

# 8 The robot

## Worksheet 1: The body

### Using the worksheet

- This anagram activity practises vocabulary for parts of the body *head, hand, arm, fingers, knee, leg, foot, toes* and numbers up to 16.
- Students solve the anagrams and draw lines from the words to the relevant part of the robot.
- Students then fill in the robot's sentences with either numbers or words.

**KEY:** Activity 1: **2** hand, **3** knee, **4** toes, **5** arm, **6** fingers, **7** leg, **8** foot; Activity 2: **2** four/4, **3** sixteen/16, **4** six/6, **5** twelve/12, **6** three/3

**Optional follow-up activity:** Play a game of *How many ... ?* Ask six volunteers in the class to stand up. Call out combinations of numbers and body parts, e.g. *four heads, three arms, fifteen fingers*. Students arrange themselves in different combinations to show that number of body parts, e.g. lean four of their heads together, hold up 15 fingers between them, etc.

## Worksheet 2: I can ...

### Using the worksheet

- This writing activity practises *I can / I can't ...*
- Students look at the chart to see what the characters can and can't do. They complete the speech bubbles, choosing *can* or *can't* each time.
- Students then use the worksheet to play a guessing or memory game in pairs. One student reads out one of the speech bubbles without saying the name, while the other listens without looking at the worksheet. He or she guesses which character they are from the description of what they can and can't do, e.g. *I can skip. I can touch my toes. I can't stand on one leg. (You're Flash!)*

**KEY:** **Misty** can, can; **Thunder** can, can't, can; **Flash** can, can, can't; **Whisper** can't, can, can

**Optional follow-up activity:** Make up instructions for students to try, e.g. *Touch your knees with your nose, Stand on your hands*, etc., and see which ones students can achieve! Encourage students to say, e.g. *I can/can't touch my knees with my nose*, accordingly. Students can also report on what other children in the class can do, e.g. *Anna can stand on her hands!*

## Worksheet 3: Can you ... ?

### Using the worksheet

- This board game practises actions *ride a horse/bike, dance, play football / tennis / the piano, swim, skip*, question form *Can you ... ?* and short answers *Yes, I can. / No, I can't*. Students will need counters or buttons and a coin to play the game.

- Students play in pairs. They each choose a robot they want to be and look at the chart to see what they can and can't do. They put their counters at the start of the game.
- Student A throws a coin. If it's 'heads', they move forward one square. If it's 'tails' they move forward two squares. Student B asks the appropriate *Can you ... ?* question for the activity in the square that A has landed on, e.g. *Can you swim?* Student A checks the robot chart for their own chosen robot and answers *Yes, I can* or *No, I can't* accordingly. If they answer *Yes, I can*, they stay where they are. If they answer *No, I can't*, they move back one space.
- The winner is the first robot to reach the finishing line.

**Optional follow-up activity:** Play a messages game. Students write one *Can you ... ?* question on a slip of paper, e.g. *Can you ride a horse?* Fold these up and put them into a bag. Students take turns to choose a question and read it out loud. They nominate another student to answer and demonstrate the activity if they say they can do it.

## Worksheet 4: Jump three times!

### Using the worksheet

- This activity helps students understand movement through play, using key *Think and learn* vocabulary.
- Students work in pairs. They read the instructions on the eight prompt cards and then each write their own instruction on the last two cards (one each).
- Then they cut out the ten cards (five each to save time) and put them in a pile face down.
- In pairs, they take turns to turn over a card and read it without showing it to their partner.
- Their partner has to mime the movement they hear.

**Optional follow-up activity:** Students work in pairs. They put the cards in a pile face down. One student lifts a card without looking at it and sticks it on their own forehead. Only their partner can read it. Their partner mimes the movement on the card and the 'wearer' has to guess what it is.

Name: .....

Class: .....

