



## LESSON PLAN

English, age 4 – 7

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ENGLISH LANGUAGE LESSONS PLAN, AGE 4-7

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# INTRODUCTION TO LESSON PLANS

*These lesson plans are designed to introduce children to the English language using repetition, simple activities, songs and games within a safe 'circle time' style environment. The structure and routine of the lessons remains very similar throughout the units. This is important for young children and refugee children who have experienced trauma. This is also important for children who speak different languages to those their teachers speak and to children with special educational needs and behavioural difficulties.*

*The teacher (and assistant/s) should be concentrating on supporting children to develop other very important skills throughout the lesson units. These skills, often referred to by teachers as behaviour for learning, include good sitting (sitting with legs crossed, arms/hands in lap, looking at the teacher, not talking etc), good listening (to the adults and other children), concentration, being kind to each other, following instructions and sharing and taking turns. These are skills that children learn when attending school and are important life skills, however, refugee children have often been out of formal education for many years or may never have attended formal schooling. Therefore these skills may need to be taught. Teachers and assistants must ensure that time is taken in each lesson to remind children of how they should be sitting before starting, waiting for their turn sensibly without calling out and gaining children's attention before moving on etc. Children need to learn behaviour for learning in order to be ready to learn in a classroom, or lesson, environment.*

## NOTES

- Unless specified otherwise, the teacher should sit as a part of the circle that the children are sitting in and the assistant/s should be sitting just outside of the circle (to help with behaviour and room management, going to the door, moving children etc).
- If the number of children in each lesson is much higher than 20, it is important to keep the pace up and not spend too long on each activity or children will become restless. If the numbers are high more time will also be needed for getting all of the children to sit in a circle and to leave the lesson/the room when finished. It is important to be patient and allow plenty of time for this. The pace will increase once children have become familiar with the routine.
- All resources mentioned in the lesson plans can either be found in the resources pack or are items that are easy to source, can be found in a UNICEF school in a box resource or can be found in most play spaces e.g. a soft ball/whiteboard and whiteboard pens/blackboards and chalk.
- The timings for each activity in the lesson plans are a rough guide. Some time is allowed for sitting down, transitioning from one activity to the next and leaving the lesson. However it is important to remember that younger children should not be sitting in a lesson for longer than 5 minutes without doing something active!



## Vocabulary taught to ages 4 – 7 within lessons

<b>Question and response:</b>	<p><b>Unit 1a:</b> What is your name? My name is...</p> <p><b>Unit 2a:</b> How are you? I am fine thank you!</p> <p><b>Unit 3a:</b> Where are you from? I am from...</p>	
<b>Asking for resources:</b>	<p><b>Unit 4a:</b> Please can I have..?</p> <p>Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush</p>	
<b>Vocabulary sets:</b>	<p><b>Unit 5a: Colours</b></p> <p>Red Yellow Pink Green Purple Orange Blue Black White</p>	<p><b>Body parts</b></p> <p>Head Shoulders Knees Toes Eyes Ears Mouth Nose</p>
<b>Alphabet:</b>	English alphabet a - z	
<b>Numbers:</b>	<p><b>Unit 1c, 2c and 3c:</b></p> <p>Numbers 0 – 10</p>	
<b>Songs:</b>	<p>Head, shoulders, knees and toes. If you're happy and you know it. I can sing a rainbow. 10 green bottles. 5 little speckled frogs. 5 little ducks went swimming one day. Alphabet song.</p>	

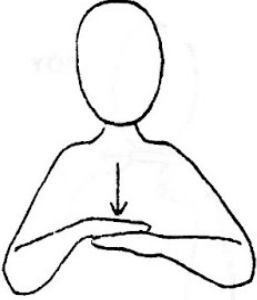
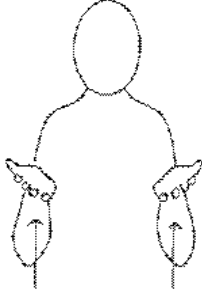
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 1a			<b>Level:</b> Beginner
<b>Lesson unit:</b> 1 of 5	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 15 – 20 min	<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will be familiar with the song "If you're happy and you know it" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> What is your name? My name is...		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• "If you're happy and you know it!" song lyrics (see Songs document).</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons.</p> <p>Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “What is your name?” symbol card for all children to see. Say “What is your name?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “What is your name?” whilst clapping the syllables. Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands. Assistant to reply “My name is...” (followed by their name). Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “My name is” whilst clapping the syllables. Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to shake child's hand and ask "What is your name?" child to answer "My name is..." followed by their name, before returning to their place in the circle. Repeat with different children. Choose children who are sitting sensibly and not calling out!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 mins	<p>Teacher to say "What is your name?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder! Repeat for "My name is". Hold up the "What is your name?" symbol card again for all children to see. Say "What is your name?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy. Repeat for "My name is".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	



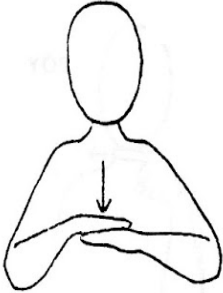
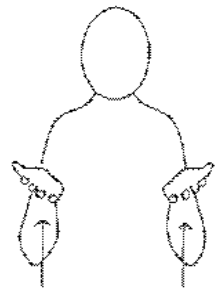
Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Introduce children to the song "If you're happy and you know it!" by singing the lyrics and modelling the actions. Then sing again, encouraging the children and any other adults in the room to join in!</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for "If you're happy and you know it!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 1a			<b>Level:</b> Beginner
<b>Lesson unit:</b> 1 of 5	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 15 – 20 min	<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will be familiar with the song "If you're happy and you know it" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> What is your name? My name is...		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• "If you're happy and you know it!" song lyrics (see Songs document).</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “What is your name?” symbol card for all children to see.            Say “What is your name?” loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it.            Children to repeat saying “What is your name?” whilst clapping the syllables.            Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands. Assistant to reply “My name is...” (followed by their name). Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it.            Children to repeat saying “My name is” whilst clapping the syllables.            Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to approach one child in the circle (it helps to start off with an older/more able child), shake their hand and ask "What is your name?" child to answer "My name is..." followed by their name. The teacher then returns to their place in the circle and sits down. The child who just answered the question then chooses another child in the circle to ask "What is your name?" whilst shaking their hand, wait for the other child's answer and then return to where they were sitting in the circle. Repeat until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children, repeat the previous lesson's activity where the teacher chooses children from the circle to ask and answer the question but choose different children this time!</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	
3 mins	<p>Teacher to say "What is your name?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "My name is".</p> <p>Hold up the "What is your name?" symbol card again for all children to see.</p> <p>Say "What is your name?" loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p> <p>Repeat for "My name is".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say “clap your hands”, children to clap twice whilst saying “clap clap” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “nod your head”, children to nod their head twice whilst saying “nod nod” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “stomp your feet”, children to stomp their feet twice whilst saying “stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “do all 3”, children to clap twice, nod twice and then stomp twice whilst saying “clap clap, nod nod, stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>All adults in the room and children to sing “If you’re happy and you know it!” with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children’s names one by one to leave the circle e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/ “everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for “If you’re happy and you know it!”</p>	

