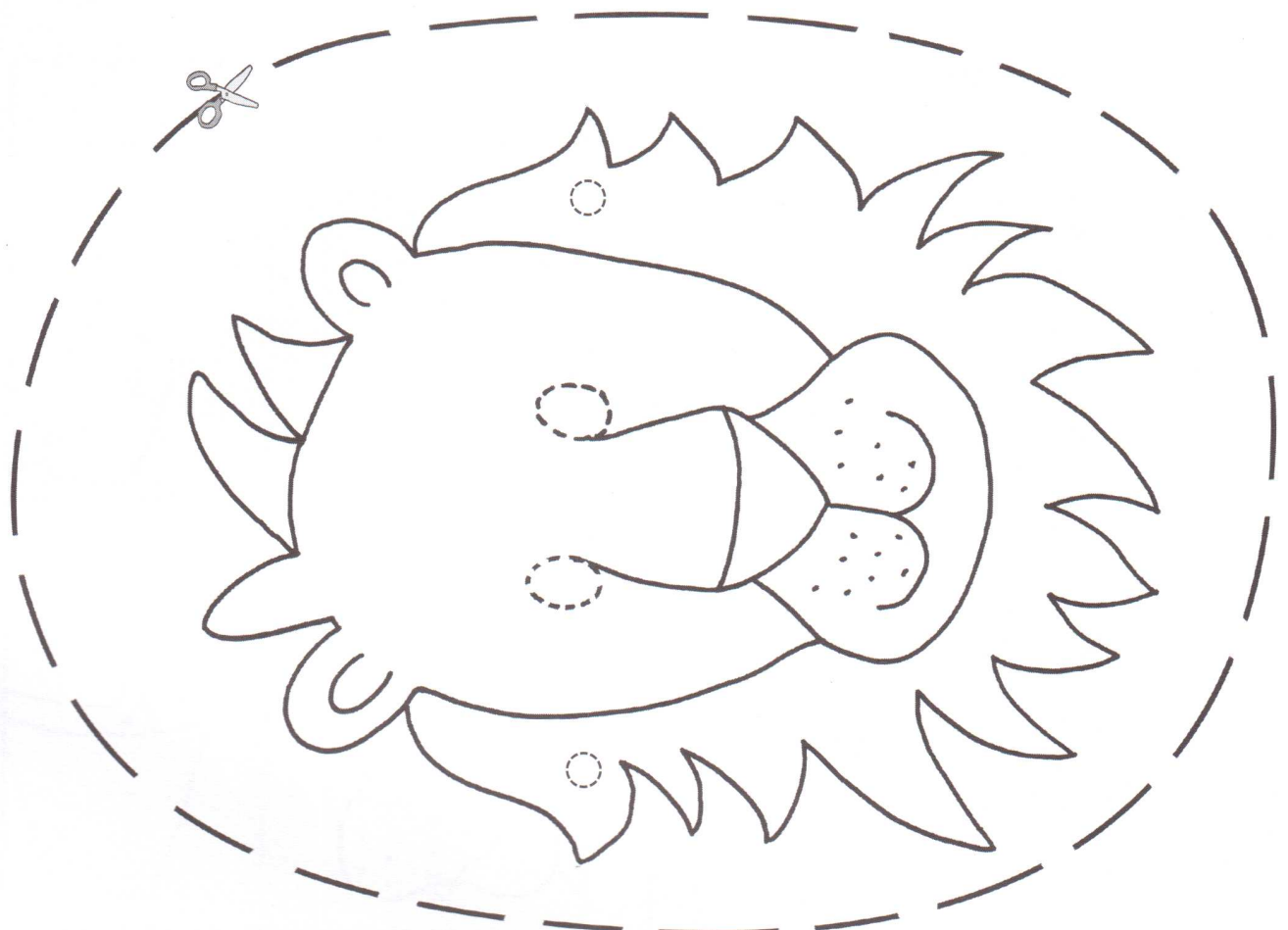




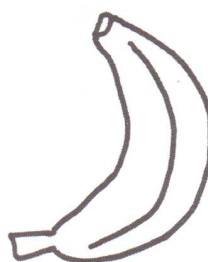
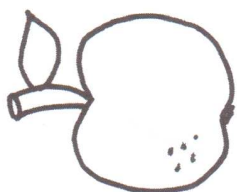
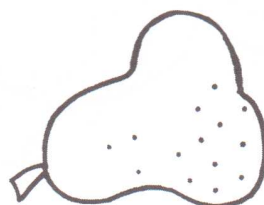
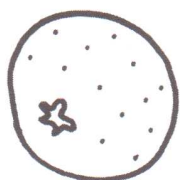
# Unit 6



# Unit 7



# Unit 8



# Unit 9