## 1 Look and write the words. Then match.

fingers toes ~~head~~ foot knee arm hand leg1 deah head

2 nahd \_\_\_\_\_

3 neek \_\_\_\_\_

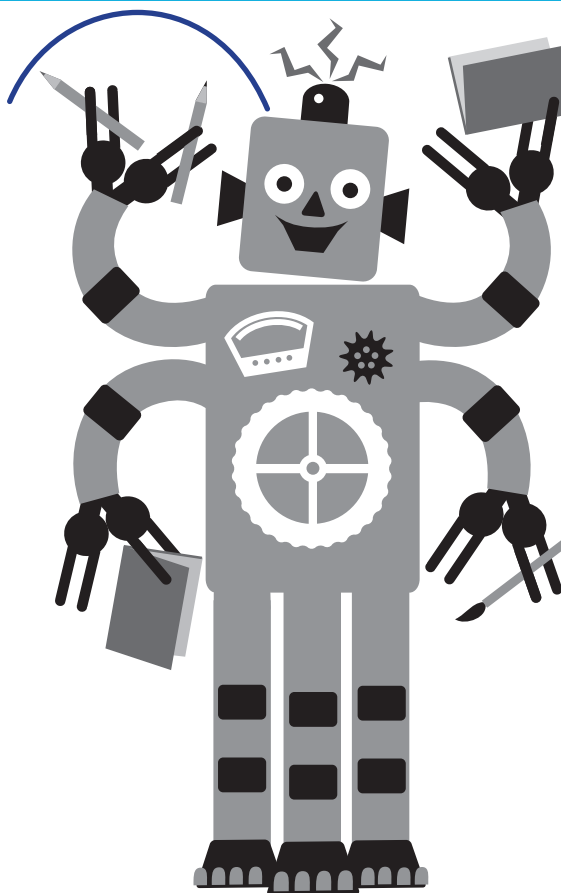
4 sote \_\_\_\_\_

5 ram \_\_\_\_\_

6 grensif \_\_\_\_\_

7 elg \_\_\_\_\_

8 tofo \_\_\_\_\_



## 2 Look again. How many? Count and write.

1 I've got one head.

4 I've got \_\_\_\_\_ knees.

2 I've got \_\_\_\_\_ arms.

5 I've got \_\_\_\_\_ toes.

3 I've got \_\_\_\_\_ fingers.

6 I've got \_\_\_\_\_ legs.








Vocabulary: The body

Name: .....

Class: .....

1

Write *can* or *can't*. Then play a guessing game.