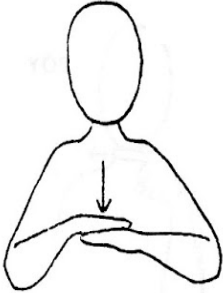
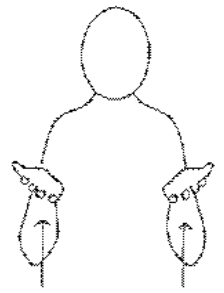
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 1a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 1 of 5	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will be familiar with the song "If you're happy and you know it" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> What is your name? My name is...		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• "If you're happy and you know it!" song lyrics (see Songs document).</li> <li>• A soft ball</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate.</p> <p>For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
30 sec	<p>Hold up the "What is your name?" symbol card for all children to see. Say "What is your name?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "What is your name?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "What is your name?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "What is your name?" whilst clapping the syllables clearly and in unison.</p> <p>Repeat for "My name is".</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 min	<p>Teacher to roll a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "What is your name?"</p> <p>Child to catch ball and answer "My name is..." followed by their name, before rolling the ball back to the teacher.</p> <p>Repeat with different children.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
30 sec	<p>Hold up the "What is your name?" symbol card again for all children to see.</p> <p>Children to say "What is your name?" whilst clapping the syllables.</p> <p>Repeat for "My name is".</p>		



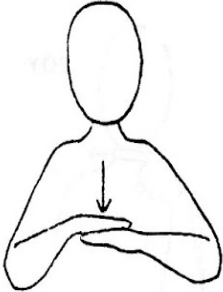
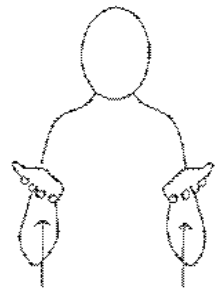
Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b> Teacher to say “clap your hands”, children to clap twice whilst saying “clap clap” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “nod your head”, children to nod their head twice whilst saying “nod nod” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “stomp your feet”, children to stomp their feet twice whilst saying “stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “do all 3”, children to clap twice, nod twice and then stomp twice whilst saying “clap clap, nod nod, stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>All adults in the room and children to sing “If you’re happy and you know it!” with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children’s names one by one to leave the circle e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/ “everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b> </p> <p><b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for “If you’re happy and you know it!”</p>	

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<b>Lesson unit:</b> 1 of 5	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: “What is your name?” with the response “My name is...” followed by their own name.</li> <li>• Children will be familiar with the song “If you’re happy and you know it” and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> What is your name? My name is...		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• “What is your name?” symbol card.</li> <li>• “If you’re happy and you know it!” song lyrics (see Songs document).</li> <li>• A soft ball</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children’s overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.            Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.            For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
30 sec	<p>Hold up the "What is your name?" symbol card for all children to see. Say "What is your name?" loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying "What is your name?", this time clapping your hands for each syllable as you say it.            Children to repeat saying "What is your name?" whilst clapping the syllables.            Repeat this a few times until all the children are saying "What is your name?" whilst clapping the syllables clearly and in unison.            Repeat for "My name is".</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "What is your name?" Child to catch ball and answer "My name is..." followed by their name, before throwing the ball back to the teacher and sitting down.</p> <p>Continue with different children until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout) to indicate you will be choosing children who are standing sensibly and waiting for their turn.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>Even though you are asking the children "What is your name?" it is still important to say their name before throwing the ball to them so that they are prepared!</p>	
30 sec	<p>Hold up the "What is your name?" symbol card again for all children to see.</p> <p>Children to say "What is your name?" whilst clapping the syllables.</p> <p>Repeat for "My name is".</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say “clap your hands”, children to clap twice whilst saying “clap clap” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “nod your head”, children to nod their head twice whilst saying “nod nod” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “stomp your feet”, children to stomp their feet twice whilst saying “stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>Teacher to say “do all 3”, children to clap twice, nod twice and then stomp twice whilst saying “clap clap, nod nod, stomp stomp” (like in the song). Repeat until children are in unison.</p> <p>All adults in the room and children to sing “If you’re happy and you know it!” with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children’s names one by one to leave the circle e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/ “everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for “If you’re happy and you know it!”</p>	

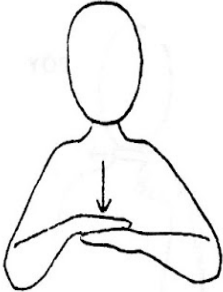
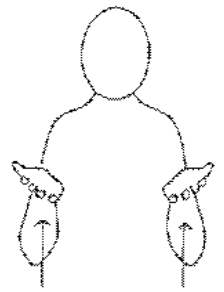
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 5	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"</li> <li>• Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.</li> <li>• Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “How are you?” symbol card for all children to see. Say “How are you?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “How are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How are you?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “How are you?” whilst shaking hands. Assistant to reply “I am fine, thank you!” Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “I am fine, thank you!” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am fine, thank you!” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am fine, thank you!” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am fine, thank you!”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p>Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to shake child's hand and ask "How are you?" child to answer "I am fine, thank you!" before returning to their place in the circle. Repeat with different children. Choose children who are sitting sensibly and not calling out!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 min	<p>Teacher to say "How are you?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am fine, thank you!"</p> <p>Hold up the "How are you?" symbol card again for all children to see.</p> <p>Say "How are you?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for "I am fine, thank you!"</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	



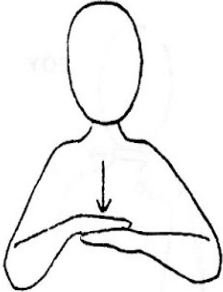
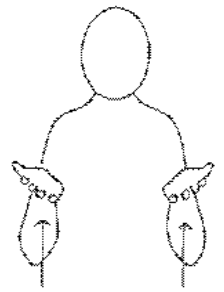
Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head and say "head!" Children to copy. Repeat with "shoulders" then "knees" and so on (in order of the song).</p> <p>Everyone to sing "Head, Shoulders, Knees and Toes!" with actions!</p> <p>If there's time – repeat the song with actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 5	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"</li> <li>• Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.</li> <li>• Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “How are you?” symbol card for all children to see. Say “How are you?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “How are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How are you?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “How are you?” whilst shaking hands. Assistant to reply “I am fine, thank you!” Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “I am fine, thank you!” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am fine, thank you!” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am fine, thank you!” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am fine, thank you”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to approach one child in the circle (it helps to start off with an older/more able child), shake their hand and ask "How are you?" child to answer "I am fine, thank you!" The teacher then returns to their place in the circle and sits down.</p> <p>The child who just answered the question then chooses another child in the circle to ask "How are you?" whilst shaking their hand, wait for the other child's answer and then return to where they were sitting in the circle. Repeat until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children, repeat the previous lesson's activity where the teacher chooses children from the circle to ask and answer the question but choose different children this time!</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	
3 min	<p>Teacher to say "How are you?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder! Repeat for "I am fine, thank you!" Hold up the "How are you?" symbol card again for all children to see. Say "How are you?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy. Repeat for "I am fine, thank you!"</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head and say "head!" Children to copy. Repeat with "shoulders" then "knees" and so on (in the order of the song).</p> <p>Everyone to sing "Head, Shoulders, Knees and Toes!" with actions!</p> <p>If there's time – repeat the song with actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

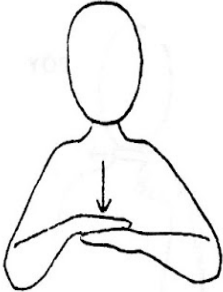
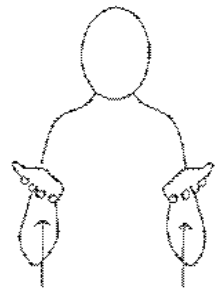
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 5	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"</li> <li>• Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.</li> <li>• Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• A soft ball</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.            Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.            For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
30 secs	<p>Hold up the "How are you?" symbol card for all children to see.            Say "How are you?" loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying "How are you?"; this time clapping your hands for each syllable as you say it.            Children to repeat saying "How are you?" whilst clapping the syllables.            Repeat this a few times until all the children are saying "How are you?" whilst clapping the syllables clearly and in unison.            Repeat for "I am fine, thank you!"</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p>Teacher to roll a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "How are you?" Child to catch ball and answer "I am fine, thank you!" before rolling the ball back to the teacher.</p> <p>Repeat with different children.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
30 secs	<p>Hold up the "How are you?" symbol card again for all children to see.</p> <p>Children to say "How are you?" whilst clapping the syllables.</p> <p>Repeat for "I am fine, thank you!"</p>		



