

**IMPLEMENTING  
THE PRIMARY SCHOOL SYLLABUS  
FOR YEARS 1 AND 2  
IN A CREATIVE WAY**

**Annabella Gauci**

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**This Creative Syllabus Handbook forms part of a  
Dissertation Presented to the Faculty of Education in  
Part Fulfilment of the Requirements for the Degree of Bachelor in  
Education (Honours) at the University of Malta**

**May 1998**



L-Università  
ta' Malta

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## **ABSTRACT**

ANNABELLA GAUCI

### **IMPLEMENTING THE PRIMARY SCHOOL SYLLABUS FOR YEARS 1 AND 2 IN A CREATIVE WAY**

An empirical research was conducted in various State Primary Schools in Malta, by means of a questionnaire distributed to Year 1 and Year 2 teachers. The number of respondents were 163; all females. The questionnaire comprised 26 questions where the teachers were asked to tick given statements they agreed with. The results of the questionnaire indicated that various aspects are hindering creative teaching. These include: the vast syllabus; lack of resources in schools; lack of preparation time; a large number of children in the classroom; mixed ability classes.

In order to find out how a creative aspect can be implemented, the syllabus for Year 1 and Year 2 was looked into. A further step was taken by producing a handbook designed on creative ideas with the aim of complimenting the already existing syllabus.

B. ED. (HONS)

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#### Keywords:

**CREATIVITY**

**ORIGINALITY**

**FLUENCY**

**FLEXIBILITY**

**CREATIVE SYLLABUS**

# **DEDICATION**

**To my family  
and  
my special friend**

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## Foreword

The purpose of this handbook is to provide Year 1 and Year 2 teachers with an easily accessible and creative syllabus that will aid them in teaching creatively. It also saves preparation time, as this has been identified, in the questionnaire, as an aspect hindering teachers from teaching creatively.

The handbook presents a detailed syllabus including handouts, worksheets and teacher's notes. Suitable textbooks have also been identified as teaching resources.

In order to facilitate preparation, pages from teacher's manuals and pupil textbooks have been identified, by means of tables, for topics in subjects such as Religion, Maths and Maltese.

Although the material presented helps the teachers to be creative, the author believes that Year 1 and Year 2 teachers should also use their own creativity in order to teach what is being presented.

Although the subjects in the syllabus are presented in a compartmentalised fashion, teachers are encouraged to use the integrated approach in their teaching.

It is highly important to teach each subject in the sequential manner presented, as these are graded.

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# Religjon

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## **Sillabu tar-Reliġjon**

### **L-Ewwel u t-Tieni Sena**

#### **ta' l-Iskola Primarja**

Is-Sillabu tar-Reliġjon, irid jgħin lit-tfal jagħharfu lil Alla, kif rivelat minn Ġesu' Kristu u mwassal fil-Knisja tiegħu, bħala: (a) l-iskop aħħari ta' hajjithom u (b) l-baži ta' l-imġieba li twassal għall-maturita' sħiħa.

#### **L-għanijiet għal dan is-sillabu huma:**

1. Il-messaġġ nistrani relevanti għall-hajja tat-tfal flimkien ma' l-esperjenzi ta' hajjithom.
2. Il-bini tal-valuri u l-attitudnijiet kif huma mitluba mill-Evangeli u kif meħtieġa għal soċjeta' tassew umana a ċivili: onesta', ġustizzja, rispett lejn l-awtorita, gratitudni, ħniena, maħfra, u fuq kollox imħabba. Dawn il-valuri jridu jitwettqu f'azzjonijiet konkreti fil-hajja ta' kuljum.

#### **Biex ir-Reliġjon jiġi mgħallem iżjed b'mod kreattiv, fejn it-tfal jieħdu pjaċir waqt li qed jitgħallmu, l-għalliema għandhom iżommu quddiem għajnejhom dawn il-punti:**

1. Ma jkunx hemm wisq tagħlim ta' talb bl-amment. L-aktar important huma: Il-Missierna u l-ħobżna; is-Sliema u l-qaddisa; il-Glorja; l-Att ta' l-Indiema; it-talba ta' qabel l-ikel u t-talba ta' wara l-ikel; it-talb li jingħad waqt il-quddiesa.
2. Il-mistoqsijiet tal-ktieb m'għandhomx jiġu mgħallma bl-amment.
3. Ikun hemm ċans għal tpingijiet ta' stampi fejn jingħataw biss il-kulur, u anke tpingijiet mit-tfal stess. Ta' l-aħħar hafna drabi huwa indikat fil-gwida għall-għalliema.
4. Isiru "charts" fi gruppi fuq xi temi partikolari. Dan l-eżerċizzju jgħin kemm fil-formazzjoni tal-karattru u kemm biex it-tfal jitgħallmu jiġibu ruħhom sewwa flimkien.

5. L-użu ta' "drama" (role play) jghin lit-tfal biex jifhmu l-ġrajjet bibbliċi.
  
6. Xi tip ta' mużika addattata tghin lit-tfal waqt mumentu ta' talb flimkien biex jidhlu f'atmosfera ta' hbiberija ma' Alla. Nghinuhom jitolbu anke mingħajr mużika f'hinjiet fejn ma jinstemghux hsejjes; jġigifieri fis-skiet.
  
7. Jekk l-għalliema jimxu ma' 'Gwida għall-Għalliema', isibu l-iskop (objective), l-għajnuniet (resources and teaching aids) u l-preżentazzjoni (lesson plan) għal kull lezzjoni.
  
8. L-għalliema għandhom jagħmlu użu mill-"worksheets" inklużi f'dan is-sillabu bħala attività għal kull lezzjoni. Jistgħu jsiru kopji għat-tfal tal-klassi.

## Sillabu għall-Ewwel Sena - Lejn il-Missier 1

### Niskopru lilna nfusna f'rabta ma' Alla

Mill-esperjenzi konkreti tal-ħajja tagħhom man-nies li jhobbuhom, fid-diversi postijiet li fihom jghixu u mill-ħwejjeġ li jaraw madwarhom, it-tfal jagħrfu lil:

- \* **Alla l-Missier li jhobbhom bħala wlied**
- \* **Ġesu' li jrid ikun il-Ħabib kbir tagħhom**
- \* **Ispirtu s-Santu li jrid jghix fina biex iqawwina u jagħmilna ferhanin.**

Quddiem Alla nkabbru fit-tfal l-atteggjament ta' ammirazzjoni u ta' radd il-ħajr, ta' sigurta' u ta' fiduċja, ta' ferħ u ta' mhabba f'dak kollu li jagħmlu.

<b><u>L-Ewwel Term</u></b>		
<b>L-Ewwel Tema:</b>	<b>Niskopru lilna nfusna u d-dinja ta' madwarna.</b>	
Kontenut:	Inħares lejja nnifsi. Nara l-ħlejjaq li Alla ħalaq u li tahomli bħala rigal. Infahħar lil Alla.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
1	Il-Bidu tas-Sena "Jien"	2
2	"Ara kif Jghixu"	3
3	Madwari	4-7
4	Lil Alla bil-Ferħ Inkantaw	8-9
<b>It-Tieni Tema:</b>	<b>Alla bħala Missieri li jhobbni.</b>	
Kontenut:	Niskopri n-nies li jhobbni. Alla huwa Missieri tas-Sema li jhobbni. Nitgħallem nitkellem miegħu.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
5	Dawk li jhobbni.	10
6	Alla Missieri, Alla jhobbni.	11-13
7	"Missierna li Inti fis-Smewwiet".	14

<b>It-Tielet Tema:</b>	<b>Alla mieghi tul il-gurnata kollha.</b>	
Kontenut:	Nara kif Alla huwa mieghi kif inqum filghodu, waqt l-ikel, qabel norqod, f'kull post u f'kull hin. Niftakar li Alla hu dejjem mieghi.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb ghat-tfal</b>
8	Illum	15
9	Waqt l-ikel	16
10	Qabel Norqod	17
11	Alla dejjem mieghi...Jien nitkellem ma' Alla	18-19
<b>It-Raba' Tema:</b>	<b>Il-Milied: Ġesu' r-rigal tal-Missier</b>	
Kontenut:	Inhejju għall-festa tal-Milied. X'rigali jaghtuna fil-Milied? X'rigal jaghtina Alla? X'rigali taw il-Maġi lil Ġesu'? X'rigali se naghtu aħna?	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb ghat-tfal</b>
12	Wasal il-Milied	20
13	X'se jaghtuna?	21-23

### It-Tieni Term

<b>Il-Hames Tema:</b>	<b>Niskopri l-postijiet fejn ngħix u nikber ma' Ġesu'.</b>	
Kontenut:	Jiena nikber bħalma kiber Ġesu'. Ġesu' jkun mieghi waqt il-logħob, meta nkun id-dar, meta nkun l-iskola, meta nkun il-Knisja. Ġesu' jiehu hsiebi dejjem.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb ghat-tfal</b>
14	Jiena Nikber	24-25
15	Jiena Nilgħab	26-27
16	Id-Dar	28-29
17	L-iskola	30-31
18	Il-Knisja	32-33
19	Ġesu' jiehu hsiebi dejjem	34
<b>Is-Sitt Tema:</b>	<b>Ġesu' jurina kemm il-Missier ihobbna.</b>	
Kontenut:	Ġesu' jqatta' hajtu jagħmel il-gid kif xtaqu jagħmel il-Missier. Ġesu' jhobb lil kulhadd. Naraw il-ġrajja l-kbira ta' l-imħabba ta' Ġesu': Ġesu' jmut għalina, imma qam rebbieh biex jibqa' dejjem magħna.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb ghat-tfal</b>
20	Ġesu' jhobb lil kulhadd	35
21	Inhobb lil kulhadd bħal Ġesu'	36
22	L-istorja ta' Ġesu'	37

<b><u>It-Tielet Term</u></b>		
23	Ġesu' Qam	38-39
24	Bhall-Fjuri	40-41
25	Ġesu' qiegħed dejjem magħna	42-43
26	Ilkoll Flimkien ma' Ġesu'	44
<b>Is-Seba' Tema:</b>	<b>Ġesu' jagħtina l-Ispirtu s-Santu.</b>	
Kontenut:	Biex jibqa' magħna Ġesu' baġħtilna l-Ispirtu s-Santu biex jiġi fina u joqgħod magħna.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Pàġni ktieb għat-tfal</b>
27	L-Istorja ta' l-Ispirtu s-Santu	45
28	Fl-isem tal-Missier	46
29	Ommna Marija	47
	Spjegazzjoni sempliċi tar-Rużarju	
30	Lezzjonijiet Okkażjonali	
31	Għeluq is-Sena	48-49
	Spjegazzjoni sempliċi tal-Quddies.	

**Sillabu għat-Tieni Sena - Lejn il-Missier 2**  
**Niskopru lilna nfusna bhala hbieb ta' xulxin madwar Ġesu'**

Nghinu lit-tfal jghaddu mill-esperjenza tal-"Jien" għall-esperjenza tal-"ahna" u jaraw l-aspett komunitarju ta' hajjithom fid-dawl ta' Alla:

**Alla kbir u tajjed tana lil Ġesu' biex jiġborna flimkien, jgħallimna u jwassalna għand il-Missier. Din l-għaqda mal-Mulej u bejnietna ssib il-qofol tagħha fl-Ewkaristija.**

F'din is-sena nizviluppaw l-atteggjamenti ewlenin li huma mehtieġa għal tishib shih fl-Ewkaristija: sens ta' ringrazzjament, ta' offerta lil Alla, ta' maħfra u ta' għaqda ta' bejnietna.

<b><u>L-Ewwel Term</u></b>		
<b>L-Ewwel Tema:</b>	<b>Niskopru postna fil-grupp ta' shabna.</b>	
Kontenut:	Insiru nafu lil xulxin. Ahna nilaghbu, nitkellmu, nahdmu u nitgħallmu flimkien. "Kemmm hu haġa sabiha li l-ahwa joqogħdu flimkien."	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
1	Immorru l-iskola	3
2	Ma' shabi	4-5
3	Meta Nitkellmu	6-7
4	Nitgħallmu Flimkien	8-9
<b>It-Tieni Tema:</b>	<b>Ahna quddiem Alla</b>	
Kontenut:	Mill-kobor tal-holqien naraw kemm Alla hu kbir u bla tarf. Ahna nersqu quddiemu bil-qima u bl-adorazzjoni.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
5	Inħarsu madwarna	10
6	Kemm inti kbir O Alla	11

<b>It-Tielet Tema:</b>	<b>Ahna ma' Ġesu'</b>	
Kontenut:	Ġesu' jrid jagħmilna ferħana. Biex insiru nafu lil Ġesu', rridu nfittxuh fil-ktieb tal-Vangelu. Ġesu' jiehu pjaċir ikun mat-tfal iż-żghar. Huwa jkellimna u jwassalna lejn Missierna tas-Sema.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
7	Flimkien ma' Ġesu'	12
8	Ġesu' Magħna	13
9	Ġesu' jkellimna fuq il-Missier	14-15
<b>Ir-Raba' Tema</b>	<b>Marija tilqa' lil Ġesu' u ahna nilqgħuh magħha.</b>	
Kontenut:	Alla għazel lil Marija biex tkun l-Omm ta' Ġesu'. Kif laqgħetu? Naraw il-grajja tat-twelid ta' Ġesu'. Bħar-ragħajja u l-Maġi naduraw lil Ġesu' għax huwa l-Iben ta' Alla.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
10	Alla għazel lil Marija	16-17
11	Il-Millied: Twieled Ġesu'	18-19

<b><u>It-Tieni Term</u></b>		
<b>Il-Hames Tema:</b>	<b>Ġesu', l-akbar għalliem tagħna.</b>	
Kontenut:	Mill-Vangelu naraw kif in-nies kienu jistagħgħbu bil-għerf u l-qawwa tiegħu u kienu jfittxu li jisimghuh kull fejn kien imur. Ġesu' jgħallimna l-aktar hwejjeġ important: jgħallimna nitolbu u ninghaqdu mal-Missier, jgħallimna nħobbu bħalu, dejjem u lil kulħadd.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
12	Immorru għand Ġesu'	20-21
13	Ġesu' jgħallimna nitolbu	22
14	Ġesu' jgħallimna nħobbu	23
15	"Inħobbu dejjem lil kulħadd"	24-25
<b>Is-Sitt Tema:</b>	<b>Ġesu' jrid jerfagħna min-nuqqasijiet tagħna.</b>	
Kontenut:	Bħar-Ragħaj it-tajjeb Ġesu' jrid ineħhili d-dnubiet tiegħi u jerga' jerfagħni biex inkun tajjeb mill-gdid. Fil-qrar Ġesu' jwassalna lejn il-Missier biex jilqa' l-indiema tagħna u jgħinna nsiru dejjem aktar tajbin. F'din is-sena, normalment, it-tfal jersqu għall-ewwel qrara. Naraw kif inqerru sewwa.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
16	Ġesu' jahfirli	26-27
17	Ġesu' jgħallimna ngħidu "Ahfirli"	28-29

<b>Is-Seba' Tema:</b>	<b>Il-ġrajja ta' I-Ghid il-Kbir.</b>	
Kontenut:	Ġesu' wera l-imħabba tiegħu lejn Alla Missieru u lejna l-bnedmin billi miet għalina fuq is-salib. Huwa mexxa qabilna u wriena kif inħobbu. L-imħabba twassal għall-ferħ tal-qawmien. Nifirhu ma' l-Appostli li raw lil Ġesu' Rxox. Ġesu' tela' s-sema fil-glorja tal-Missier u mar iħejjilna post. Grazzi u kuraġġ għal dan il-premjju li hejjilna.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
18	Ġesu' Miet għalina	30
19	Ġesu' Qam, Hallelujah	31
20	Ġesu' tela' s-sema	32
<b>It-Tmien Tema:</b>	<b>L-Ispirtu s-Santu bhala rigal ta' Ġesu'.</b>	
Kontenut:	Kif kien wiegħed lill-Appostli, Ġesu' bagħat l-Ispirtu s-Santu biex ikun magħna u jghinna naghmlu hwejjeġ sbieh u tajbin. Fil-magħmudija l-Ispirtu s-Santu jagħmilna t-tfal ta' Alla u jdahħalna fil-familja tiegħu.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
21	L-Ispirtu s-Santu	33
22	Ahna t-tfal ta' Alla	34-35

<b><u>It-Tielet Term</u></b>		
<b>Id-Disa' Tema:</b>	<b>Flimkien nieħdu sehem fil-quddiesa.</b>	
Kontenut:	Tibda t-thejjija mill-qrib għall-Ewwel Tqarbina. Huwa Ġesu' li jiġborna flimkien madwaru fil-quddiesa. Fil-quddiesa ningabru biex nisimgħu l-Kelma tal-Mulej (atteġġjament ta' smigh), nerġġhu naghmlu dak li Ġesu' għamel fl-Aħhar Ċena (atteġġjament ta' tifhir u radd il-ħajr lil Alla), u nieħdu sehem mill-ikla tal-Mulej (atteġġjament ta' għaqda ma' Ġesu' u ta' għaqda bejnietna). Il-ħbiberija li qsamna flimkien bejnietna u ma' Ġesu' matul is-sena, inkomplu nghixuha matul il-vaganzi.	
<b>Kapitli (gwida)</b>	<b>Lezzjoni Gwida</b>	<b>Paġni ktieb għat-tfal</b>
23	"Il-Mulej Magħkom"	36
24	"Il-Kelma tal-Mulej"	37
25	L-Ikla tal-Mulej	38-39
26	"Lilek Mulej, Kull Ġieħ!"	40
27	"Hudu u Kulu"	41
28	Nghixu fil-Ferħ ta' Alla	42-43

Ktieb ta' Attivitajiet  
għal Lejn il-Missier 1  
ta' l-Ewwel Klassi  
ta' l-iskejjel primarji

Isem \_\_\_\_\_

Kunjom \_\_\_\_\_

Lezzjoni 1Il-Bidu tas-Sena "Jien"Jien

1. X'jisimni \_\_\_\_\_
2. Fejn noqgħod \_\_\_\_\_
3. Skola \_\_\_\_\_
4. Klassi \_\_\_\_\_
5. Il-ġenituri tiegħi huma \_\_\_\_\_

Shabi tal-klassi

Lezzjoni 2"Ara kif jghixu"

Il-Holqien ta' madwarna

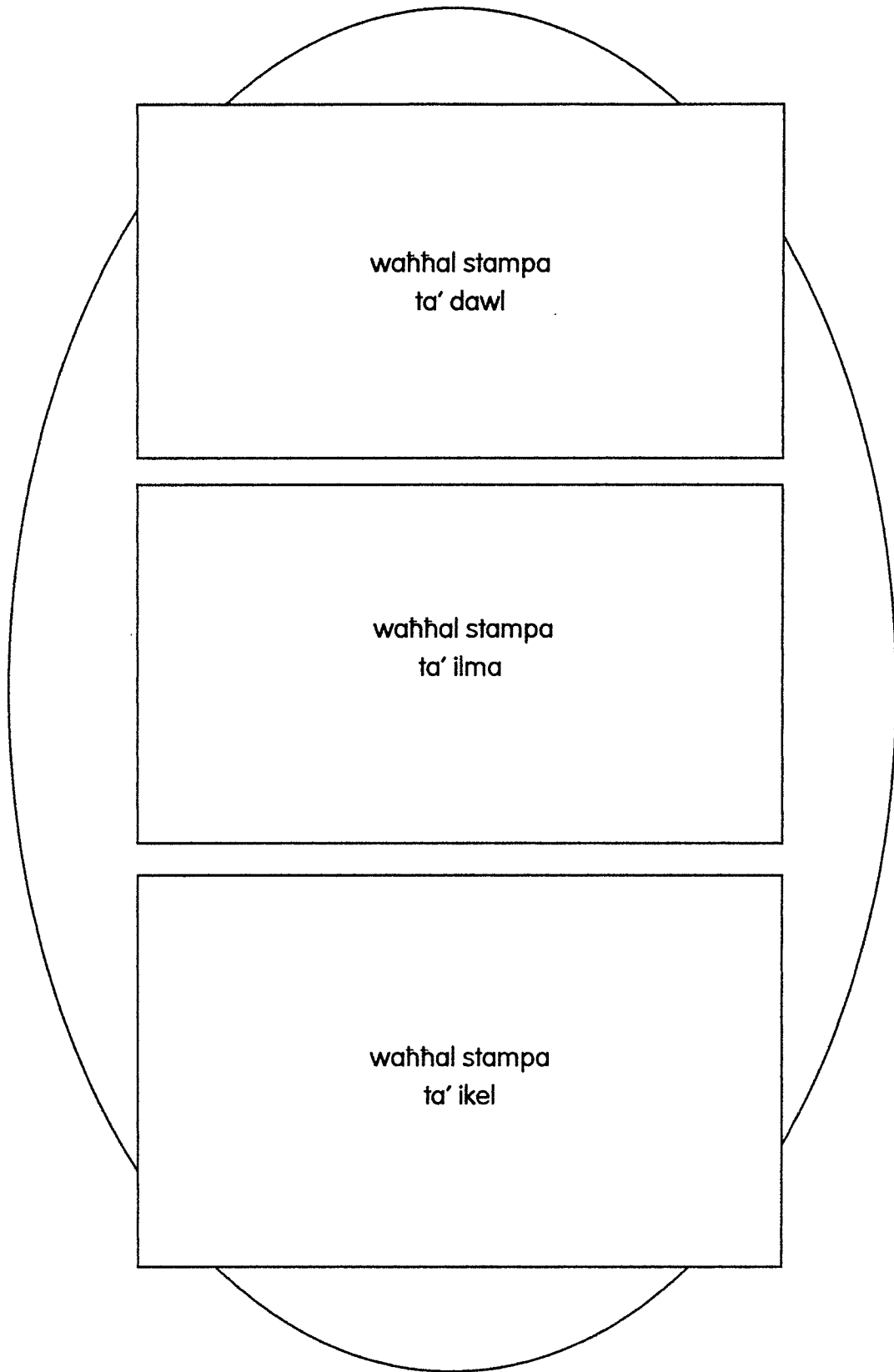
Alla Halaq Kollox

għasafar      fjuri      sigar      animali      lilna

g	ħ	a	s	a	f	a	r
z	u	v	p	r	j	n	m
w	h	i	f	j	u	r	i
t	s	i	ġ	a	r	i	n
f	ż	l	i	l	n	a	g
a	n	n	i	m	a	l	i

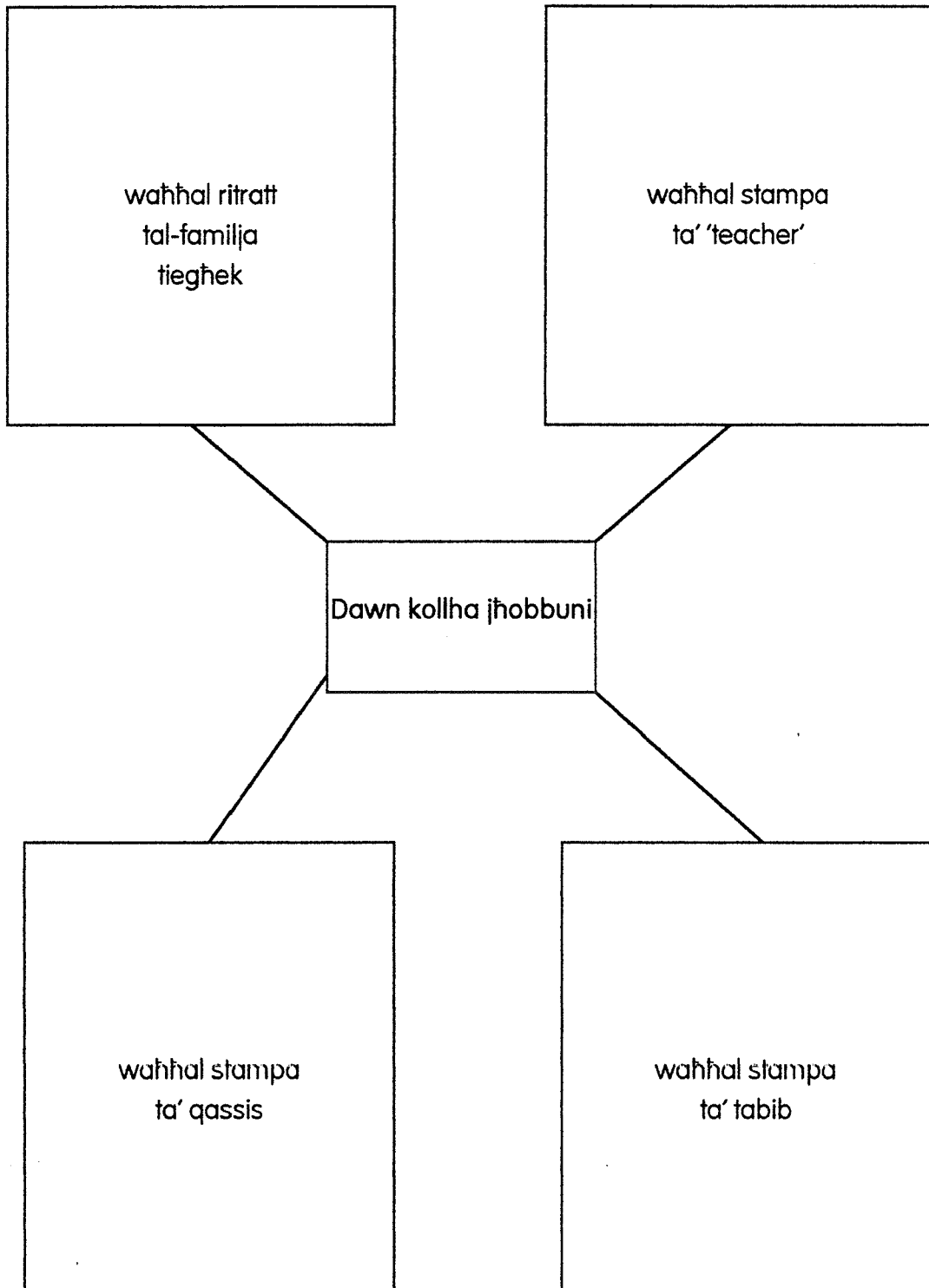
Lezzjoni 3

Madwari



Lezzjoni 4Lil Alla bil-Ferħ Inkantaw

Ikteb talba lil Alla biex tiringrazzjah talli ħalqek  
u talli ħalaq dak kollu li hawn madwarna.

Lezzjoni 5Dawk li Jhobbuni

Lezzjoni 6

Alla Missieri, Alla Jhobbni

Pingi b'kuluri differenti

Alla  
jhobbni

Lezzioni 7"Missierna li Inti Fis-Smewwief"

Alla biss jaf  
x'nitlob f'qalbi.

Lil Alla aħna  
nsejħulu

---

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---

Lezzjoni 8llum

Piŋgi stampa ta' filgħodu

Dalghodu Alla ta'  
 l-ħajja \_\_\_\_\_  
 lill-\_\_\_\_\_  
 lill-\_\_\_\_\_  
 biex inqumu u  
 nibdew jum ġdid.

Lezzjoni 9Waqt l-ikel

Irrid ngħid grazzi lil \_\_\_\_\_, lil \_\_\_\_\_ u  
lil \_\_\_\_\_

# Alla

talli tawni l-ikel.

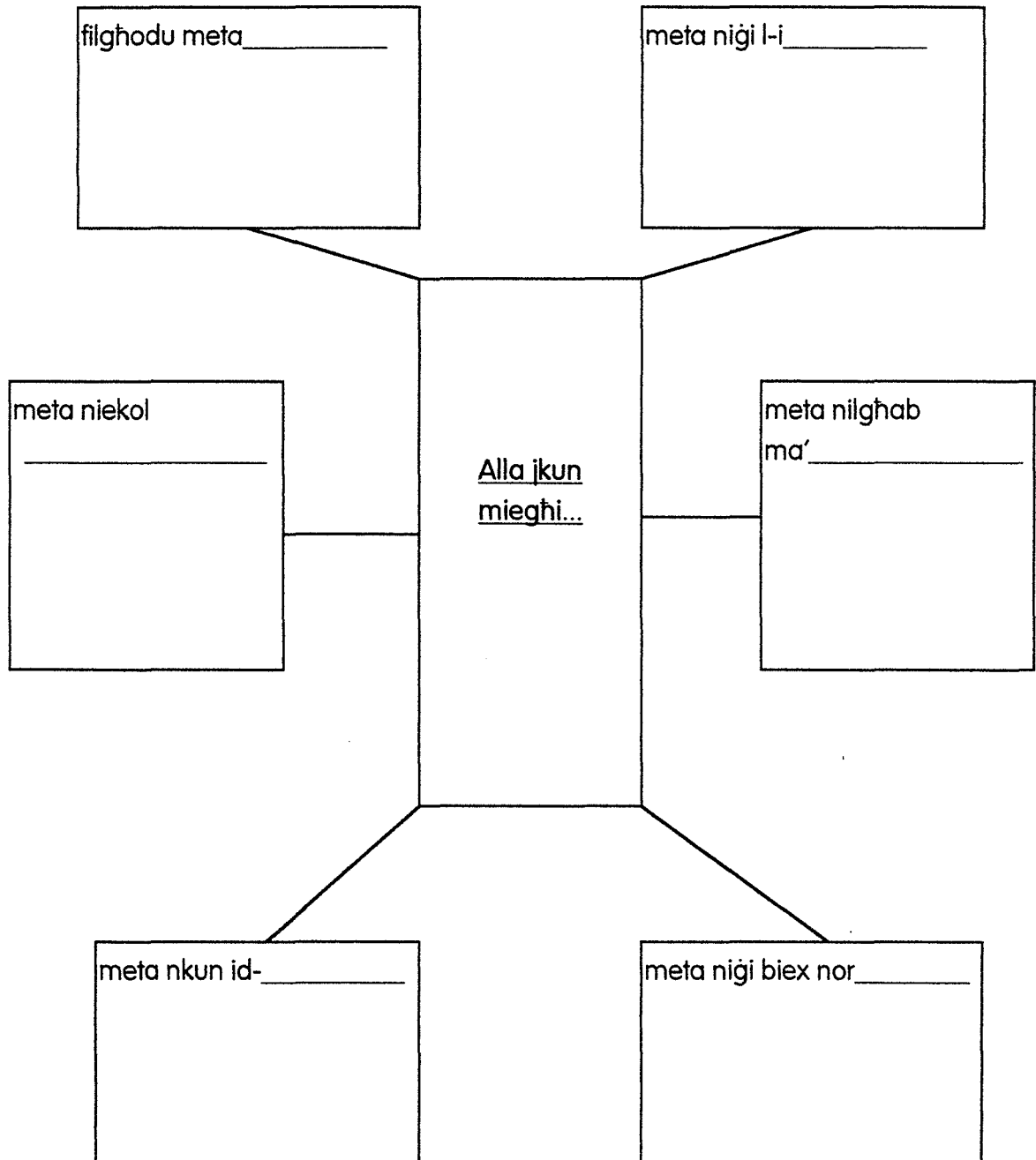
Wahhal stampi ta' l-ikel li thobb

Lezzjoni 10Qabel Norqod

Ikteb talba biex tghida qabel ma torqod.


Lezzjoni 11

Alla Dejjem Miegħi...  
Jien Nitkellem Ma' Alla



Lezzjoni 12Wasal il-MiliedDahhal dan il-kliem fil-vojt:

ferħan

kulħadd

twieled

Ġesu'

1. Il-Milied huwa festa ta' \_\_\_\_\_.
2. Kulħadd għandu jkun \_\_\_\_\_ fil-Milied.
3. Ġesu' tarbija \_\_\_\_\_ għal kulħadd.
4. \_\_\_\_\_ huwa t-tarbija ta' kulħadd.

Il-Klassi tagħna mzejna għall-Milied

Lezzjoni 13

X'se Jaghtuni?

Pingi

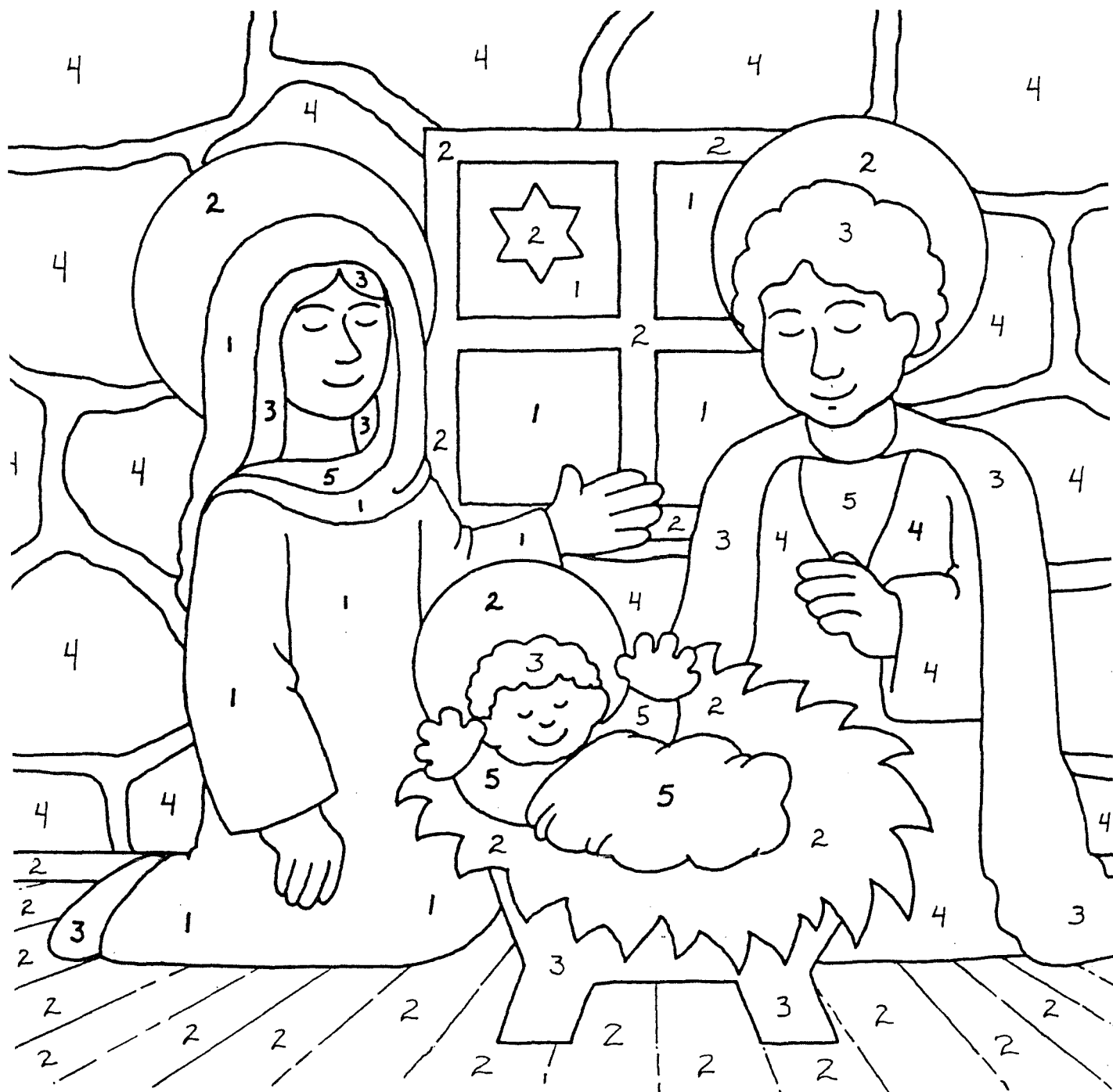
1 - blu

2 - isfar

3 - kannella

4 - griz

5 - abjad



Lezzioni 14Jiena Nikber

Alla  
 tana lil  
 Ġesu'  
 biex nikbru  
 bħalu.

Ġesu' qiegħed  
 dejjem magħna  
 biex iġħinna  
 nkunu bħalu.

Lezzioni 15Jiena Nilghab

Ġesu' jkun magħna meta  
nkunu nilghabu flimkien.

Piŋgi lil Ġesu' qed jarkhom tilghabu

Ġesu' jieħu gost jarana  
f \_\_\_\_\_.

Lezzioni 16Id-Dar

Meta nkunu d-dar flimkien  
Ġesu' int tkun magħna.

Pingi l-familja tiegħek fil-kamra tas-salott

Pingi l-familja ta' Ġesu'

Lezzjoni 17L-Iskola

L-iskola, aħna niltaqgħu ma' l-għall \_\_\_\_\_, il-pur \_\_\_\_\_, il-ħadd \_\_\_\_\_ u ma' sħ \_\_\_\_\_.

Aħna rridu nitgħallmu nahdmu \_\_\_\_\_.

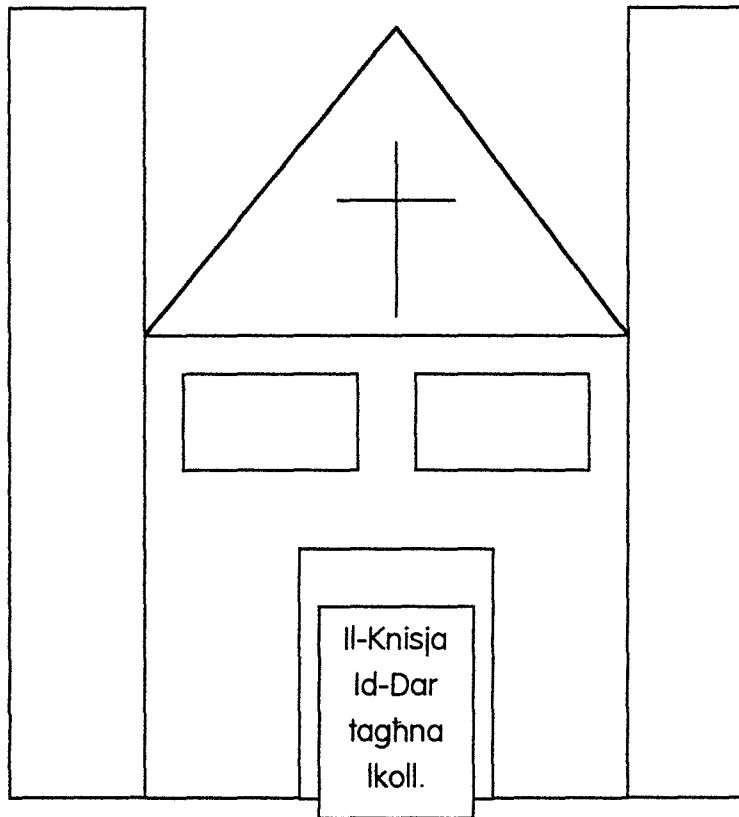
Ma' sħabi fl-iskola (Pinġi)

Ġesu' jiena rrid inħobb lil

Kulħadd

Lezzioni 18Il-Knisja

Pingi d-dar tiegħek u ta' shabek mad-dawra tal-knisja.



# Il-Knisja hija d-dar ta'

---

Ġesu' Jiehu Hsiebi Dejjem

"Jiena hu  
r-Ragħaj  
it-Tajjeb".

Jiena nafkom  
wieñhed wieñhed.

Jiena naf  
x'jisimkom.

Jiena nieħu  
ħsiebkom.

Lezzioni 20Ġesu Jhobb lil Kulhadd

Aqta' u wahhal stampi ta' nies li qeghdin juru mħabba u għajnuna lejn għajrhom.