				
	✓	✓	✓	✗
	✓	✗	✓	✓
	✓	✓	✗	✓

**Misty:** I can skip.  
 I \_\_\_\_\_ touch my toes.  
 I \_\_\_\_\_ stand on one leg.

**Flash:** I \_\_\_\_\_ skip.  
 I \_\_\_\_\_ touch my toes.  
 I \_\_\_\_\_ stand on one leg.

**Thunder:** I \_\_\_\_\_ skip.  
 I \_\_\_\_\_ touch my toes.  
 I \_\_\_\_\_ stand on one leg.

**Whisper:** I \_\_\_\_\_ skip.  
 I \_\_\_\_\_ touch my toes.  
 I \_\_\_\_\_ stand on one leg.

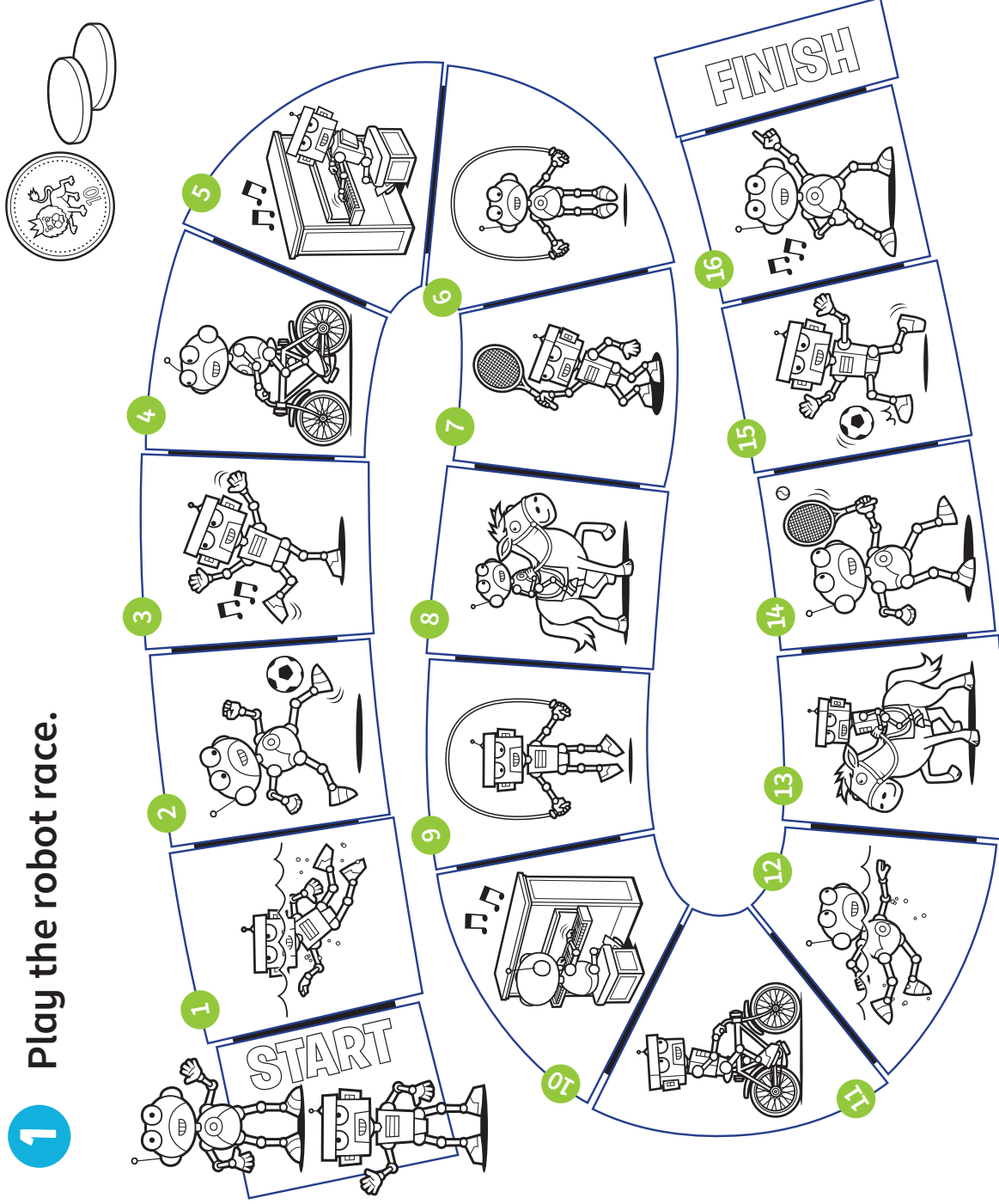
Language focus 1: *Can / Can't* for ability


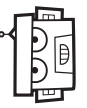
# 8 Worksheet 3

## Can you ... ?

Name: .....  
Class: .....

### 1 Play the robot race.



		
ride a horse	✓	×
swim	×	✓
play football	✓	×
dance	×	✓
ride a bike	×	✓
play the piano	✓	×
skip	×	×
play tennis	✓	✓


Language focus 2: Questions with *can* for ability

Name: .....

Class: .....

1

Read and complete. Then cut out and play.

 <p>Go one step forwards.</p>	<p>Stretch your arms forwards.</p>
<p>Go four steps backwards.</p>	<p>Jump three times.</p>
<p>Go six steps sideways to the left.</p>	<p>Jump forwards two times.</p>
<p>Go two steps sideways to the right.</p>	<p>Stretch your arms backwards.</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>



Jump three times!



Physical education: Movements