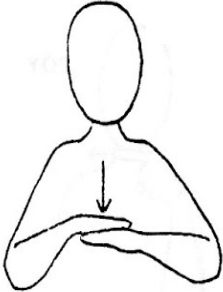
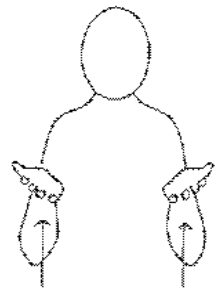
Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head and say "head!" Children to copy. Repeat with "shoulders" then "knees" and so on (in the order of the song).</p> <p>Everyone to sing "Head, Shoulders, Knees and Toes!" with actions!</p> <p>If there's time – repeat the song with actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 5	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 15 – 20 min	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"</li> <li>• Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.</li> <li>• Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• A soft ball</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.            Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.            For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
30 secs	<p>Hold up the "How are you?" symbol card for all children to see.            Say "How are you?" loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying "How are you?"; this time clapping your hands for each syllable as you say it.            Children to repeat saying "How are you?" whilst clapping the syllables.            Repeat this a few times until all the children are saying "How are you?" whilst clapping the syllables clearly and in unison.            Repeat for "I am fine, thank you!"</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "How are you?" Child to catch ball and answer "I am fine, thank you!" before throwing the ball back to the teacher and sitting down.</p> <p>Continue with different children until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout) to indicate you will be choosing children who are standing sensibly and waiting for their turn.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It helps to say each child's name before throwing the ball to them so that they are prepared!</p>	
30 secs	<p>Hold up the "How are you?" symbol card again for all children to see.</p> <p>Children to say "How are you?" whilst clapping the syllables.</p> <p>Repeat for "I am fine, thank you!".</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
5 -10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head and say "head!" Children to copy. Repeat with "shoulders" then "knees" and so on (in the order of the song).</p> <p>Everyone to sing "Head, Shoulders, Knees and Toes!" with actions!</p> <p>If there's time – repeat the song with actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

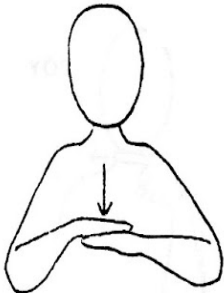
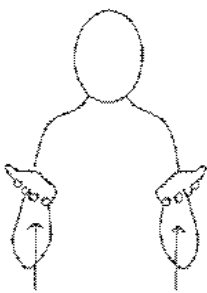
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 5	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "Where are you from?" symbol card.</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• "If you're happy and you know it!" song lyrics (see Songs document).</li> <li>• Toy microphone (or laminated picture of a microphone/hairbrush/colourful stick/feather duster etc).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “Where are you from?” symbol card for all children to see. Say “Where are you from?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “Where are you from?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “Where are you from?” whilst clapping the syllables. Repeat this a few times until all the children are saying “Where are you from?” whilst clapping the syllables clearly and in unison. Teacher to turn to adult assistant and ask “Where are you from?” (whilst holding microphone to mouth) before holding the microphone to the assistant’s mouth for them to answer “I am from...” followed by the name of the country they are from (in English). Assistant to then take microphone and ask the same question for you to answer. Then turn back to children and say “I am from” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am from” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am from” whilst clapping the syllables clearly and in unison. Finally remind the children of the question and answer by holding up the symbol card again followed by saying “Where are you from?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am from”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p> <p>If all of the children in the group are from one country then use the name of this country (in English) when saying “I am from” whilst clapping the syllables for children to copy. For example: “I am from Syria” If the children are from 2 or 3 different countries then do this for each of the countries. If you don’t know where all of the children are from, wait to do this after you have asked all of the children in the next activity.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p>Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to hold microphone to their mouth and ask "Where are you from?" before holding the microphone to the child's mouth for child to answer "I am from..." followed by the name of the country they are from (in English) before returning to their place in the circle. Repeat with different children. Choose children who are sitting sensibly and not calling out!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
2 mins	<p>Teacher to say "Where are you from?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am from" followed by the names of the countries the children are from in the group. For example, if the children are from Syria and Iraq, alternate between saying "I am from Syria" and "I am from Iraq".</p> <p>Hold up the "Where are you from?" symbol card again for all children to see.</p> <p>Say "Where are you from?" loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p> <p>Repeat for "I am from".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	



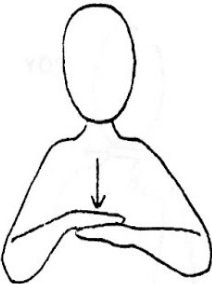
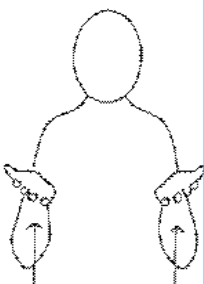
Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to sing the "Alphabet Song!" whilst pointing to the letters as they are sung. Some children will know this song already and will join in. Sing one more time, this time encouraging all the children to sing too!</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
3 mins	<p>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</p> <p>All adults in the room and children to sing "If you're happy and you know it!" with the actions!</p> <p>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>See Songs document for other notes and ideas for "If you're happy and you know it!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 5	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> Where are you from? I am from...		<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "Where are you from?" symbol card.</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• "If you're happy and you know it!" song lyrics (see Songs document).</li> <li>• A soft ball.</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “Where are you from?” symbol card for all children to see. Say “Where are you from?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “Where are you from?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “Where are you from?” whilst clapping the syllables. Repeat this a few times until all the children are saying “Where are you from?” whilst clapping the syllables clearly and in unison.</p> <p>Teacher to turn to adult assistant and ask “Where are you from?” Assistant to reply with “I am from...” followed by the name of the country they are from (in English). Assistant to then ask the same question for you to answer.</p> <p>Then turn back to children and say “I am from” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am from” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am from” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “Where are you from?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am from”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p> <p>If all of the children in the group are from one country then use the name of this country (in English) when saying “I am from” whilst clapping the syllables for children to copy. For example: “I am from Syria” If the children are from 2 or 3 different countries then do this for each of the countries. If you don’t know where all of the children are from, wait to do this after you have asked all of the children in the next activity.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p>Teacher to stand in the centre of the circle with a ball. Teacher to choose a child who is sitting sensibly, say their name and then ask "Where are you from?" before throwing the ball to them. Child to catch the ball, answer "I am from..." followed by the name of the country they are from (in English), before throwing the ball back to the teacher.</p> <p>Repeat with all the children in the group. Choose children who are sitting sensibly and not calling out!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity for every child in the circle or just a few children.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
2 mins	<p>Teacher to say "Where are you from?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am from" followed by the names of the countries the children are from in the group. For example, if the children are from Syria and Iraq, alternate between saying "I am from Syria" and "I am from Iraq".</p> <p>Hold up the "Where are you from?" symbol card again for all children to see.</p> <p>Say "Where are you from?" loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p> <p>Repeat for "I am from".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet. Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Think of your own signs for the last part of the song! It doesn't matter what they are – as long as they are simple and consistent! This can be done before the lesson or with the children. Everyone to sing the "Alphabet Song!" slowly whilst signing each letter.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "If you're happy and you know it!" with the actions!</p> <p>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>See Songs document for other notes and ideas for "If you're happy and you know it!"</p>	