Dawn in-nies kollha qeghdin jghidu lill-oħrajn, mhux bil-kliem imma bl-għajnuna li qeghdin jagħtu:

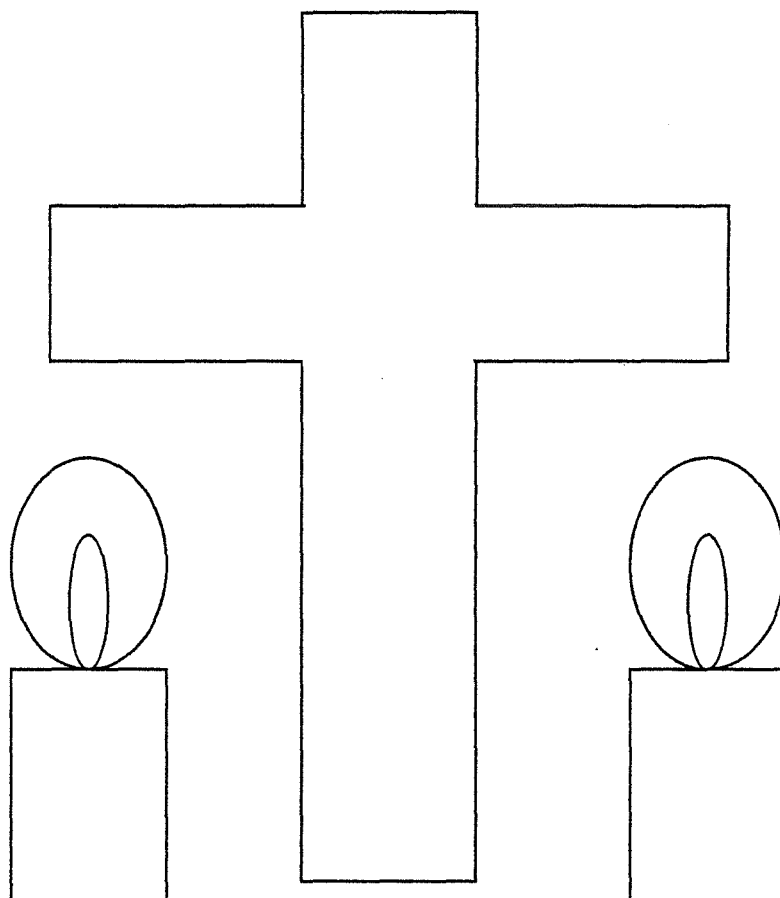
Jiena Nħobbok

Lezzjoni 21Inhobb lil Kulhadd bhal Ġesu'

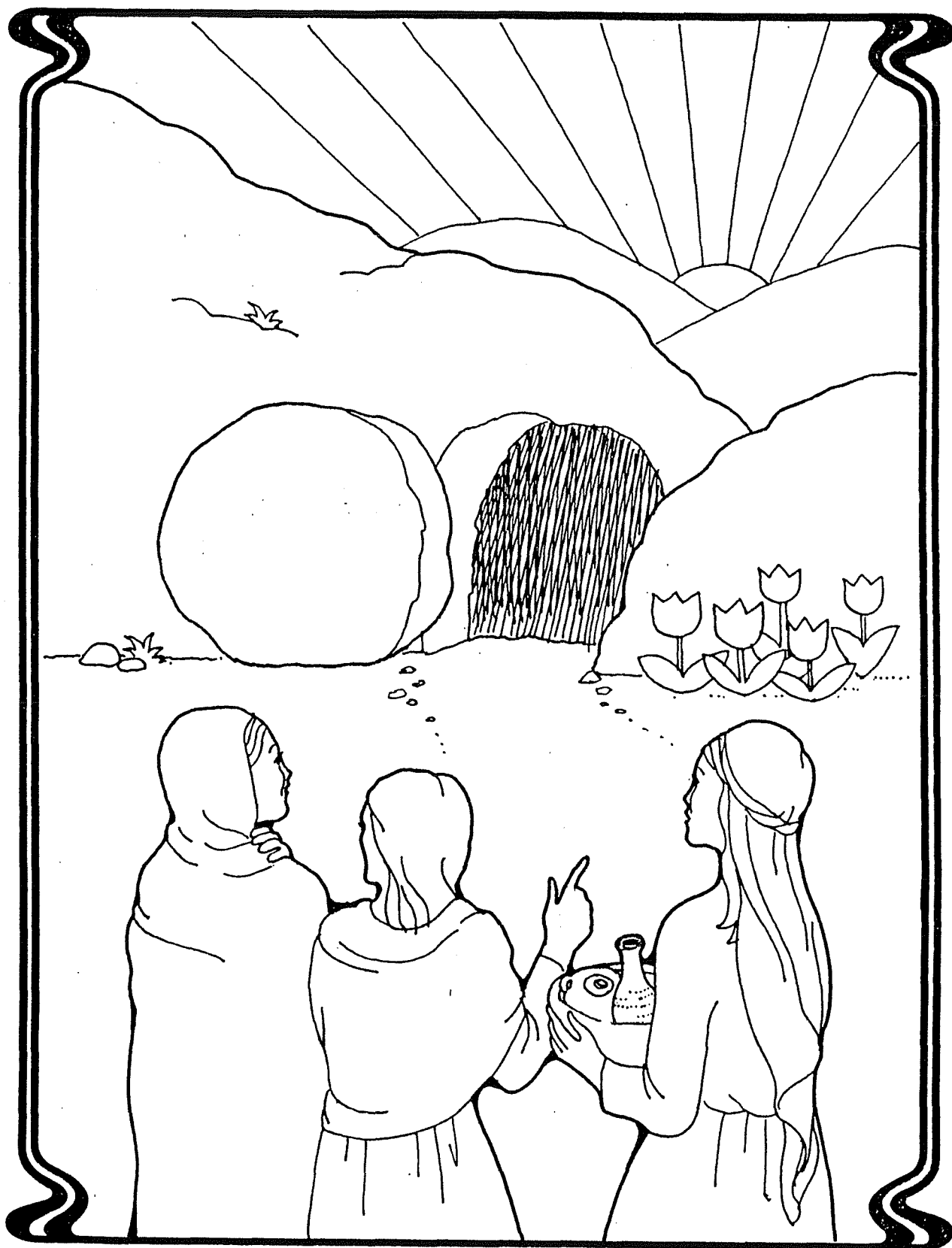
Darba waħda lill-ħbieb tiegħu Ġesu' qalilhom: "Intom tridu tkunu ħbieb tiegħi? Jekk tridu tkunu ħbieb tiegħi, ħobbu lil \_\_\_\_\_ bhalma ħabbejtkom \_\_\_\_\_. Meta tħobbu lil xulxin jien inkun magħkom b'mod \_\_\_\_\_."

Meta nħobbu lil xulxin inkunu tassew \_\_\_\_\_, għax inkunu ħbieb ta' \_\_\_\_\_. Ġesu' jkun magħna u jjeħu \_\_\_\_\_ bina.

"Ġesu' irrid inhobb lil kulhadd biex inkun \_\_\_\_\_."

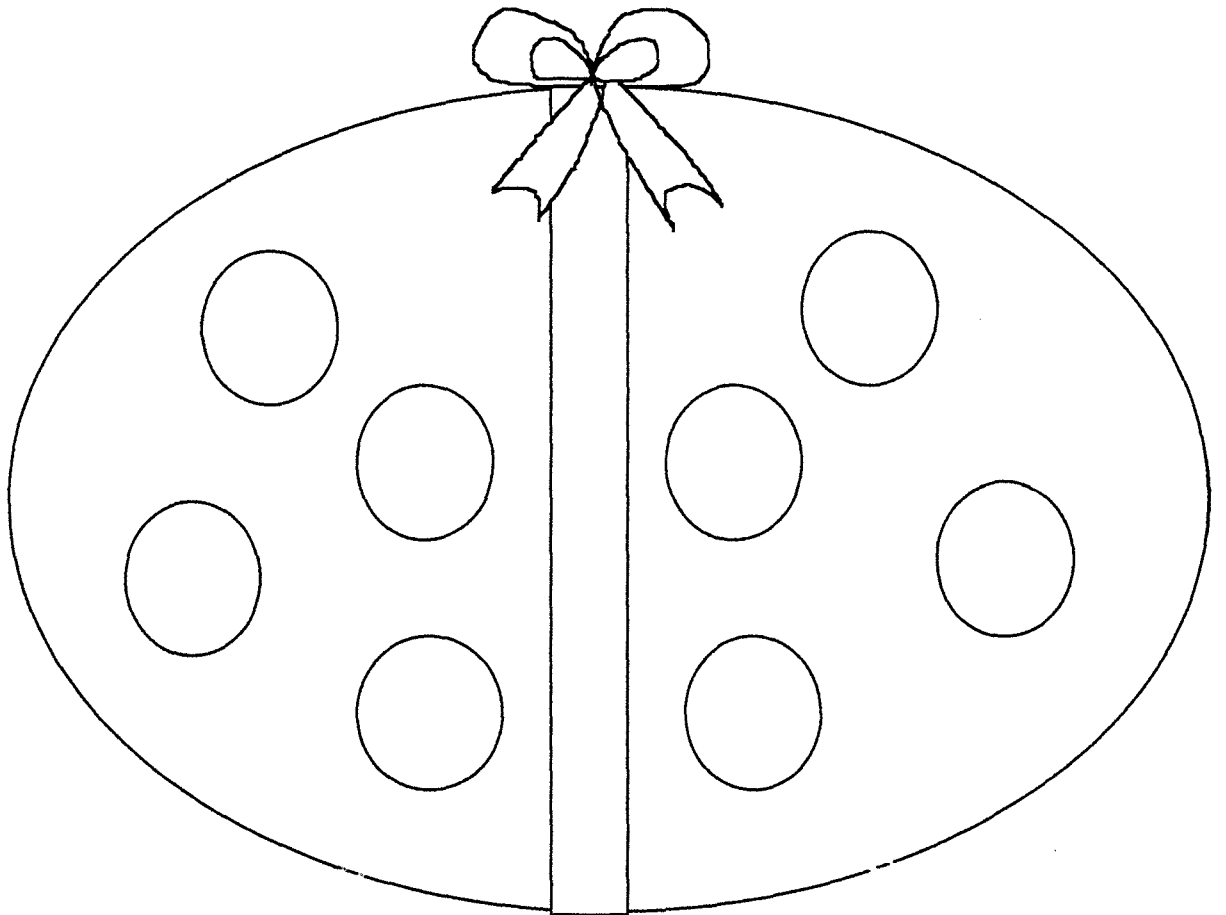
Lezzjoni 22L-Istorja ta' Ġesu'

Ġesu' int mitt għaliġa.  
 Ġesu' Inti tħobbni.  
 Nadurawk Ġesu' u  
 nberkuk, għax b'salibek  
 inti fdejtna.

Ġesu' Qam

Bhall-Fjuri

Alleluja!



Gesu Qiegħed dejjem magħna

Ilkoll Flimkien ma' Ġesu'

"Meta tkunu  
magħqudin flimkien  
u tħobbu lil xulxin,  
hemm inkun jien  
f'nofskom."

Dan il-kliem kien iġhidu  
\_\_\_\_\_ meta kien jara  
lill-\_\_\_\_\_ferħana  
flimkien.

L-Istorja ta' l-Ispirtu s-Santu

Lezzjoni 28Fl-Isem tal-Missier

Fl-Isem tal-\_\_\_\_\_, u ta' l-\_\_\_\_\_ u  
ta' l-Is\_\_\_\_\_.

Il-Missier huwa\_\_\_\_\_.

L-Iben huwa\_\_\_\_\_.

L-Ispirtu s-Santu bagħtulna\_\_\_\_\_.

L-ikbar rigal li tana Alla huwa\_\_\_\_\_.

Ġesu' huwa l-Iben ta'\_\_\_\_\_

Ġesu' miet għalina biex\_\_\_\_\_.

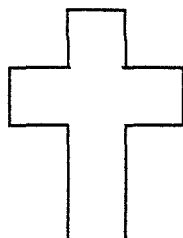
Ahna nroddu s-Salib biex niftakru kemm ihobbna  
\_\_\_\_\_ tagħna li tana  
lil\_\_\_\_\_.

L-Ispirtu s-Santu qiegħed fina biex jghinna u jagħmilna  
dejjem\_\_\_\_\_.

Is-Salib ifakkarna kemm ihobbna Alla l-\_\_\_\_\_.

Is-Salib ifakkarna kemm ihobbna Ġ\_\_\_\_\_.

Is-Salib ifakkarna kemm ihobbna l-Is\_\_\_\_\_.



Lezzjoni 29Ommna Marija

Piŋgi f'it fjuri madwar Marija Omm Ġesu' u Ommna tas-Sema.



Grazzi

Ktieb ta' Attivitajiet  
għal  
Lejn il-Missier 2  
tat-Tieni Klassi  
ta' l-iskejjel primarji

Isem \_\_\_\_\_

Kunjom \_\_\_\_\_

Lezzjoni 1Immorru l-iskola

Alla Missierna  
 jaf x'jisimna  
 u se ikun  
 dejjem fostna.

Missierna li inti fis-\_\_\_\_\_, jitqaddes\_\_\_\_\_,  
 tiġi\_\_\_\_\_, ikun li trid int kif fis-Sema hekkda fl-art.  
 Hobżna ta'\_\_\_\_\_ għatina llum, aħfrilna\_\_\_\_\_  
 bħalma naħfru li min hu \_\_\_\_\_ għalina. Iddahalniex fit-  
 \_\_\_\_\_, iżd'eħlisna mid-\_\_\_\_\_. Amen.

“Jiena nibqa’  
 magħkom dejjem.”

Dan il-kliem qalu\_\_\_\_\_.

Lezzjoni 2Ma' Shabi

Alla Missierna jridna

\_\_\_\_\_.

Flimkien inkunu aktar

\_\_\_\_\_.

Flimkien nahdmu

\_\_\_\_\_.

Flimkien nilgħabu

\_\_\_\_\_.

Flimkien nitgħallmu

\_\_\_\_\_.

Jekk jogħġbok

Grazzi

Aħfirli

Alla jieħu gost  
jisma' dan il-kliem  
minn għandna.

Lezzjoni 4Nitghallmu Flimkien

Pinġi xi affarijiet li tgħallimt s'issa kemm ilek tiġi l-iskola.

"Kemm hi haġa sabiha li l-aħwa joqgħodu  
\_\_\_\_\_."

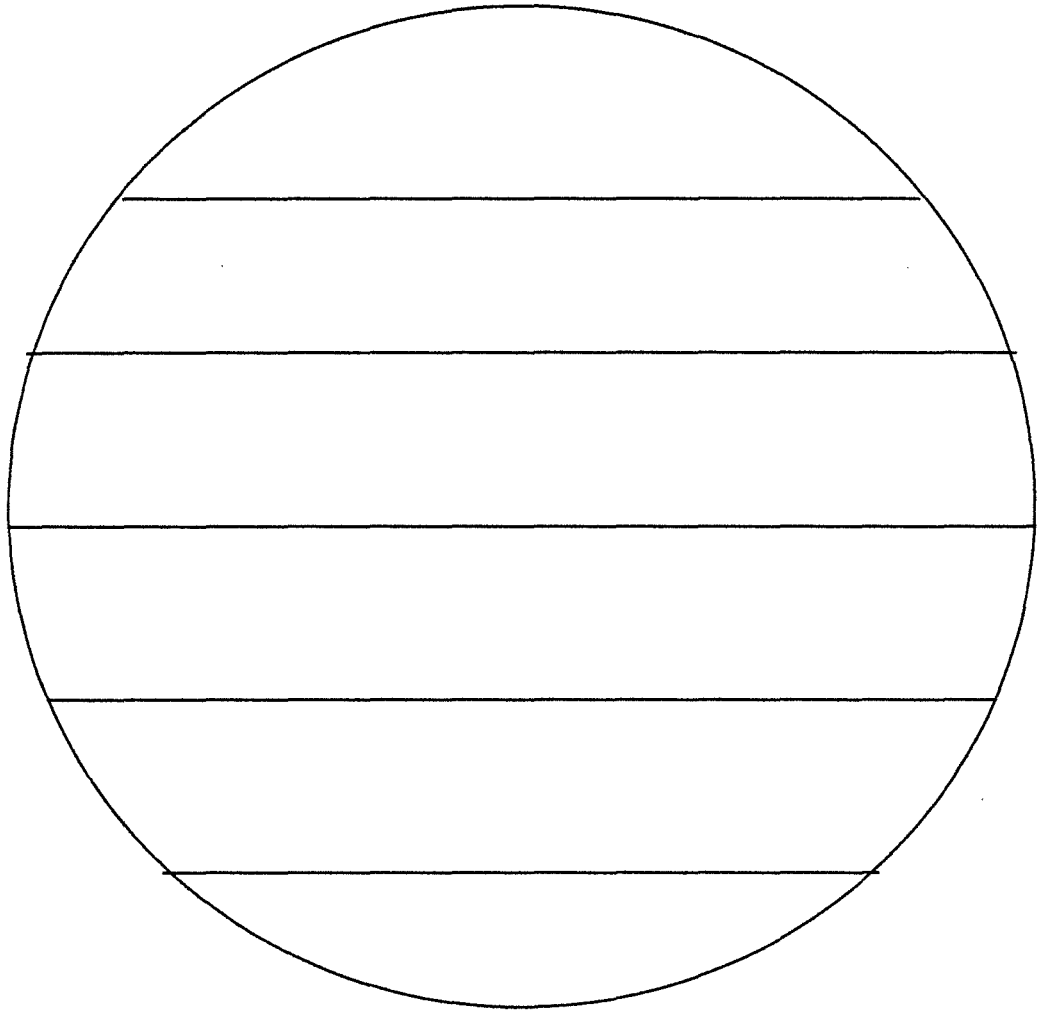
"Fejn hemm tnejn jew tlieta magħqudin f'ismi,  
hemm inkun jien f'\_\_\_\_\_."

Dan il-kliem qalu\_\_\_\_\_.

Lezzjoni 5Inharsu Madwarna

Alla ħalaq għalina dinja kbira u sabiħa.  
Kemmm int sabiħ, O Alla!

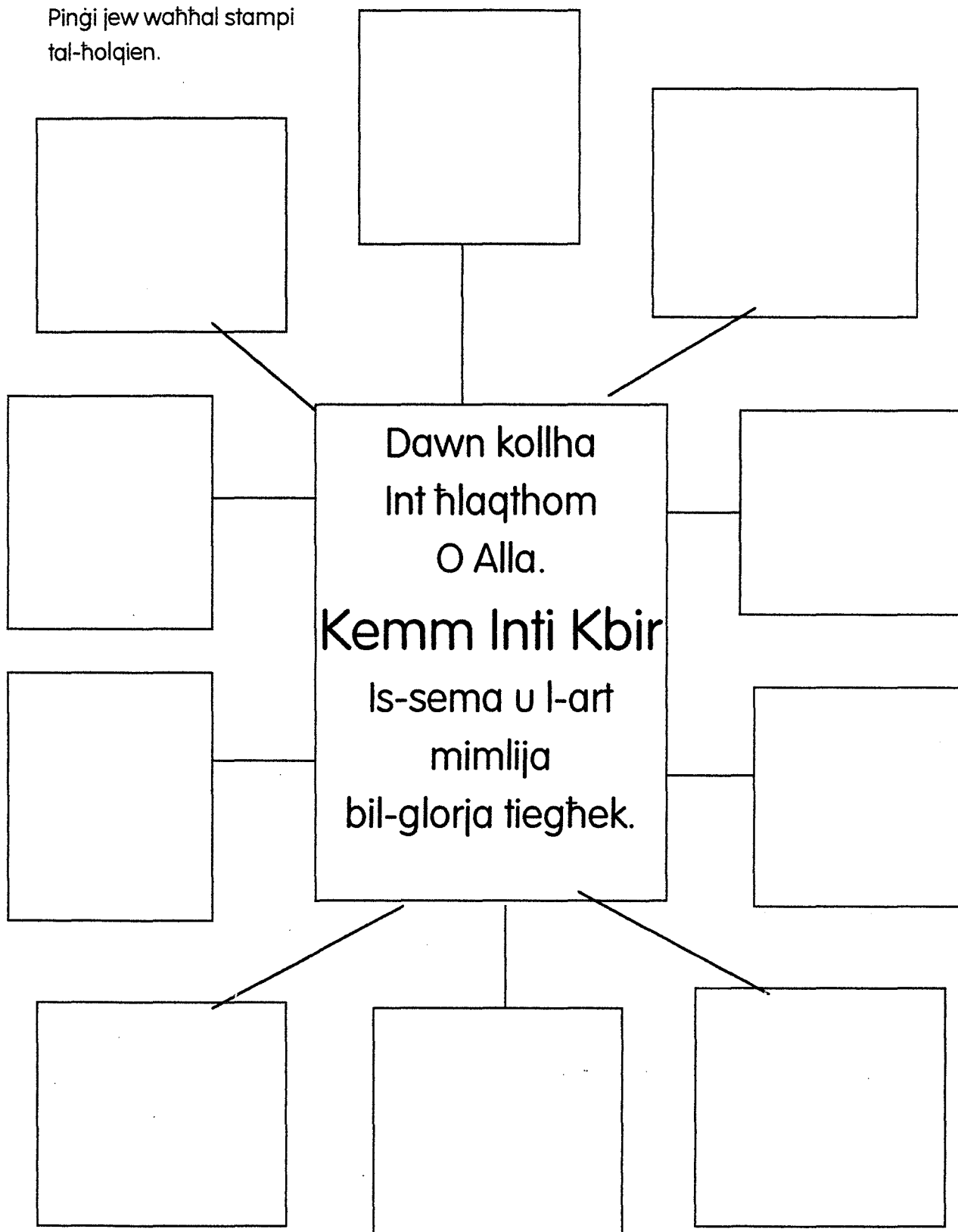
Ikteb talba biex tiringrazzja lil Alla għall-ħolqien kollu li hawn madwarna.



Lezzjoni 6

Kemm Inti Kbir O Alla

Pingi jew wahhal stampi tal-holqien.



Lezzjoni 7Flimkien ma' Ġesu'

Imla l-vojt tas-sentenzi b'dan il-kliem:

Vangelu	jħobbna	Alla	ferħana
tajba	idejh	kbar	dejjem
ħafna	Ġesu'	kulħadd	tfal jigr

1. Ġesu' huwa l-lben ta'\_\_\_\_\_.
2. Ġesu' gie fostna biex jagħmilna\_\_\_\_\_.
3. Ġesu' għandu qalbu\_\_\_\_\_.
4. Hadd ma jħobbni daqs kemm iħobbni\_\_\_\_\_.
5. Ġesu' jjeħu ħsieb\_\_\_\_\_.
6. Ġesu' jħobb lit-\_\_\_\_\_.
7. Meta t-tfal jaraw lil Ġesu' imorru\_\_\_\_\_hdejh.
8. Ġesu' jerfa' lit-tfal f'\_\_\_\_\_ u jzommhom miegħu.
9. Ġesu' jħobb ukoll lill-\_\_\_\_\_.
10. Ġesu' jinsab magħna\_\_\_\_\_.
11. Ġesu' jħobbna\_\_\_\_\_.
12. Il-\_\_\_\_\_jgħidilna Ġesu' min hu u li Ġesu' qiegħed dejjem magħna u\_\_\_\_\_.

Lezzjoni 8Ġesu' Magħna

Ġesu' jinsab Magħna.

Ġesu' l-gost tiegħu li jkun magħna, l-aktar mat-tfal.



Lezzioni 9Ġesu' Jkellimna fuq il-Missier

Aħna aqwa  
mill-għasafar.

Aħna aqwa  
mill-fjuri.

Alla hu  
Missierna.

Alla jafna  
b'isimna u  
iħobbna.

Lezzjoni 10Alla Ghazel lil Marija

Kompli t-talba.

Sliem ghalik, \_\_\_\_\_,  
 bil-\_\_\_\_\_ mimlija,  
 il-\_\_\_\_\_ miegħek,  
 imbierka inti fost in-\_\_\_\_\_  
 u mbierrek il-frott tal-ġuf  
 tiegħek \_\_\_\_\_.

Qaddisa \_\_\_\_\_, Omm \_\_\_\_\_,  
 itlob ghalina \_\_\_\_\_,  
 issa u fis-siegħa tal-mewt tagħna.

\_\_\_\_\_.

## Lezzjoni 11

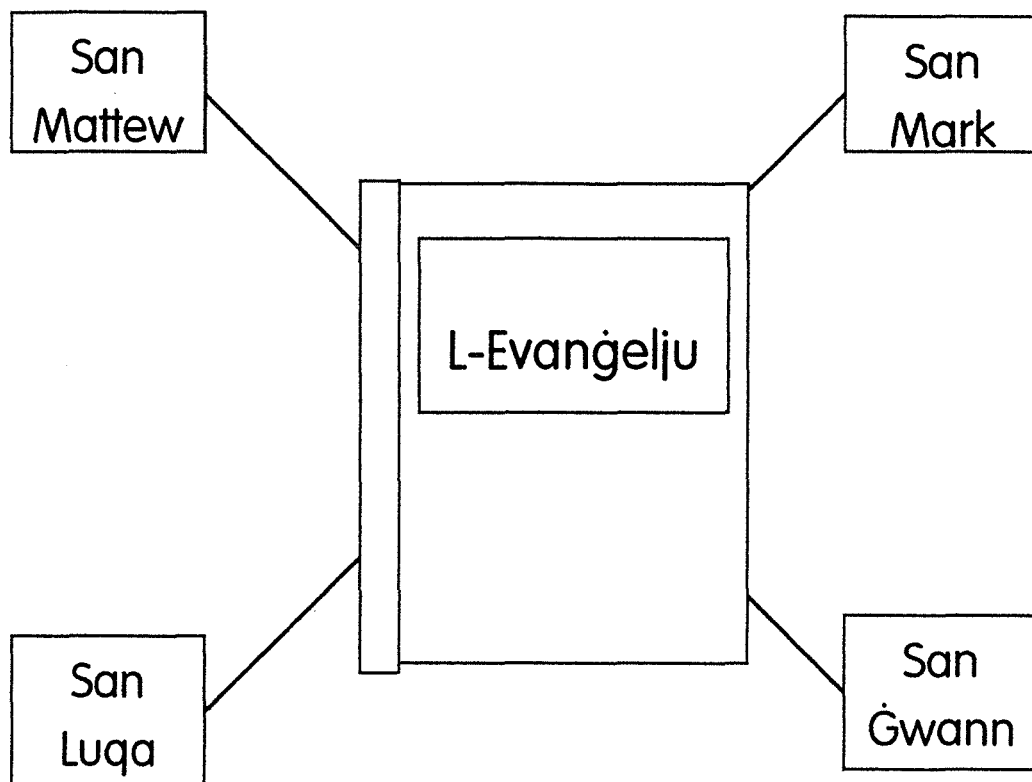
Il-Milied: Twieled Ġesu'

Fittex dan il-kliem li għandu x'jaqsam mal-Milied:

ĠESU'                      TWIELED                      GĦAR                      BETLEHEM  
 MARIJA                      ĠUŻEPI                      MAXTURA                      ANĠLI  
                     RAGĦAJJA                      SALVATUR                      MAĠI  
 KEWKBA                      RIGALI                      NADURAW

B	E	T	L	E	H	E	M
A	X	W	V	B	N	M	A
N	O	I	Q	G	Ħ	A	R
Ġ	Ġ	E	S	U	U	Ġ	I
L	A	L	F	S	K	I	J
I	K	E	W	K	B	A	A
W	E	D	T	I	P	S	D
Ħ	J	R	I	G	A	L	I
Ġ	U	Ż	E	P	P	I	M
M	A	X	T	U	R	A	B
S	A	L	V	A	T	U	R
N	A	D	U	R	A	W	V
R	A	G	Ħ	A	J	J	A

## Lezzjoni 12

Immorru ghand Ġesu'

Min kitbu l-Evangelju?

---

Min Kienu dawn?

---

L-Evangelju huwa l-aktar ktieb sabih tad-\_\_\_\_\_.

Lezzjoni 13Ġesu' Jghallimna Nitolbu

Ikteb it-talba li għallimna Ġesu'.

Missierna li inti fis-\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Kull meta nitolbu,  
 għandna nitolbu  
 bil-qalb u bil-qima,  
 kif għallimna Ġesu'.

Lezzjoni 14Ġesu' Jgħallimna Nhobbu

Lezzjoni 15

"Inhobb Dejjem lil Kulhadd"

Gesu',  
ghallimna  
nhobbu lil  
kulhadd  
bhalma  
thobbna int!

Ġesu' Jahfiri

Ġesu' huwa r-Ragħaj tagħna. Ahna n-nagħaġ tiegħu. Huwa jiehu hsiebna u jmexxina. Meta nimxu wara Ġesu' ahna nkunu ferhanin u tajbin. Izda kultant jiġrilna bħal din in-nagħġa. Ma nibqaghux mexjin wara Ġesu'. Meta jara hekk Ġesu' jersaq lejna, jaqbadna, iġhinna biex jiddispjaċina ta' dhubietna u jerġa' jerfagħna biex inkunu tajbin mill-ġdid.



Lezzjoni 17Ġesu' Jgħallimna ngħidu "Ahfirli"

Biex inqerr tajjeb irrid:

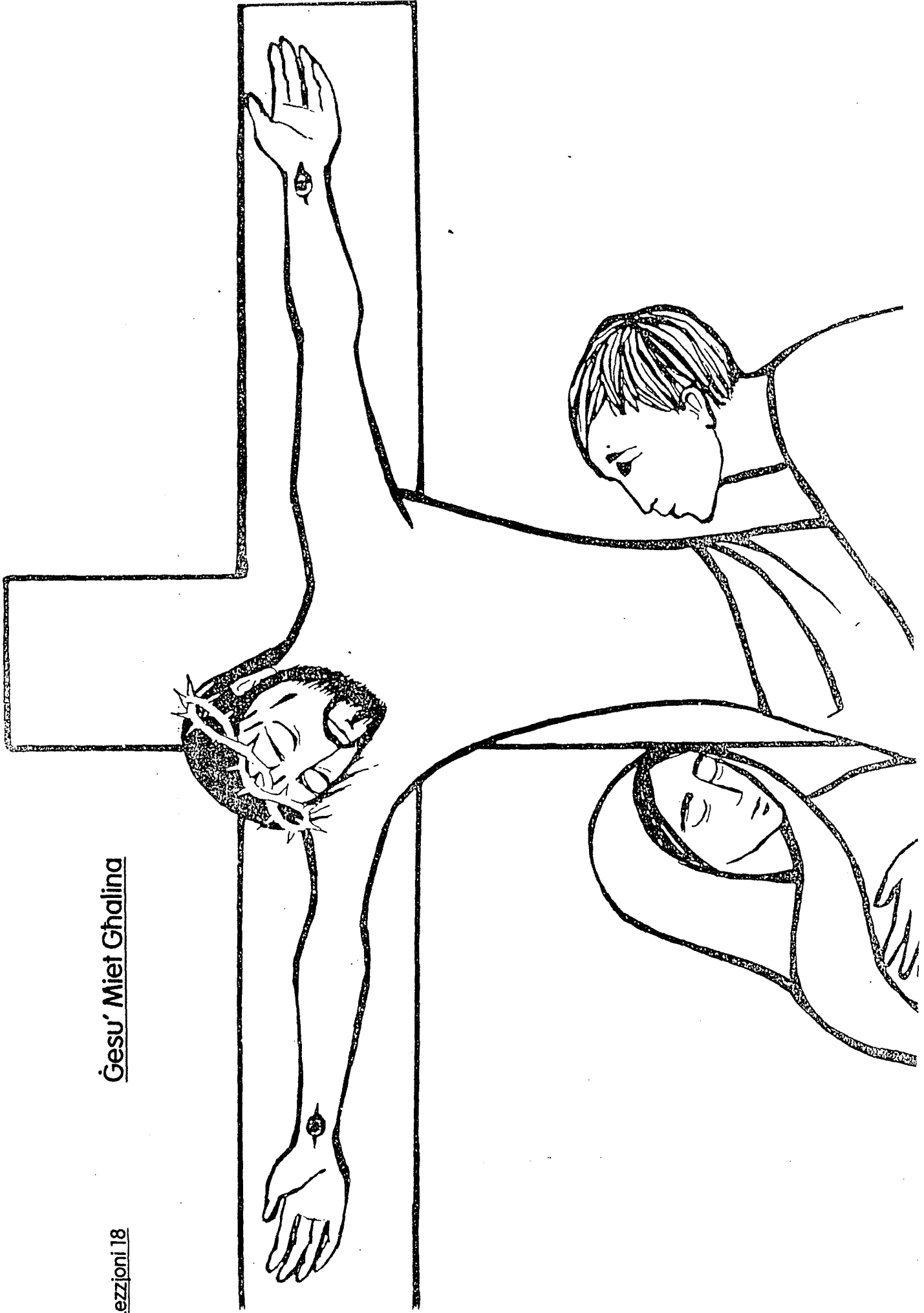
1. \_\_\_\_\_ dñubieti sewwa.
2. \_\_\_\_\_ minnhom.
3. Nagħti kelma 'l Alla li ma \_\_\_\_\_.
4. Inqerrhom \_\_\_\_\_.
5. Nagħmel il-\_\_\_\_\_ li jagħtini l-qassis.

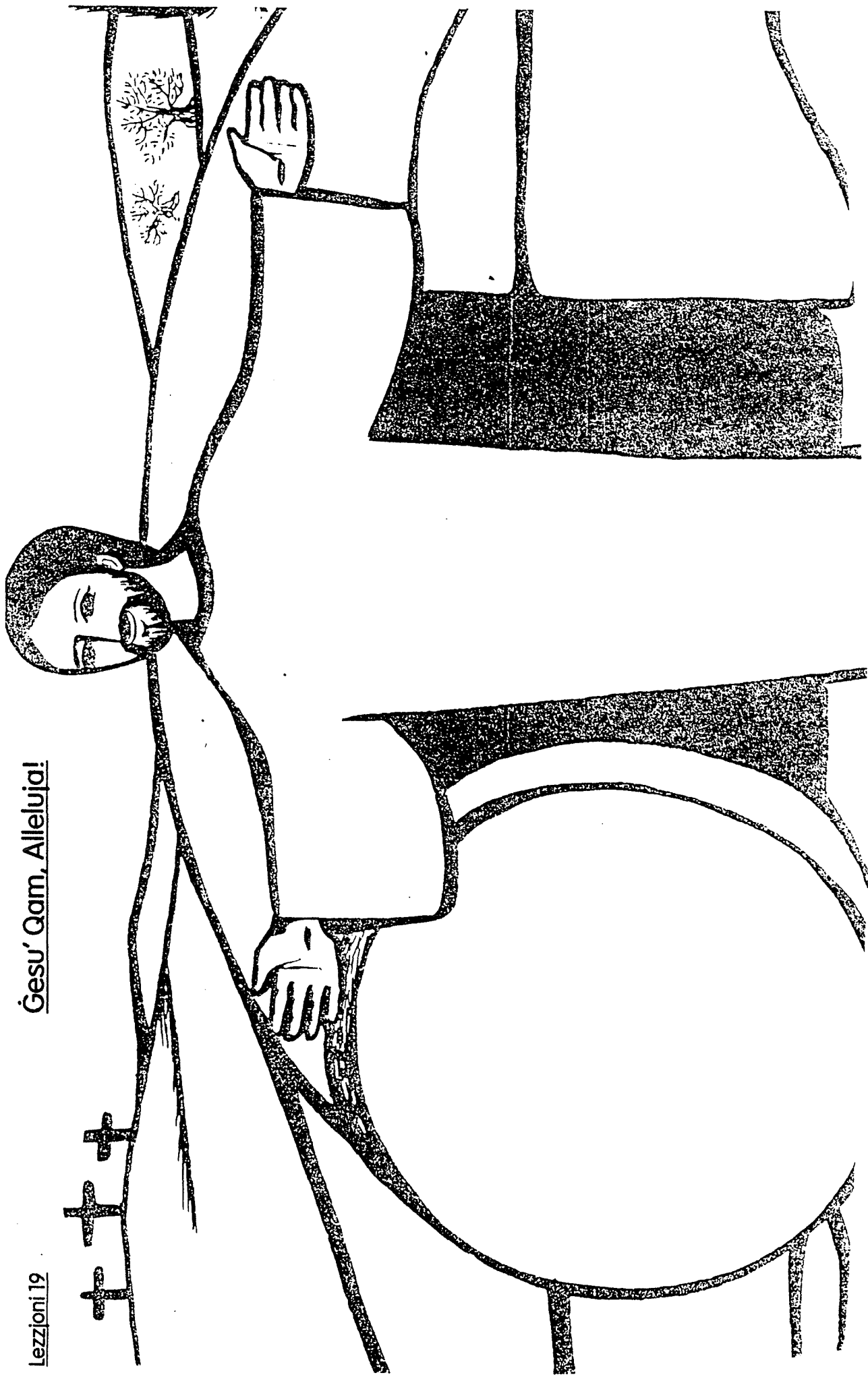
Kompli l-Att ta' l-Indiema.

Mulejja, \_\_\_\_\_ tiegħi,  
 inti \_\_\_\_\_ hafna,  
 Jiddispjaċini talli għedtlek le bi \_\_\_\_\_.  
 Mil-lum 'il quddiem, bil-għajjnuna \_\_\_\_\_ tiegħek,  
 ma nergax nagħmel \_\_\_\_\_ iżjed.  
 U rrid \_\_\_\_\_ fuq kollox.

Gesu' Miet Ghalina

Lezzjoni 18





Lezzjoni 20Ġesu' Tela' s-Sema

Qabel ma tela' s-sema, Ġesu' qal lill-hbieb tieghu:

"Jien sejjier hdejn il-Missier tas-\_\_\_\_\_, u sejjier inlestilkom post il-\_\_\_\_\_.

Ġesu' ried li l-apostli stess jarawh tiela' għand il-Missier.



Lezzjoni 21L-Ispirtu s-Santu

Wara li tela' s-sema, l-apostli kienu qed jibzghu hafna ghax hasbu\_\_\_\_\_.

L-apostli daflu jistabew go kamra, li nsejha\_\_\_\_\_ sakku l-biben u qagħdu jitolbu.

F'daqqa wahda nstema' hoss kbir, bhal\_\_\_\_\_ u l-Ispirtu \_\_\_\_\_ gie fl-apostli. B'ghajnejhom raw niezeli fuqhom bhal fjammi zghar ta'\_\_\_\_\_. Huma hassew f'qalbhom li l-Ispirtu s-Santu kien nizel\_\_\_\_\_, u qagħad fihom. L-apostli hassew li ma kenux izjed\_\_\_\_\_.



Lezzjoni 22Ahna t-ffal ta' Alla

Kompli s-sentenzi.

Meta l-qassis għammadna bl-ilma qal:

Jiena ngħammdek fl-isem tal-\_\_\_\_\_, u ta' l-\_\_\_\_\_  
 \_\_\_\_\_ u ta' l-\_\_\_\_\_.

Il-qassis imbagħad tefa' l-ilma fuq\_\_\_\_\_.

Fil-magħmudija ahna sirna lkoll it-ffal ta'\_\_\_\_\_.

Alla hu\_\_\_\_\_.

Ġesu', l-iben ta' Alla, hu\_\_\_\_\_.

L-Ispirtu s-Santu jinsab\_\_\_\_\_.

Kompli t-talba:

Glorja lil-Missier u \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"Il-Mulej Maghkom"

Lezzjoni 24"Il-Kelma tal-Mulej"

Kompli s-sentenzi.

Fil-quddiesa niltaqghu biex l-ewwel nisimghu

---

Il-kelma ta' Alla nisimghuha fil-qari tal-\_\_\_\_\_ u fil-priedka tal-\_\_\_\_\_.