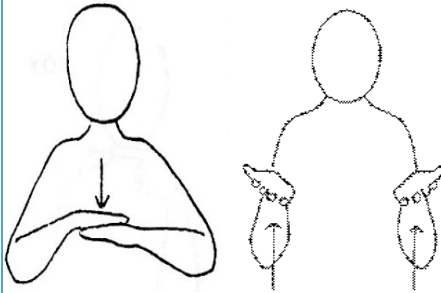
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 5	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "Where are you from?" symbol card.</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• A soft ball.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.            Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.            For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>		
30 secs	<p>Hold up the "Where are you from?" symbol card for all children to see. Say "Where are you from?" loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying "Where are you from?", this time clapping your hands for each syllable as you say it.            Children to repeat saying "Where are you from?" whilst clapping the syllables.            Repeat this a few times until all the children are saying "Where are you from?" whilst clapping the syllables clearly and in unison.             Repeat for "I am from..."</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to hold ball and say "I am from..." followed by the name of the country they are from (in English). Teacher to then choose a child who is standing sensibly to throw ball to before sitting down. Child to catch ball and say "I am from..." followed by the country they are from, before throwing the ball to another child. Child to then sit down.</p> <p>Repeat until all children are sitting down.</p>	<p>Model "good standing" before starting (and throughout).</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
30 secs	<p>Hold up the "Where are you from?" symbol card again for all children to see.</p> <p>Children to say "Where are you from?" whilst clapping the syllables.</p> <p>Repeat for "I am from".</p>		



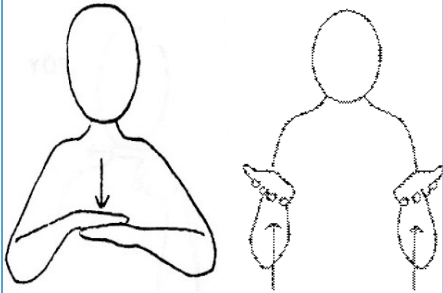
Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b> <b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "Heads, Shoulders, Knees and Toes!" with the actions!</p> <p>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 3a			<b>Level:</b> Beginner
<b>Lesson unit:</b> 3 of 5	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 20 minutes	<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b> Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "Where are you from?" symbol card.</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• Toy microphone (or laminated picture of a microphone/hairbrush/colourful stick/feather duster etc).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
30 secs	<p>Hold up the "Where are you from?" symbol card for all children to see. Say "Where are you from?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Where are you from?"; this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Where are you from?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Where are you from?" whilst clapping the syllables clearly and in unison.</p> <p>Repeat for "I am from..."</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to choose a child who is standing sensibly and walk over to that child (it helps to start with an older or more able child). Teacher to hold microphone to their mouth and ask "Where are you from?" before holding the microphone to the child's mouth for them to answer "I am from..." followed by the name of the country they are from (in English). Teacher to give this child the microphone before returning to their place in the circle and sitting down.</p> <p>Child with microphone to then choose another child to ask "Where are you from?" (speaking into the microphone), before holding the microphone to the other child's mouth for them to answer "I am from..." followed by the name of the country they are from (in English). The first child then hands over the microphone before returning to their place in the circle and sitting down.</p> <p>Repeat until all children are sitting down.</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children, repeat the activity from the first lesson in this unit where the teacher chooses children from the circle to ask and answer the question but choose different children this time!</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	
30 secs	<p>Hold up the "Where are you from?" symbol card again for all children to see.</p> <p>Children to say "Where are you from?" whilst clapping the syllables.</p> <p>Repeat for "I am from".</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b> <b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "Heads, Shoulders, Knees and Toes!" with the actions!</p> <p>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>See Songs document for other notes and ideas for "Heads, Shoulders, Knees and Toes!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 5	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 15 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question "Please can I have...?" followed by "Thank you!" and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b> Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Please can I have...?" symbol card.</li> <li>"If you're happy and you know it!" song lyrics (see Songs document).</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see. Say "Please can I have...?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?"; this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen", hold up the other pen and say "pen" then children say "pen"; hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p>Hold up the “Please can I have...?” symbol card for all children to see. Say “Please can I have...?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “Please can I have...?”, this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying “Please can I have...?” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “Please can I have...?” whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say “pen” then children say “pen”, hold up the other pen and say “pen” then children say “pen”, hold up the piece of paper and say “paper” then children say “paper”.</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word “pen” and the word “pencil” can be used for different types of pens and pencils.</p>	
5 mins	<p><b>Assistant to approach teacher and ask for something from the box using the key vocabulary. For example:</b></p> <p>Assistant to ask “Please can I have...a pen?”</p> <p>Teacher says “yes” and passes the assistant a pen from the box. The assistant says “Thank you!” before returning to where they were sitting with the pen.</p> <p>Teacher to then choose a child in the circle (who is sitting sensibly) to approach them and ask for something from the box using the key vocabulary</p>	<p>Model “good sitting” before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p>	



Time	Activity Steps	Notes	Evaluation and Next Steps
	<p>“Please can I have...?”, followed by the name of the item they would like, and “Thank you!” once the teacher gives them the item. Child to return to where they were sitting in the circle with their item. Once all items have been taken, teacher to ask “Please can I have the paper?” Child with paper to return paper to teacher and teacher to say “Thank you!” before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
2 mins	<p>Teacher to say “Please can I have...?” loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Hold up the “Please can I have...?” symbol card again for all children to see.</p> <p>Say “Please can I have...?” loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing “If you’re happy and you know it!” with the actions!</p> <p>Direct children to sit down again in the circle. Call children’s names one by one to leave the circle e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</p>	<p>See Songs document for other notes and ideas for “If you’re happy and you know it!”</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 5	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question "Please can I have...?" followed by "Thank you!" and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b> Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Please can I have...?" symbol card.</li> <li>"If you're happy and you know it!" song lyrics (see Songs document).</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time.</p> <p>Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
2 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see.</p> <p>Say "Please can I have...?" loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?"; this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen", hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
9 mins	<p>Play "Teacher's box"</p> <p>Box with items inside to be passed around the circle whilst everyone sings:</p> <p>"Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one item, holds it up for everyone to see before saying the name of the item.</p> <p>Repeat until there are no more items in the box.</p> <p>Teacher to take box and ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout).</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>If the children take too long to choose an item from the box, introduce the rule that they must close their eyes and take anything from the box. Don't have sharp scissors in the box if doing this!</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to say "Please can I have...?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Hold up the "Please can I have...?" symbol card again for all children to see.</p> <p>Say "Please can I have...?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "If you're happy and you know it!" with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "If you're happy and you know it!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 5	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 15 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question "Please can I have...?" followed by "Thank you!" and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b> Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Please can I have...?" symbol card.</li> <li>"If you're happy and you know it!" song lyrics (see Songs document).</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>each to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example:            "Mohammed, stand up, clap your hands, sit down" or            "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time.</p> <p>Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
2 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see.</p> <p>Say "Please can I have...?" loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen", hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p>Teacher to place items on the floor (spaced out) in the centre of the circle. Children to call out the names of the item as they are placed on the floor. Teacher to return to where they were sitting in the circle.</p> <p>Teacher to choose a child who is sitting sensibly, say their name and then ask "Please can I have the paper?" Child to find the paper, pick it up and return it to the teacher. Teacher to say "Thank you!" before placing the paper in the box.</p> <p>Repeat with different children until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		



Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to say "Please can I have...?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Hold up the "Please can I have...?" symbol card again for all children to see.</p> <p>Say "Please can I have...?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "If you're happy and you know it!" with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "If you're happy and you know it!"</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3a			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 5	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question "Please can I have...?" followed by "Thank you!" and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b> Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Please can I have...?" symbol card.</li> <li>"If you're happy and you know it!" song lyrics (see Songs document).</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Hold up the “Please can I have...?” symbol card for all children to see.</p> <p>Say “Please can I have...?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “Please can I have...?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “Please can I have...?” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “Please can I have...?” whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say “pen” then children say “pen”, hold up the other pen and say “pen” then children say “pen”, hold up the piece of paper and say “paper” then children say “paper”.</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word “pen” and the word “pencil” can be used for different types of pens and pencils.</p>	
5 mins	<p>Assistant to approach teacher and ask for something from the box using the key vocabulary. For example:</p> <p>Assistant to ask “Please can I have... a pen?”</p> <p>Teacher says “yes” and passes the assistant a pen from the box. The assistant says “Thank you!” before returning to where they were sitting with the pen.</p> <p>Teacher to then choose a child in the circle (who is sitting sensibly) to approach them and ask for something from the box using the key vocabulary “Please can I have...?”, followed by the name of the item they would like, and “Thank you!” once the teacher gives them the item. Child to return to where they were sitting in the circle with their item.</p> <p>Once all items have been taken, teacher to ask “Please can I have the paper?” Child with paper to return paper to teacher and teacher to say “Thank you!” before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model “good sitting” before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p>Play "Teacher's box"</p> <p>Box with items inside to be passed around the circle whilst everyone sings:</p> <p>"Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one item, holds it up for everyone to see before saying the name of the item.</p> <p>Repeat until there are no more items in the box.</p> <p>Teacher to take box and ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>If the children take too long to choose an item from the box, introduce the rule that they must close their eyes and take anything from the box. Don't have sharp scissors in the box if doing this!</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>All adults in the room and children to sing "If you're happy and you know it!" with the actions!</p> <p><b>Direct children to sit down again in the circle. Call children's names one by one to leave the circle e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	See Songs document for other notes and ideas for "If you're happy and you know it!"	

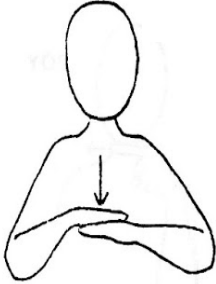
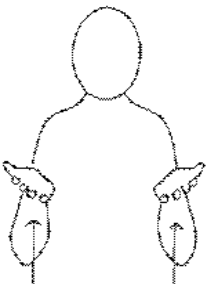
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5a			<b>Class size:</b> Works best with around
<b>Lesson unit:</b> 5 of 5	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 20 minutes	20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Black, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>3 different red pencils, 3 different yellow pencils and 3 different pink pencils (the colour of each pencil needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example: "Mohammed, stand up, clap your hands, sit down" or "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
1 min	<p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p>	<p>This is just a quick introduction to the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/bodies so they can see the colour splats.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to have red, yellow and pink colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the red colour splat and says "red", children say "red". Repeat with yellow and pink colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say "red". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>	<p>Younger children find it easier to learn a few new words at a time. The vocabulary in this unit is broken down into smaller sections to introduce in each lesson.</p>	
9 min	<p>Play "Teacher's box"</p> <p>Teacher to start by showing the children what is inside the box, holding each pencil up, one by one, and saying what colour it is, for children to copy. For example, hold up a pink pencil and say "pink pencil" then the children say "pink pencil".</p> <p>Box with pencils inside to be passed around the circle whilst everyone sings: "Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one pencil, holds it up for everyone to see before saying the colour of the pencil. For example: "yellow pencil". Repeat until there are no more pencils in the box.</p> <p>Teacher to take box and ask "Please can I have the red pencils?" Children with red pencils to return pencils to teacher and teacher to say "Thank you!" to each of them before putting the pencils back in the box. Repeat with yellow and pink pencils.</p>	<p>Model "good sitting" before starting (and throughout).</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	



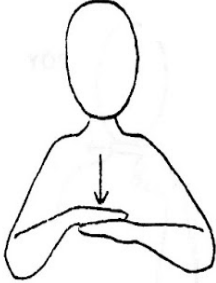
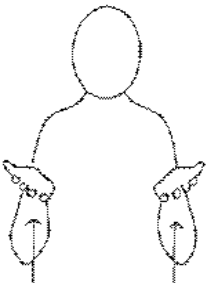
Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to hold up each of the red, yellow and pink colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say "red". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Introduce children to the song "I Can Sing A Rainbow!" by singing the lyrics, pointing to the colour splat symbols on the wall in order as they appear in the song and modelling the actions for the end of the song. Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If the children have become restless, finish here. If not then break down the song into manageable chunks e.g. "Red and yellow, and pink and green" and "Orange and purple and blue", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time with actions!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5a			<b>Class size:</b> Works best with around
<b>Lesson unit:</b> 5 of 5	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 20 minutes	20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Black, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>3 different red pencils, 3 different yellow pencils and 3 different pink pencils (the colour of each pencil needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example: "Mohammed, stand up, clap your hands, sit down" or "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
1 min	<p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p>	<p>This is just a quick reminder of the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/bodies so they can see the colour splats.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	Teacher to have green, purple and orange colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the green colour splat and says "green", children say "green". Repeat with purple and orange colour splats.	Younger children find it easier to learn a few new words at a time. The vocabulary in this unit is broken down into smaller sections to introduce in each lesson.	
9 min	<p>Teacher to place green, purple and orange items in the centre of the circle, saying the colour of each item for children to copy as each item is placed on the floor. For example, teacher places a purple toy car on the floor and says "purple car" then children say "purple car".</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by "Where is something green?" This child to stand up and find something green, pick it up and return to their place in the circle with it.</p> <p>Repeat with different children, asking for them to find green, purple and orange items, until all items have been taken.</p> <p>Teacher to ask "Please can I have the green things?" Children with green items to return them to the teacher and teacher to say "Thank you!" for each item. Repeat until all items have been returned.</p>	Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to hold up each of the green, purple and orange colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the green colour splat and the children say "green". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to sing "I Can Sing A Rainbow!" whilst pointing to the colour splat symbols on the wall in order as they appear in the song and modelling the actions for the end of the song. Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If the children have become restless, finish here. If not then break down the song into manageable chunks e.g. "Red and yellow, and pink and green" and "Orange and purple and blue", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time with actions!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b> </p> <p><b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

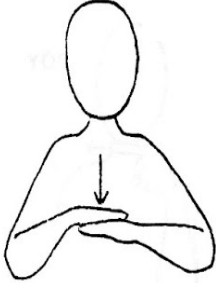
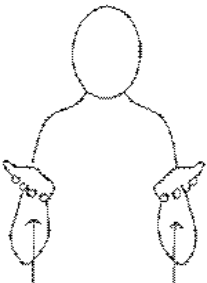
<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5a			<b>Class size:</b> Works best with around
<b>Lesson unit:</b> 5 of 5	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 20 minutes	20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Black, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>3 different red pencils, 3 different yellow pencils and 3 different pink pencils (the colour of each pencil needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example: "Mohammed, stand up, clap your hands, sit down" or "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
1 min	<p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p>	<p>This is just a quick reminder of the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/bodies so they can see the colour splats.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to have blue, black and white colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the black colour splat and says "black", children say "black". Repeat with blue and white colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the blue colour splat and the children say "blue". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>	<p>Younger children find it easier to learn a few new words at a time. The vocabulary in this unit is broken down into smaller sections to introduce in each lesson.</p>	
6 min	<p>Play "Teacher's box"</p> <p>Teacher to start by showing the children what is inside the box, holding each pen up, one by one, and saying what colour it is, for children to copy. For example, hold up a black pen and say "black pen" then the children say "black pen".</p> <p>Box with pens inside to be passed around the circle whilst everyone sings: "Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one pen, holds it up for everyone to see before saying the colour of the pen. For example: "white pen". Repeat until there are no more pens in the box.</p> <p>Teacher to take box and ask "Please can I have the blue pens?" Children with blue pens to return pens to teacher and teacher to say "Thank you!" to each of them before putting the pens back in the box. Repeat with black and white pens.</p>	<p>Model "good sitting" before starting (and throughout).</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	



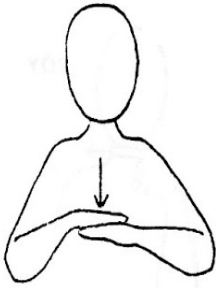
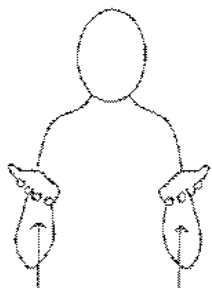
Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to hold up each of the blue, black and white colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the blue colour splat and the children say "blue". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to sing "I Can Sing A Rainbow!" whilst pointing to the colour splat symbols on the wall in order as they appear in the song and modelling the actions for the end of the song. Then sing again, encouraging the children and any other adults in the room to join in!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 4 - 7
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5a			<b>Class size:</b> Works best with around
<b>Lesson unit:</b> 5 of 5	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 20 minutes	20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Black, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>1 or 2 items/toys in each of the colours learnt during this unit e.g. a red toy car and a red pencil, a yellow toy lion and a blue pair of scissors etc (the colour of each item needs to be obvious).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to choose a child and give them an action from the song "If you're happy and you know it!" as well as "sit down" and "stand up" to demonstrate. For example: "Mohammed, stand up, clap your hands, sit down" or "Rojan, stand up, stomp your feet, nod your head, sit down". Repeat for a few different children.</p> <p>Keep this simple for younger or less able children by giving one instruction at a time, for example:            "Mohammed, stand up" - Mohammed stands up,            "Clap your hands" - Mohammed claps his hands,            "Sit down" - Mohammed sits down.</p> <p>For older or more able children give longer lists of instructions before they stand up and repeat some of the actions, for example:            "Rojan, stand up, sit down, stand up, stomp your feet, sit down" – Rojan does all the actions in the list one after the other without being reminded of what they were!</p>	<p>If working with a larger group of children choose 2 or 3 children to do the same actions at the same time. Having a friend to stand up and do the actions at the same time can also help children who are feeling less confident.</p>	
1 min	<p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p>	<p>This is just a quick reminder of the different colour names that the children have learnt in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/ bodies so they can see the colour splats.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to have all colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the black colour splat and says "black", children say "black". Repeat with all colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the blue colour splat and the children say "blue". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
11 mins	<p>Teacher to place coloured items in the centre of the circle, saying the colour of each item for children to copy as each item is placed on the floor. For example, teacher places a purple toy car on the floor and says "purple car" then children say "purple car".</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by "Where is something green?" This child to stand up and find something green, pick it up and return to their place in the circle with it.</p> <p>Repeat with different children, asking for them to find different coloured items, until all items have been taken.</p> <p>Teacher to ask "Please can I have the green things?" Children with green items to return them to the teacher and teacher to say "Thank you!" for each item. Repeat with different colours until all items have been returned.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to hold up each of the colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the blue colour splat and the children say "blue". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
2 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Everyone to sing "I Can Sing A Rainbow!" with actions! Teacher to point at colour splats on the wall as each one is mentioned in the song.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b>  <b>Stand up:</b> </p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

# GAMES

These games are given as examples. They have been chosen as they have proven to work well with groups of refugee children who are learning English at a beginner's level. These games work best with children who are aged 7 or older but can be adapted for smaller groups of younger children. There are many other games that would work well too and different groups of children will have different favourites!

These games all have a competitive element. Therefore it is important to remember that some children may find losing/not winning difficult. Children who have experienced trauma in their lives can find this especially difficult. Some competition in adult-led games can be really fun, and most children will enjoy it, if managed well by the adults. Learning how to be a "good loser" is an important yet difficult skill to learn and takes time and support, however, if it appears to become distressing for any of the children in the group then these games should be avoided. Also, if the same children win every time it will become boring and possibly upsetting for the other children in the group. It is important to vary which games are played, to not play competitive games too often and to try to find ways to stop the same children winning every time! There are a few simple ways to do this; for example: by adding new levels of challenge for the more able children or by repeating the game a few times in one session, not allowing the winner from the previous game to be a winner in the next round (the runner up would be the winner) or the previous winner could be a judge with the adult leading the game!

If there is a child in the group who speaks good English or knows how to play the game, ask them to explain the rules to the rest of the class! If not, it will be helpful to find someone to translate the rules to the group. If this is not possible, model the game with another adult/small group of adults for the children to watch.

Simon Says!	
Rules/Instructions	Notes
<p>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</p> <p>Teacher to be facing the children. If there is a large group of children, it helps if the teacher stands on a chair in order to see all of the children in the group. The teacher takes on the role of "Simon" and gives the children instructions/actions that they must copy. It helps if the teacher/Simon does the action whilst saying it e.g. The teacher/Simon touches their head whilst saying "Simon says, touch your head".</p> <p>The basic rule of the game is that the children only do the action given by the teacher/Simon if "Simon says" to do it. For example: When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still (or performing the last action given).</p> <p>If a child touches their knees they are out and must sit down. The winner is the last child standing.</p>	<p>As some of the children may not recognise the word "Simon" as a name, it can help to use the name of the teacher e.g. "Sadie Says". This is a great game to practise the vocabulary for body parts and other actions taught in the lessons through learning "Heads, Shoulders, Knees and Toes!" and "If You're Happy And You Know It!" It is also a good game to play to help children develop their listening skills. Once older children become confident in playing this game, and with the language involved, the children could take turns being "Simon" and leading the game for the rest of the group.</p>

## Number Splat!

Rules/Instructions	Resources	Notes
<p>Children to be split into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</p> <p>Teacher to write around 12 numbers on the whiteboard in random spaces (numbers to be appropriate to the children's level or what they are learning e.g. 0 – 20) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team! This normally happens so fast that it is more of a "splat" than a circle (hence the name Number Splat!).</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p>	<p>Whiteboard mounted on the wall at child height and 3 different coloured whiteboard pens (in this example a black, green and red pen).</p> <p>This would also work with a blackboard and chalk or a large piece of paper stuck to the wall.</p>	<p>A similar alternative to this game would be to have all the children sitting in a circle and have either a large piece of paper on the floor with numbers written on it or flashcards spread out in the centre of the circle and children have to step on the correct number! Remember to keep a record of points won.</p> <p>Try to split the teams fairly so that there are more and less able children on each team. If one child pushes the other child out of the way in order to circle the number, give the point to the other team! This should stop any pushing!</p> <p>It is helpful to remind children of what the numbers are before each turn e.g. one child from each team is standing in front of the whiteboard ready to have their turn, teacher points to the number 17 and says "17", teacher points to the number 20 and says "20" etc.</p> <p>This is a great game to play with children who struggle with losing games as children play and win or lose as part of a team. However be wary of children being unkind to their teammates if they make a mistake. It is important to "know" your group of children when introducing games like this – will it work with the group dynamics? Will children be able to support and encourage each other (with your support)? This is a group challenge – for the group to work on together!</p> <p>You can always stop the game if children are being unkind to each other (make it clear that this is why the game is being stopped) and move on to the next activity.</p>