Meta l-qassis jaqra l-Evangelju, jghidilna:

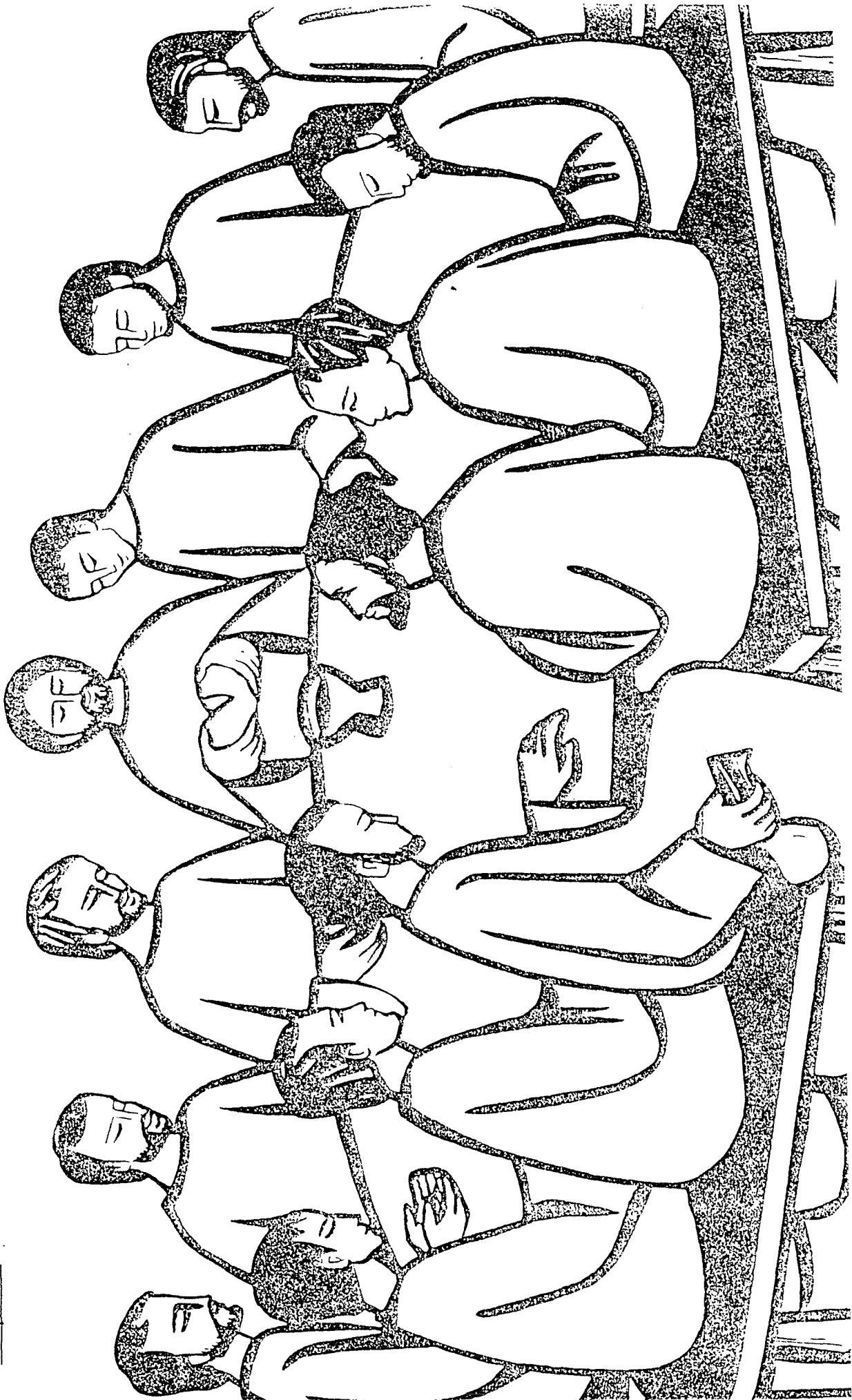
"Din hi l-Kelma tal-Mulej",

u ahna nwiegbu " \_\_\_\_\_ "

Inroddu ħajr  
lil Alla

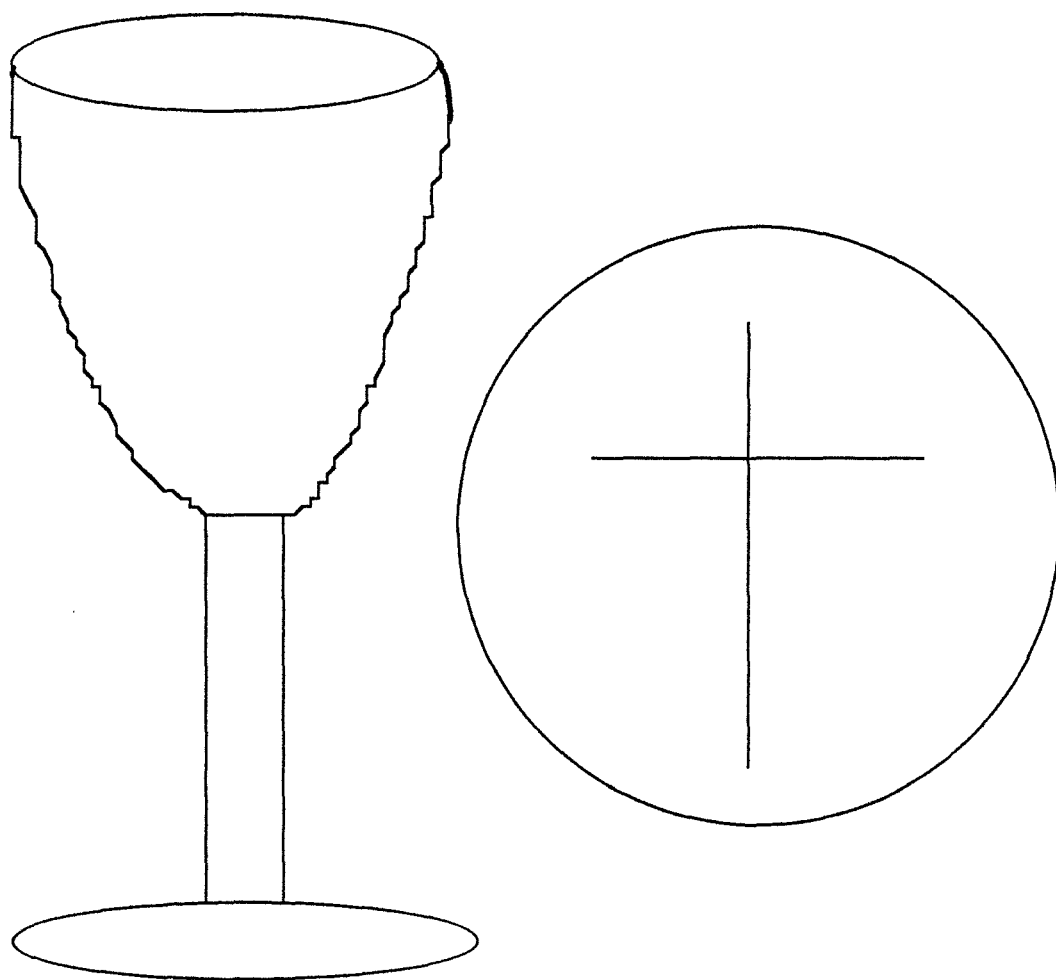
L-Ikka tal-Mulej

Lezzjoni 25



Lezzjoni 26

"Lilek Mulej, Kull Ġieħ!"



Kemm ħabbna Alla  
meta tana lil Ġesu'!

"Hudu u Kulu"

"Il-Ġisem ta' Kristu".

Amen

Amen tfisser

Nemmen

li Ġesu' se jiġi fija.

Ġesu' qalilna:

"Jien hu l-ħobż  
tal-ħajja".



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# Maths

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## Mathematics Syllabus For Years 1 and 2

Children have considerable knowledge and experience of Numeracy before coming to school. Although children are thinking numerically when they come to school, their methods and strategies for learning will be individual, hence the teacher must find out about the children's competencies and understanding in order to build on this. The teacher must try to find out the children's mathematical understanding. The teacher must also give opportunities for personal experiences to include a lot of practical work, since mathematics is embedded in experiences and thus related language is gradually learnt.

First-hand experiences are so important that children who have had opportunities to handle and manipulate concrete objects may not necessarily have the linguistic labels to attach to their knowledge.

The teacher must keep in mind that "Negative attitudes militate against effective learning".  
(Kerry T & Tollitt J:1994)

In order to foster a healthy attitude to Maths from the beginning, the teacher must ensure that:

- ⇒ number activities in the classroom are seen as worthwhile by pupils,
- ⇒ all number activities are made relevant to the children's experience,
- ⇒ number activities are relevant to what the children are wanting to know,
- ⇒ pupils are left regularly to experience a sense of achievement in number work,

**In teaching Mathematics, teachers must therefore make it a point to:**

- ⇒ **try out new ways,**
- ⇒ **gather together useful resources and teaching aids,**
- ⇒ **implement material and equipment.**

### **The children should:**

- ⇒ handle materials,
- ⇒ produce and make things,
- ⇒ use scissors, paper and paste,
- ⇒ find mathematical uses for string, marbles, elastic bands, sand, and water
- be allowed to express themselves with colour and materials, in order to:
- ⇒ experiment and discover,
- ⇒ develop problem-solving and investigation strategies,
- ⇒ develop mathematical concepts and techniques,
- ⇒ develop the ability to apply mathematics to a range of contexts,
- ⇒ provide a sense of what mathematics is all about.

When the teacher is planning activities to include number work, she needs to be aware of the scope and limitations of the children's level of thinking, since their thinking is still not operational. Therefore, such activities should be devised at the intuitive level.

Apart from this, the teacher should also remember that while young children need to know about Maths, they also need to discover that learning can actually be a fun thing. It is interesting therefore, that every piece of classroom number work, should, as much as possible be an adventure. The teacher should make the utmost, for example, of an outing and counting things from the bus. In this way they learn how to count as well as apply vocabulary skills.

Understanding is reached only when the children realise that in whatever way the elements of a set are arranged, the numerical value remains the same. When counting separate elements, the last number name is the total.

Through their own activities, children can show individual understandings of counting, shape recognition, structuring, classifying, sorting, decisions about inclusion/exclusion, patterning, equivalence, recognition of one-to-one correspondence, use of mathematical language and reasoning.

The following are two lists of useful materials and equipment that infants' teachers can collect easily and keep in the classroom for use in everyday Maths lessons:

## Materials for Sorting and Counting

Conkers	Bottle tops	Counters
Cones	Marbles	Pictures
Acorns	Plastic toys	Sorting trays
Stones	Plastic/Wooden beads	Number trays
Shells	Shapes	Number line
Peas	Cotton reels	Number squares
Beans	Large buttons	
	Rods	

## Equipment

Abacus	Unifix cubes
Unifix pattern boards and trays	Trundle wheel
Metre sticks	Centimetre rulers
Tape measures	Scales for weighing
Improvised metric weights	Materials for weighing
String	Containers with metric capacity
Wooden/plastic cubes	All solid shapes (wooden/plastic)
All plane shapes (wooden/plastic)	Clock face
Egg timer	Brass fasteners
Drinking straws	

In order to teach in a creative way, teachers should make use of the Teacher's Notes books for the SPMG series of both the First Stage (Year 1) and Second Stage (Year 2). These notes explain every step of the Infant Mathematics: A development through activity workbooks the children work on in the classroom. It does not take much to go through the pages in correspondence with the workbooks, in order to see how a particular lesson could be conducted creatively. In order to facilitate matters, the following syllabus has been designed to indicate the workbook numbers and pages in correspondence to the teacher's notes book. This is a text book that includes a whole series of programmes for infants which is very creative.

## **Mathematics Syllabus for Year 1**

### **SPMG Infant Mathematics: A development through activity**

#### **First Stage**

**Workbook Numbers 1 - 9  
plus  
Workbook in Shape, Length, Time.**

### **Number**

Counting is now found to play an increasingly significant part in early childhood mathematics. Counting skills are important in learning number as well as children's early abilities in counting. Understanding number concepts includes the ability to:

- ⇒ recite a counting sequence to a required number in the right order,
- ⇒ match number names in one-to-one correspondence with counting objects,
- ⇒ point to objects while reciting the number names,
- ⇒ ensure that the same number name is not matched to two different objects,
- ⇒ be able to understand the cardinal aspect of number.

By using concrete objects to estimate, children will come to a better understanding about quantity.

#### One-to-one correspondence

Matching one-to-one is an important skill which is essential for understanding number. Comparing two sets on one-to-one correspondence gives children a visual check to discover whether there are the same, more or fewer members. Many practical activities arise naturally in everyday activities and the teacher will use these to improve the children's understanding. For example, asking the children whether there are enough markers, or any other equipment for a specific group of children.

## More and less

These terms are used a great deal in Maths, and for some children these prove to be difficult to assimilate. Not many children understand or use the words 'less' or 'fewer'. After a great deal of experience with concrete materials and matching one-to-one, it is sometimes useful to continue reinforcing these terms with games such as those suggested in the above mentioned resource book.

## Cardinal numbers

Number is an abstract idea and infants need to encounter a wide range of activities before they really understand numbers. Even though children may know how to recite one, two, three, it is important for the teacher to make sure that these children have acquired a comprehensive understanding of numbers before moving on to harder concepts. For example, some children can recite the numbers as they move several playing blocks or other objects at a time without making the necessary one-to-one correspondence of number name to object. Touching each object as they recite the number will often require the teacher's help.

Similarly, it is important to teach infants how to organise their counting, so that, for example, if they are counting a row of objects, they learn to start at one end of the row and finish at the other. When the objects are placed randomly, the children find it more difficult to count them in a systematic way. The ability to match the number symbol to the number name is another important step, but it often takes some time before a child realises that the spoken number refers to the whole set of objects and not just the last one counted.

## Ordinal numbers

While children may be capable of saying the number of objects there are in a set, they might not fully realise their relative positions in a sequence. They will need a variety of activities to help them appreciate, for example, that 6 comes after 5 but before 7. Simple dot-to-dot pictures, number line games, number rhymes and songs and practical apparatus such as peg boards and Unifix rods will help foster their understanding. Similarly, it is important that they can understand and apply words such as first, second, third and fourth

in a variety of situations. Using this vocabulary in everyday real situations will help children become familiar with them.

### Conservation of numbers to 10

A child may be able to count five bricks easily, but if they are rearranged into a different pattern problems may arise, particularly if the bricks appear to occupy far more space. Sometimes children may be able to conserve small numbers of objects (up to five) but find larger numbers far more difficult. It can be useful for them to compare two sets of objects having the same number of members. By matching, rearranging one set and matching again, the child will slowly realise that the total number in the set remains constant.

### Colours

Colour recognition is an important skill which infants need to learn as soon as possible. As well as being the basis for much classroom organisation, it is an integral part of many mathematical activities such as sorting, matching and sequencing. Talking with children about the colours they choose when painting or encouraging them to match socks and shoes by colour, are both examples of typical incidental activities which arise naturally as they play.

Colours can also be reinforced in a games situation. Many boxed games and classroom equipment tend to use the primary colours; remember to include activities which discuss less obvious colours such as grey, brown, purple and pink. Similarly, include activities which ask the children to look at shades of one colour, so that they begin to recognise light and dark.

The following tables help teachers to plan and organise their work in the classroom when using the SPMG workbooks. The aim of these tables is to gain time in preparing creative mathematics lessons.

**1. Sorting and matching according to colour and number.**

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
1 (sorting)	1-6	7-17
1 (matching)	7-9	17-21
1 (cardinal numbers)	10-15	21-27

**2. Counting numbers 1-10 (The pupils should recognise all 10 numbers in sequence and randomly).**

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
2 (counting to 2)	1	28-31/34
2 (counting to 3)	2-7	31-38
2 (counting to 4)	8-15	38-45
3 (counting to 5)	1-3	46-53
3 (counting to 6)	4-8	53-55
3 (counting to 7)	9-10	55
3 (counting to 8)	11-15	56-58
4 (counting to 9)	1-2	59-63
4 (counting to 10)	3-10	63-70

**Addition to 10**

It can take a surprisingly long time for children to understand number bonds up to ten and even longer for them to be able to instantly recall them. A good foundation can only be built upon a wide variety of concrete experiences.

The introduction of more formal symbols (+ and =) is not wise until the child has experienced a range of practical activities.

Counting on with number strips is another essential experience which helps a child to understand addition. Games which use a numbered track are an enjoyable way of introducing and reinforcing this skill.

### Subtraction of numbers to 10

As with addition, subtraction also needs to be firmly rooted in practical activities. The introduction of abstract signs and symbols (- and =) is best left until the children have had plenty of experience using concrete materials.

As well as taking away, children also need to find the difference by matching and comparing two sets.

### 3. Concept of Addition and adding 2 number facts up to 6.

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
4 (concept of addition)	11-15	71-77
5 (totals of 2 & 3)	1	78-82
5 (totals to 4)	2-3	82
5 (totals of 5)	4	83
5 (totals to 5)	5-7	83-86
5 (totals of 6)	8	86
5 (totals to 6)	9-15	87-95
5 (twin facts to 6)	12	90-92

### 4. Concept of Subtraction and subtracting within 6.

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
6 (concept of subtraction)	1/3/6/7	96-102
6 (introducing 0)	4	99
6 (introducing -)	5	100
6 (taking from 1,2,3)	8	102
6 (taking from 4)	9	102
6 (taking from 5)	10	103
6 (taking from 6)	11	103
6 (subtraction within 6)	12-15	103-109

### 5. Addition facts of 2 numbers up to 10.

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
7 (revision stories 3-6)	1-2	110-113
7 (addition with 0 up to 6)	3	114-115
7 (twin facts & doubles up to 6)	4	116
7 (revision totals to 6)	5	116
7 (totals of 7)	6	117
7 ( totals to 7)	7-8	117-121
7 ( totals of 8)	9	121-122
7 ( totals to 8)	10-15	122-128
8 (totals of 9)	1	129-134
8 (totals to 9)	2-3	134-136
8 (totals of 10)	4	137
8 (totals to 10)	5-8	137-147

### 6. Addition of 3 numbers up to 10.

Workbook 8 pages 9-11      Teacher's Notes Pages 147-153

### 7. Number names one to ten.

Workbook 8 pages 12-14      Teacher's Notes pages 153-163

### 8. Ordering (first, second, third)

Workbook 8 page 15      Teacher's Notes page 163

### 9. Subtraction facts up to 10.

<b>First Stage Workbook Number and Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
9 (revision subtraction within 4)	1	164-168
9 (revision subtraction within 6)	2	167-168
9 (subtraction within 10)	3-5	168
9 (taking from 7)	6	169
9 (taking from 8)	7	169-170
9 (subtraction within 8)	8	170-171
9 (taking from 9)	9	171
9 (taking from 10)	10	171-172
9 (subtraction within 10)	11-15	172-182

## Shapes

As the children become aware of shapes in everyday life from an early age, they will eventually come to recognise patterns and relationships, that is, the children begin to think logically and start to distinguish differences and similarities in things and will arrange them in order.

Given the opportunity, children will show understanding of patterns through discussion, painting and also printing as well as through making patterns with blocks, beads and in making models. When making patterns, children will use prediction, classification and sequencing skills.

It is important to foster children's awareness of shape, both two and three dimensional, and help them develop precise vocabulary so they can express their knowledge and understanding about shape. It is equally important though, not to confuse plane (flat) and solid shapes. While the teacher can discuss plane shapes in relation to the faces of solid shapes, she is not recommended for example, to call a cube-shaped brick, a square. A plane shape is an abstract idea or the name of a face of a solid.

### Plane Shapes

Young children are surrounded by shapes in their everyday lives and most of the children will have explored them at home through toys such as puzzles, bricks and other similar toys. These experiences can be continued and extended at school through art activities such as printing, painting, taking rubbings and other more direct shape-matching activities such as sorting and ordering. It is important to provide infants with a variety of concrete objects to explore the tactile as well as the visual aspects of shapes.

Mathematical language of common shapes: edge, curved, straight and corners.

## Solid Shapes

After considerable free play with solid shapes in a variety of materials, the teacher could gradually introduce the correct names for each shape - cube, cuboid, cone, cylinder. The teacher should give the pupils opportunities to discuss their particular properties and compare similarities and differences.

### **Solid Shapes**

Workbook Shape, Length, Time pages 1-4 Teacher's Notes pages 183-191

### **Flat Shapes**

Workbook Shape, Length, Time pages 10-13 Teacher's Notes pages 199-205

<b>Measures</b>
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Measures is an umbrella term which covers several mathematical areas such as **length, time, money, capacity, weight, distance and area.**

In order for young children to learn how to measure accurately, they need many experiences in making judgements about amounts. The experiences in the above mathematical areas, will lead to the use and understanding of comparative language. As understanding grows, children may go on to investigate the relationship between height and weight - example, if this packet is larger than the other, does it mean that it is heavier?

Early Years pupils will experience all of these areas incidentally as they play, for example, finding the correct sized clothes for a particular doll and filling containers with sand and water.

The teacher may notice that as children play, they use words such as 'big' indiscriminately, applying it to height, weight and length. In the process pupils also learn the correct terminology.

## Length

Opportunities for discussing length can arise in many play situations such as building roadways with bricks, constructing fences in a toy farm, and joining carriages to trains. Sensitive questioning will refine a child's use of vocabulary such as 'longer than', 'shorter than', 'longest' and 'as long as'.

Once they have mastered comparative vocabulary, children can be introduced to measuring using non-standard units. As well as rigid objects, the teacher should let them use flexible objects such as string to help develop the concept of conservation.

There are many practical problems when using non-standard units to measure with. Children may not be aware that any objects to be compared need to be positioned properly and the ends of each item need to be level. Similarly they may not realise that each unit needs to be placed end-to-end leaving no gaps.

Once the children have had plenty of practical experiences, it is important to encourage them to estimate before measuring. Even if their initial guesses are wildly inaccurate, they will gradually improve with practice.

<b>Workbook: Shape, Length, Time</b>	
Workbook Pages and Content	Teacher's Notes Pages
5-6 (long and short)	192-195
9 (tall and short)	196-199
20-21 (longer and shorter)	216-218
23 (taller and shorter)	219-220
7-8 (thick and thin)	195-196
22 (thicker and thinner)	218

## Time

The abstract concept of time is extremely difficult for young children to grasp. The regular, routine activities in the early years classroom may help very young children begin to realise that some events happen at specific times and that there is a sequence to the day. It is important to enlarge their vocabulary linked to time. Discussion about their daily activities will help the children to relate such words to their own lives, e.g. I wake up at 7:00am.

The majority of children come into contact with a wide variety of clocks although it may take a long time before they can tell the time and even longer to understand what it means. The teacher should encourage the children to look in detail at the clock face, to notice the difference in the length of the hands and watch them moving round. Older children may recognise the sequence of numbers around a clock face and may be capable of learning to read the 'o' clocks.

Understanding the concept of the passage of time will develop slowly over a period of many years but activities using a variety of timers will help children work towards this.

**Workbook: Shape, Length, Time pages 14-19    Teacher's Notes    pages 206-215**

## Money

Most early years pupils will be familiar with money although they may not necessarily be able to recognise and name each coin or understand its value.

It would be ideal for teachers to organise a trip to a local shop. As a follow-up, a pretend shop would provide essential role-play experience as well as establishing how much the children understand about exchanging goods for money. The process of swapping money for goods gives valuable experience even if the rate of exchange is rather haphazard. Price tags need not reflect the real value of objects, but use numbers within the children's experience.

It is important to show children real money but it may not be feasible to use real coins all the time. Facsimile coins can be used but they should be exact replicas of each coin and not simply a token with a value stamped on. Always make sure the children connect each cardboard or plastic coin with its real counterpart. Sticky paper coins and rubber stamps may also be useful for making games and workcards.

Content	Workbook Number	Workbook Pages	Teacher's Notes Pages
Addition of coins of same value	4	8,14	66-67,75
Addition of coins of different value	5	13-14	92-93
	7	13-14	124-126
	8	8,10	142-148
Subtraction of coins of same value	6	2	99
Subtraction of coins of different value	6	13-15	105
	9	8,11,13-14	170-173

## Capacity

Capacity should be introduced to early years pupils in practical ways. Water and sand play provides essential experience for later concepts. Other pouring materials, such as rice or lentils, can also provide interesting variations. The teacher should offer a wide range of containers which differ in size and shape. Initially, infants need plenty of practice to develop enough hand-eye co-ordination to pour from one container to another without spilling. Essential vocabulary such as 'full', 'half full', 'empty', 'hold more' and 'holds less' can be introduced naturally as the children play. With experience, they will gradually notice that many pouring materials such as water and dry sand, take the shape of the container.

The teacher can then eventually introduce measuring with non-standard units. Activities can be extended by using larger filling materials such as dried peas, small bricks, fir cones and marbles. As they play, children will notice that some of these materials leave spaces and do not take the shape of the container like pouring materials. They may also realize that some containers will hold more than others.

**Teacher's Notes pages 221-230**

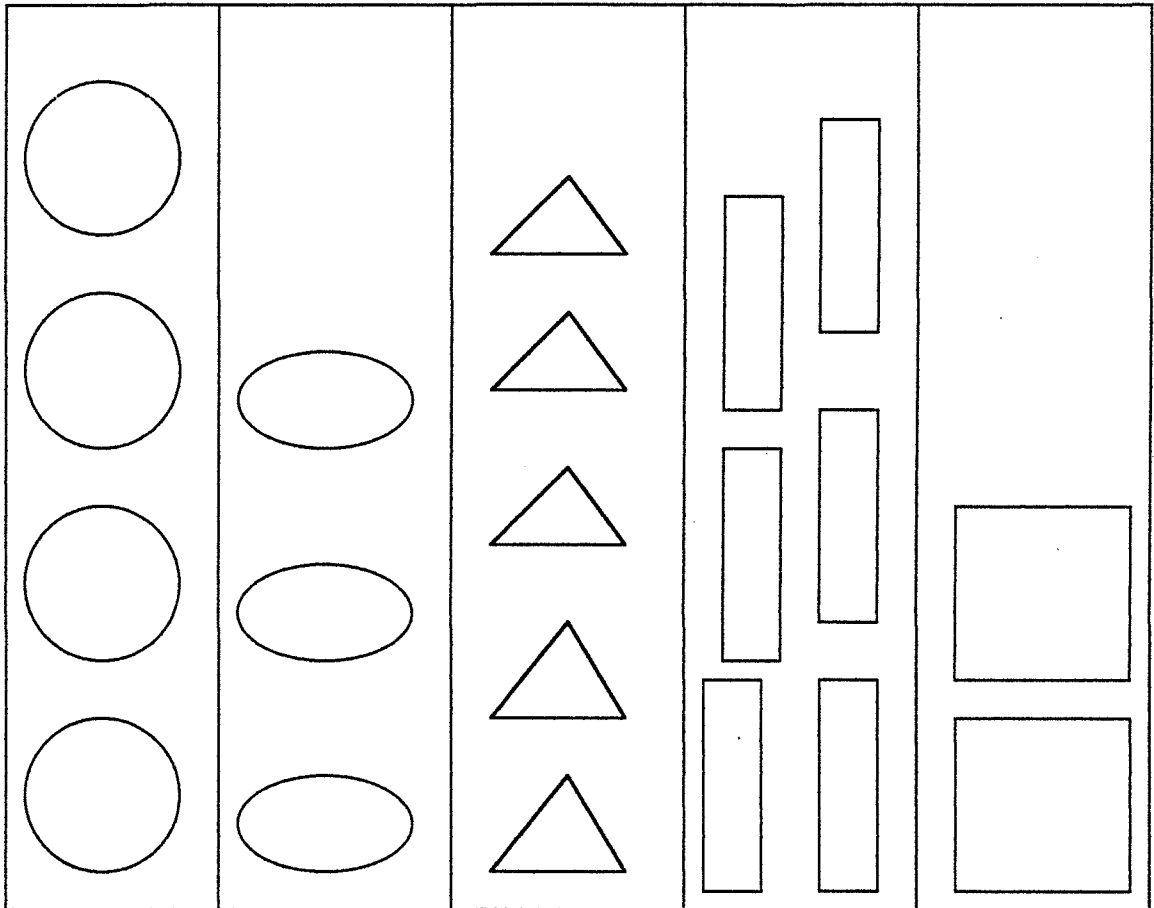
## Pictorial Representation (Graphs)

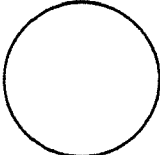
This is an important exercise, as it is the transitional stage between the practical activities and the symbolisation of numbers and quantities. It translates concrete objects into diagrammatic forms.


Following are some ideal worksheets that teachers could use by just photocopying them for the class.


Name \_\_\_\_\_

Date \_\_\_\_\_




1. How many ? \_\_\_\_\_ circles.

2. How many ? \_\_\_\_\_ ovals.

3. How many ? \_\_\_\_\_ triangles.

4. How many ? \_\_\_\_\_ rectangles.

5. How many ? \_\_\_\_\_ squares.

Name \_\_\_\_\_

Date \_\_\_\_\_

cats



dogs



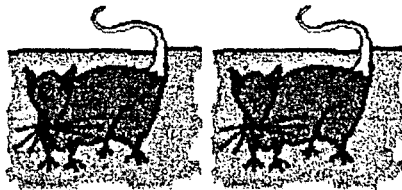
fish



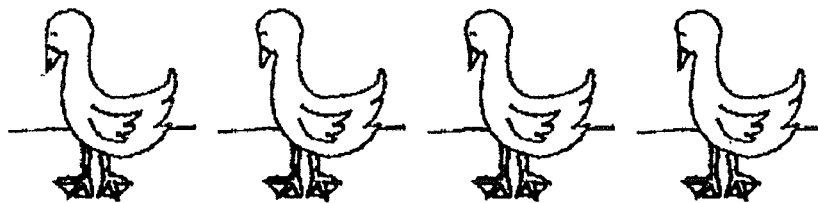
rabbits



mice



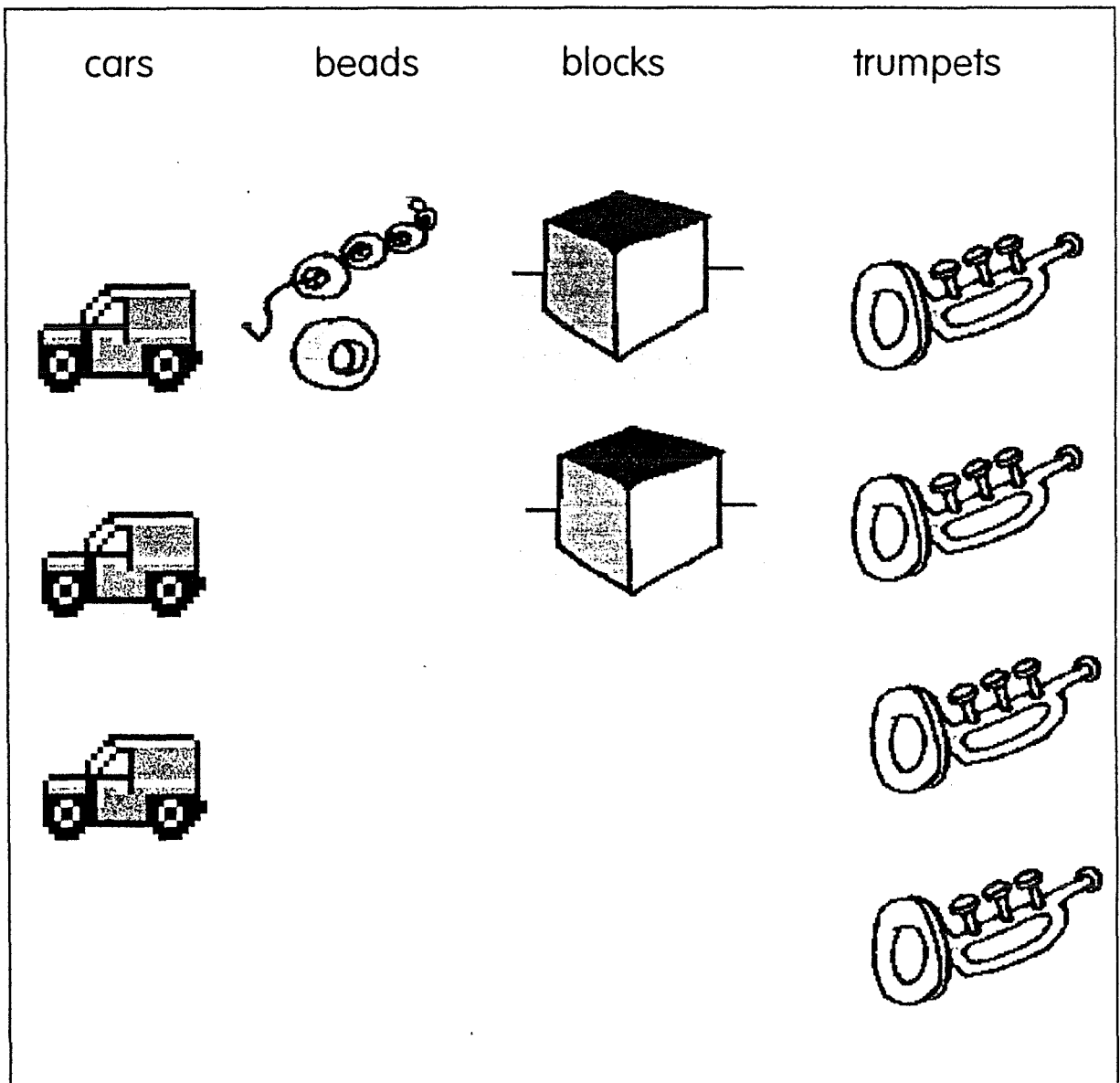
ducks



1. How many cats? \_\_\_\_\_ cats.
2. How many dogs? \_\_\_\_\_ dogs.
3. How many fish? \_\_\_\_\_ fish.
4. How many rabbits? \_\_\_\_\_ rabbits.
5. How many mice? \_\_\_\_\_ mice.
6. How many ducks? \_\_\_\_\_ ducks.
7. How many animals altogether? \_\_\_\_\_ animals.

Name \_\_\_\_\_

Date \_\_\_\_\_



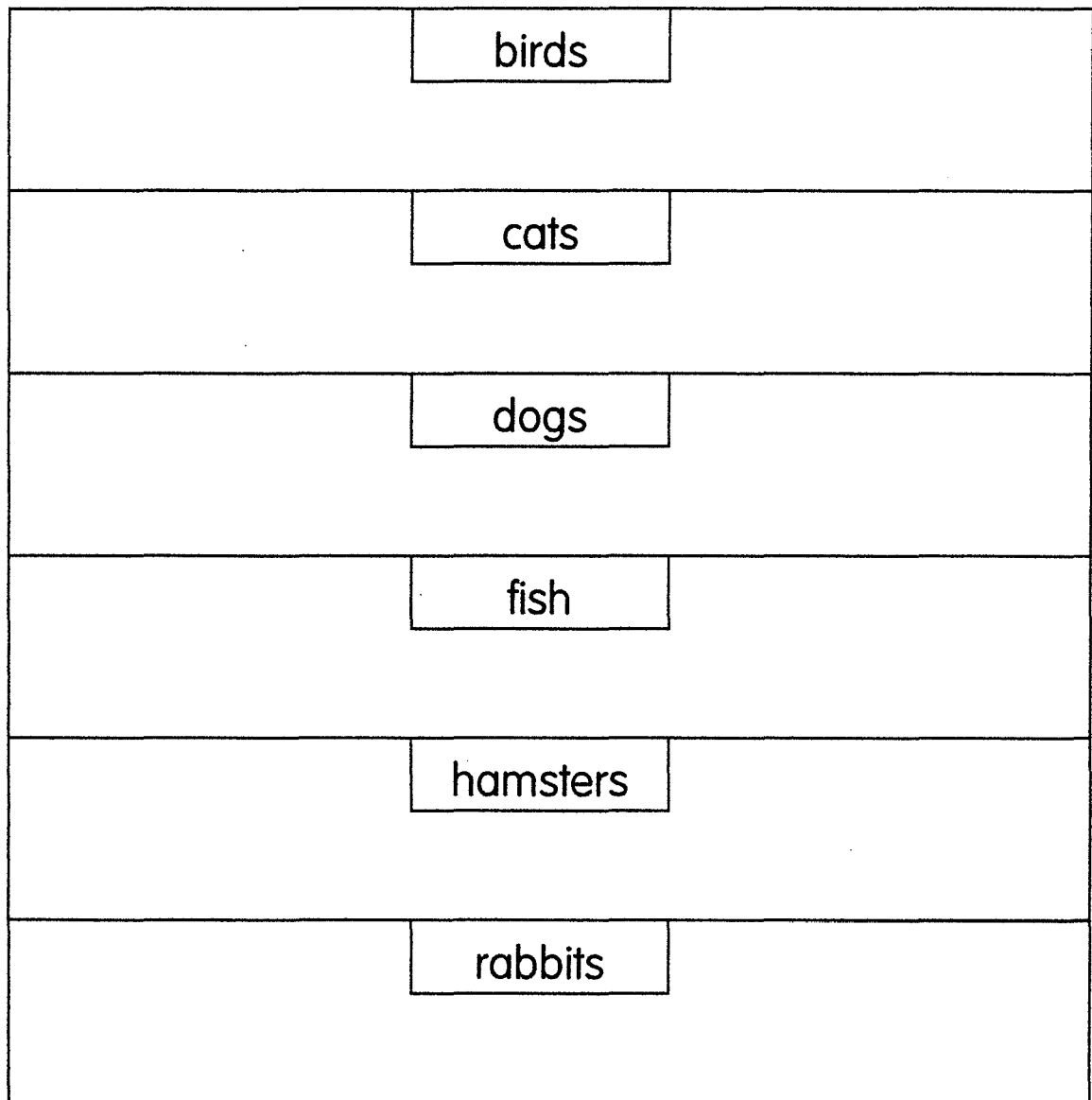
1. How many cars? \_\_\_\_\_ cars.
2. How many beads? \_\_\_\_\_ beads.
3. How many blocks? \_\_\_\_\_ blocks.
4. How many trumpets? \_\_\_\_\_ trumpets.
5. How many cars and beads altogether? \_\_\_\_\_
6. How many beads and blocks altogether? \_\_\_\_\_
7. How many blocks and trumpets altogether? \_\_\_\_\_
8. How many toys are there altogether? \_\_\_\_\_ toys.

For the teacher: Ask the children to count the number of boys and girls present in their class, reminding them not to exclude themselves. Ask them to fill in this graph by drawing in the number of boys and girls in the appropriate boxes below, and then answer the questions following.

boys	
girls	

1. How many boys are there in your classroom? \_\_\_\_\_ boys.
2. How many girls are there in your classroom? \_\_\_\_\_ girls.
3. How many children are there altogether? \_\_\_\_\_ children.
4. There are more \_\_\_\_\_ than \_\_\_\_\_.

For the teacher: Ask the children about their pets. The children will draw the number of pets belonging to their class friends.



1. Do all the children have pets? \_\_\_\_\_
2. How many children do not have pets? \_\_\_\_\_ children.
3. Which is the most popular pet? \_\_\_\_\_
4. Which is the least popular pet? \_\_\_\_\_
5. How many pets altogether? \_\_\_\_\_ pets.
6. How many birds, hamsters and rabbits altogether? \_\_\_\_\_
7. How many cats, dogs and fish altogether? \_\_\_\_\_

## Mathematics Syllabus for Year 2

### SPMG Infant Mathematics: A development through activity

#### Second Stage

#### Workbook Numbers 1-6 plus Workbook in Time, Measure, Shape

The following tables help teachers to plan and organise their work in the classroom when using the SPMG workbooks. The aim of these tables is to gain time in preparing creative mathematics lessons.

#### The Four Basic Rules

#### 1. Addition and Subtraction to 10 (Workbook 1)

Content	Workbook Pages	Teacher's Notes Pages
Counting to 7	1	7-12
Counting to 10	2-3	12-14
Number names to ten	4	14-18
Introducing the number line	5	18-22
Stories of 3,4,5	6	22
Stories of 6,7	7	23
Stories of 8	8	23
Stories of 9	9	23
Stories of 10	10	23
Addition and subtraction with totals to 10	11	23-28
Adding on to make 10	12-13	28-31
Subtraction within 10	14	31-33
Addition of 3 numbers	15	33-34
Addition (vertical)	16	34
Subtraction (vertical)	17	34
Mixed addition and subtraction (vertical)	18	35-36
Subtraction - comparing	19-21	36-39
Subtraction - difference	22-23	39-40

## 2. Counting to 20 (Workbook 2)

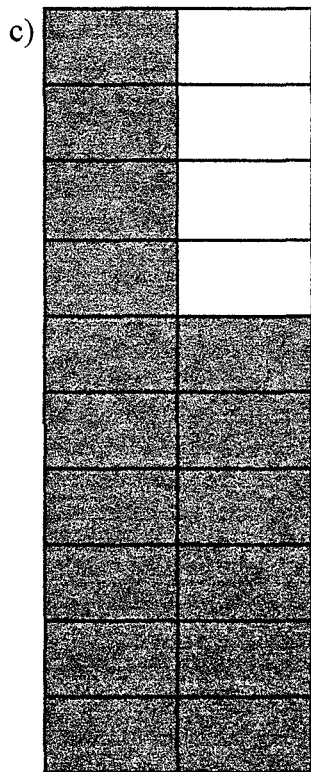
Content	Workbook Pages	Teacher's Notes Pages
Numbers to 20	1-2	41-49
Counting to 20	3-5	49-52
Number line to 20	6	52
Counting back	7	52-54
Number names to twenty	8-9	54-57
Towards Place Value	10-13	57-58

## 3. Practise in Place Value 11-19

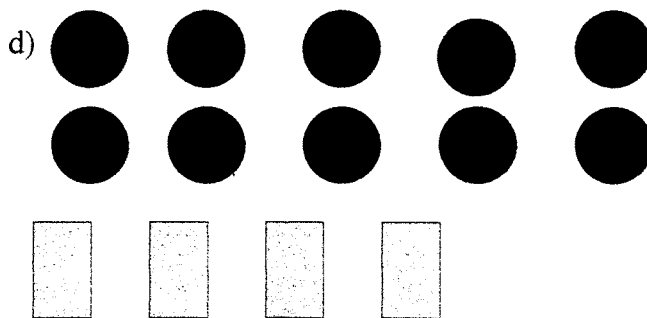
- a)  $10 = 10 + 0$   
 $11 = 10 + 1$   
 $12 = 10 + 2$   
 etc...



$13 = 10 + 3$  and/or  $10 + 3 = 13$



$10 + 6 = 16$



$10 + 4 = 14$  and/or  $14 = 10 + 4$

#### **4. Addition to 13 (Workbook 3)**

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
Stories of 11	1	74-78
Addition to 11	2-5	78-86
Stories of 12	6	86
Addition to 12	7-9	87-90
Stories of 13	10	91
Addition to 13	11-15	91-94
Adding on to make totals of 13 and less	16	95-96
Addition of 3 numbers - totals to 13 and less	17-18	96-100

#### **5. Number sequence to 100 (Workbook 3)**

Numbers to 50    Workbook page 19    Teacher's Notes pages 101-104

Numbers to 100    Workbook pages 20-23    Teacher's Notes pages 104-106

#### **6. Practise in Place Value 20-49**

- a) Place Value 20 - 29
- b) Place Value 30 - 39
- c) Place Value 40 - 49

#### **7. Counting beyond 20 (Workbook 4)**

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
Counting beyond 20	1-6	107-117
Numbers beyond 20	7	117

### 8. Subtraction within 13 (Workbook 4)

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
Subtraction from 11	8	118-120
Subtraction within 11	9-10,12	121-126
Related facts for 11	11	125
Subtraction from 12	13	126
Subtraction within 12	14,16	126-127
Related facts for 12	15	127
Subtraction from 13	17-18	128
Related facts for 13	19	128-129
Subtraction within 13	20-21	129-131
Subtraction - comparing	22	132
Subtraction - difference	23	132-137

### 9. Addition to 20 (Workbook 5)

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
Stories of 14	1	138-144
Addition to 14	2	144-145
Stories of 15	3	145
Addition to 15	4	146-147
Stories of 16	5	147-148
Stories of 17	6	148-149
Stories of 18,19,20	7	149
Addition to 20	8-9	150-152
Addition of 3 numbers	10	152-160

### 10. Place Value to 20 (Workbook 5)

Pages 18-23

Teacher's Notes pages 168-173



#### 14. Concept of Multiplication (Workbook 6)

Towards Multiplication      page 19      Teacher's Notes pages 201-203  
Concept of Multiplication    pages 20-21    Teacher's Notes pages 204-206

#### 15. Concept of division (Workbook 6)

Introducing Halves            page 22      Teacher's Notes pages 206-216  
Introducing Quarters        page 23      Teacher's Notes page 217

#### 16. Tens and Ones - Simple Addition up to 99

(Both Without and With Carrying)

Without Carrying - up to 88 +  
  11

With Carrying - up to 89 +  
  9

#### 17. Tens and Ones - Simple Subtraction up to 99

(Both Without and With Borrowing)

Without Borrowing - up to 99 -  
  9

With Borrowing - up to 98 -  
  9

#### 18. Simple Multiplication using x sign

a) Counting in twos, fives, tens.

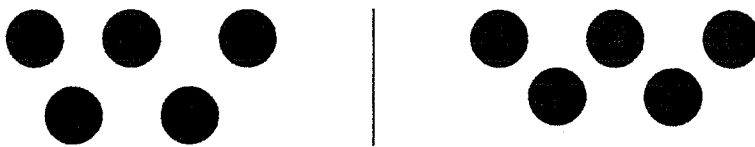
e.g. 2,4,6,8,10,12 - 100

5,10,15,20,25 - 100

10,20,30,40,50 - 100

b) Multiplication by groups of twos, fives, tens - by drawing

e.g. 2 groups of 5 each = 10 = 2 x 5 = 10



c) After the children have grasped the concept in (b), the teacher can then introduce the 2x, 5x and 10x tables.

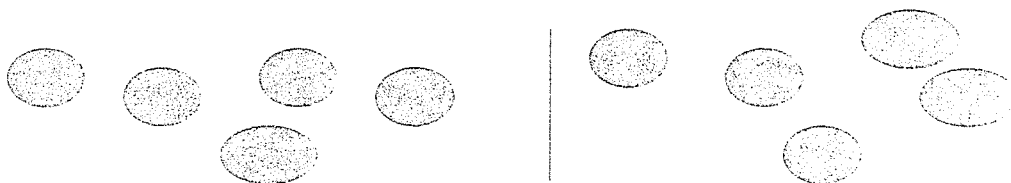
d) Multiplication sums using these three tables

e.g.  $2 \times 2 =$      $3 \times 5 =$      $6 \times 10 =$  etc...

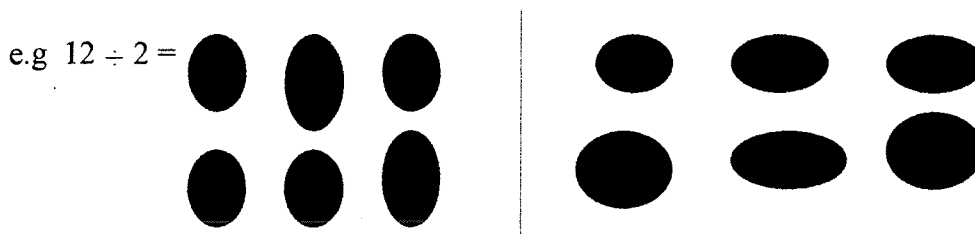
### 19. Simple Division using $\div$ sign

a) Sharing in equal groups of 2,5,10 - by drawing

e.g. share 10 between 2 equal groups



b) After the children have grasped the concept of sharing, then the teacher can introduce the  $\div$  sign in simple sums asking the pupils to draw in order to help them understand.



6 in each group

so  $12 \div 2 = 6$  per group

c) Simple  $\div$  sums without drawing can now be practised.

### 20) More practise in using $<$ $>$ $=$ symbols using numbers up to 100

a) Numbers - e.g.  $78 > 67$      $95 < 98$      $99 = 99$

b) Addition - e.g.  $14 + 23 > 20 + 11$      $15 + 50 = 45 + 20$

c) Subtraction - e.g.  $24 - 14 < 41 - 20$

d) Mixture of Addition and Subtraction - e.g.  $54 - 14 > 15 + 10$

## Shapes

Workbook Time, Measure, Shape

<b>Content</b>	<b>Workbook Page Number</b>	<b>Teacher's Notes Pages</b>
Naming Flat Shapes	5-7	228-234
Naming Solid Shapes	15-16	247-252
Sorting Solid Shapes	17	252-254

## Measures

### Length

Workbook Time, Measure, Shape

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
Comparing activities for longer, shorter, taller	8-9,11	234-239
Comparison of longest, shortest, tallest	18	254-256
Comparing activities for thicker and thinner	10	238
Comparison of thickest and thinnest	19	256

### Time

Workbook Time, Measure, Shape

<b>Content</b>	<b>Workbook Pages</b>	<b>Teacher's Notes Pages</b>
The Hour (O'Clock)	1	222-225
Introducing Half Past	2	225
Hours and Half Hours	3-4	225-227
Writing names of Days	21-22	260-264
Writing names of Months	23	264-266

## Money

### Money to 20c

<b>Content</b>	<b>Workbook Number</b>	<b>Workbook Page</b>	<b>Teacher's Notes Pages</b>
Subtraction - comparing coins	1	20	37
Subtraction - comparing costs	1	21	37-39
Subtraction - difference in price	1	22-23	39
Introducing the 1c and 2c coins	2	14	60-62
Adding to 5c	2	15	62-64
Introducing 5c coin	2	16	64
Adding to 10c	2	17	64-65
Money to 9c	2	18	65-66
Introducing the 10c coin	2	19	66-67
Adding to 10c	2	20	67-70
Change from 5c	2	21	71-72
Change from 10c	2	22-23	72-73
Money to 15c	5	11-12	161-163
Addition of money to 15c	5	13	163-164
Money to 20c	5	14-15	164-165
Addition to 20c	5	16-17	165-168
Revision change from 5c & 10c	6	15	197-198
Change from 15c	6	16	198-199
Change from 20c	6	17-18	199-200

## Weight

### Comparing Weights - heavier or lighter

Workbook Time, Measure, Shape pages 12-13

Teacher's Notes page 243

### Balancing

Workbook Time, Measure, Shape page 14

Teacher's Notes pages 243-247

### Introducing higher and lower

Workbook Time, Measure, Shape page 20

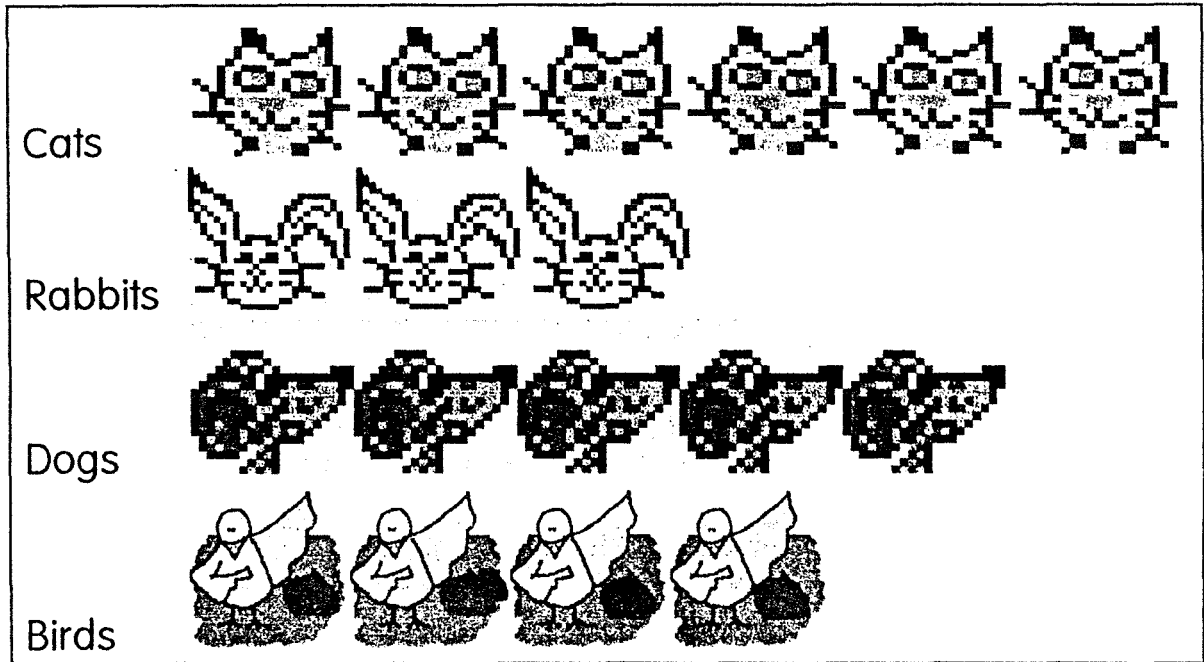
Teacher's Notes page 258

## Graphs

Following are worksheets for these.

Name \_\_\_\_\_

Date \_\_\_\_\_



1. How many of each pet are there on the graph?

Cats \_\_\_\_\_ Rabbits \_\_\_\_\_ Dogs \_\_\_\_\_ Birds \_\_\_\_\_

2. How many pets are there altogether? \_\_\_\_\_ pets.

3. How many more dogs are there than rabbits? \_\_\_\_\_ more.

4. How many more cats are there than birds? \_\_\_\_\_ more.

5. How many more cats are there than dogs? \_\_\_\_\_ more.

6. How many less rabbits are there than dogs? \_\_\_\_\_ less.

7. How many less birds are there than cats? \_\_\_\_\_ less.

8. How many less rabbits are there than birds? \_\_\_\_\_ less.

9. How many cats, dogs and rabbits altogether? \_\_\_\_\_

10. How many birds, dogs and cats altogether? \_\_\_\_\_

11. How many rabbits, birds and dogs altogether? \_\_\_\_\_

12. Of which pet is there the least? \_\_\_\_\_

13. Of which pet is there the most? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the toy boxes below and stick them in the correct columns.

--	--	--	--	--

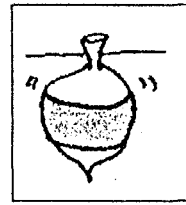
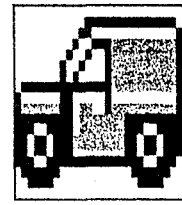
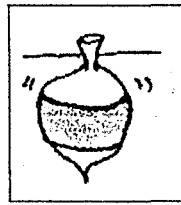
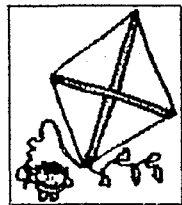
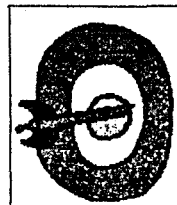
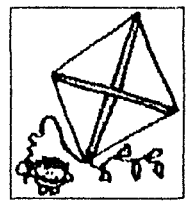
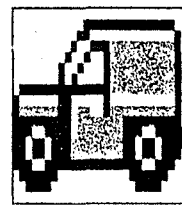
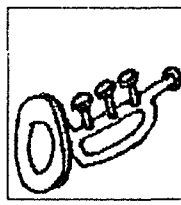
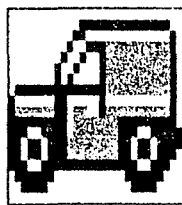
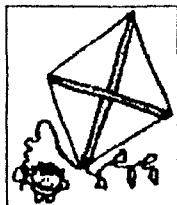
kites

darts

trumpets

tops

vans



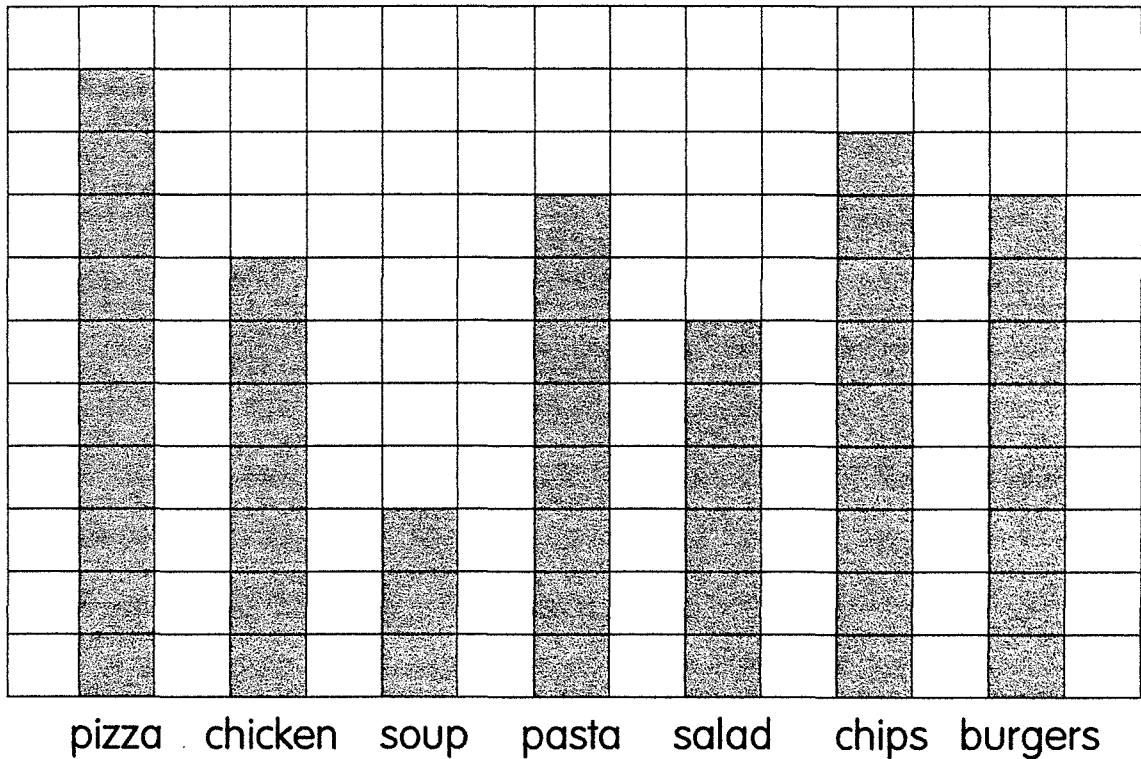
1. How many of each toy? kites \_\_\_\_\_ vans \_\_\_\_\_ trumpets \_\_\_\_\_

darts \_\_\_\_\_ tops \_\_\_\_\_

2. Which are the most popular toys? \_\_\_\_\_

3. Which are the least popular toys? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

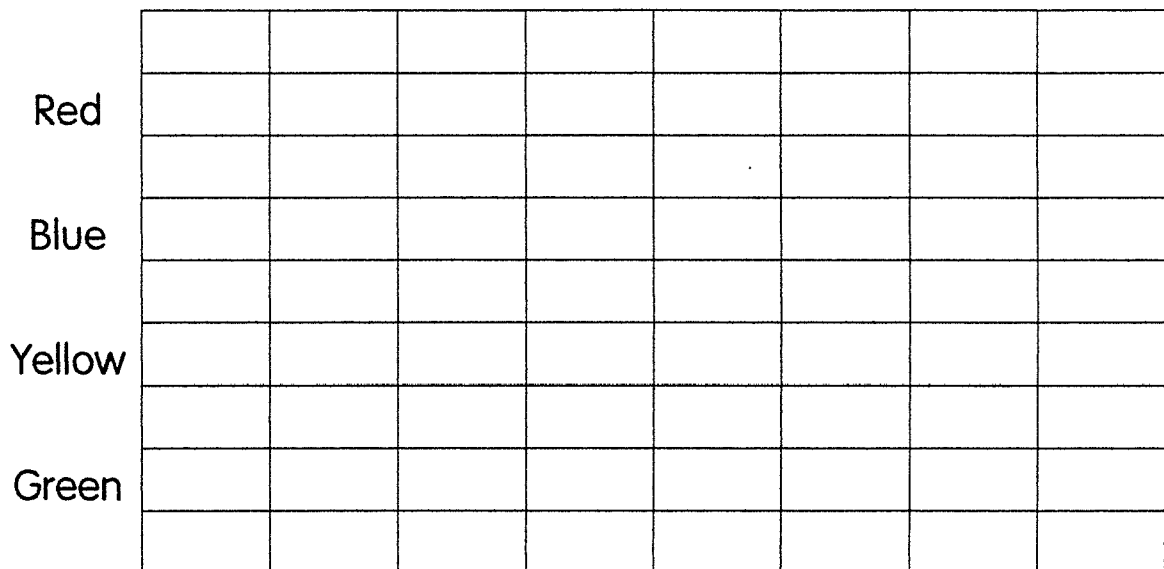


1. How many children like pizza? \_\_\_\_\_ children.
2. How many children like chicken? \_\_\_\_\_ children.
3. How many children like soup? \_\_\_\_\_ children.
4. How many children like pasta? \_\_\_\_\_ children.
5. How many children like salad? \_\_\_\_\_ children.
6. How many children like chips? \_\_\_\_\_ children.
7. How many children like burgers? \_\_\_\_\_ children.
8. Which is the most popular food? \_\_\_\_\_
9. Which is the least popular food? \_\_\_\_\_
10. How many children are there altogether? \_\_\_\_\_ children.
11. How many children like pizza more than soup? \_\_\_\_\_
12. How many children like chips more than chicken? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

A class of children was asked about colours. 5 children liked red best. 8 children liked blue best. 6 children liked yellow best. Only 3 children liked green best.

Colour the graph of these favourite colours.



1. Which colour do most pupils like best? \_\_\_\_\_
2. How many pupils like it best? \_\_\_\_\_
3. How many more pupils like blue than green? \_\_\_\_\_
4. How many altogether like red and yellow? \_\_\_\_\_
5. How many pupils are in this class? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

A class was asked about their hobbies. The hobbies and the number of children who had this hobby were:

reading 8

playing 10

drawing 5

knitting 2

colouring 7

painting 3

Draw a graph of these favourite hobbies.


reading

playing

drawing

knitting

colouring

painting

Write a story about the graph.

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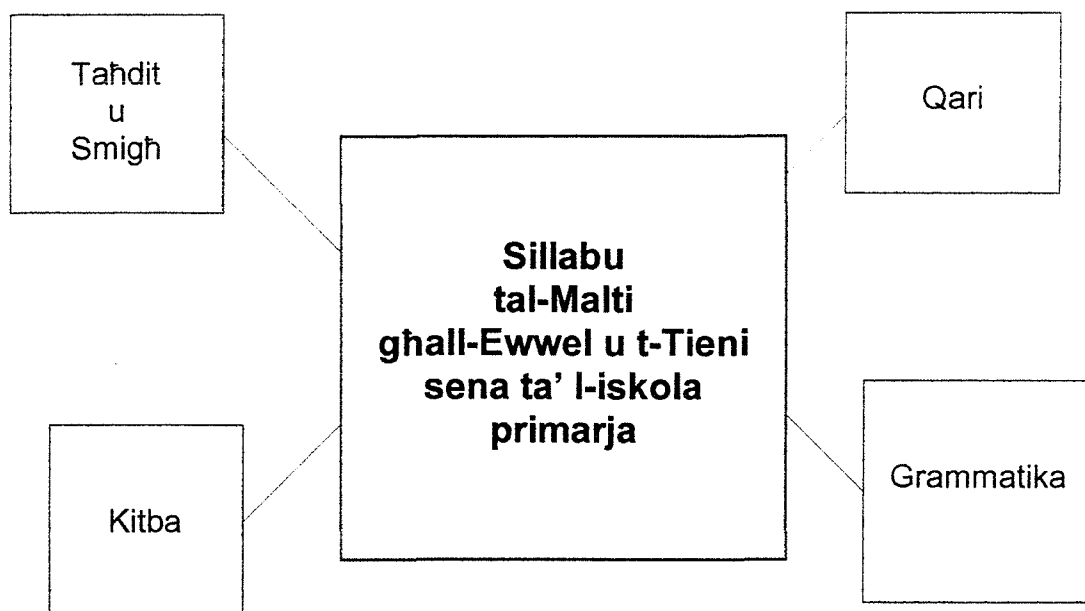


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Malti

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### It-Taħdit u s-Smigh fl-Ewwel u T-Tieni Sena

Fil-bidu, it-tfal għandhom jikkellmu dwar aspetti ta' esperjenzi komuni. Il-kuntesti tat-taħdit għandhom ikunu varjati, b'opportunitajiet fejn it-tfal **jiddiskutu**, **jistaqsu** u **jaqthu l-opinjonijiet tagħhom** dwar temi familjari bħal:

- |                                    |  |
|------------------------------------|--|
| Jien - kif nara lil nnifsi         | L-animall/i li nħobb l-iżjed u għaliex             |
| Il-familja tiegħi                  | Il-kotba   |
| Il-ħbieb tal-klassi                | Il-ħarġa mal-familja tiegħi nhar ta' Hadd          |
| Il-ġugarelli tiegħi                | Ir-raħal/Belt tiegħi                               |
| X'inħobb nilgħab u għaliex         | Meta mmur nixtri                                   |
| Storja li toġġobni ħafna u għaliex |  |
| Meta mort il-Belt                  | Meta mort Għawdex                                  |
| Id-dar tagħna                      | X'inħobb nagħmel fil-hin liberu                    |
| Kif nieħu ħsieb il-'pet'           | Il-programmi li nħobb nara u għaliex               |
| Kif inqatta' l-ġurnata tal-Hadd    | X'inħobb nagħmel fil-vaganzi tal-Milied/Għid       |
| Ħarġa ma' l-għalliem/a             | Il-vari tal-Ġimgħa l-Kbira                         |
| Il-Milied                          | L-Għid   |
| L-akbar ħabib/a tiegħi             | Il-kotba ta' l-iskola - liema jogħġobni u għaliex; |
| Il-Karnival                        | dawk li ma jogħġobnix u għaliex                    |

### L-ghalliema ghandhom jaraw li t-tfal ikollhom çans li:

- ◇ jitghallmu d-dixxiplina ta' taħdit effettiv - kulhadd wara min imissu; jisimghu lil haddiehor;
- ◇ jitkellmu flimkien ma' l-ghalliema tagħhom dwar dak li jkun qed jiġi mgħallem waqt il-qari u l-kitba;
- ◇ jitkellmu waqt xi drama
- ◇ jghidu d-data bil-Malti: In-numri; ix-xhur u l-ġranet bil-Malti.
- ◇ jitkellmu dwar il-klassi tagħhom.
- ◇ jitkellmu dwar it-tqassim spazjali fid-dar u l-iskop ta' kull kamra;
- ◇ jitkellmu dwar diversi relazzjonijiet soċjali bħal fil-familja u mal-hbieb;
- ◇ jitkellmu dwar l-ilbies;
- ◇ juru li kapaċi jsegwu programmi tat-tfal u anke 'videos' fil-klassi, b'attenzjoni u interess u wara jitkellmu dwar xi karattru li jidher f'xi programm;
- ◇ jitghallmu t-taħdit formali relatat ma' l-użu tat-telefon.

Fl-ewwel snin, is-smiġh huwa wieħed mill-aktar mezzi important li permezz tiegħu niksbu l-għarfien, imma l-ghalliema, fl-istadji kollha, għandhom joqgħodu attenti għall-hiliet u l-abilitajiet ta' l-istudenti tiegħu, billi b'mod kostruttiv u interessanti jghinuhom fil-waqt li joqgħodu attenti għal problemi speċifiċi li jistgħu jfixklulhom il-pricess tat-tagħlim. Għal dawk l-istudenti li jkollhom diffikulta' biex jitghallmu l-hiliet tal-qari u l-kitba, l-aspett orali hafna drabi jkun l-uniku mod kif jaħsbu dwar esperjenzi, jesprimu ruħhom u jieħdu sehem fis-soċjeta'.

### L-ghalliema ghandhom jaraw li t-tfal:

- ◇ jiġu mhegga biex joqogħdu bil-qiegħda, komdi u jisimghu bl-attenzjoni biex jifhmu l-messaġġ;
- ◇ ikunu mhegga jwiegħbu u jikkumentaw fuq dak li jinteressahom, u bil-mod bil-mod jitghallmu ma jfixklux lil haddiehor;
- ◇ jitghallmu wkoll jieħdu parti f'attivitajiet ta' diskussjoni;
- ◇ jisimghu b'mod regolari stejjer, hrejjeġ u poeziji li jkun fihom ir-Ripetizzjoni, Ritmi u Rimi.
- ◇ ikollhom l-opportunita' li jaħdmu b'mod regolari fi gruppi ta' tnejn jew aktar;

- ◇ jagħmlu attivitajiet prattiċi biex jismgħu; eż. jirrekordjaw lil xi hadd biex il-bqija tal-klassi jismgħuh u jaraw x'għandu x'jgħidilhom;
- ◇ jismgħu stejjer mhux kompluti biex imbgħad ibassru x'se jgħri fil-kumpliment;
- ◇ jużaw *tape* u *video recorder* biex ihalluhom jismgħu, jaraw u jirriflettu fuq dak li huma nfushom u sħabhom tal-klassi jkunu qalu;
- ◇ ikollhom iċ-ċans li jivvintaw stejjer huma stess biex sħabhom jismgħuhom u jistaqsuhom dwarhom - b'hekk joħolqu attivita' kemm ta' taħdit u kemm ta' smigh;
- ◇ ikollhom iċ-ċans li jaqraw (silent reading) stejjer qosra u jgħidu lil sħabhom xi jkunu qraw - għalihom dan ikun taħdit, imma għal sħabhom iservi ta' smigh;
- ◇ ikollhom iċ-ċans ipoġġu stampi fl-ordni, biex jagħmlu storja;
- ◇ ikollhom il-prattika f'taħriġ il-fehem (comprehensions) ta' stejjer u poeżiji b'mod orali.

L-għalliema għandhom jagħmlu użu tajjeb mill-istejjer, għax dawn:

- ◇ jagħtu serġan u pjaċir;
- ◇ iqanqlu l-immaġinazzjoni u jgħallmu lit-tfal jgħixu fl-ambjent ta' madwarhom;
- ◇ iwessgħu l-lingwa tagħhom;
- ◇ jiżviluppaw fit-tfal l-imħabba għall-qari.

L-istejjer għandhom jintgħazlu b'attenzjoni għall-kontenut u l-lingwa u li jkunu xierqa għall-eta' tat-tfal. Ikun jaqbel li jinżamm bilanċ bejn stejjer ta' realta' u dawk ta' fantasija.

Qari ta' poeżiji huwa wkoll eżerċizzju fejn it-tfal jirrealizzaw bil-kitbiet differenti possibbli. Il-poeżija:

- ◇ tagħti pjaċir bil-koordinazzjoni ta' kliem, ritmu u moviment;
- ◇ tħarreg lit-tfal fit-tonalita' u t-tlissin sewwa ta' l-ilsien mitkellem;
- ◇ tghin u tħarreg il-memorja.

Il-poeżiji għat-tfal zgħar għandhom jinkludu taqbiliet ritmiċi marbuta ma' l-azzjoni, ma' l-ambjent u ma' l-interessi tat-tfal.

## Il-Qari fl-Ewwel Sena

**Test:** Id-Denfil 1

**Qari Supplimentari:** naqraw ma' Reno u Sara ta' Charles Casha  
il-gugarelli ta' Mary Puli

Serje Naqra Storja Żghira ta' Trevor Żahra:

Il-Libsa ta' Sina

Iż-Żarbun li Jtir

Ix-Xita ta' l-Istielel

It-Toqba tal-Ġurdien

Robi r-Robot

Pina Taht is-Sufan

Matul l-ewwel sena l-istudent għandu jżviluppa l-kapaċitajiet li ġejjin:

- ◇ Jiehu interess fid-dinja tal-messaġġ miktub;
- ◇ Jiehu nteress fil-qari billi juri li qiegħed isegwi l-qari magħmul mill-ghalliem;
- ◇ Ilaqqa' rappreżentazzjonijiet simboliċi mat-tifsir;
- ◇ Jiffamiljarizza ruħu ma' sensiela ta' konvenzjonijiet tal-kitba li trid tinqara;
- ◇ Jagħraf jassoċja kull simbolu ma' hoss mismugh;
- ◇ Jaqra numru ta' sillabi billi l-ewwel jispelli u wara jaqra s-sillabi.

Dawn il-kapaċitajiet qegħdin spjegati fid-dettall fi Skaluni - Edizzjoni ta' Antoinette Camilleri - paġni 18-20.

### L-Użu ta' Id-Denfil 1

Term Skolastiku	Denfil Taqsima	Tema	Paġni
L-Ewwel	A	It-Tfal	3-45
It-Tieni	B	Harga sal-Belt	46-69
It-Tielet	C	Il-baħar	70-91

Qabel jibda l-qari ta' Id-Denfil 1, l-ghalliema jridu jgħallmu l-alfabet. Din tista' tiġi mgħallma minn dawn il-kotba, li l-isem tagħhom jidher hawn taht.

- a. nilghab bl-ittri ta' Carmen Aquilina                      b. Malti għall-bidu ta' Trevor Żahra

Din it-tabella tgħin lill-ghalliema fit-tagħlim ta' l-alfabett:

<b>Ittri</b>	<b>Paġni minn Nimxu Flimkien 2</b>	<b>Paġni minn Malti għall-bidu ta' Trevor Żahra</b>	<b>Paġni minn nilgħab bl-ittri ta' Carmen Aquilina</b>
a e i o u	6-8	3, 5-6,10,19-20	1-3,14-15,20-24,40
b,p	10-11, 14-15	11-14	39,41
d,t	12-13,14-15	15,38-39	6-7,25-27
g,ċ	16-17	8-9,32-35	18-19,34
v,f	18-19	36-37,40-41	8,37-38
ż,s	20-21,22-23	50-53	45,49
z,x	24-25	43-44,49	46-47,48
g,k	26-27	29-30,46-48	28-33,36
q,ħ	30-31,28-29,32-33	16-17,25-26	16-17,35
m,n	34-35	18,21-24	10,11,12-13
l,r	38-39,36-37,40-48	4,7,27-28	4-5,44
j,w		31,42	9,42-43

Jista' wkoll isir taħriġ ma' kull taqsima ta' Id-Denfil 1. Dan huwa l-bidu ta' letteratura. Jekk l-ghalliema jkollhom f'idejhom il-ktieb ta' Trevor Żahra - Malti għall-Ewwel Sena, jistgħu jużaw ċerti paġni b'konessjoni mal-qari mid-Denfil. Din it-tabella turi dan bħala għajnuna għall-ghalliema:

<b>Taqsima Denfil 1</b>	<b>Paġni minn Malti għall-Ewwel Sena ta' Trevor Żahra</b>
Taqsima A: It-Tfal	24, 38
Taqsima B: Harġa sal-Belt	56
Taqsima Ċ: Il-baħar	21

Ma' Taqsima B: Harġa sal-Belt, l-ghalliema jistgħu jagħmlu użu ta' paġna 55 mill-ktieb ta' Trevor Żahra - Malti għall-Bidu.

## Il-Qari fit-Tieni Sena

**Test:** Id-Denfil 2

**Qari Supplimentari:** naqraw ma' Marjo u Liża ta' Charles Casha  
L-Annimali ta' Mary Puli

Matul it-tieni sena l-istudent għandu jiżviluppa l-kapaċitajiet li ġejjin:

- ◇ Jagħraf jassoċja kull simbolu ma' hoss mismugh, kif ukoll is-simboli 'gh' u 'h' anke meta ma jinstemgħux;
- ◇ Jaqra kliem li diġa hu familjari magħhom;
- ◇ Jaqra kliem ġdid, għall-ewwel flimkien ma' l-għalliem u mbaġhad waħdu.

Dawn il-kapaċitajiet qegħdin spjegati fid-dettall fi Skaluni - Edizzjoni ta' Antoinette Camilleri - paġna 21.

### L-użu ta' Id-Denfil 2

Ma' dan il-ktieb jistgħu jintużaw ukoll il-kotba:

Nimxu Flimkien 3

Nimxu Flimkien 4

Dawra Durella mat-2 sena ta' Carmen Aquilina

L-Ewwel Term Skolastiku Taqsima	Tema	Paġni Denfil	Nimxu Flimkien 3 Paġni	Nimxu Flimkien 4 Paġni	Dawra Durella Paġni
A	Fil-Ġnien	3-21		33	1-3, 5,8,13
D	Il-Ġnien ta' Ġużi.	65			41
D	Għasfur għaqli.	84			
D	It-tfal	88	10,41	40-41	

<b>It-Tieni Term Skolastiku Taqsim</b>	<b>Tema</b>	<b>Paġni Denfil</b>	<b>Nimxu Flimkien 3 Paġni</b>	<b>Nimxu Flimkien 4 Paġni</b>	<b>Dawra Durella Paġni</b>
B	L-Annimali	22-38	13, 22-23, 25, 39, 44		6-7, 9, 14-19, 22-25, 40
D	Il-ħmar	59-61	48	12, 48	42
D	Il-ħuta u l- qattus	67			
D	Il-fenek u l- fekruna	68-70		28	
D	Trid tnejn	73			
D	Il-kelb u l- laħam	76		47	
D	Ir-razzett ta' Ġanni	87			
<b>It-Tielet Term Skolastiku Taqsim</b>	<b>Tema</b>	<b>Paġni Denfil</b>	<b>Nimxu Flimkien 3 Paġni</b>	<b>Nimxu Flimkien 4 Paġni</b>	<b>Dawra Durella Paġni</b>
C	Immorru nixtru	39-57	2, 17-19, 26	20, 25, 36	20-21, 26-27, 32, 34, 36
D	Min jitle' l- ewwel?	79			
D	<b>Xalata</b>	<b>63</b>			<b>43</b>
D	<b>Id-dell tiegħi</b>	<b>71</b>			
D	<b>Toninu mar il-festa</b>	<b>75</b>			<b>44</b>
D	<b>Kaxxa gugarelli</b>	<b>81</b>		<b>9, 42</b>	
D	<b>Il-festa</b>	<b>83</b>			<b>44</b>

- Ma' Taqsima A: Fil-Ġnien jista' jintuza l-ktieb ta' Trevor Żahra għall-Ewwel Sena paġna 127.
- Ma' Taqsima B: L-Annimali tista' tintuza paġna 11 ta' l-istess ktieb.
- Ma' l-istorja It-Tfal ta' Taqsima D, tista' tintuza paġna 38.

## **II-Kitba fl-Ewwel Sena**

L-istudent għandu jiżviluppa l-kapaċitajiet li:

- ◇ jlaqqa' s-simbolu grafiku mal-ħoss u jsir jafhom b'isimhom (l-ittri kollha ta' l-alfabett għajr l-'gh', l-'h' u l-'ie');
- ◇ jikteb u jispelli f'sillabi kliem ħafif mibni fuq it-taħriġ fonetiku bil-ħsieb li eventwalment jikteb frażijiet u sentenzi bi skop ta' komunikazzjoni.

Dawn il-kapaċitajiet qegħdin spjegati fid-dettall fi Skaluni - Edizzjoni ta' Antoinette Camilleri - paġna 28.

Dawn il-kapaċitajiet jinkisbu wara li l-għalliema jharrġu lill-istudenti tagħhom fil-lingwa Maltija permezz tal-grammatika.

## **II-Grammatika fl-Ewwel Sena**

Kotba li jistgħu jintużaw mill-għalliema u anke ideali biex jinxtraw mit-tfal bħala 'workbooks' għal matul is-sena skolastika:

- ⇒ nilgħab bl-ittri ta' Carmen Aquilina
- ⇒ Malti għall-Bidu ta' Trevor Żahra
- ⇒ il-Ġugarelli ta' Mary Puli
- ⇒ Malti għall-Ewwel Sena ta' Trevor Żahra

It-tabelli li ġejjin juru t-taħriġ grammatiku għall-ewwel sena. Dawn huma maħsuba biex jiffacilitaw il-hin ta' l-għalliema waqt il-preparazzjoni tal-lezzjonijiet.