## Bingo!

Rules/Instructions	Resources	Notes
<p>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</p> <p>Teacher to have teacher's cards in a tin and to take one out without looking. Teacher to call out number/vocab and then write it on the whiteboard.</p> <p>Children to check if they have this number/vocab on their bingo card and draw a cross over it if so. Repeat with other number/vocab cards from the tin.</p> <p>The winner is the first child to have all of their numbers/vocab crossed out on their bingo cards! This is when they should call out "Bingo!"</p> <p>Continue until there are 2 or 3 winners!</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p>	<p>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives e.g. blackboard and chalk).</p> <p>Bingo teacher's cards and tin (or small box/hat etc).</p> <p>Laminated bingo cards and whiteboard pens for each child.</p>	<p>Bingo is a great game that reinforces what children have been learning. It can be adapted to many different subjects, ages and group sizes from numbers 0 – 10 for small groups of younger children to numbers 0 – 100 for a larger group of older children. Bingo can also be used to help children practice the vocabulary they are learning e.g. colours, emotions or the alphabet.</p> <p>Teacher, assistant and any other adults in the room to support children in finding the numbers/vocab on their cards.</p> <p>Teacher to check that all the winner's numbers/vocab are on the board and that they have not made any mistakes or are cheating!</p> <p>If working with a large group of children and there are not enough bingo cards or there is a very large difference in ability or age in the group, pair up children so that there is one more able or older child in a pair with one less able or younger child. Each pair to share one bingo card and help each other to find the numbers/vocab.</p> <p>Bingo can be a good game for giving small prizes to the winners as it is not an ability based game and every child has a chance of winning!</p>



## 1, 2, 3/3, 2, 1!

Rules/Instructions	Notes
<p>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</p> <p>Teacher to also be standing in the circle and say "0", child next to teacher to say "1", next child to say "2", next child to say "3" and so on until "20" when the next child will start at "0" again.</p> <p>If a child makes a mistake they sit down. The winner is the last child standing.</p>	<p>Once children are confident with these numbers and this game, do not start again after 20 but continue with 21, 22, 23 etc, until the children cannot go any higher!</p> <p>Once they can continue past 200 try counting backwards (this is why the game is called 1, 2, 3/3, 2, 1)! Start the children off with a high number e.g. "289" and the next child should say "288" and the next child "287" etc.</p> <p>Children have to listen carefully to what the child before them said. To make the game slightly more challenging, and to encourage children to really listen to the game and the child before them, do not remind children of what the child before them said (if they ask)! However some children may need extra support e.g. if a less able child is struggling, the teacher can say the last 3 numbers again to help them.</p> <p>After playing this game with the same group of children a few times the teacher should be able to tell which children need more support and which children need a higher level of challenge!</p> <p>This game should not be played competitively with groups of more than 35 children as otherwise the first children to sit down will have a very long wait! If working with a larger group of children simply count around the circle, forwards or backwards and starting from different numbers, without children sitting down if they make a mistake.</p>

## SONGS

These songs are given as examples. They have been chosen as they have proven to work well with groups of refugee children who are learning English at a beginner's level. There are many other songs that would work well too but the best ones are songs with simple vocabulary and lots of actions!

Heads, Shoulders, Knees and Toes!		
Lyrics	Actions/Resources	Notes
<p>Head, shoulders, knees and toes            Knees and toes            Head, shoulders, knees and toes            Knees and toes            And eyes and ears and mouth            and nose            Head, shoulders, knees and toes            Knees and toes</p>	<p>Touch body parts as they are mentioned with both hands.</p>	<p>Children should be standing in a circle, evenly spaced out before starting the song.            Also works well if all children are sitting in a circle with their legs stretched out in front of them (this can be done to simply add variety but is also helpful when there is a very large number of children/lots of children who find it difficult to stand still).            It can be difficult for young learners/children learning English as an additional language to hear the separation of words in songs. Before singing this song it is helpful to start by simply pointing to each body part mentioned in the song and speak each word clearly for children to copy (point to your head with both hands and say "head" – children to copy). This helps children to learn the individual words from the song and avoids children learning the word for knees as "knees-an" etc!            Can be extended for older/more able children by taking turns to miss out a word: Start by singing the whole song with actions. Next sing the whole song with actions but replace the word "head" with a "mmm" sound. Then sing the whole song with actions but replace both the word "head" and the word "shoulders" with a "mmm" sound. Continue until the whole song is all actions and no body part words.</p>

## If You're Happy And You Know It!

Lyrics	Actions/Resources	Notes
<p>If you're happy and you know it clap your hands. (clap clap)</p> <p>If you're happy and you know it clap your hands. (clap clap)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it clap your hands. (clap clap).</p> <p>If you're happy and you know it nod your head. (nod nod)</p> <p>If you're happy and you know it nod your head. (nod nod)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it nod your head. (nod nod).</p> <p>If you're happy and you know it stomp your feet. (stomp stomp)</p> <p>If you're happy and you know it stomp your feet. (stomp stomp)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it stomp your feet. (stomp stomp).</p> <p>If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp)</p> <p>If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp).</p>	<p>This is a great song for actions! Where you sing "clap clap" clap twice in time with the song.</p> <p>Where you sing "nod nod" nod your head twice etc.</p>	<p>Children should be standing in a circle, evenly spaced out before starting the song.</p> <p>There are many different actions that you can add to this song to add variety e.g. "turn around" is often a favourite!</p> <p>Sometimes children who are learning English as an additional language find "and you know it" or "and you really want to show it" too complicated to sing so there is a simpler version:</p> <p>If you're happy happy happy clap your hands. (clap clap)</p> <p>If you're happy happy happy clap your hands. (clap clap)</p> <p>If you're happy happy happy clap your hands, clap your hands.</p> <p>If you're happy happy happy clap your hands. (clap clap).</p> <p>It can also be helpful to practise the actions before starting the song by saying each action clearly and demonstrating the accompanying action for the children to copy e.g. "clap your hands" followed by clapping your hands twice.</p>

## I Can Sing A Rainbow!

Lyrics	Actions/Resources	Notes
<p>Red and yellow and pink and green, Purple and orange and blue.</p> <p>I can sing a rainbow, sing a rainbow, Sing a rainbow too.</p>	<p>Display colour symbols (with words) on the wall in order of the colours mentioned in this song to point to as they are sung.</p> <p>Use the British Sign Language signs for sing and rainbow for the second part of the song:</p> <p>Sing:</p>  <p>Rainbow:</p>  <p>The signs for each colour can be used too but this can over-complicate the song.</p>	<p>This is a simplified/shortened version of the full "I can sing a rainbow" song. It is most effective when sung slowly.</p> <p>Children should be seated so they can all see the colour symbols on the wall.</p>

**The Days Of The Week!**  
To the tune of "The Adam's Family"

Lyrics	Actions/Resources	Notes
<p>The days of the week. (click click)</p> <p>The days of the week. (click click)</p> <p>The days of the week, days of the week, days of the week. (click click).</p> <p>There's Monday and there's Tuesday, There's Wednesday and there's Thursday, There's Friday and there's Saturday, And then there's Sunday.</p> <p>The days of the week. (click click)</p> <p>The days of the week. (click click)</p> <p>The days of the week, days of the week, days of the week. (click click).</p>	<p>Click your fingers where it says (click click) in the lyrics.</p> <p>Display symbols (with words) for the days of the week on the wall to point to when each day is mentioned in the song.</p>	<p>Children often speed up when singing this song, making it difficult to sing each day of the week clearly. Keep it slow and steady!</p> <p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise the words for each day of the week before singing this song. Simply point to the symbols for each day of the week for the children to call out each word.</p>