### L-Ewwel Term Skolastiku

<b>Grammatika</b>	<b>nilghab bl-ittri</b>	<b>Malti għall-Bidu</b>	<b>il-Ġugarelli</b>	<b>Malti għall-Ewwel Sena</b>
pogġi l-ewwel ittra	38		7,37	30
daħħal il-vokali meħtieġa	32	20		17
daħħal z jew ż	53			14
daħħal g jew ġ	53			10
daħħal b jew d	54			7
daħħal m jew n	54			
daħħal p/b; ċ/ġ; d/t; k/g	59			12-13
pogġi o jew u / e jew l			8-9,23,25	2-3
sib it-tajba		17,30,34	9,11,17,27,31	16,20,25
sib il-ħbieb		21,54		

### It-Tieni Term Skolastiku

<b>Grammatika</b>	<b>nilghab bl-ittri</b>	<b>Malti għall-Bidu</b>	<b>il-Ġugarelli</b>	<b>Malti għall-Ewwel Sena</b>
wieġeb sentenzi b'iva/le		41	27, 33	41
numri (kliem) wieħed...		45		
il-kuluri		53	20-21,36	18-19
oħroġ sett minn/sib il-kelma li ma taqbilx	60		45	31, 46
sentenzi b'din/dan/dawn	26,30-31,33	22,47	6-7,35	8
sentenzi b'dik/dak			30	9
sentenzi b'ha/hadet/hadu	55		10	47
sentenzi b'saq/saqet/saqu	55			
sentenzi b'sab/sabet/sabu			12-13	42
sentenzi b'qal/qalet/qalu			40	
sentenzi b'hareġ/ġet/ġu		35	22	59
sentenzi b'nizel/let/lu			42	
sentenzi b'kbir/kbira/ikbar		48	18-19,36-37	57
sentenzi b'twil/twila/itwal			38	51
sentenzi b'mar/marret/-ru			24	52
sentenzi b'gej/ġejja/ġejjin			26	
sentenzi: it-tfal/ohti/hija	56			
sentenzi b' ta/tal/law			16	40
bil- fil- mill-	57		22	
sal- tal- maz-	57			
tal- fil- mal-				45
bil- bir- bis-			22	55
sentenzi b' fuq u taħt			34-35	26
sentenzi b' barra u ġewwa			44	53
sentenzi b' l-ewwel/l-aħħar			46	
wara/qabel/fin-nofs			38	
pogġi 'il-' quddiem			21	22-23

## It-Tielet Term Skolastiku

<b>Grammatika</b>	<b>nilghab bl-ittri</b>	<b>Malti għall-Bidu</b>	<b>il-Ġugarelli</b>	<b>Malti għall-Ewwel Sena</b>
irranġa s-sentenzi	58		15	43
sib il-kelma minn ittri mgallbin e.ż lakos=skola			43	
għaqqad is-sillabi				
kompli l-kelma/s-sentenza			11,13,15,17,21,29,31,45	15,34-35,50
L-użu ta' ittri kbar (fil-bidu ta' sentenza u ismijiet)				
'full stop'				
kitba ta' sentenzi hfief				

### **Il-Kitba fit-Tieni Sena**

L-istudent għandu jżviluppa l-kapaċitajiet li:

- ◇ jikteb u jispelli f'sillabi kliem familjari, għall-ewwel bl-għajnuna tal' l-għalliema u mbagħad waħdu;
- ◇ jikteb sentenzi għal uzi differenti li jżdiedu gradatament fit-tul u l-varjeta'.
- ◇ jissahhaħ fl-idea ta' struttura sintattika sempliċi, u fl-ippjanar tagħha l-aktar fil-konvenzjonijiet tal-kitba ('full-stop' u ittri kapitali biż-żieda tal-mistoqsija);

Dawn il-kapaċitajiet qegħdin spjegati fid-dettall fi Skaluni - Edizzjoni ta' Antoinette Camilleri - paġna 29.

Bħalma għedna għall-Ewwel Sena, dawn il-kapaċitajiet jinkisbu wara li l-għalliema jharrġu lill-istudenti tagħhom fil-lingwa Maltija permezz tal-grammatika.

## Il-Grammatika fit-Tieni Sena

Kotba li jistghu jintużaw mill-għalliema u anke ideali biex jinxtraw mit-tfal bħala 'workbooks' għal matul is-sena skolastika:

⇒ Malti għall-Ewwel Sena ta' Trevor Żahra

⇒ dawra durella mat-2 sena ta' Carmen Aquilina

⇒ L-Annimali ta' Mary Puli

⇒ It-testi li jintużaw fl-iskola huma: Nimxu Flimkien 3 u Nimxu Flimkien 4

It-tabelli li ġejjin juru t-taħriġ grammatiku għat-tieni sena. Dawn huma maħsuba biex jiffacilitaw il-hin ta' l-għalliema waqt il-preparazzjoni tal-lezzjonijiet.

It-tabella mhix maqsuma fit-"Terms" skolastici bħal dik ta' l-Ewwel Sena; b'hekk l-għalliema jagħżlu huma l-grammatika li hija addattata għall-kapaċitajiet tat-tfal li għandhom fil-klassi.

<b>Grammatika</b>	<b>Malti għall-Ewwel Sena</b>	<b>dawra durella mat-2 sena</b>	<b>Nimxu Flimkien 3</b>	<b>Nimxu Flimkien 4</b>	<b>L-Animali</b>
Revizjoni ta' l-alfabet	7,10,12-15-37	31,51-52	6-7	22-23	9,11,47
Sentenzi din/dan/dawn	8	1			30
Sentenzi dik/dak/dawk	9	2			
Imla l-vojt bil-vokali	2-4,17	3,9,49		21	
Sillabi	34-35	4,5,27,32,33		24	
Wieġeb iva jew le	41	5	32		
Il-vokali hbieb - ie	6	6-7	5		25
Kompli s-sentenzi	62	7.15.20.32.43.47.49			17
Irranġa s-sentenzi	43	8,36,50			
Il-Plural	44	9,18-19,48	26-29		10-16,19,24 40,45
Il-Kuluri	18-19	10-11,25			
L-Agġettivi		10,25,37	45		
L-gh	32	12,40		5-8	25
Imla l-vojt tas-sentenza bil-kelma t-tajba		13,35,41			
Aqta' l-hażina/ sib il-kelma li ma taqbilx	31	13,26			
L-Artiklu	22-23,28-29,45	14,26,51	9-13		
Aqşam il-kelma f'vokali u konsonanti/numru ta' ittri f'kelma		15			
Sentenzi kbir/kbira - zġhir/zġhira	60	16			5-7
Sentenzi iżġhar/ikbar		17			31
Sentenzi raqad/raqdet/raqdu		18			
tal- taż- tan- tat-		19			
Sib il-hbieb		20,48,50		35	41
Il-ġranet tal-ġimgħa	49	21,52		14-15	
Il-hsejjes ta' l-animali		22-23			

<b>Grammatika</b>	<b>Malti għall-Ewwel Sena</b>	<b>dawra durella at-2 sena</b>	<b>Nimxu Flimkien 3</b>	<b>Nimxu Flimkien 4</b>	<b>L-Animali</b>
Familji ta' l-animali		25,51			
Ohroġ żewġ kelmiet żgħar		25,51			
Ikteb il-kliem flok l-istampi		27,39			
In-numri - wiehed sa għaxra		28-29,43	21,24		
L-h (akka)	36	30,40			
Ix-xhur tas-sena				14-15,19	
L-istaġuni				18	
Il-hwienet				20	
L-apostrofu '				37-39	
Agħti l-kontra ta' / il-maqlub		32,38	20		
iġbor sett	46	34			
Jien/Ahna - Int/Intom		38			
L-ewwel, it-tieni, it-tielet		40			26-27
Il-ġurnata		46	41		
Nibnu l-kliem		53-56			
Ikteb sewwa		47			37,41
Ikteb sentenzi b'dawn il-kliem		48			
Qabbel	5	49	33,39		5,19,21,23,33
Sib/Aqta' sing/ghamel ċirku taht it-tajba/ħażina	25,31	24,52	38		29,35
In-Nomi	15			29-31	
Ikteb il-kelma t-tajba	16,20,25				
Maskil u Femminil	33		31	29,32	42
Kompli l-kliem	30,35,50				47
Kitba ta' oġġetti taht l-istampi	48				
Il-Kmand	54			45	
Ilbieraħ, illum, għada	58		40	10-11	

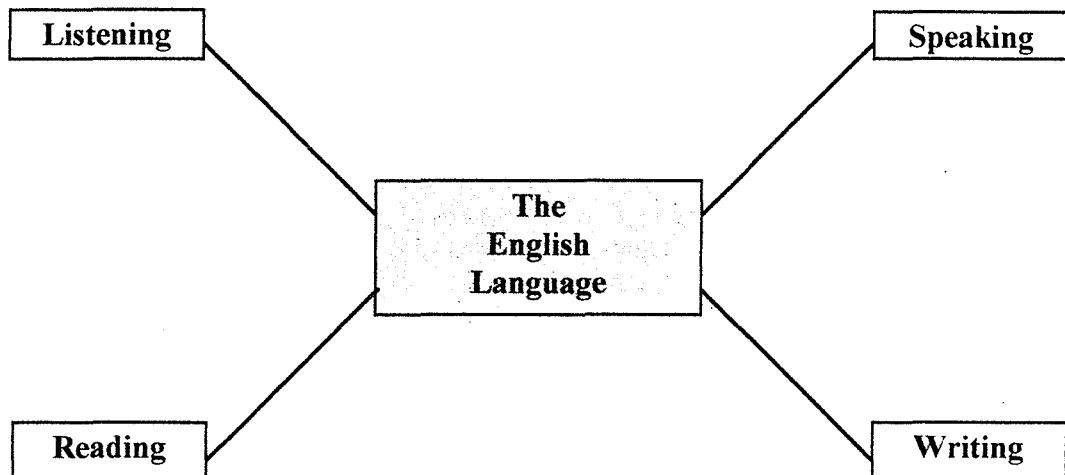
<b>Grammatika</b>	<b>Malti għall-Ewwel Sena</b>	<b>dawra durella at-2 sena</b>	<b>Nimxu Flimkien 3</b>	<b>Nimxu Flimkien 4</b>	<b>L-Animalli</b>
Ikteb sentenzi b'ett ta' frażijiet	63				
Sentenzi: xtara/xtrat/xtraw					10-11
Sentenzi: qosra/iqsar - twal/itwal					12-13
Sentenzi: jġgri/tiġri/jiġru					14-15
Sentenzi: beda jjekol/bdew jieklu					16
Sentenzi: jixrob/jixorbu					24
Sentenzi: rikeb/rikbu					40
Sentenzi: beda jdur/bdiet iddur					42
Sentenzi: ħa/ħadet/ħadu					45
Wieġeb (Comprehensions)	39,49,56,64			40-41	16-17,26-27,36-39
Ikteb sentenza/i fuq l-istampa/i				33,47	21
Il-hin			43	16	
Poeżiji			22,37	12,28	

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# English

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**English Syllabus  
for Years 1 and 2**



**These four skills cannot be acquired by having separate lessons allotted to them. They must be inter-related in an integrated approach whereby every lesson should, ideally, incorporate them.**

**Speaking and Listening**

Pupils should:

- be given opportunities to talk for a range of purposes, including:
  - 1) telling stories, both real and imagined; imaginative play and drama; reading and listening to nursery rhymes and poetry, learning some by heart; reading aloud.
  - 2) exploring, developing and clarifying ideas; predicting outcomes and discussing possibilities.
  - 3) describing events, observations and experiences; making simple, clear explanations of choices; giving reasons for opinions and actions.

- be given opportunities to consider how talk is influenced by the purpose and by the intended audience. These opportunities should include work in groups of different sizes.
- be taught to listen carefully and to show their understanding of what they see and hear by making relevant comments.
- be encouraged to participate in drama activities, improvisation and performances of varying kinds, using language appropriate to a role situation.
- communicate effectively by being taught the importance of language that is clear, fluent and interesting. Building on their previous experience, pupils should be encouraged to speak with confidence, making themselves clear through organising what they say and choosing words with precision. They should be taught to incorporate relevant detail in explanations, descriptions and narratives, and to distinguish between the essential and the less important, taking into account the needs of their listeners. Pupils should be taught conventions of discussion and conversation, e.g. taking turns in speaking, and how to structure their talk in ways that are coherent and understandable.
- be encouraged to listen with growing attention and concentration...They should use talk to develop their thinking and extend their ideas in the light of discussion.
- have their vocabulary extended through activities that encourage their interest in words, including exploration and discussion of:
  - 4) word games.
  - 5) a characteristic language in storytelling, e.g. 'Once upon a time'.
  - 6) predicting.

## **Reading**

Pupils should:

- be introduced to and should read information, both in print and on screen.
- have their imagination and enthusiasm stimulated by materials read and discussed. These should include language with recognisable repetitive patterns, rhyme and rhythm.
- be made aware of the sounds of spoken language in order to develop phonological awareness.

- be taught to use phonic language, focusing on the relationships between print symbols and sound patterns. Opportunities should be given for recognising sound patterns and rhyme.
- read their own writing to the teacher and to others.
- be taught to use **Grammatical knowledge**, focusing on the way language is ordered and organised into sentences (syntax).
- be given opportunities to say what might happen next in a story; in understanding and responding to stories and poems.
- be given opportunities to consider the characteristics and features of different kinds of texts, e.g beginnings and endings in stories.
- be given opportunities to retell stories.
- be taught to use **contextual knowledge**, understanding and skills in focusing on meaning derived from the text as a whole. In order to confirm the sense of what they read, pupils should be taught to use their knowledge of book conventions, story structures, patterns of language and presentational devices.

## Writing

Pupils should:

- be helped to understand the value of writing as a means of remembering, communicating, organising and developing ideas and information.
- be given opportunities to write in response to a variety of stimuli.
- be taught to organise and present their writing in different ways, helpful to the purpose, task and reader. They should be taught to write in a range of forms, incorporating some of the different characteristics of those forms. The range should include a variety of narratives, e.g. stories...records, e.g. observations.
- have opportunities to plan and review their writing...To encourage confidence and independence, pupils should be given opportunities to collaborate, to read their work aloud and to discuss the quality of what is written. Pupils should be helped to make choices about vocabulary and to organise imaginative and factual writing in different ways.

- be introduced to the vocabulary, grammar and structure of written standard English...They should be taught to apply their existing linguistic knowledge, draw from oral language and their experience of reading, to develop their understanding of the sentence and how word choice and order are crucial to clarity of meaning.

**Every effort should be made to regain a situation in which the English lesson be conducted in English. *There is no place for the setting of exercises in translation.***

**In order to teach English creatively, the teacher should make use of:**

- the photocopiable material included with this syllabus.
- the picture word cards pack that go with the Ladybird Scheme.
- the 100 key words flashcards pack.
- the 12 You Can Read Video and Workbooks Series.
- make use of the following **Ideal activities** for the implementation of the four language skills below:

**1. Ideal activities for developing Listening skills**

- ⇒ Giving normal, everyday instructions used in the classroom.
- ⇒ Ask the children to put up their hands to words they already know; to sounds in words; when you have left a number out on purpose during counting; etc.
- ⇒ Miming stories as they are being read.
- ⇒ Listening to your instructions and drawing.
- ⇒ Listening for information about any topic, and asking questions in order to find out whether the pupils have understood.
- ⇒ Listening for a mistake in the text being read.
- ⇒ Listening to a text while the children put the pictures in the right order according to the text.
- ⇒ Questionnaires: teacher reads slowly while pupils tick off certain particulars from a prepared handout.

- ⇒ Colouring a picture - the teacher creates a story about the given picture including instructions as to which colours the objects have to be coloured - the children colour as the story is being told.
- ⇒ Filling in missing words of a text the teacher is reading.
- ⇒ Listen to a number of times and repeat a song or rhyme.
- ⇒ Listening to a story while viewing slides/motion pictures/pictures only.
- ⇒ Asking the children to create their stories orally. Another child will have to retell the story created by the first child.
- ⇒ Listening to stories, rhymes and songs on a cassette.

## **2. Ideal activities for developing Speaking skills**

- ⇒ Using a mascot who knows and understands only English - the children will talk to and ask it questions in English.
- ⇒ Giving children puppets to create a story between them and tell it to the whole class.
- ⇒ Children explain how to draw something simple in stick format.
- ⇒ Asking children in small groups to plan a short and simple conversation on a given topic. They will then mime it to the whole class.
- ⇒ Choose a topic and ask the pupils to ask each other questions about it.
- ⇒ Talking about a picture.
- ⇒ Talking about an object.
- ⇒ Role playing an already familiar story.
- ⇒ Mini-talks on any topic such as:
  - My room
  - My favourite meal
  - My pet
  - My family
- ⇒ Talking about a map.
- ⇒ Children choose a picture of their own and talk about it to the class or to a friend.

### **3. Ideal activities for developing Reading skills**

- ⇒ Using **both** the look and say and phonics methods.
- ⇒ Discussing books with children - reading from left to right; pictures useful to understand text; etc.
- ⇒ Reading to the children books which they have copies of or one with large print that all the children can follow, with repetitive phrases e.g. The ball is blue, The ball is white, The ball is yellow, etc.
- ⇒ Reading to the children the school text and they follow. Ask children individually to read.
- ⇒ When talking about a particular topic, write a few sentences the children say on the board - in correct grammatical form and saying each word as you write it. The sentences are then read at the end of the session. Point to the words being read.
- ⇒ After a nursery rhyme has been learned orally by the pupils, the teacher can give the children a copy of it and point to the words in sequence as they say the rhyme.
- ⇒ Ask the children to read their own work - e.g. sentences to given words; sentences to given title.
- ⇒ Reinforce reading their textbooks, class library books, reading cards, other children's writing, picture dictionaries, books with tapes.

### **4. Ideal activities for developing Writing skills.**

- ⇒ Filling in one word blanks of simple sentences - words to be chosen from a list.
- ⇒ Filling in one word blanks of a familiar short story, rhyme or song.
- ⇒ Thinking of and writing a different ending word to the same beginning of sentences.
  - e.g. The cat is big.
  - The cat is brown.
  - The cat is ...
- ⇒ The children may have an index book with alphabet letters on the side to copy new vocabulary onto it.
- ⇒ Looking at words, phrases and short simple sentences carefully, try to memorise them and give them as dictation.
- ⇒ Free write a few simple sentences to a given topic after it has been discussed orally.

- ⇒ Try to have topic vocabulary charts hung up so that children can refer to them while they are writing.
- ⇒ Writing speech in bubbles.
- ⇒ Writing a letter together.
- ⇒ Writing a description together.
- ⇒ Writing a short story together.

**Teachers should keep in mind the following dos and don'ts on free writing.**

**Do**

- ⇒ concentrate first on content.
- ⇒ spend a lot of time on pre-writing work.
- ⇒ make sure that it springs naturally from other language work.
- ⇒ try to make sense of whatever the pupils have written and say something positive about it.
- ⇒ encourage, but don't insist on, re-writing.
- ⇒ display the material whenever possible.
- ⇒ keep all the pupils' writings.

**Don't**

- ⇒ announce the subject out of the blue and expect pupils to be able to write about it.
- ⇒ set an exercise as homework without any preparation.
- ⇒ correct all the mistakes you can find.
- ⇒ set work which is beyond the pupils' language capability.

Suggested Resource Books for Teachers by Oxford English, Series Editor Alan Maley:

- ⇒ Peter Grundy. (1995) *Beginners*.
- ⇒ Vanessa Reilly & Sheila M. Ward. (1997) *Very Young Learners*.
- ⇒ Andrew Wright (1997) *Creating Stories with Children*

A suitable practical ideas book for teachers to have:

- ⇒ Frances James and Ann Kerr. (1993). *On first reading*. Belair Publications.

## English for Year 1

**Textbooks:** Ladybird Series Read With me Key Words Reading Scheme  
Book and Workbook

First Words - a pre-reader

Book 1 - Let's play

Book 2 - The dragon den

Photocopiable material indicated as English - Year 1 page 224

### First Term

#### **Read with me - a pre-reader.**

Teachers must have the following:

- sets of words with corresponding picture on flashcards:

Set 1: Kate dog cat toys play broom boxes

Set 2: Tom book kitchen buns

Set 3: Sam bone ball

Set 4: Mum Dad John Suki Lucy Family

Set 5: Here is Tom Here is Kate

Set 6: shirt shoes scarf hat

- photocopiable material indicated as English - Year 1 sheets 1- 7

1. The first two pages - Kate  
Discussion of pictures using flashcards set 1.
2. The second two pages - Tom  
Discussion of pictures using flashcards set 2.
3. The third two pages - Sam  
Discussion of pictures using flashcards set 3.
4. Help the children to build up stories using pictures only by cutting them and putting them in sequence. (see photocopiable material sheets 1- 4)
5. Show the children You Can Read Video 4 - Families and Video 6 - Friends.  
A family/friends - discussion using flashcards set 4 - the fourth two pages.
6. Discussion on: My Family / My Friends.
7. The fifth two pages - discussion of pictures using flashcards sets 1 - 5; the teacher could introduce words such as: worm    bird    garden    flowers    trees    leaves - on flashcards with pictures.
8. Introducing Here is orally in sentences e.g. Here is the teacher, Here is the desk etc.
9. The sixth two pages - Here is the story of Goldilocks and the three bears. The teacher will introduce the following words by having them on flashcards - bowl, chair, window, table, bed, flowers. The teacher will tell the story in simple English. Discussion of pictures is important. A handout can then be used. (see photocopiable material sheets 5&6). You Can Read Video 3 - Me.
10. The seventh two pages - Here is the story of Hansel and Gretel. The teacher should tell the story in simple English and discuss the pictures with the pupils.

11. The eighth two pages - Here is the story of Little Red Riding Hood. Story told in simple English. Discussion of pictures. Handout to spot the differences in two pictures. (see photocopiable material sheet 7). You Can Read Video 2 - Birthday Party.

12. The ninth two pages: What belongs to Kate, John, Suki and Tom? What belongs to us? Discussion. Use flashcards set 6.

13. The tenth two pages: Discussion: Which one is different in each row?

14. The eleventh two pages: Discussion of picture familiarising the children with animal names. Show the children You Can Read 1 - Animals.

15. The twelfth two pages: Discussion of both pictures and finding the differences between them. Reading of sentence: Kate and Tom like the ball.

16. Stories to be told in simple English and using photocopiable material sheets 8 - 10 as activities:

The Enormous Turnip - You Can Read Video 6 - Friends

The Billy Goats Gruff - You Can Read Video 8 - Shopping

The Gingerbread Man - You Can Read Video 11 - Eating Out

## Second Term

Read With Me Reader and Workbook 1 - Let's play.

Photocopiable material indicated as English - Year 1 sheets 11-17

1. The teacher must discuss every picture in the book before reading the text.
  
2. The reader can be divided as follows:

Week 1:	pgs 4-9
Week 2:	pgs 10-13
Week 3:	pgs 14-17
Week 4:	pgs 18-21
Week 5:	pgs 22-27
Week 6:	pgs 28-33
Week 7:	pgs 34-41
Week 8:	Revision of book.
  
3. As the book is being taught, the following types of grammar exercises can be given to the pupils:
  - a. Fill in with letters e.g. do \_\_\_ = dog
  - b. Fill in with words e.g. Kate is in the toy shop.
  - c. Sentences with the word has.
  - d. Sentences with like and likes.
  - e. When the book is ready children can be asked to write sentences with the words introduced in the whole book.
  - f. Children can be asked to write sentences on each picture.
  - g. Singular and plural of words introduced in book.
  
4. Following are ways of tackling each workbook page creatively. The workbook pages have been photocopied and numbered for any required reference by the teacher, e.g. note 1 overleaf corresponds with the first page in the workbook which has been numbered as "1", on page <sup>1</sup>

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<sup>1</sup> This procedure will be adopted throughout.

1. This workbook page can be done after the children have mastered reading reader pgs 4 - 11.

The teacher can ask questions such as:

Who are these in the picture?

What are Tom and Kate doing?

What is Sam doing?

What else can we see in the picture?

What do the words on top of the picture say?

The children can now colour the picture.

2. The teacher can have three flashcards: duck rabbit ball

The teacher asks:

What is the first picture? Teacher brings out flashcard with word duck.

What is the second picture? Flashcard rabbit.

Third picture? ball

The teacher can ask children out to point to the word chosen by the teacher.

The children can also talk about the colours of each picture.

The children can now draw and colour the three pictures.

3. The teacher can ask the children to:

Say sentences orally with each word.

Say sentences orally using more than one of these words in the same sentence.

State which words have less/more than four letters.

Talk about the colours of the pictures.

The children can now read and match each word to its picture.

4. The teacher can:

Ask the children what the pictures represent.

To read the words next to each picture.

To state the colours of each picture.

The children will then draw over the dotted letters and try to write the three words on their own as dictation.

5. Discussion:

- Who is in the picture?
- What are Tom and Kate doing?
- What is Sam doing?
- What is there on the tree?
- Why do you think the cat has climbed the tree?
- What are Tom and Kate telling Sam?
- What do you think will happen after Tom and Kate reach Sam?

6. Discussion:

- What do the pictures represent?
- How many balls are there in the second column?
- How many trees are there?
- How many dogs?
- How many rabbits?
- How many animals altogether?
- Of which pictures are there the same amount?

Reading of first column.

We say a ball but three...?

We say a tree but four...? etc.

Reading of second column.

We say a ball but lots of...?

We say a tree but lots of...? etc.

The children can now read both columns on their own, colour the pictures and count each object in the second column.

7. Oral sentences with each of: tree shop Sam Kate

Discussion:

Who is in the box? Sam is in the box. (full sentence)

Who is in the shop?

What is in the tree?

Where is Kate?

Talking about each picture: Who is in here? Sam is in here. The children choose the word Sam from above and write it down.

The rabbit is in the...? The children choose shop from the above words and write it down.  
etc.

8. Discussion:

Who is in the picture?

What else is there in the picture?

Which colours are we asked to use to colour the picture?

Which colour does the letter g; r; y; b, represent?

The children can now colour the picture.

9. Oral sentences with each word: ball tree hat rabbit.

Discussion:

What does Sam have in its mouth?

What does Tom have in his hands?

What does Kate have in her hands?

Where is the hat?

Sam has a...? The children look for the word rabbit and write it down. etc...

10. Discussion:

- What can you see in the pictures?
- Who has the ball?
- Which toys can you see in the pictures?
- Who is that dog?
- What is Kate doing with the ball?
- What do you think Sam is doing?

Reading of phrases.

The children can now go over the dotted phrases.

11. This activity is an introduction to geography - map skills.

Discussion:

- What is in the picture?
- What does Tom want?
- Where is the car?
- What does Sam want?

The children will find the way through each maze.

12. The teacher will teach the song to the children. In the meantime they will look at the words while the teacher is singing.

The children will sing along with the teacher, until they learn the song.

Now the teacher can ask the following words found in the song to find out whether they know how to read them: five four three two one toy rabbits shop shelf hop. An exercise of oral sentences with each word would be ideal at this point.

13. The children will be asked to cut out the sixteen cards.

Now they can be asked to put each picture next to its word. The teacher goes round to see what the children are doing.

Oral sentences with each word can now be ideal. The colours of each picture can be used; e.g. The toy is yellow, red and blue. The ball is white with coloured shapes on it. The dog is brown, etc.

Ask the children to put one set away and lay the other word up - picture under. Call out the words at random, and the children have to pick the word called out without looking at the picture on the back and lift it high, for you to see whether they have chose the right word.

The children can try to memorise the words and then given as dictation.

14. Discussion:

Who is in the picture?

Where do you think they are?

What shapes does the building contain?

Which colours are we to use for each shape?

The children will now join up the dots and colour the shapes to match those below. They are then to draw their own shapes picture.

15. Discussion:

- What are those in the first picture?
- Who is in the second picture?
- Who are those in the third picture?
- What is there in the fourth picture?
- Who do you think threw the ball in the tree?
- What is there in the fifth picture?
- Who do you think are those two dogs?
- What are they running after?
- Who do you think threw the balls?

Reading of phrases.

The children can now draw a line to join the picture to the correct words.

16. Discussion:

- What can you see in the picture?
- What are Tom and Kate doing?
- How many hidden rabbits can you count?
- Where is each rabbit?

17. Reading of text.

- Who is in the picture? What is it? Do you like Sam?
- What is the letter sound of the first letter in Sam?
- How do you write the letter s in the air?

The children will draw the second dog by first going over the dots, colour it and write the letter s for practice.

18. The teacher can have flashcards of the pictures on the page: dog, rake, sock, book, pencil, mug, car, saw, sun, sea, key, bread.

First the teacher can ask what the pictures are.

When the correct names are told, the teacher can stick its flashcard on the board.

The children will try to read each word.

Oral sentences with each word is an important and interesting exercise.

The children will write the word next to each picture.

The children will colour all the pictures of the objects that begin with s.

19. The children by now should have been taught the Nursery Rhymes by making use of the photocopiable material sheets 11-17.

After asking the children to guess the nursery rhymes of the pictures and revise saying these nursery rhymes, the children can match two pictures that correspond to a particular rhyme.

20. Through this exercise the children learn to join words together to form a phrase. Tom, Kate = Tom and Kate. Also they are learning the meaning of the word and.

The children are asked to read each word and phrase, draw the dotted pictures and colour them.

21. Discussion:

Who is that in the first picture?

What is in the second picture? Is it a true car like your daddy's or mummy's?

What is in the third picture?

The children will read each sentence and write their own.

22. It is ideal for the teacher to have flashcards corresponding to each object: hat, bone, ball, fish, duck, rabbit, table.

First exercise would be: I spy with my little eyes something that we usually sit down next to, to eat. What is it? The children will come up with table, and the flashcard will be stuck on the board. This goes on until all the pictures are described.

Second exercise: I spy with my little eyes something beginning with t. The children will come up with the word table, look for it amongst the flashcards on the board, and write it down next to its picture.

Third exercise: The children are asked to read the words the teacher points to on the flashcards.

23. The children can be asked to do this activity on their own.

24. The children are taught the nursery rhyme.

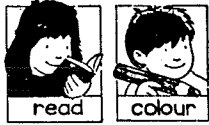
After they have mastered reciting it, they can now try to recite it pointing to the words.

The teacher, having flashcards of the following words from the rhyme, can ask children randomly to read the words shown: your, garden, grow, with, bells, shells, and, pretty, maids, all, in, row.

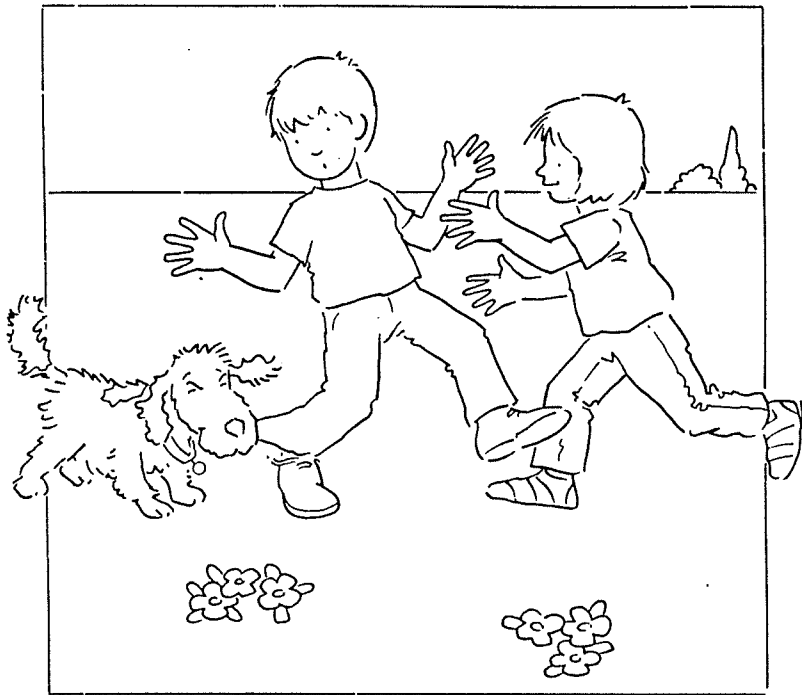
The children can now colour the picture.

25. This activity can be done as the closure to the lesson on the nursery rhyme in 24 above.

1

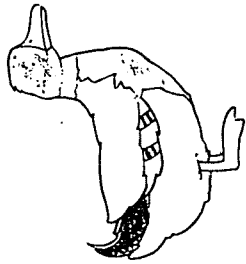
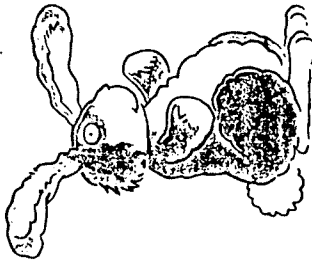


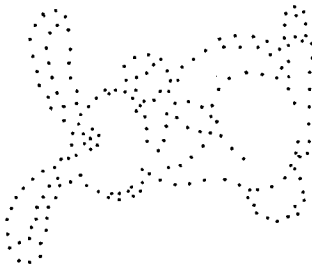
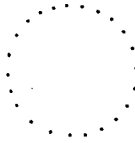


Here is Tom.  
Here is Kate.  
Here is Sam.

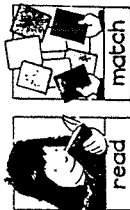






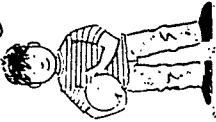

2



3



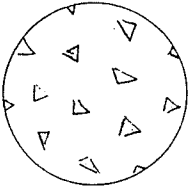

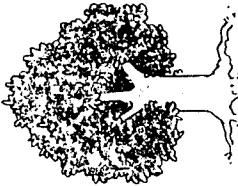
					
rabbit	Kate	tree	Tom	ball	dog

A dashed line connects the tree illustration to the 'tree' label.

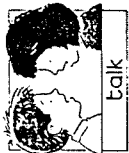
4



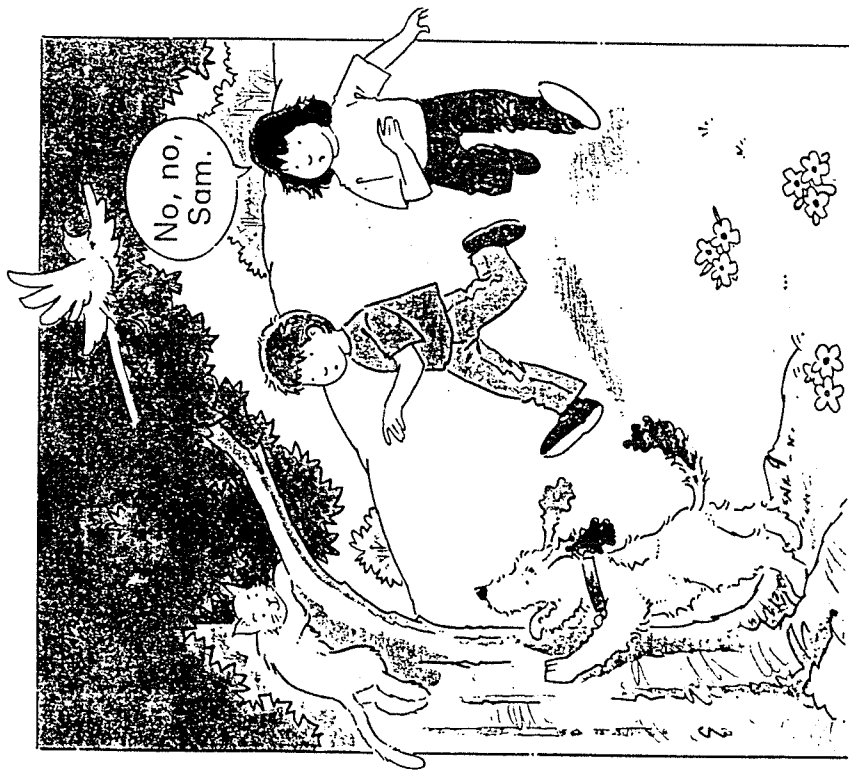
Draw over the letters.  
Draw over the dots.

	ball ball		dog dog
			tree tree

5


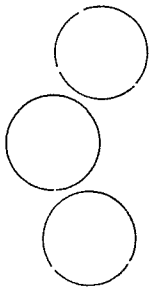

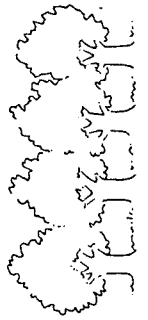



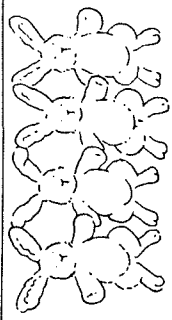


What might happen next?

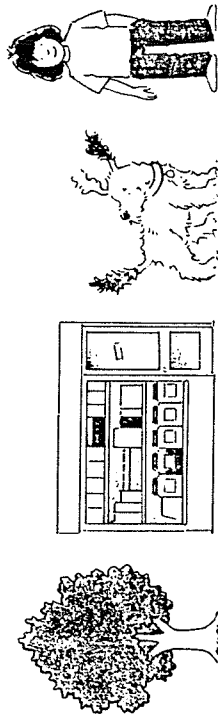


6



 <p>a ball</p>	 <p>lots of balls</p>
 <p>a tree</p>	 <p>lots of trees</p>
 <p>a dog</p>	 <p>lots of dogs</p>
 <p>a rabbit</p>	 <p>lots of rabbits</p>

7

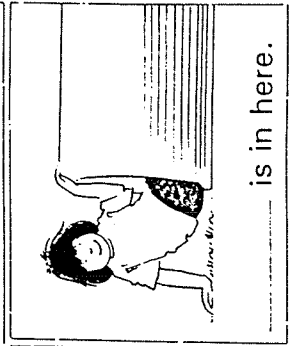
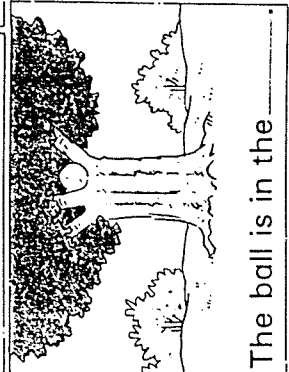
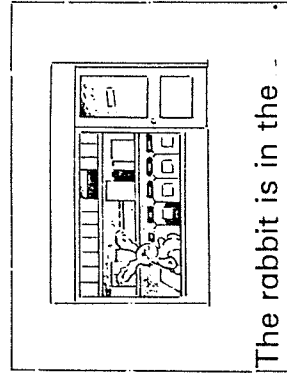
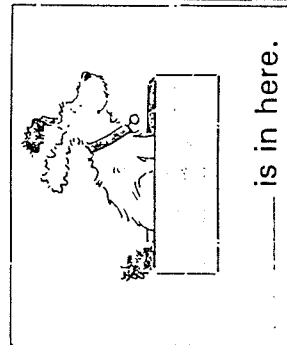


tree

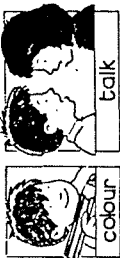
shop

Sam

Kate



8



green



red

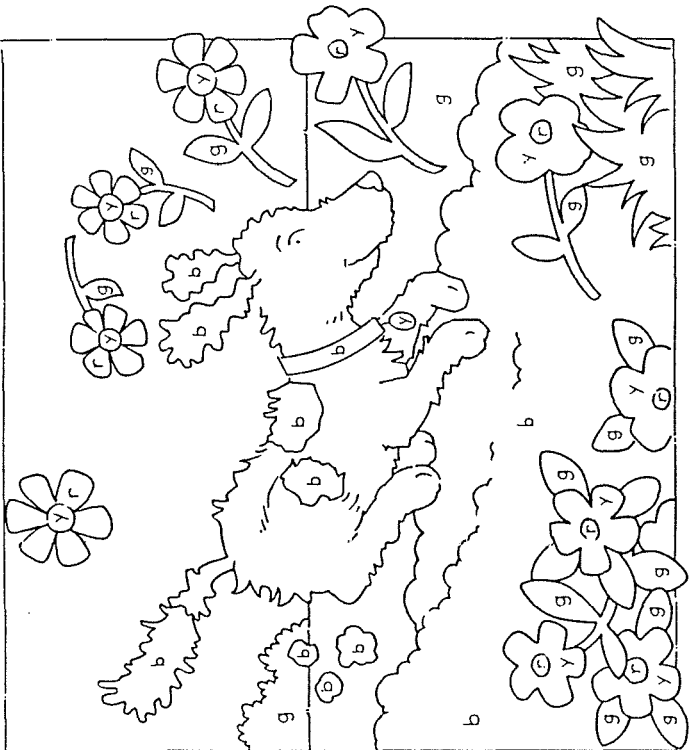


yellow

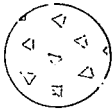


brown

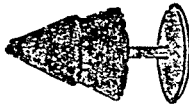
Use the key below.



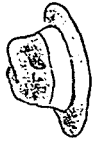
9



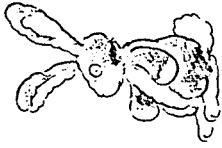
ball






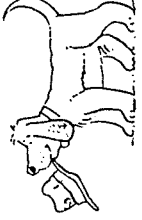
tree



hat



rabbit

	Sam has a _____.
	Tom has a _____.
	Kate has a _____.
	The dog has a _____.

10



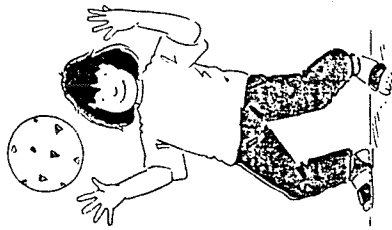
read



write

I like Kate.

I like Kate.



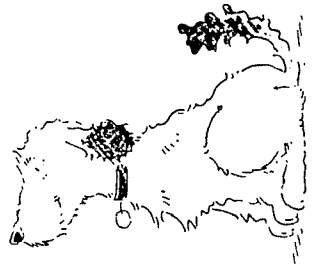
I like toys.

I like toys.



Sam likes toys.

Sam likes toys.



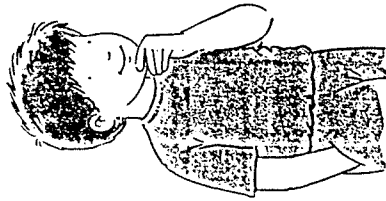
11



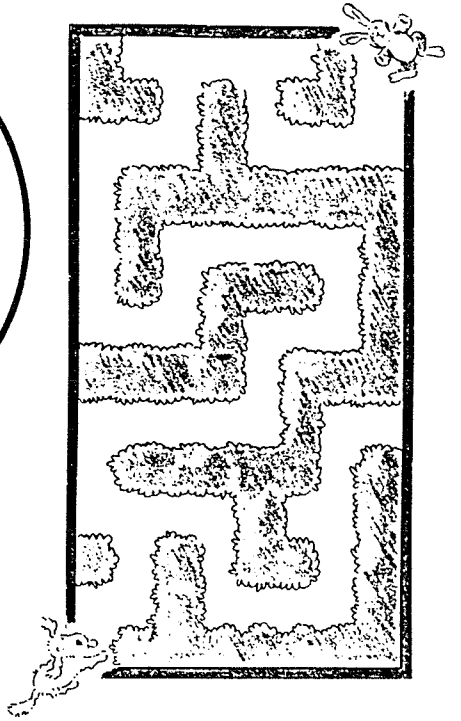
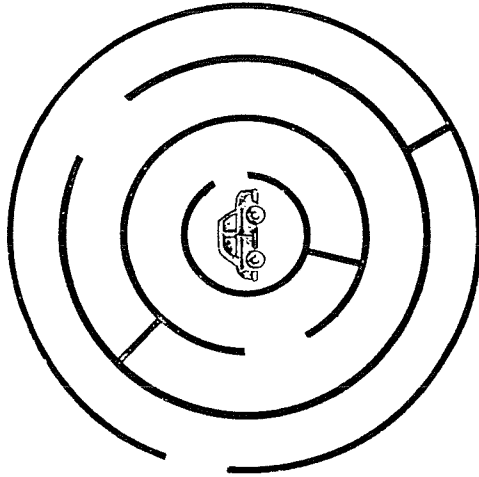
puzzie



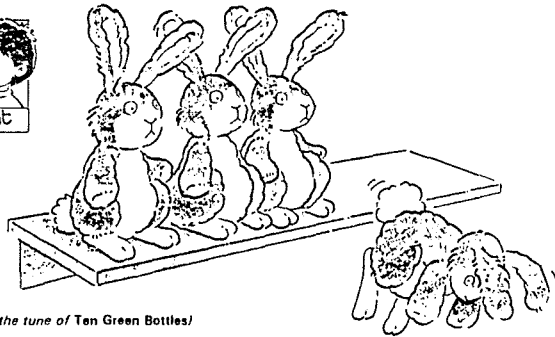
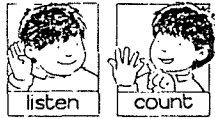
draw



Find a way through each maze.



12



*(Can be sung to the tune of Ten Green Bottles)*

Five toy rabbits sitting in a shop,  
Five toy rabbits sitting in a shop  
And if one toy rabbit off the shelf  
  should hop,  
There'd be four toy rabbits sitting in  
  a shop.

*(Last verse)*

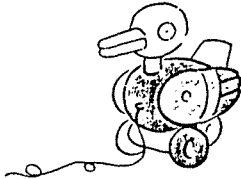
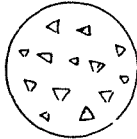




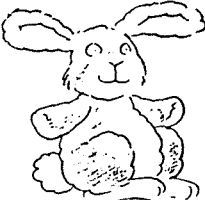
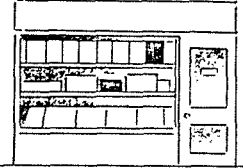
And if one toy rabbit off the shelf  
  should hop,  
There'd be no toy rabbits sitting in  
  a shop.



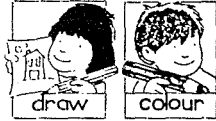
You can match a word with a word, a picture with a picture or a word with a picture.

Cut out the sixteen cards and use them to play reading and matching games.

ball	toy
Tom	dog
tree	Kate
shop	rabbit

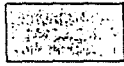
14



Join up the dots and colour the shapes to match those below..



red



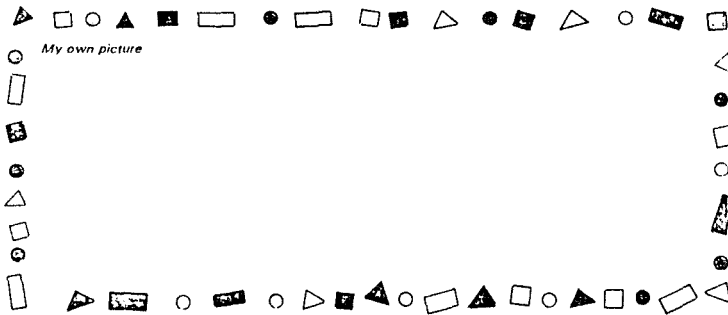
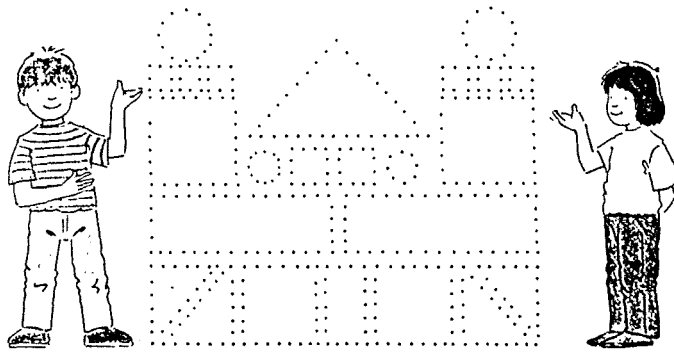
blue



yellow



green



15



read

match

Tom and Kate

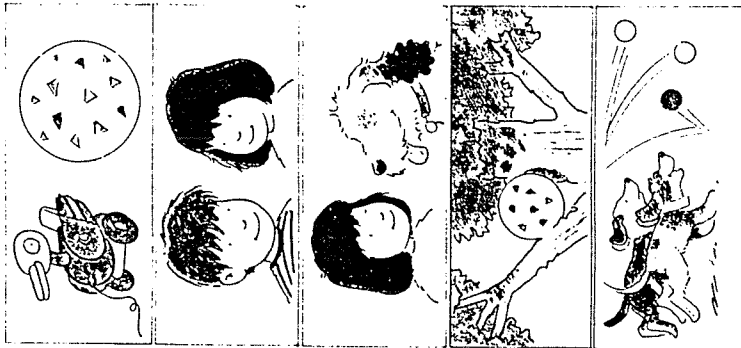
toy and ball

ball and tree

dogs and balls

Kate and Sam

Draw a line to join the picture to the correct words.



16

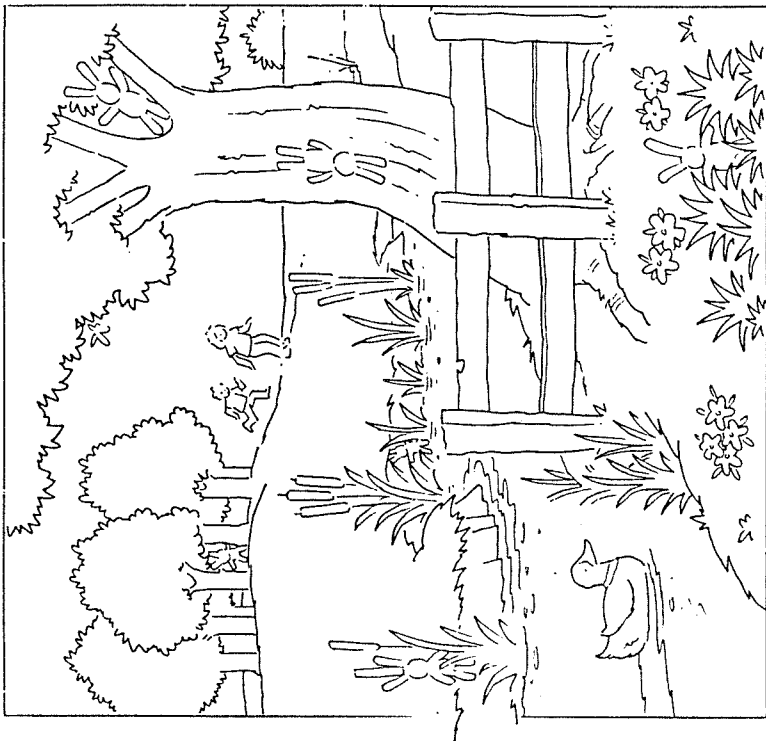


puzzle

count

colour

Find six rabbits.



17



read



draw



colour

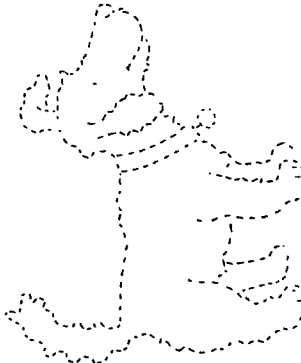


write

Here is Sam.

Sam is a dog.

I like Sam.



Draw over the dots.



Write your own.

18

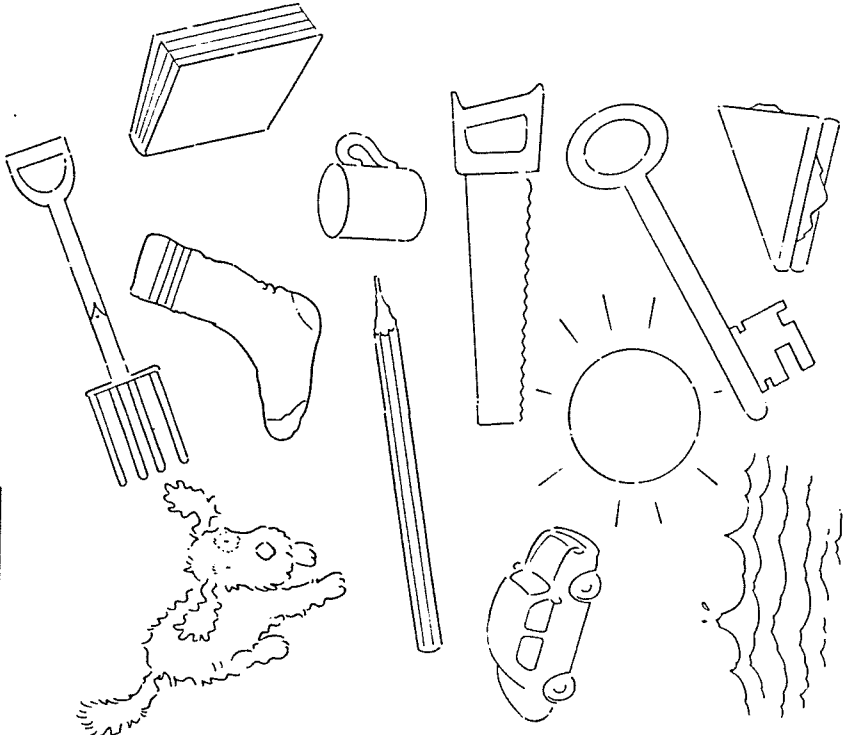


colour



talk

Colour all the pictures of objects that begin with S.



20



read

draw

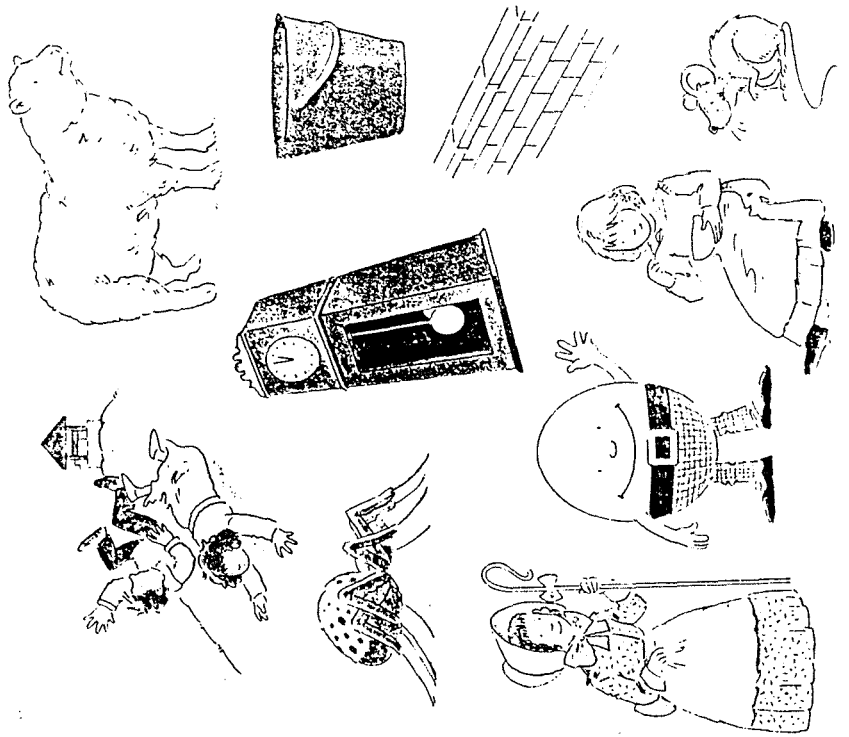
colour

19

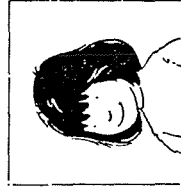


talk

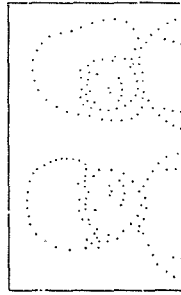
match



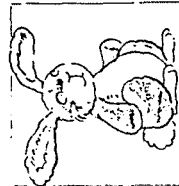
Tom



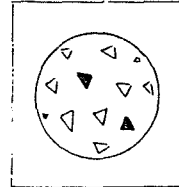
Kate



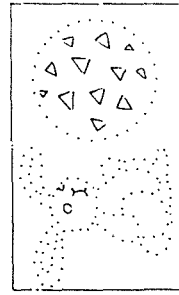
Tom and Kate



rabbit



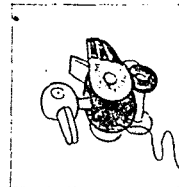
ball



rabbit and ball



Sam



toy



Sam and toy

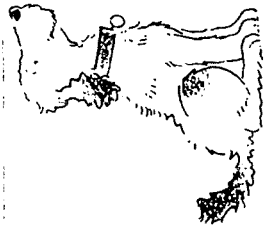
21



read



write

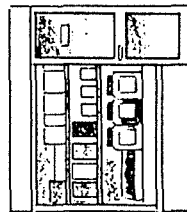


Here is Sam.

Write your own.

Here is a toy.

Write your own.



Here is a shop.

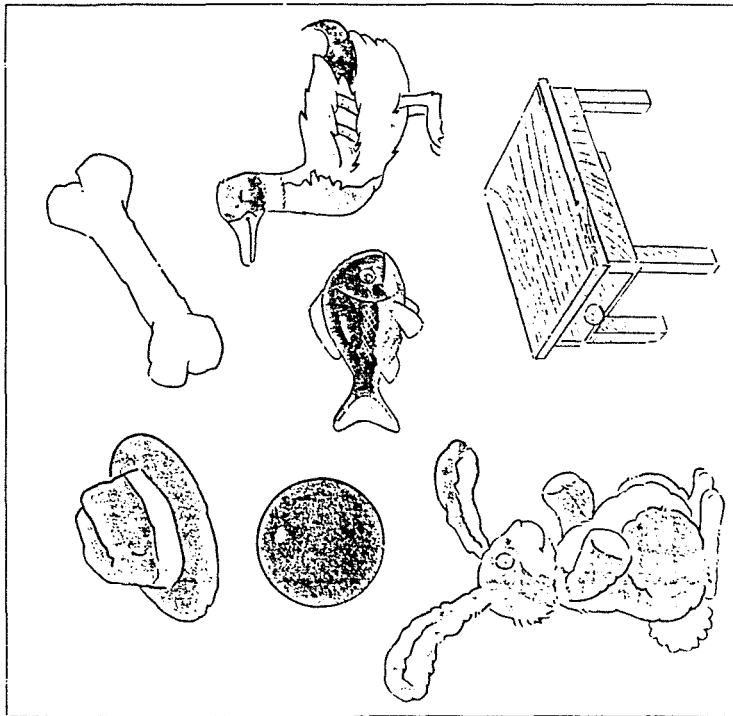
Write your own.

22



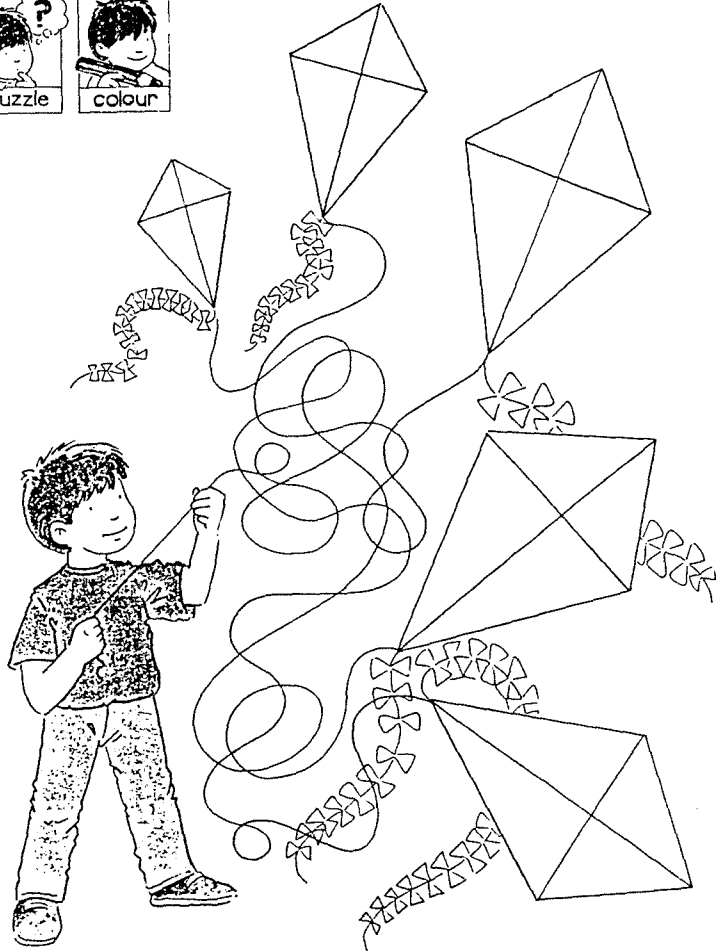
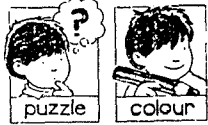
talk

I spy with my little eye...



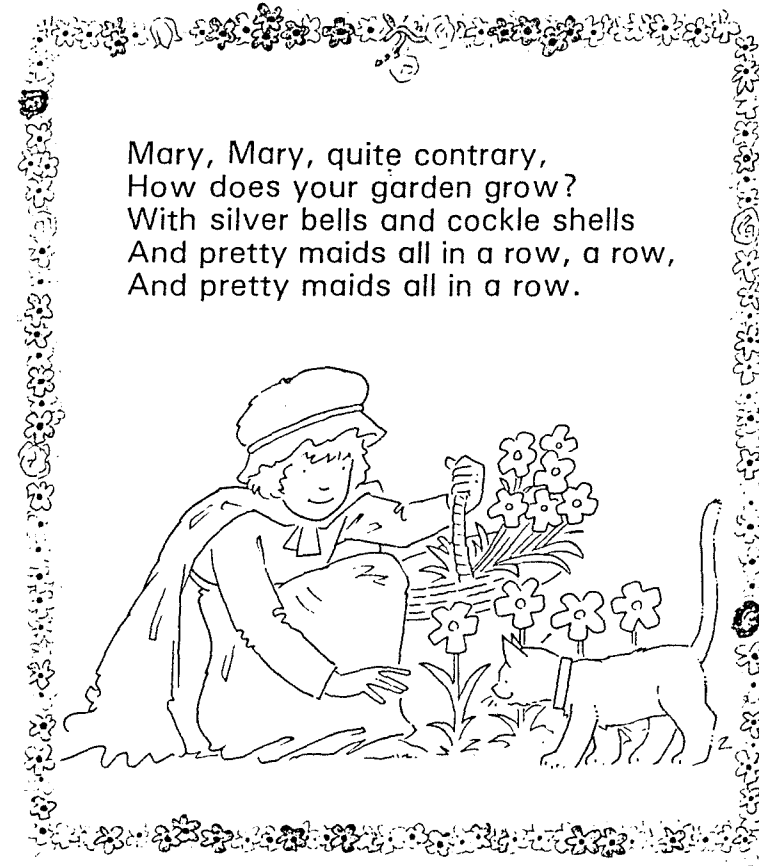
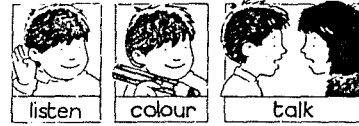
Use these pictures to play I-spy.

23



Which kite is Tom holding?

24



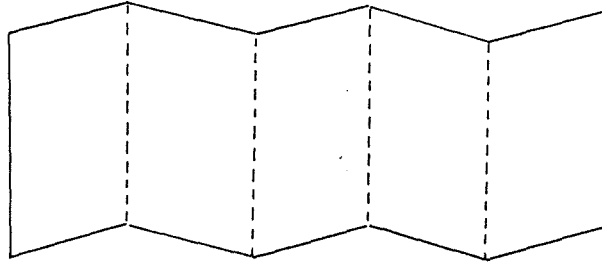
Mary, Mary, quite contrary,  
 How does your garden grow?  
 With silver bells and cockle shells,  
 And pretty maids all in a row, a row,  
 And pretty maids all in a row.

# 25

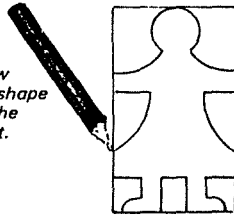


## Pretty maids all in a row

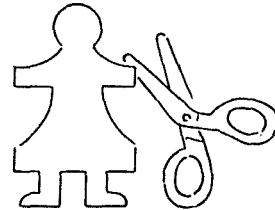
*Concertina a long sheet of paper.*



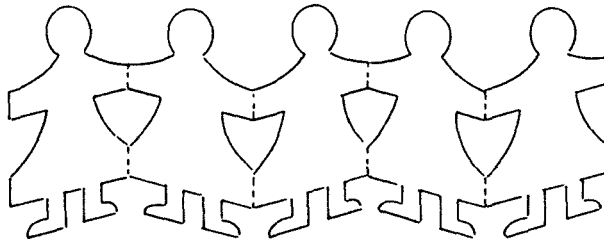
*Draw the shape on the front.*



*Cut out leaving arms and bottom of dress still joined.*



*Open out your row of pretty maids.*



*Draw faces and colour them.*

## Third Term

Read with Me Reader and Workbook 2 - The dragon den.

Photocopiable material indicated as English - Year 1 sheets 18 & 19

1. The teacher must discuss every picture in the book before reading the text.
  
2. The reader can be divided as follows:

Week 1:	pgs 4-11
Week 2:	pgs 12-15
Week 3:	pgs 16-19
Week 4:	pgs 20-23
Week 5:	pgs 24-27
Week 6:	pgs 28-33
Week 7:	pgs 34-41
Week 8:	Revision of book.
  
3. As the book is being taught, the following types of grammar exercises can be given to the pupils:
  - a. Write a sentence with each word introduced in the book.
  - b. Jumbled sentences. e.g. likes dragon trees Kate the and the - Kate likes the trees and the dragon.
  - c. Write sentences on the pictures.
  - d. Oral and written comprehensions on the book.
  - e. Singular and plural of words introduced in book.
  
4. You Can Read Video 9 - Playing Games.
  
5. Following are ways of tackling each workbook page creatively:

1. Discussion:

Who is in the picture?

Which toy do they have?

Why do you think Sam is looking at the ball.

Reading of text.

Children colour picture.

2. The teacher can have flashcards: tree, boat, dog, dragon.

What are in these boxes? a tree, a boat etc. The teacher puts up the flashcards.

The children read the words the teacher points to.

Oral sentences with each word is interesting and important to learn the language.

The children will go over the dotted pictures and colour them in.

3. Here is Tom. Which is his shadow? The first? The second? The third? The fourth?  
Kate is here. Which is her shadow? etc. as first example.

Reading of phrases.

The children can now circle the right shadows.

4. Discussion:

What is in the first picture? A toy. What toy is it? A doll.

What is in the second picture?

Who is the dog in the third picture?

What are those in the fourth picture? How many are there?

The children will write the words underneath each one.

5. Discussion:

What can that in the bowl be?

Do you like cake? How many candles are there on the cake?

What is the one under the bowl? When do we normally eat it?

Do you like salad? Why?

Who likes burger and chips? Do you think they are healthy? Why?

Who likes fruit? Why?

The children should learn reading the words: this, yes, no.

They can now tick one of the boxes under each picture.

Together you can build a graph of favourite foods with the answers of this exercise.

6. The teacher can have flashcards of each word and on putting them up randomly, children may be asked to read the words.

The children can then try out the exercise on their own.

7. Who is the boy in the first picture?

What does he have on his quilt? Where does the dragon want to go?

Who is that in the second picture? Which dog do you think belongs to Kate?

The children will now find out the puzzle.

8. It is good to have flashcards with: ball, tree, yes, dog, and, has, I, shop, toy.

Discussion:

Who is in the first picture? What does it have in its mouth?

Who is holding a ball in the second picture?

Who are the children in the third picture?

Who is that holding a toy? What type of toy is it?

After saying sentences on each flashcard word orally, the children can work out the exercise on their own. The words can then be given as dictation.

9. The children can be left to realise on their own what they have to do in this activity.

10. Reading of words under each picture.

Sentences with each one orally.

Discussion:

Who has the toy? The children write Kate on the line.

What does Sam have?

What is in the first picture? So here is a...?

What does Tom like?

11. After discussing each picture:

State sentences on each one separately.

Attempts to tell the whole story.

The teacher can write the story on the board for the children to copy onto an exercise book.

12. Discussion:

How many things are yellow? Which are they?

red? which are they?

blue? green? etc.

What is Sam doing?

What is there on the floor?

What are those under the blanket?

The children will count the number of the coloured pictures and write the number in the boxes next to the colour.

13, 14, 26. The children can have fun cutting the figures on pages 13 and 14 and then cut out the clothes for Tom and Kate on page 26. It's better to have this page photocopied for use, until page 25 is worked out.

The children can put these figures in a carton box to form a 'crib' and talk to their friends about the model.

15. Guided discussion of picture through questions such as what colour is Kate's skirt? What is Tom doing? etc.

It is important to enter into a conversation as to what the children think happens next after this scene.

16. The teacher can introduce a new word here: tortoise - orally and as a word on a flashcard.

17. The teacher here can introduce the new word: ladybird - both orally and on flashcard.

18. Discussion:

What does Sam have?

What is Sam doing with the ball?

Does Sam like the ball? How do we know?

Do you like the ball?

Reading of text.

19. Which colour does each letter represent?

What is that we have to colour?

The children will colour the picture using the key.

20. Discussion as to what's missing in the second picture.

Discussion:

Who are the children?

Who's that lady with them?

Where are they?

What are they buying?

Why are they buying it?

The children will now colour both pictures.

21. The teacher will teach the song to the children.

Having flashcards of the following words, the teacher can teach the children to read them, showing their own: fingers, thumb, pointer finger, tall finger, ring finger, small finger.

22. Reading of words in boxes.

Oral sentences on each one.

Matching the words in the exercise below.

23. The children can be left on their own to explore what they have to do about this exercise.

24. Flashcards: teddy, apple, car, ladybird, book, toothbrush, television, telecell, dog.

I spy with my little eyes something that is healthy for eating...apple. The teacher puts up the flashcard with apple on the board. This exercise continues until all the pictures are done with and the flashcard are all on the wall.

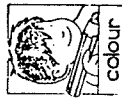
The children can now be asked to put the words under their pictures, by choosing from the flashcards on the board.

25. The children can be left to do this exercise on their own. In this way the teacher will know whether the children have mastered matching and reading the words, if each child is asked to read them.

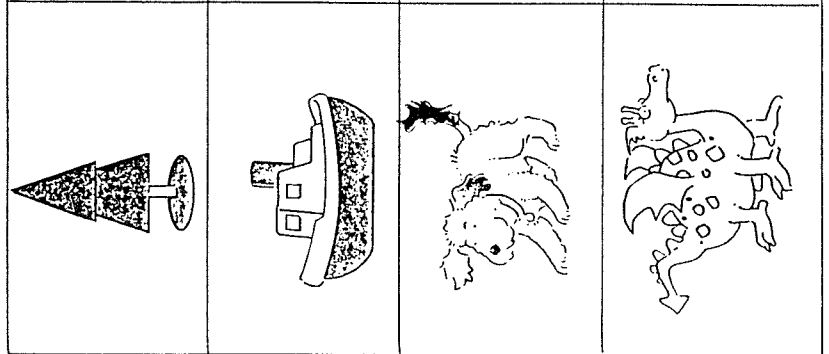
2



draw



colour



3



read



match

Which shape is the same as the coloured picture?

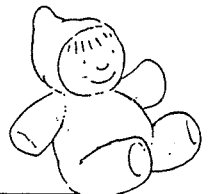
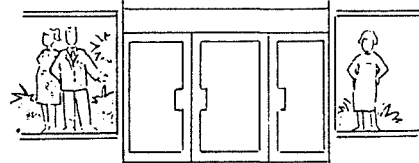
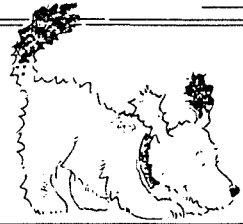

Here is Tom. 			
Kate is here. 			
Here is Sam. 			
Here is a tree. 			

4

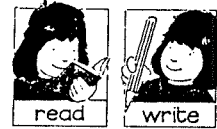


read write

Write your own underneath.


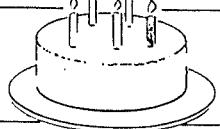




	<u>toy</u> _____
<u>shop</u> _____	
	<u>Sam</u> _____
<u>trees</u> _____	

5

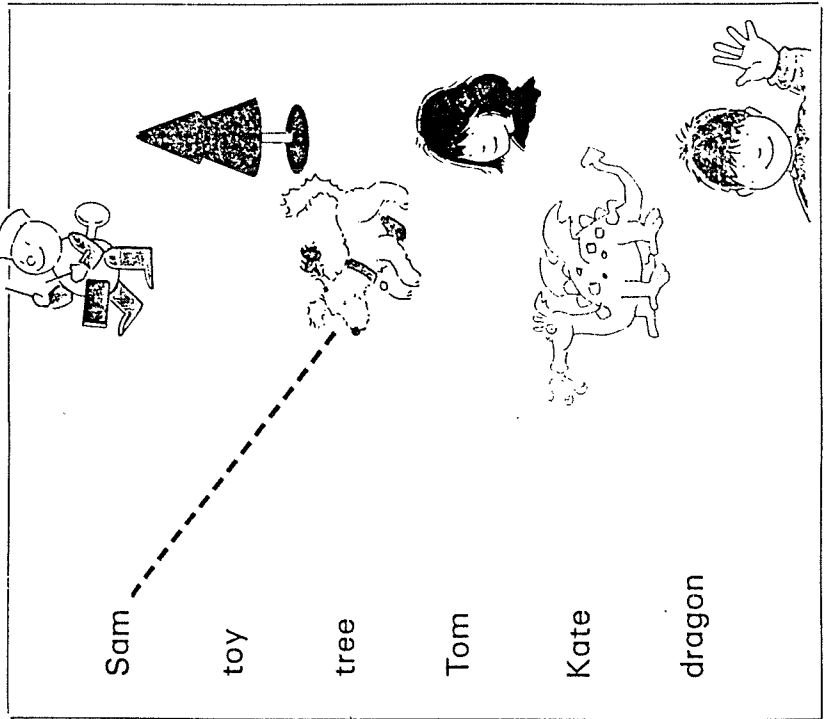
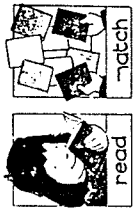


read write

Tick one of the boxes under each picture.

	
I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>	I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>
	
I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>	I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>
	
I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>	I like this. Yes <input type="checkbox"/> No <input type="checkbox"/>

6



Sam

toy

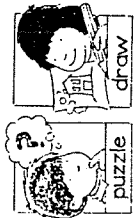
tree

Tom

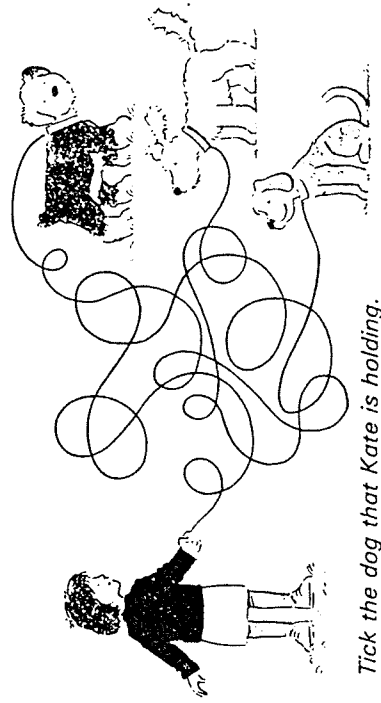
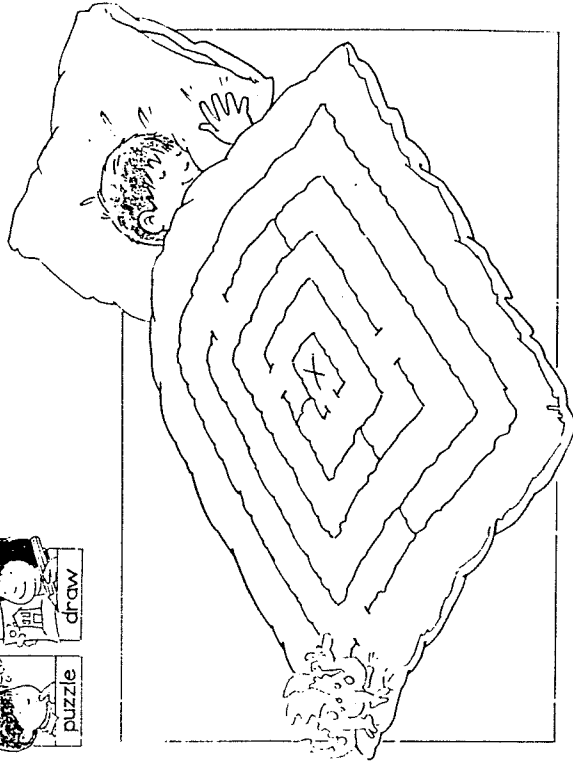
Kate

dragon

7



Help the dragon back to the middle.



Tick the dog that Kate is holding.

8







read



write

Fill in the missing word.

 <p>Sam has a _____. (ball, tree, yes)</p>	 <p>Tom has a _____. (dog, ball, and)</p>	 <p>Here is Tom _____ Kate. (and, tree, has)</p>	 <p>Kate has a _____. (I, shop, toy)</p>
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9

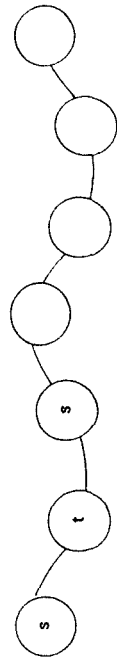
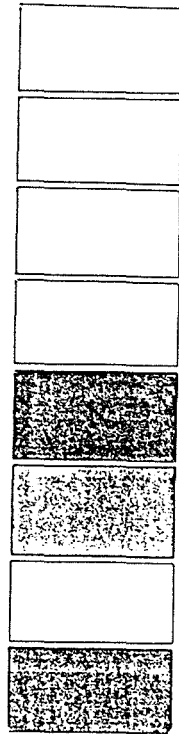
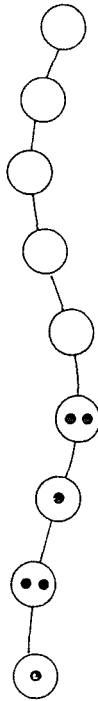
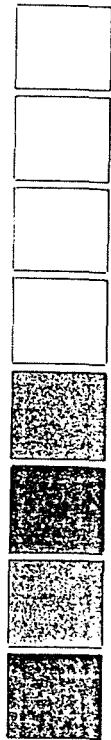


puzzle

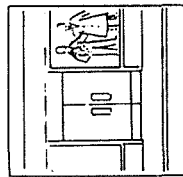


colour

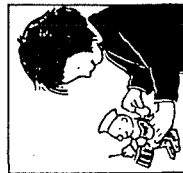
Finish each row.



10



shop



Kate



tree



ball

Fill in the missing word.

\_\_\_\_\_ has the toy.

Sam has a \_\_\_\_\_.

Here is a \_\_\_\_\_.

Tom likes the \_\_\_\_\_.

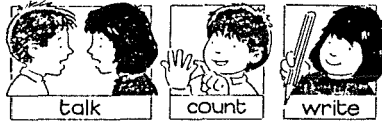
11



Tell the story.



12



Count the different coloured things in the picture.