**These Are The Months Of The Year!**

Lyrics	Actions/Resources	Notes
<p>January, February, March and April. May, June, July and August. September, October, November, December.</p> <p>These are the months of the year!</p>	<p>Display symbols (with words) for the months of the year on the wall to point to when each month is mentioned in the song.</p>	<p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise the words for each month of the year before singing this song. Simply point to the symbols for each month for the children to call out each word. Do this in order starting with January then randomly point to different months.</p>

## 10 Green Bottles!

Lyrics	Actions/Resources	Notes
<p>Ten green bottles, sitting on the wall.            Ten green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be nine green bottles sitting on the wall.</p> <p>Nine green bottles, sitting on the wall.            Nine green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be eight green bottles sitting on the wall.</p> <p>Eight green bottles, sitting on the wall.            Eight green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be seven green bottles sitting on the wall.</p> <p>Seven green bottles, sitting on the wall.            Seven green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be six green bottles sitting on the wall.</p> <p>Six green bottles, sitting on the wall.            Six green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be five green bottles sitting on the wall.</p> <p>Five green bottles, sitting on the wall.            Five green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be four green bottles sitting on the wall.</p> <p>Four green bottles, sitting on the wall.            Four green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be three green bottles sitting on the wall.</p> <p>Three green bottles, sitting on the wall.            Three green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be two green bottles sitting on the wall.</p> <p>Two green bottles, sitting on the wall.            Two green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be one green bottle sitting on the wall.</p> <p>One green bottle, sitting on the wall.            One green bottle, sitting on the wall.            But if one green bottle should accidentally fall,            There will be zero green bottles sitting on the wall.</p>	<p>Symbols/pictures of green bottles with the numbers 1 – 10 on them.</p> <p>Children to show the number of bottles with their fingers throughout the song together with a few other actions, for example:</p> <p>For “Ten green bottles” - hold up all 10 fingers, “sitting on the wall” – hold out left hand with palm facing up (a wall) and use right hand to place imaginary bottle on left hand, keep your hands like this because for “but if one green bottle should accidentally fall” knock right hand off left hand to indicate a bottle has fallen off the wall. Then hold up 9 fingers for “there will be 9 green bottles sitting on the wall”.</p> <p>If you prefer to use slightly different actions, that could work too, as long as you consistently use the same actions each time.</p>	<p>There are many different ways that children can join in with this song but try to use symbols/pictures of green bottles with the numbers 1 – 10 as often as possible and encourage children who are not taking part in acting out the song etc to use the actions/signs whilst singing along.</p> <p>The children could simply sit in a circle/semi-circle facing the adult/activity leader who leads the actions whilst singing for the children to copy.</p> <p>Another option is to have 10 children standing in front of the other children each holding a numbered green bottle (in order 1 – 10 for the song but you could get them to order themselves before starting). As the song is sung the children sit down (fall down like a bottle falling off a wall) one by one at “but if one green bottle should accidentally fall”, starting with the child holding the bottle with the number 10 on it.</p> <p>Alternatively you could display the symbols/pictures of bottles on the wall and take them down one by one as the song progresses or choose different children to take one down at each step.</p> <p>Finger puppets of green bottles numbered 1 – 10 and numbered green plastic bottles could also be used as props! Aim to use lots of different methods to keep children hooked!</p>

## 5 Little Ducks Went Swimming One Day!

Lyrics	Actions/Resources	Notes
<p>Five little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only four little ducks came swimming back.</p>	<p>Symbols/pictures of ducklings with the numbers 1 – 5 on them and a mother duck.</p> <p>Picture book (optional): "Five Little Ducks" by Annie Kubler.</p>	<p>There are many different ways that children can join in with this song but try to use symbols/pictures of little ducks with the numbers 1 – 5 as often as possible and encourage children who are not taking part in acting out the song etc to use the actions/signs whilst singing along.</p>
<p>Four little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only three little ducks came swimming back.</p>	<p>Children to show the number of little ducks with their fingers throughout the song together with a few other actions, for example:</p>	<p>The children could simply sit in a circle/semi-circle facing the adult/activity leader who leads the actions whilst singing for the children to copy.</p>
<p>Three little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only two little ducks came swimming back.</p>	<p>For "five little ducks" hold up 5 fingers, for "went swimming one day, over the hills and far away" take your right hand and create a wave like motion to indicate swimming/going over the hills, for "quack, quack, quack, quack" use your thumb together with your fingers to make a duck beak opening and closing. Then hold up 4 fingers for "but only 4 little ducks came swimming back".</p>	<p>Another option is to have 5 children acting as little ducks who disappear one by one as the song progresses (perhaps hiding behind an adult) and then return at the end of the song. Another child or adult could take on the role of mother duck. Each child could hold a picture of a little duck/ mother duck, carry a toy duck, have one duck finger puppet or even wear a mask/costume!</p>
<p>Two little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only one little duck came swimming back.</p>	<p>If you prefer to use slightly different actions, that could work too, as long as you consistently use the same actions each time.</p>	<p>Alternatively you could display the symbols/pictures of little ducks on the wall and take them down one by one as the song progresses or choose different children to take one down at each step.</p>
<p>One little duck went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But zero little ducks came swimming back.</p>	<p>If you prefer to use slightly different actions, that could work too, as long as you consistently use the same actions each time.</p>	<p>Sharing Annie Kebler's "Five Little Ducks" picture book with the children, turning the pages and looking at the illustrations is another great option. If possible keep the book in the children's reading area as they will want to re-visit the story and may even try out being the "teacher" re-telling the story/ song to other children.</p>
<p>Zero little ducks went swimming one day, Over the hill and far away. Mother duck said "Quack, quack, quack, quack," And five little ducks came swimming back!</p>		<p>Always aim to use lots of different methods to keep children hooked!</p>

Alphabet Song!		
Lyrics	Actions/Resources	Notes
<p>a, b, c, d, e, f, g,  h, i, j, k, l, m, n, o, p,  q, r, s,  t, u, v,  w, x, y and z  Now I know my a, b, c,  Next time won't you sing along with me?</p>	<p>Display alphabet symbols (letters – each with a picture are best) on the wall in the correct order and point to each letter as it is sung.</p>	<p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise speaking each letter before singing this song. Simply point to the symbols for each letter for the children to call out one at a time. Do this in order starting with “a” then randomly point to different letters.</p> <p>Download a copy of the British Sign Language fingerspelling signs for each letter of the alphabet and teach them to the children! Then sing the alphabet song slowly whilst signing along. It takes a bit of practice but even the oldest children enjoy learning the signs and it helps children to learn the letters of the alphabet too!</p> <p>Think of your own signs for the last part of the song! It doesn't matter what they are – as long as they are simple and consistent!</p>

### Other great songs:

The Hokey Cokey!

Alice The Camel!

Five Little Monkeys Jumping On The Bed!

10 Fat Sausages!



## Useful Websites for Activity Ideas and Printable Resources

Pinterest: <https://uk.pinterest.com/>  
Great for searching for activity ideas!

Activity Village: <http://www.activityvillage.co.uk/>  
Great for themed and educational printable sheets and colouring sheets. Also has activity and game ideas.

Red Ted Art: <http://www.redtedart.com/>  
Wide range of different activity ideas.

The Artful Parent: <http://artfulparent.com/>  
Wide range of different activity ideas.

Colouring Book: <http://www.coloring-book.info/coloring/>  
Colouring sheets of children's film and cartoon characters.

Sparklebox: <http://www.sparklebox.co.uk/>  
A wide range of educational printable resources, including vocabulary mats, resources that can be printed, laminated and used for handwriting, magnetic boards etc and lots of playdough activity mats.

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