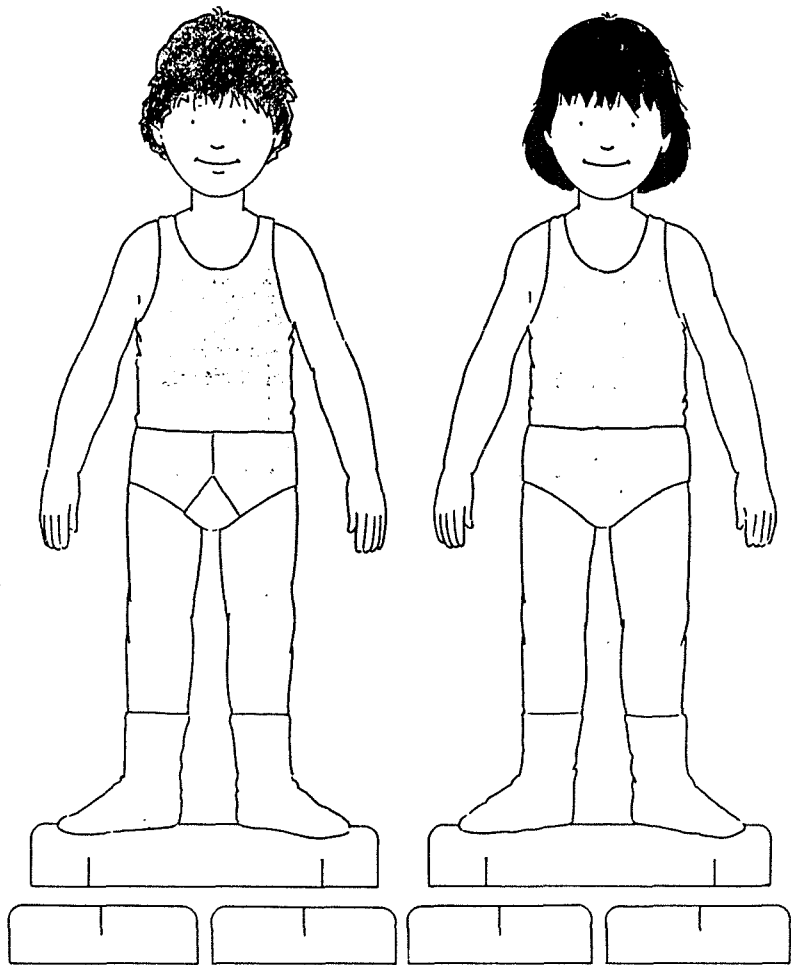
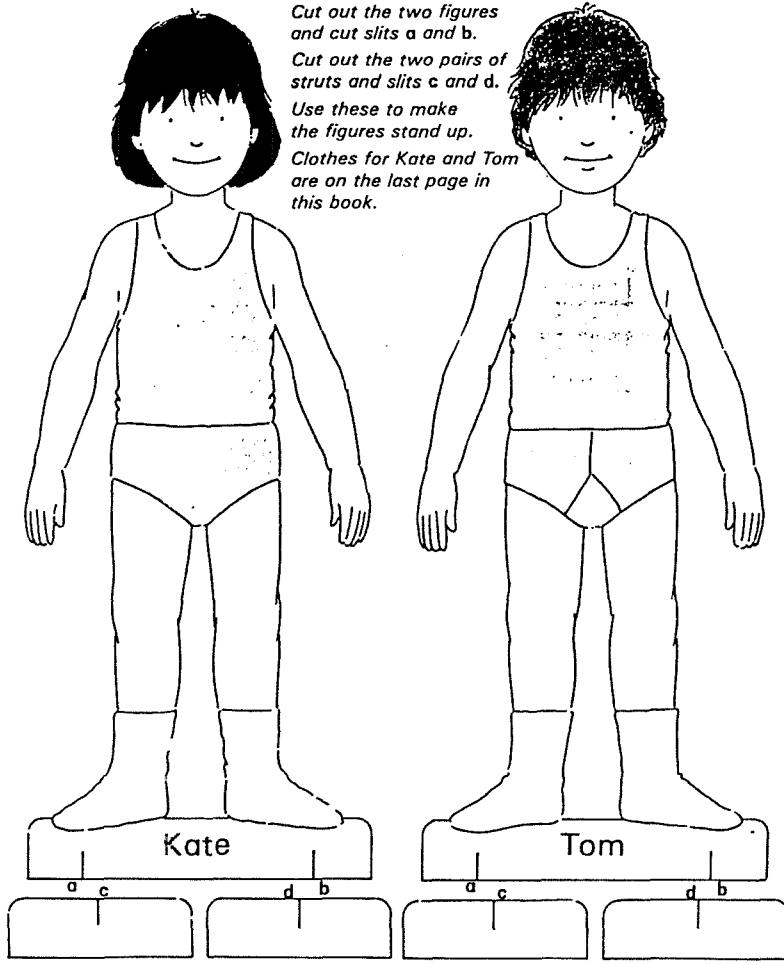
yellow

red

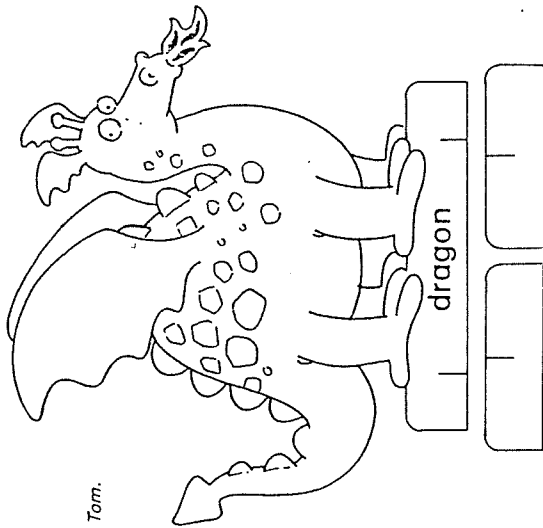
blue

green

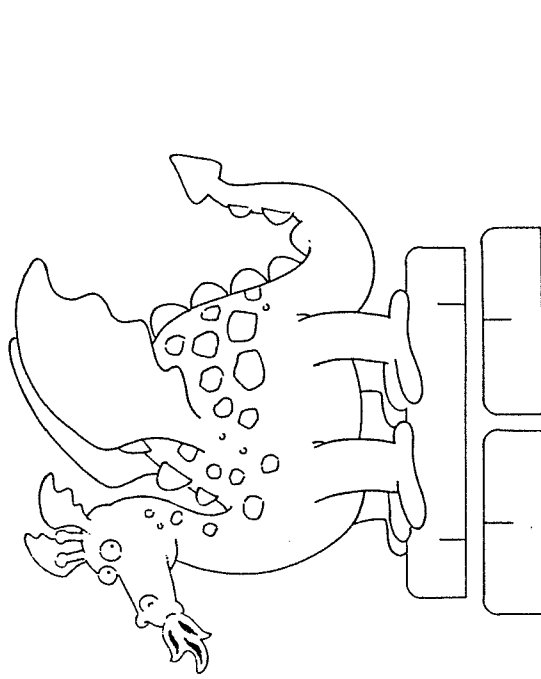
*Cut out the two figures and cut slits a and b.  
Cut out the two pairs of struts and slits c and d.  
Use these to make the figures stand up.  
Clothes for Kate and Tom are on the last page in this book.*



Cut out these figures and assemble in the same way as Kate and Tom.

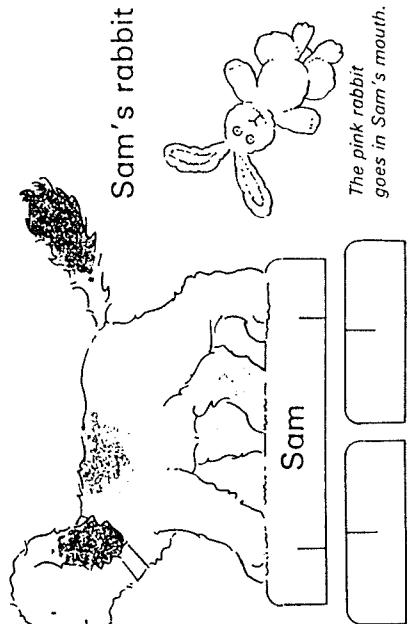


The dragon

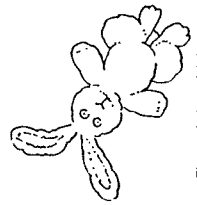


Sam

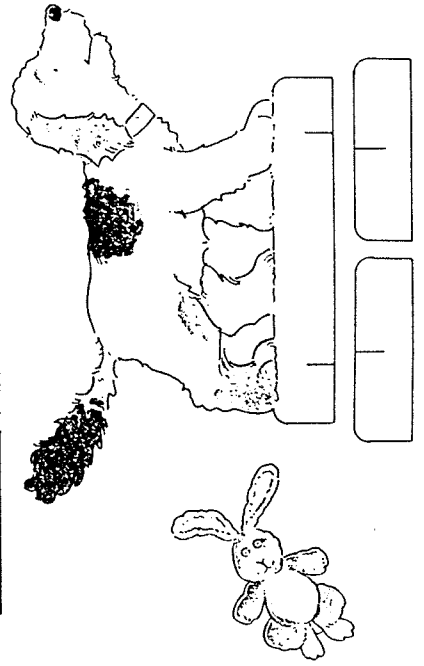
sit for rabbit



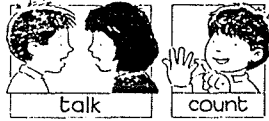
Sam's rabbit



The pink rabbit goes in Sam's mouth.



15



*Count all the trees.*

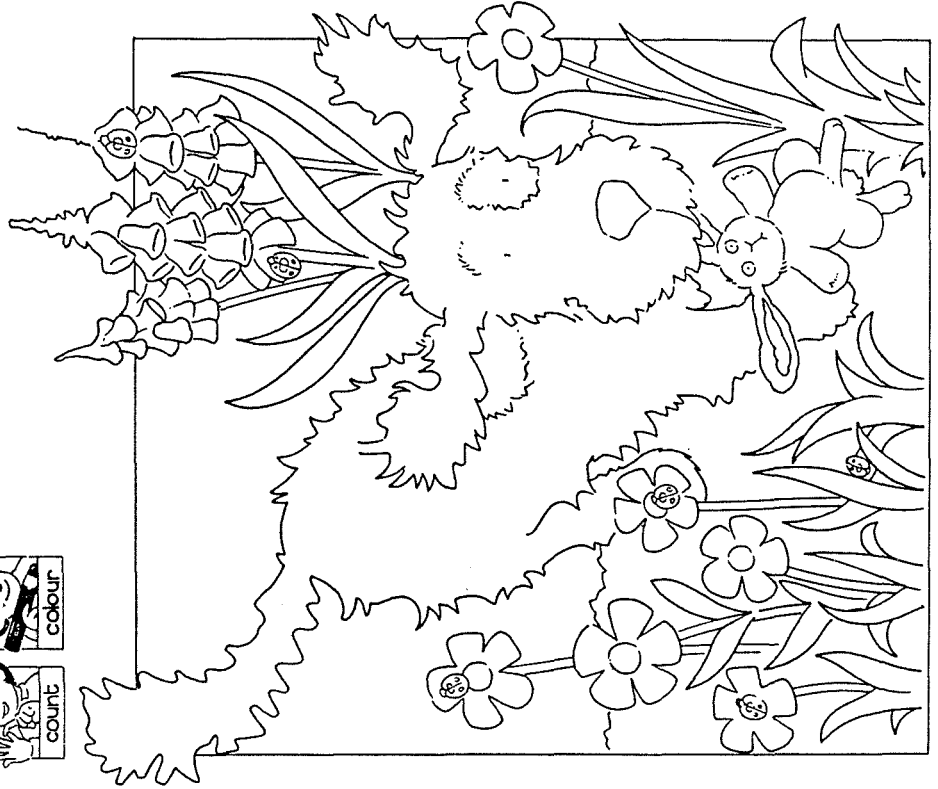


*What do you think happens next?*

17



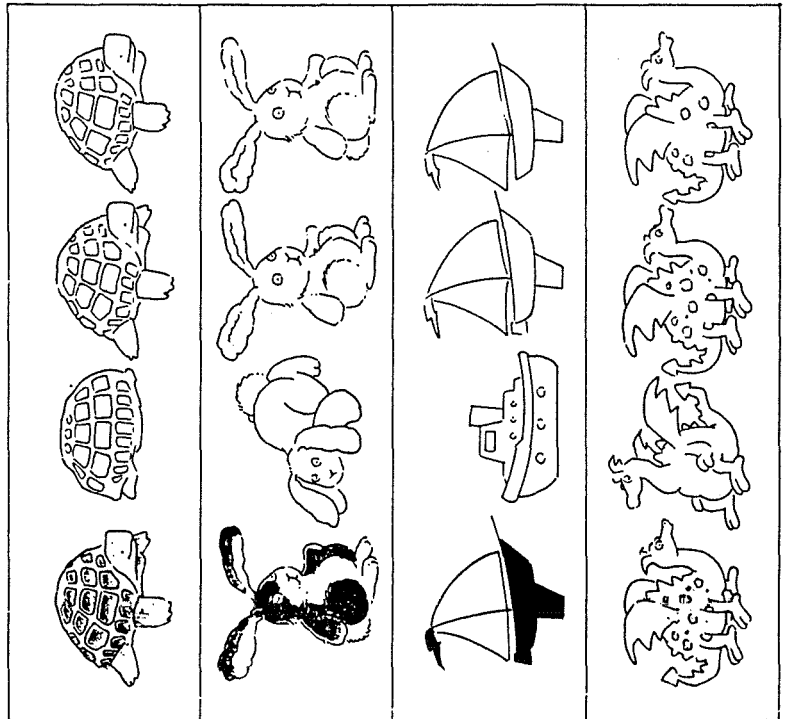
Find six hidden ladybirds.



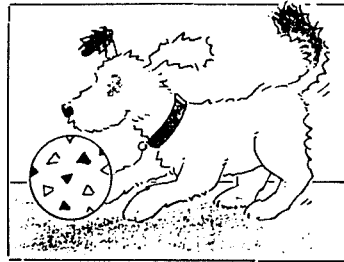
16



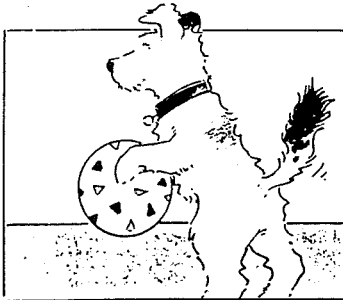
Colour the picture which is the same as the first one in each row.



18



Sam has a ball. Sam likes the ball.



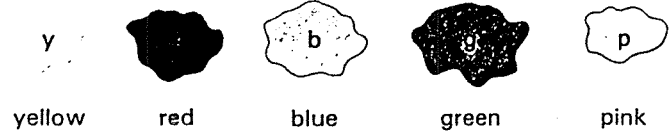
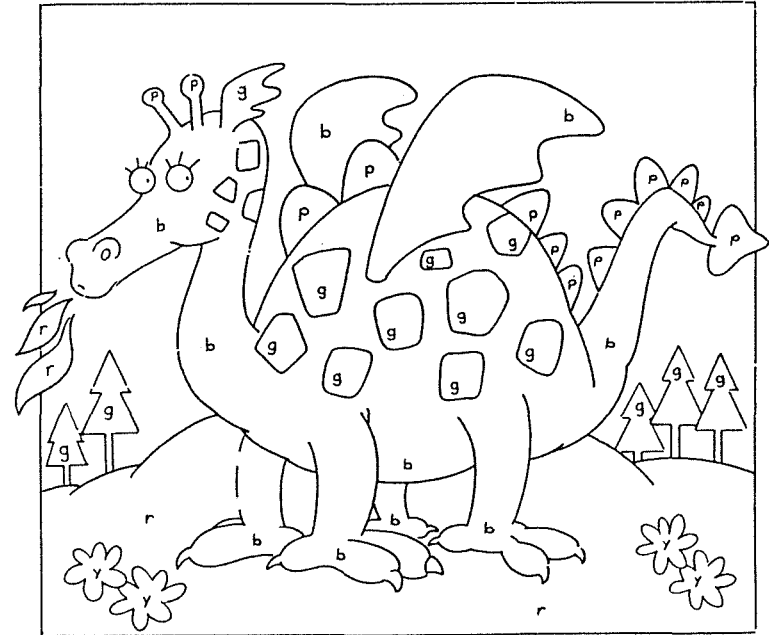
I like the ball.

Write your own.

19

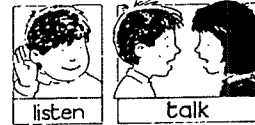
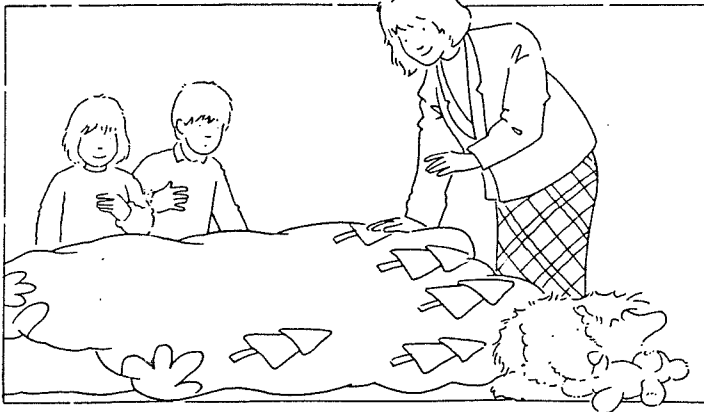
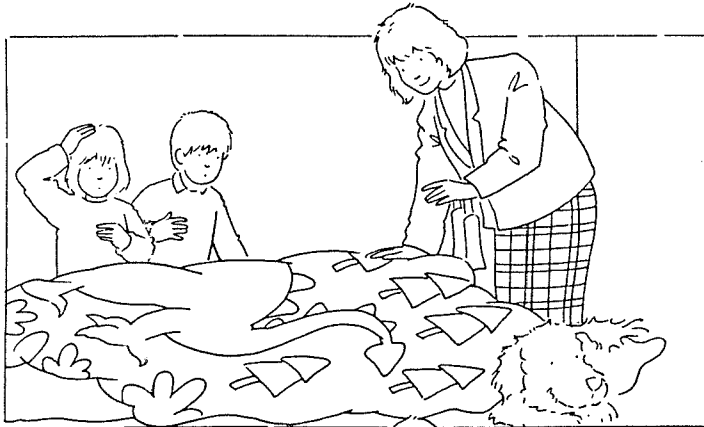


Colour the picture using the key.





Find six differences in the bottom picture.  
Then colour both pictures.



Tommy Thumb, Tommy Thumb,  
where are you?  
Here I am, here I am,  
how do you do?



Peter Pointer, Peter Pointer,  
where are you? etc.

Toby Tall etc.



Ruby Ring etc.







Baby Small etc.



Fingers all, fingers all,  
where are you?  
Here we are, here we are,  
how do you do?

22

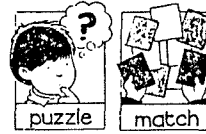


 dog	 tree
 ball	 Tom
 toy	 Kate

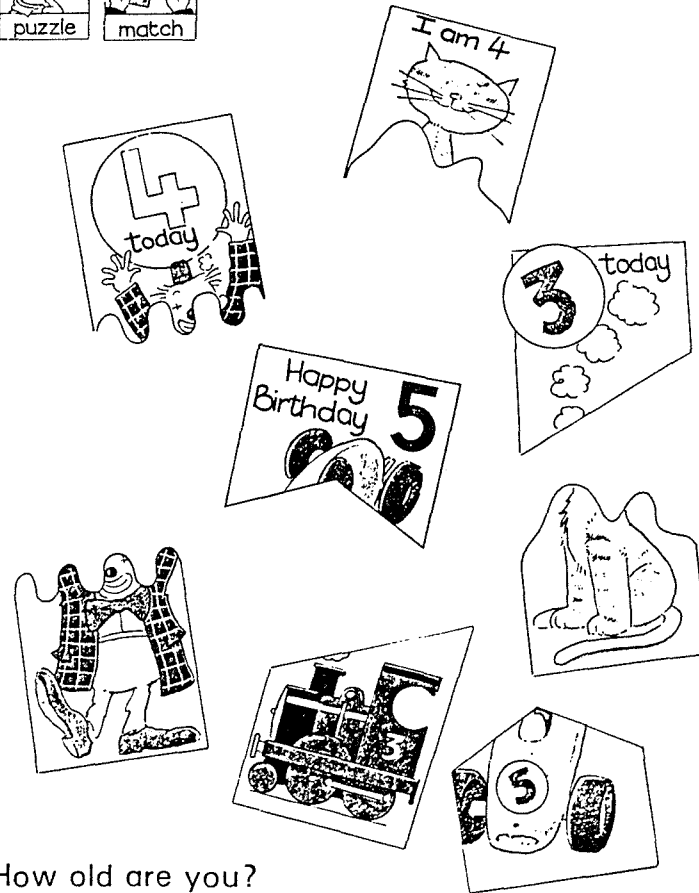
dog	ball
Tom	toy
tree	dog
Kate	Tom
ball	tree
toy	Kate

Match the words.

23



Match the halves of each birthday card.



How old are you?

24



I spy with my little eye...

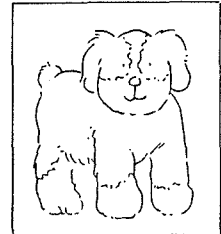
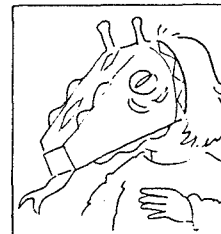
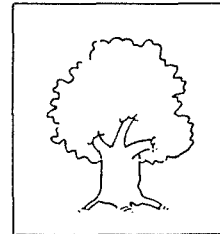
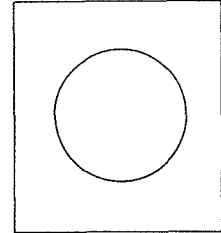
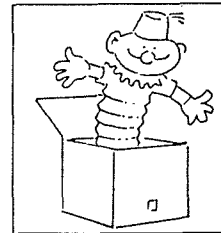
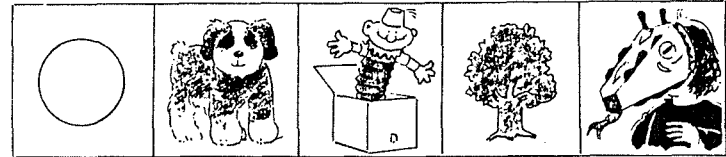


Use these pictures to play I-spy.

25



ball      dog      toy      tree      Kate

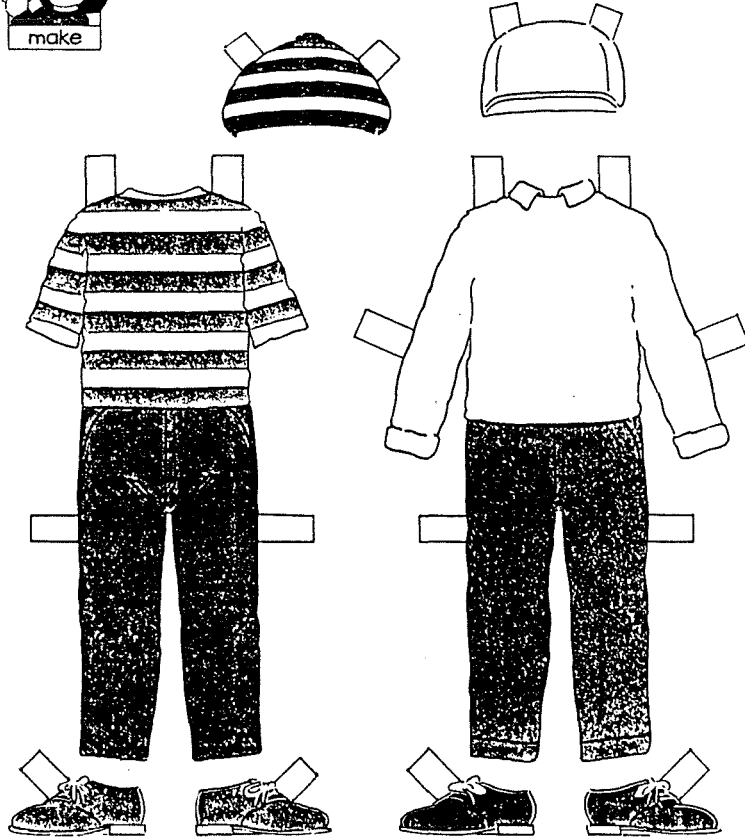


Write the word by each picture.

26



Carefully cut out the clothes and attach them, using the tabs, to the figure of Kate or Tom made from the centre pages.



Draw round Kate and Tom from the centre pages and make extra clothes for them to wear.

## English for Year 2

**Textbooks:** Ladybird Series Read With me Key Words Reading Scheme  
Book and Workbook

Book 3 - The space boat

Book 4 - Sam to the rescue

Right Way Workbook 1 - Carmen Aquilina

Photocopiable material indicated as English - Year 2 page 244

Sheets 1 - 4 for storytelling sessions.

Sheets 5 & 6 Nursery Rhymes

### First Term

Read With Me Reader and Workbook 3 - The space boat.

You Can Read Video 5 - Space.

Right Way Workbook 1 pages 1-18

Photocopiable material indicated as English - Year 2 sheets 7 - 10

1. The teacher must discuss every picture in the book before reading the text.

2. The reader can be divided as follows:

- Week 1: pgs 4-11
- Week 2: pgs 12-17
- Week 3: pgs 18-21
- Week 4: pgs 22-25
- Week 5: pgs 26-29
- Week 6: pgs 30-33
- Week 7: pgs 34-37
- Week 8: pgs 38-41
- Week 9: Revision of book.

3. As the book is being taught, the following types of grammar exercises can be given to the pupils:

- a. Fill in the blanks with the words introduced in the book.
- b. Write sentences with the words introduced in the book.
- c. Write sentences about the pictures.
- d. Jumbled sentences.
- e. Comprehensions on the whole book - both oral and written.
- f. Sentences with:
  - like - likes
  - look - looks
  - jump - jumps
  - say - says
  - come - comes
  - want - wants
- g. Singular and plural of words introduced in book.

4. The following indicates how teachers can divide the teaching of Right Way Workbook 1 pages 1-18:

Week 1:	pgs 1
Week 2:	pgs 2-3
Week 3:	pgs 4-5
Week 4:	pgs 6-7
Week 5:	pgs 8-9
Week 6:	pgs 10-11
Week 7:	pgs 12
Week 8:	pgs 13-15
Week 9:	pgs 16-17
Week 10:	pgs 18

5. Following are ways of tackling each ladybird workbook 3 pages creatively.

1. Discussion:

Where are Tom and Kate?

What is the box?

What do they like to do in the box.

Who is with them in their boat?

Reading of text.

Children will colour in the picture.

2. Reading of words.

Oral sentences with each word.

Children will match the word to the picture.

Children will try to learn spelling the words for dictation.

Children can try writing a sentence with each word.

3. Introducing the meaning of the words some and you.

Oral sentences can now be done with these two new words.

Children will go over the dotted words.

Children will read the phrases.

4. Discussion:

Where are Tom and Kate?

Who is with them?

What can they see from their imaginary boat?

How many stars are there?

How many mountains, planets, trees, fish, castles?

What do you like about the picture? Why?

The children will now count the things in the picture and write the right amount in the boxes below.

5. New words that are opposite: up, down.

Who is up? Who is down? Who jumps down?

Oral sentences with up and down.

Text reading and colouring of picture.

6. What are these?

Oral sentences with fish and cat.

Children will draw in the boxes below.

7. Children will try to say a simple story about the picture.

Discussion on what might happen after this scene.

8. Flashcards of: teddy, fruit, boat, dog, hat, doll, car, cat, chair, binocular, hat.

What can we see on this page?

The things mentioned will have their flashcards pinned up on the board.

The children will be asked to read to the words on flashcards the teacher points to.

The children can now be asked to write the word from the board under its picture.

The children will draw an arrow as to what belongs in the toy box.

9. Discussion:

Can fish fly? Why?

Can dogs swim?

Ask the children to stand up besides their chair and give them instructions such as:

Jump high! Walk slowly. Clap your hands once. etc...

Which of these did you enjoy best, why?

Is it fun to jump? Why?

Do Tom and Kate have fun at home? How do we know?

The children will tick yes or no, and a graph can be drawn according to the results achieved.

A conversation can then be held about the graph, e.g. How many agree that fish can fly?  
etc.

10. Which animals can be seen in the pictures?

The teacher can have flashcards of these animals: frog, cat, mouse, insect. Frog, insect and mouse will be the newly introduced words so it is ideal to start off by oral sentences with these words.

What does the frog want?

What does the cat want?

The children will now find a way through each maze.

11. Children can be left to do this activity on their own.

12. Discussion:

Where is the fish?

Where is Sam?

Where is the cat?

Reading of words in brackets.

Oral sentences with the words in brackets.

Children can be left on their own to choose the right word.

Children can write their own sentences with the words in brackets on their exercise books.

13. The children will cut out the sixteen cards and use them to read and match.

The children can also be asked to match a word with a word, a picture with a picture or a word with a picture.

The teacher can call out the words and without looking at the pictures, the children will show them up to the teacher so that the teacher will know which words have been mastered by who and which are yet to be learned.

Children can then be asked to write simple sentences with each word on their exercise books.

14. Discussion:

Who is in the picture?

Do you think that the children and the dog were afraid of that giant? Why?

Which colours are we to use to colour the picture?

The children will now colour the pictures.

15. This can be part of a science lesson where the children see the teacher planting a seed and letting it to grow by watering it. A discussion on each picture can be held, where the children will give their views of what will be happening to the seed. The children can be helped to write a sentence on each picture forming a short story.

16. Individual children will be asked to read the text.

Discussion:

Who says that their toy box is a boat?

What do they want to do in their toy boat?

What do they look at?

Who wants to jump? Why?

The children will now write the words underneath.

17, 18. It is interesting to see the children work out these two activities on their own. In this way they will be trained not to be spoon fed.

19. What is in each picture?

The teacher can have flashcards of these words in order to find out whether the children know how to read these words: boat, hat, tree, fish, ball, dog, Here, is, This, I, see. If the children know these words then they can go on to work out the exercise on their own. This helps the teacher to test the children.

20. Again, the teacher can leave the children to work this activity on their own.

21. The teacher can read the rhyme several times for the children to learn. When the children are capable of saying it on their own, they can say it slowly following the words with their fingers.

The teacher can then have flashcards of the following words for the children to read and state and write sentences on each word:

one, two, three, four, five, once, alive, six, seven, eight, nine, ten, let, go, again, did, you, bit, my, finger, so, bite, this, little, right.

As a supplementary exercise the children can be given photocopiable sheet 5 in order to help them master the number names one to ten.

22. The teacher can use this page to test the children with their reading.

23. Discussion on picture, and the children can join the dots of the hidden picture and talk about what might happen next.

The children can be asked to write a few sentences about the picture.

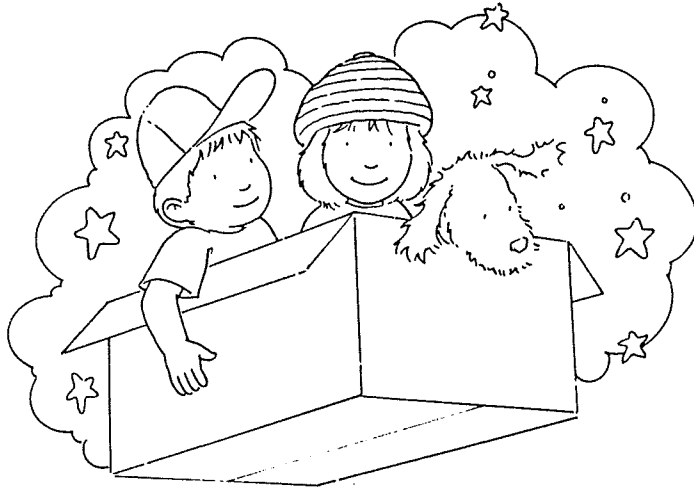
24. The teacher can have flashcards of: box, hat, binocular, boat, cat, van, fish.

The teacher can ask the children to describe each picture after playing I spy with my little eyes something beginning with for example h, for each picture. The teacher can put up the word flashcard of the picture being described.

The children can be asked to write the words under the pictures and on their exercise books write a sentence with each word.

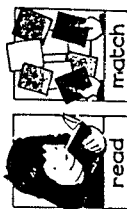
25. Children can have fun talking to each other through their mask, and play the fishing game in groups.

1

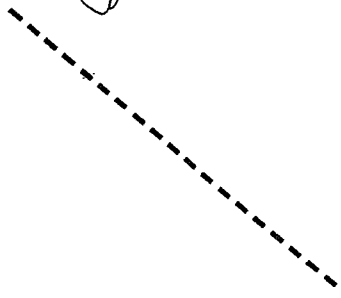
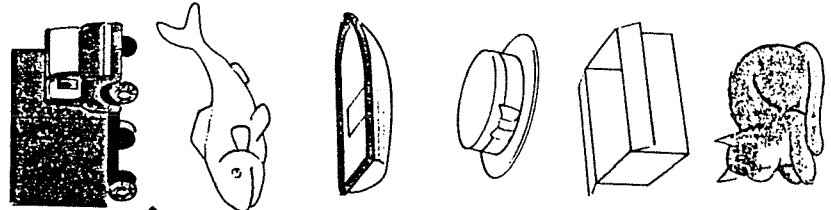


Tom and Kate are in the box.  
It is a boat, they say.  
They like to play.

2



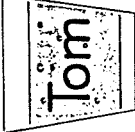
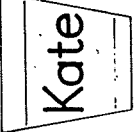
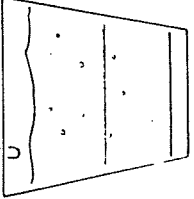
- hat
- box
- cat
- van
- fish
- boat



3



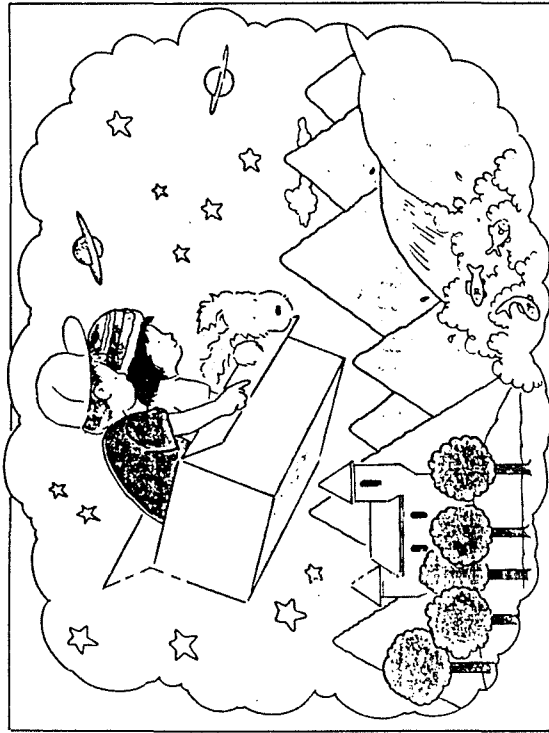
Write your own name on the big glass.

 <p>Some for Tom.</p> <p>Some for Tom.</p>	 <p>Some for Kate.</p> <p>Some for Kate.</p>	 <p>Some for you.</p> <p>Some for you.</p>
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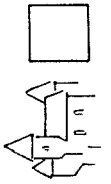
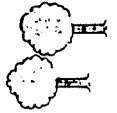
4



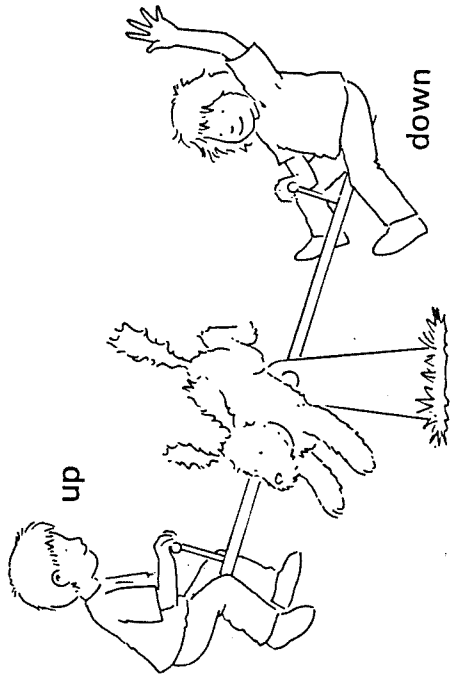
Count the things in the picture.



How many?



5

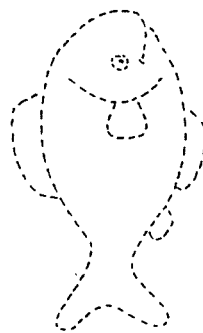
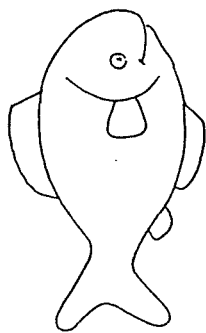
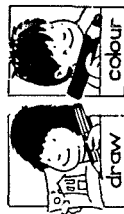


Tom is up.

Kate is down.

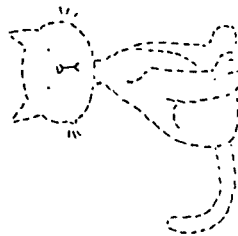
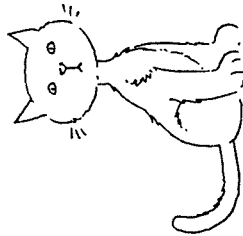
Sam jumps down.

6



fish

Draw another in each box.

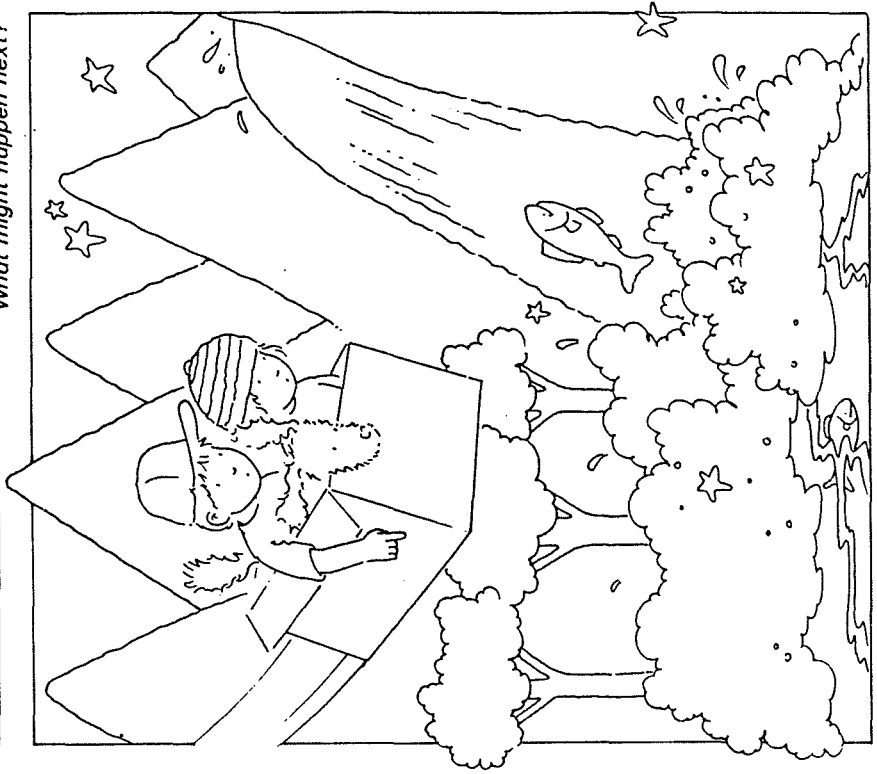


cat

7



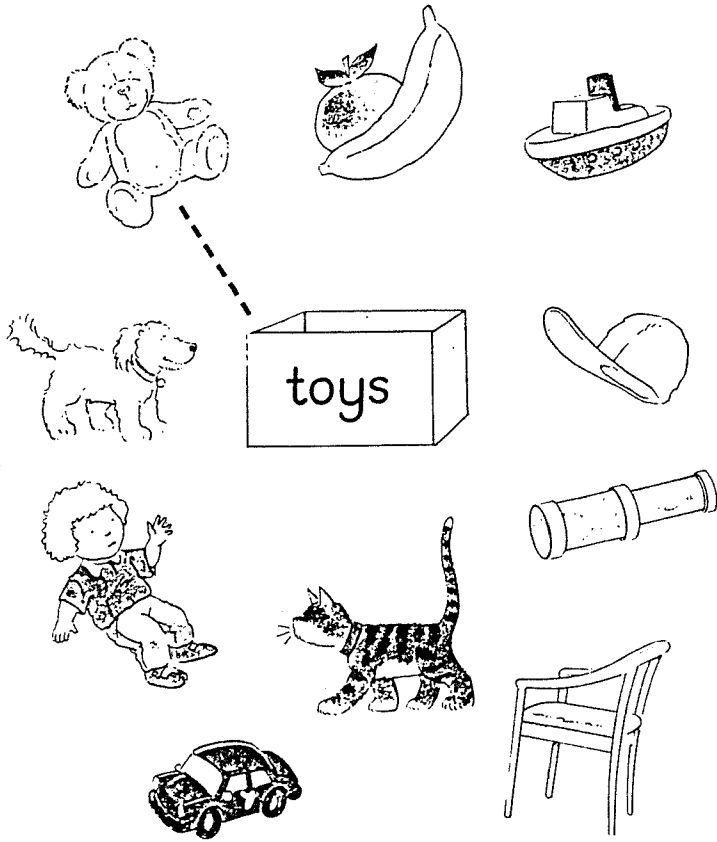
What might happen next?



8



Which of these belong in the toy box?



9



Tick the answer.



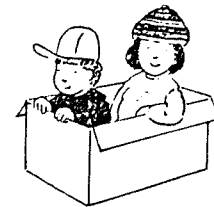
Fish can fly.  
yes   
 no

Dogs can swim.  
yes   
 no

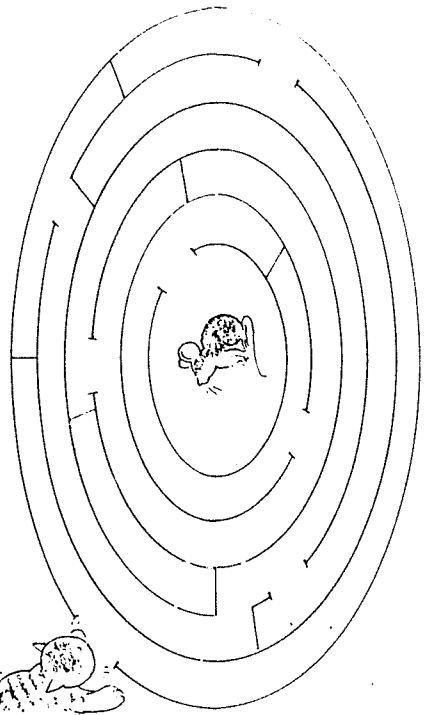
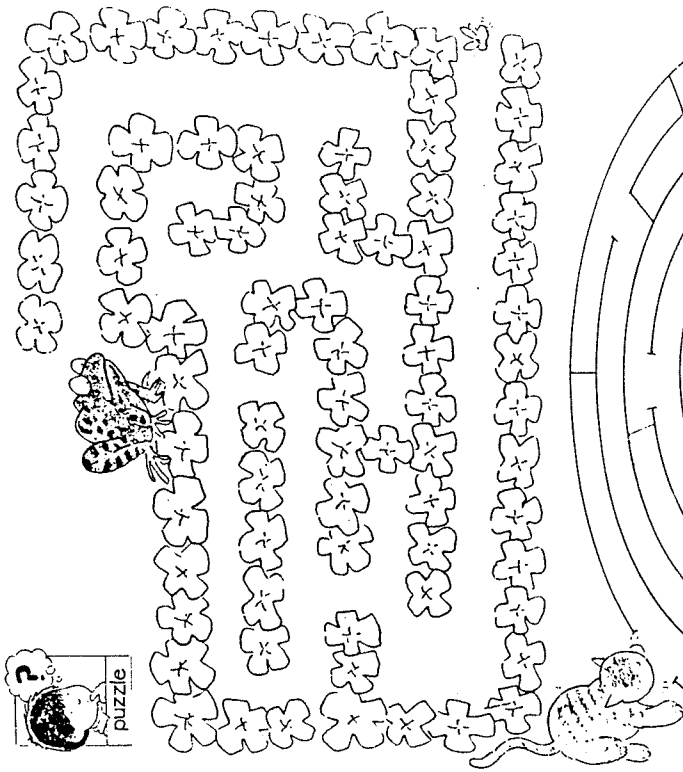


It's fun to jump.  
yes   
 no

Kate and Tom  
have fun at home.  
yes   
 no



10

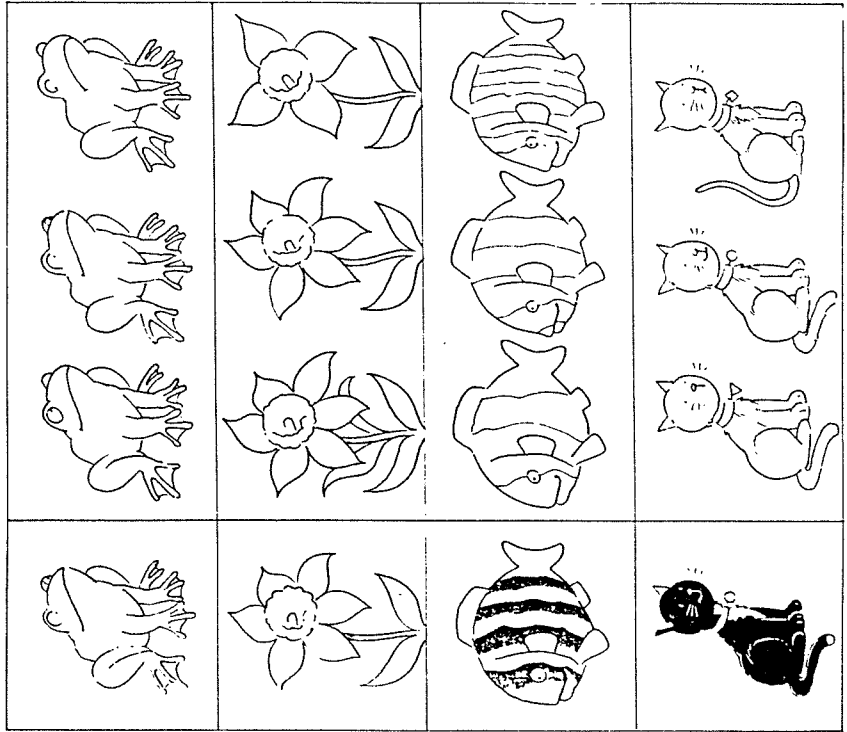


Find a way through each maze.

11

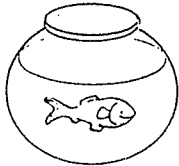
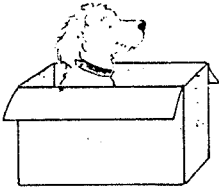



Colour the one that is the same as the first one in each row.



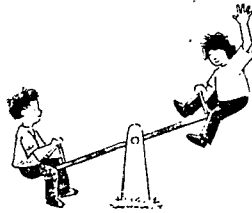
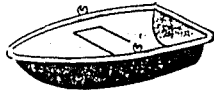
12



	<p>The fish is in the _____. (water, some, hat)</p>
	<p>Sam is _____ the box. (jump, in, fish)</p>
	<p>The cat is in the _____. (they, want, tree)</p>

*Cut out the sixteen cards and use them to play reading and matching games.*

*You can match a word with a word, a picture with a picture or a word with a picture.*



**up**

**boat**



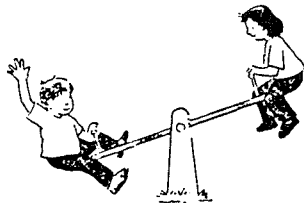
**hat**

**fish**



**jump**

**water**



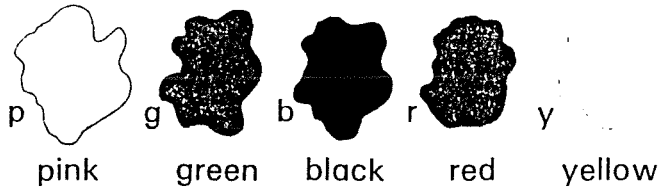
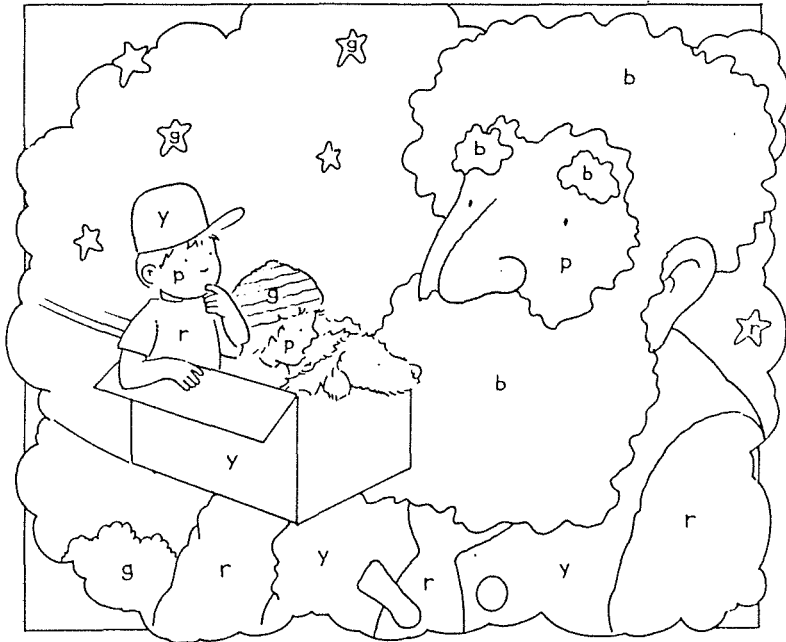
**home**

**down**

14



Colour the picture using the colours below.

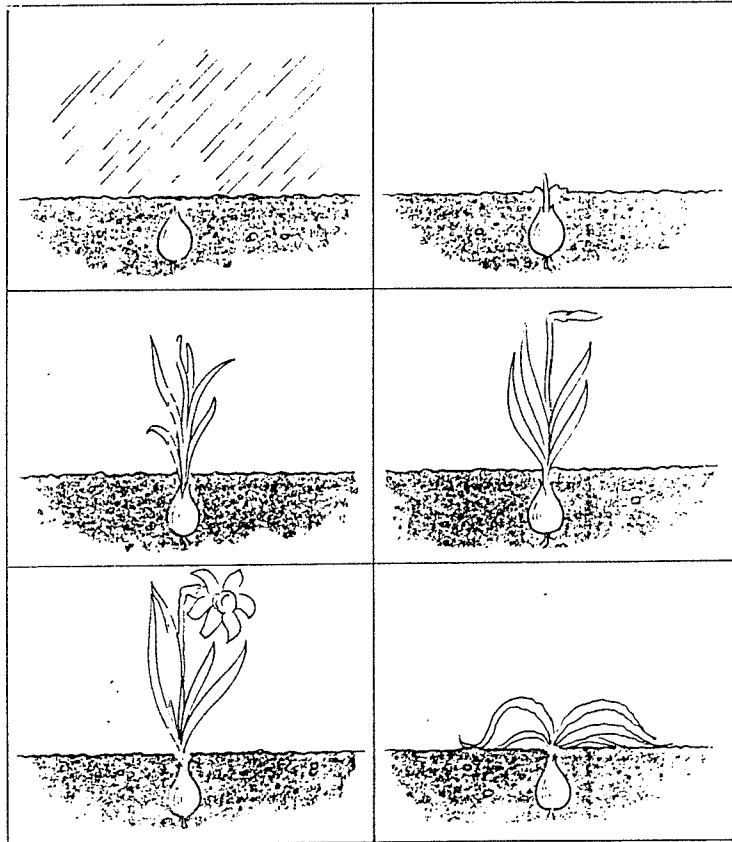


15

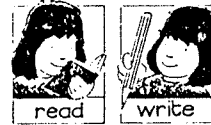


talk

Tell the story.



16



read

write

Write the words underneath.

	It is a boat, says Tom. .....
	We want to go up, they say. .....
	Look at the water. .....
	Sam wants to jump. .....

18



Colour the ones that are the same as the first one in each row.




1 2 3 4 5

					<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
--	--	--	--	--	----------------------	----------------------	----------------------	----------------------	----------------------

Write the correct number in each box.

19



read



write

boat

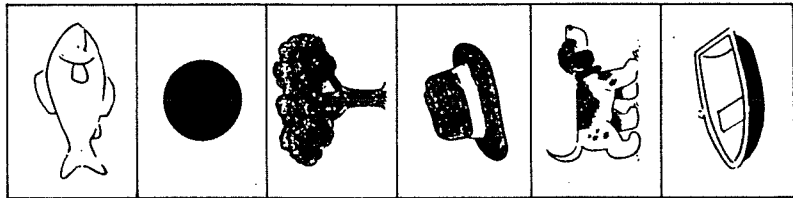
hat

tree

fish

ball

dog



Here is a

This is a

I see the

Here is a

This is a

I see the

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20

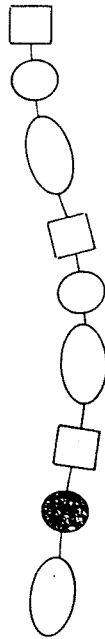
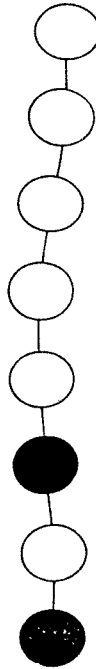
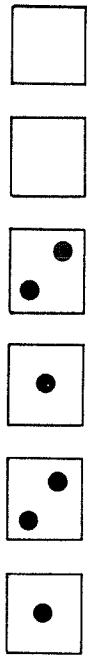


puzzle

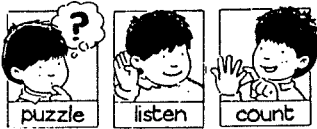


colour

Finish each row.



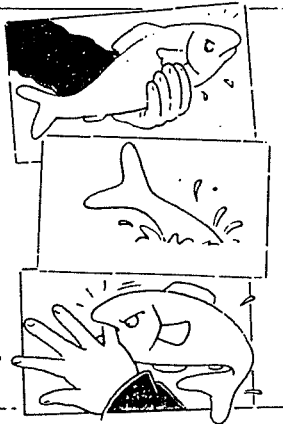
21



Which fish is Tom's and which is Kate's?



One, two, three, four, five,  
 Once I caught a fish alive.  
 Six, seven, eight, nine, ten,  
 Then I let it go again.  
 Why did you let it go?  
 Because it bit my finger so.  
 Which finger did it bite?  
 This little finger on my right.



22



water Sam up boat



We want to go \_\_\_\_\_.

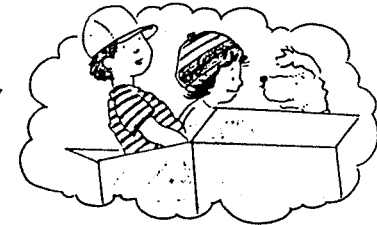
You can't go  
in the \_\_\_\_\_.



Come here, \_\_\_\_\_,  
says Kate.



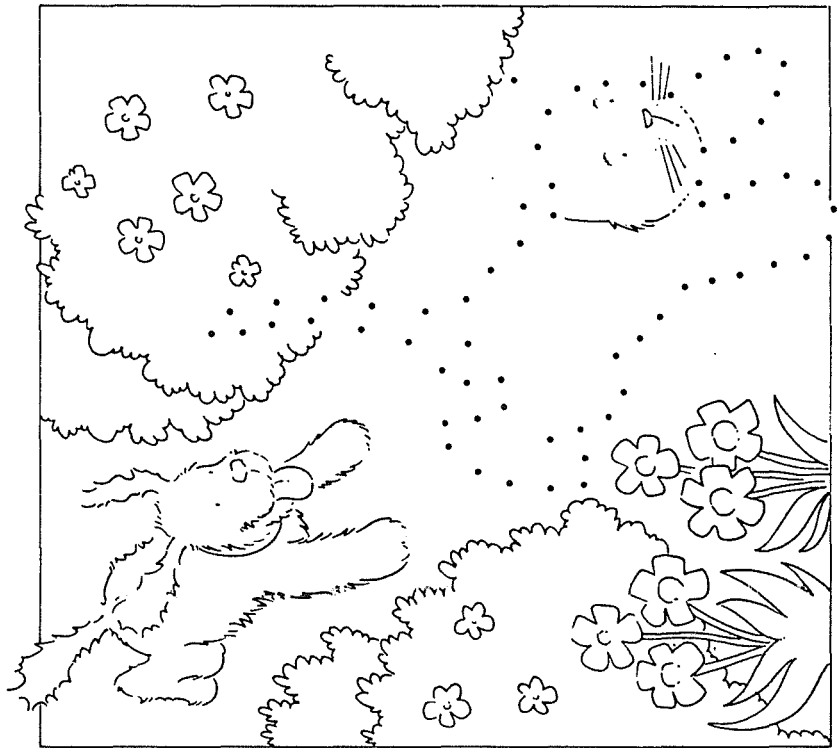
It's fun in the \_\_\_\_\_,  
they say.



23



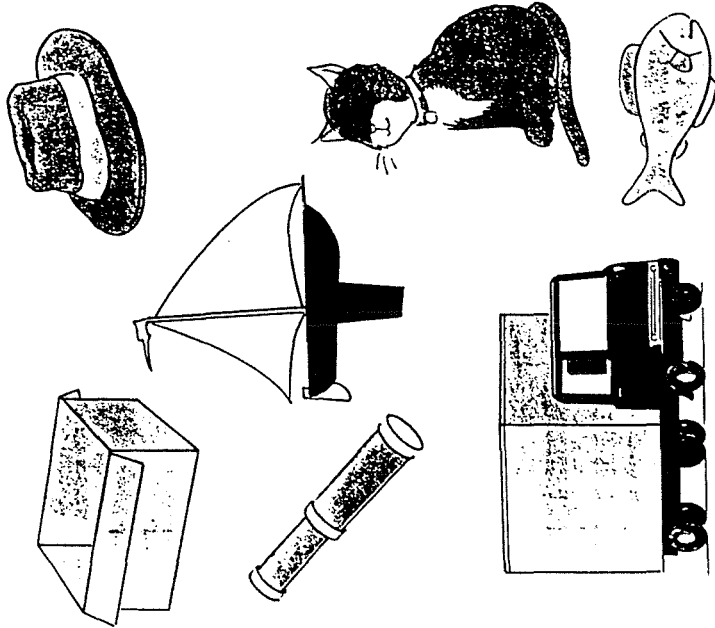
Join the dots to see what is hidden in the picture. What might happen next?



24



I spy with my little eye...

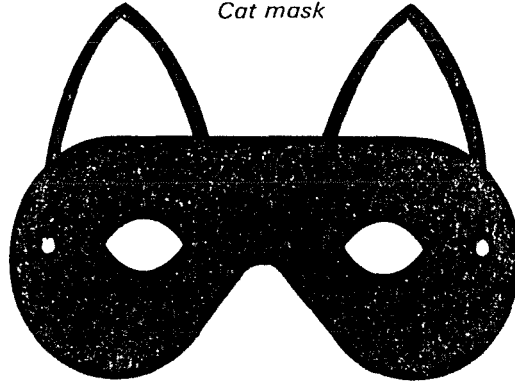


Use these pictures to play I-spy.

25



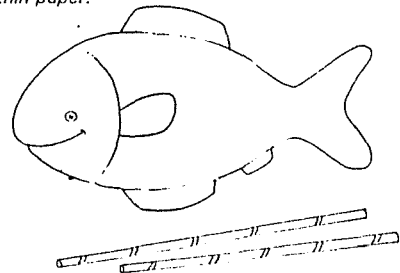
Cat mask



*Trace onto card, cut out and colour.  
Cut out eyes and pierce two holes. Use  
string or elastic to tie on the mask.*

**Fishing game**

*Trace this fish shape 10 times onto thin paper.  
Colour and cut out.  
On the back of each,  
colour spots from  
1 to 10.  
Put fish coloured side up  
on a tray and take  
turns with a partner  
to 'catch' the fish by sucking  
through a straw,  
Add up the spots to find the winner.*



## Second Term

Read With Me Reader and Workbook 4 - Sam to the rescue.

You Can Read Video 7 - School.

You Can Read Video 10 - Transport.

Right Way Workbook 1 pages 19-35

Photocopiable material indicated as English - Year 2 sheets 11 - 21

1. The teacher must discuss every picture in the book before reading the text.
  
2. The reader can be divided as follows:
  - Week 1: pgs 4-7
  - Week 2: pgs 8-11
  - Week 3: pgs 12-17
  - Week 4: pgs 18-23
  - Week 5: pgs 24-27
  - Week 6: pgs 28-31
  - Week 7: pgs 32-37
  - Week 8: pgs 38-41
  - Week 9: Revision of book.
  
3. As the book is being taught, the following types of grammar exercises can be given to the pupils:
  - a. Jumbled sentences.
  - b. Write sentences with words introduced.
  - c. Write sentences on pictures.
  - d. Oral and written comprehensions.

4. The following indicates how teachers can divide the teaching of Right Way Workbook 1 pages 19-35:

Week 1:	pgs 19-21
Week 2:	pgs 22
Week 3:	pgs 23-25
Week 4:	pgs 26-27
Week 5:	pgs 28-29
Week 6:	pgs 30-31
Week 7:	pgs 32-33
Week 8:	pgs 34
Week 9:	pgs 35

5. Following are ways of tackling each ladybird workbook 4 pages creatively.

1. Discussion:

Who are the children in the picture?

Where are they?

What else is there in the picture?

Do you recall the colours of the things present in the picture, from the reader?

What is there in the water?

What can the fish do?

Reading of text.

Children will write the sentences on the lines below.

2. Discussion:

What is Tom looking for?

Where is the fish?

Where does the fish want to go?

Children will help Tom to find his boat and the fish back into the water.

3. Oral sentences on the words in brackets, after the teacher sees that the children know how to read them. It is ideal to have flashcards of them.

Discussion:

Where is the boat?

What does the fish do?

What are Tom and Kate wearing?

What can Tom do?

The children can now choose the right words to fill in the blanks.

4. The children can be left on their own to colour the pictures that are the same as the first one in each row. This helps them to investigate on their own.

5. Discussion:

Who is in the picture?

What are they doing?

Who is with them?

What is Sam doing?

How many hidden fish can you see?

The children will now colour the picture.

6. A first exercise could be to ask children to read the words on top and at random, from flashcards.

Then they could be asked to read them from this page. In this way the teacher will see that the children know how to read the words.

A third exercise could be that of oral sentences with each word.

The teacher can now read the part sentence on the left and the children have to choose the right word from the top that matches the picture and write it down.

Discussion:

What can you see? What is here? What does he have?

What is here which is blue? What can you do? What can she do?

What is here that is blue?

Which word did we write instead of Tom? Instead of Kate?

7. Discussion on each picture.

Oral sentences on each picture.

Children can get the opportunity of saying the story in the pictures.

Discussion of what might happen next.

Children can write a short story of the pictures on their exercise books.

8. What colours are we to use to colour the picture?

Which colour starts with each letter?

What do Tom and Kate have?

Where do you think they are going?

The children will now colour the pictures.

9. The children can be left on their own to work out this activity.

10. Again the children can be left on their own to do this activity. This helps them to observe carefully and work independently.

11. Discussion:

What can Tom do?

What can Sam have?

What can't Sam have? Why do you think he can't?

Reading of text.

Writing of dotted words underneath.

12. The teacher can have flashcards of these words:

yes, want, say, it, here, like, this, boat, we, no, go, are, look.

The teacher makes sure that the children know how to read all the words.

Oral sentences about each word.

The children can now find the words in the big square.

As another activity, the children can be asked to write sentences with each word on their exercise books.

13. The children will cut out the cards, and play with a partner at throwing a dice by matching the numbers on the dice to the cards. The one that complete Kate, John, Tom and Suki first will be the winner.

This exercise helps the children to work in pairs and/or groups co-operatively.

14. It is interesting to note children working this activity on their own. When they have finished, the teacher having flashcards of the animal names: elephant, monkey, giraffe, tiger, penguin; can ask the children to try and read the names now that they know what animals they have on their picture.

15. Discussion:

What is Sam looking for?

Where is the boat?

What does Tom look at?

What can Kate do?

Talk about each picture.

Reading of text.

The children can now write the sentences again under each one.

The children will now try to match the words to the correct picture.

16. We can get into a conversation about our house.

By looking at the pictures below, the children can tell us to name the rooms in the house, and what goes into each room.

Now they can talk about the rooms in their own house.

Now the children can draw a line to show where each object belongs.

The children can write simple sentences about the house on their exercise books.

17. The children can be asked to do this activity on their own.

18. Reading of text by asking the children randomly to read it. This helps the teacher see whether they have mastered reading words they have been reading for quite a long time now.

Discussion on each picture can follow.

The children can be left on their own to write the correct words by each picture.

19. Discussion:

What does Sam want? Can it have it?

What is that big animal next to Sam? Can it jump? Why?

What is Tom doing?

Where is the toy? Who wants the toy?

Who is in the tree?

The children will now tick yes or no to each question.

A graph can be drawn out from the answers.

20. The children can be left to do this exercise on their own and then discuss the results.

21. Who are these children? Write their names underneath. Now look for their balloon and under their names the children can write the colour names of their balloons.

22. The children can be left to do this activity on their own and then discuss it with the teacher afterwards. A discussion on what each does is also interesting.

23. The teacher first makes sure that the children know how to read the words.

Oral sentences on each word.

The children match the word to its picture.

On their exercise books they can write a sentence with each word.

24. While the children are working on this activity, the teacher can call the children out one by one to check whether they know how to read all the words.

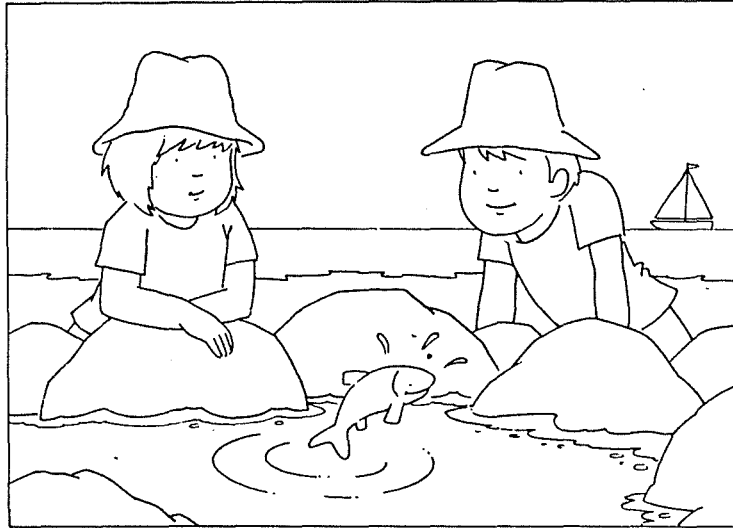
The children can be asked to write a sentence on each one in their exercise books.

25. After this activity has been done, the children can write sentences on their exercise books to explain how they went about doing this activity.

They can then play in pairs or groups - who can finish the jigsaw first?

They can also be asked to write sentences on the picture.

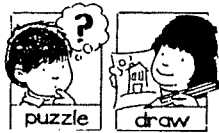
1



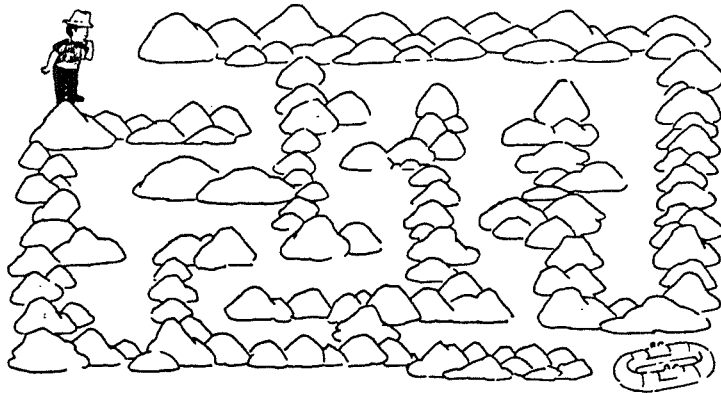
Look at the fish in the water.

The fish can jump up.

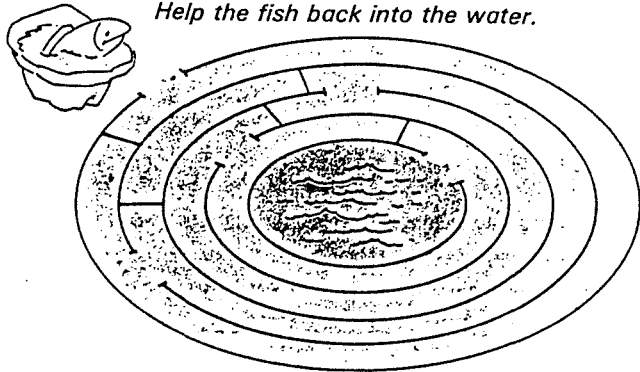
2



Help Tom to find his boat.



Help the fish back into the water.



3



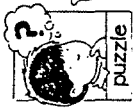
	<p>The boat is on the _____. (water, some, this)</p>
	<p>The fish _____ into the water. (want, say, jumps)</p>
	<p>Tom and Kate _____ hats. (yes, have, up)</p>
	<p>Tom says, Look I _____ hop. (can, not, into)</p>

4

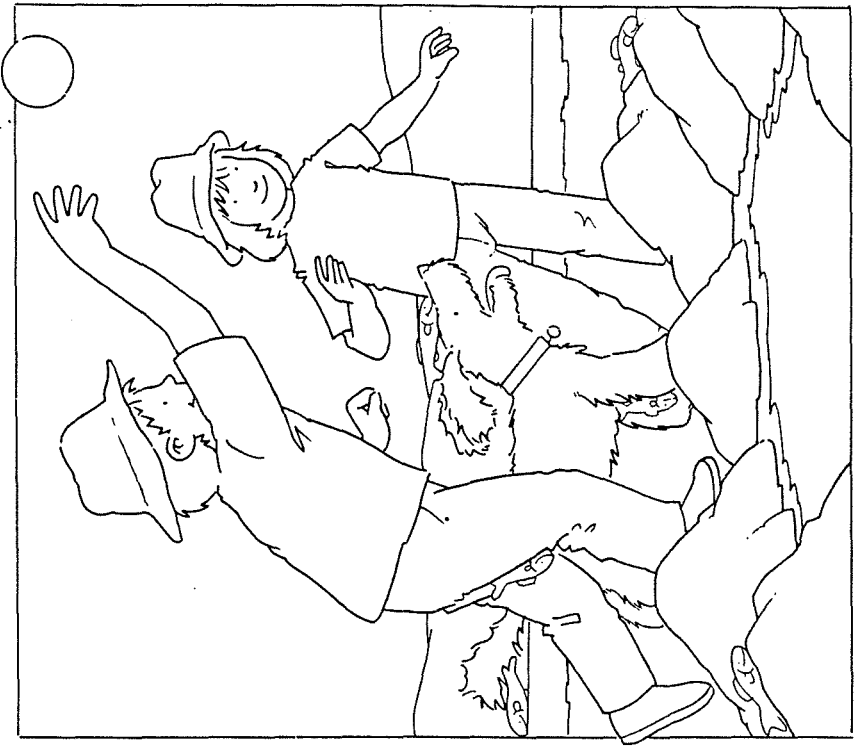


Colour the ones that are the same as the first one in each row.


5



Find six hidden fish.



6



jump hat fish down boat water ball

I see the \_\_\_\_\_.



Here is a \_\_\_\_\_.



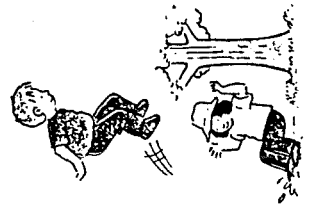
He has a \_\_\_\_\_.



Here is some \_\_\_\_\_.



I can \_\_\_\_\_.



She jumps \_\_\_\_\_.

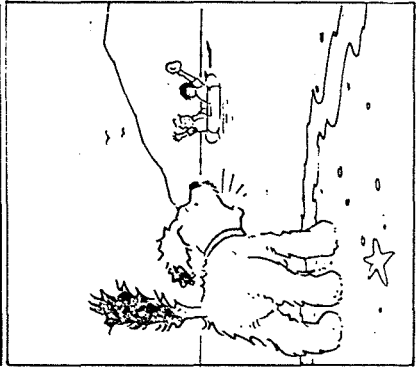
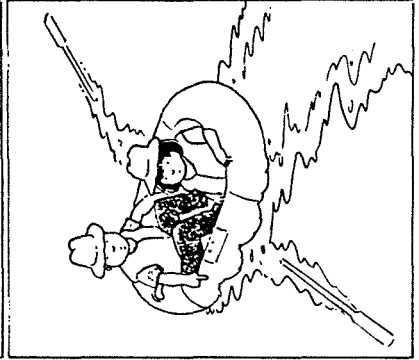
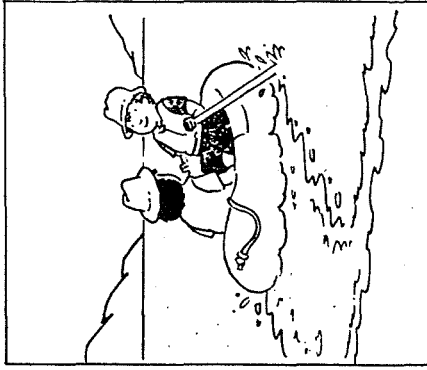
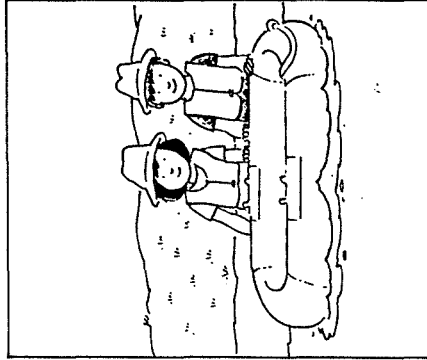
Here is a \_\_\_\_\_.



7



What might happen next?



8



yellow  
y

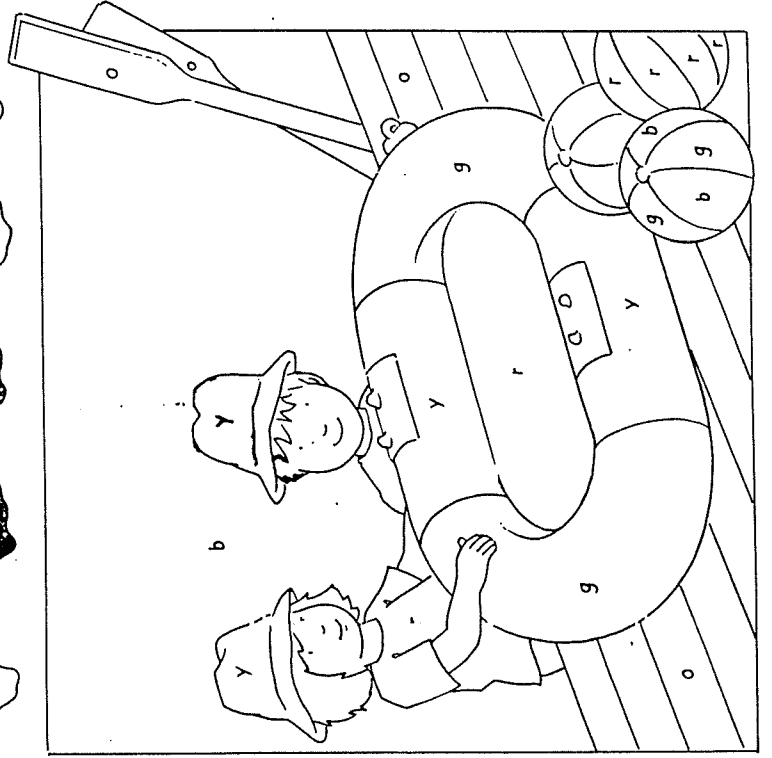
red  
r

blue  
b

green  
g

orange  
o

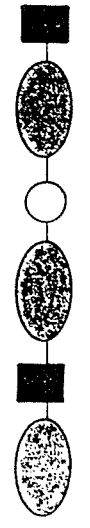
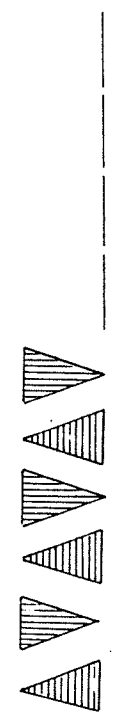
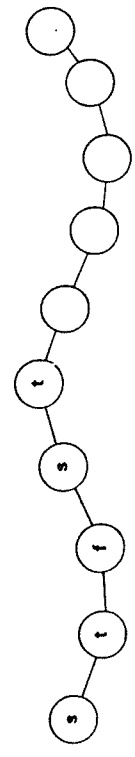
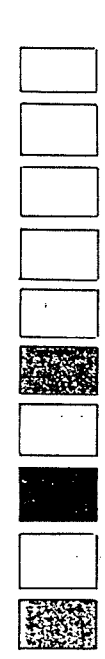
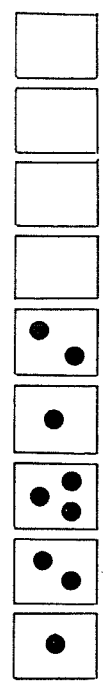
The colours below will start you off.



9



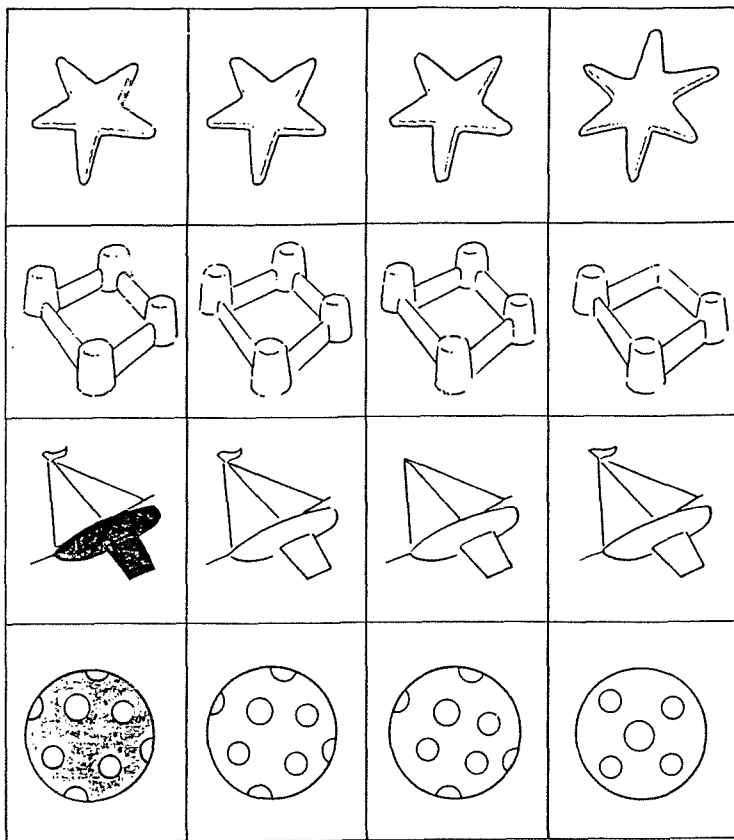
Finish each row.



10



Colour the one which is different to the first one in each row.




11




Write the words underneath.


Tom can jump down.  
 Tom can jump down.



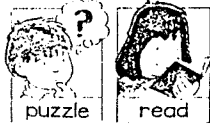
Sam can have  
 Sam can have  
 some water.  
 some water.



He can't have  
 He can't have  
 the fish.  
 the fish.



12



Find the words hidden in the big square.  
You can go across or down.

w	a	n	t	v	i	t
s	q	s	a	y	h	w
b	n	l	i	k	e	o
o	o	l	z	t	r	t
a	f	o	a	r	e	h
t	g	o	w	u	w	i
c	d	k	h	y	e	s

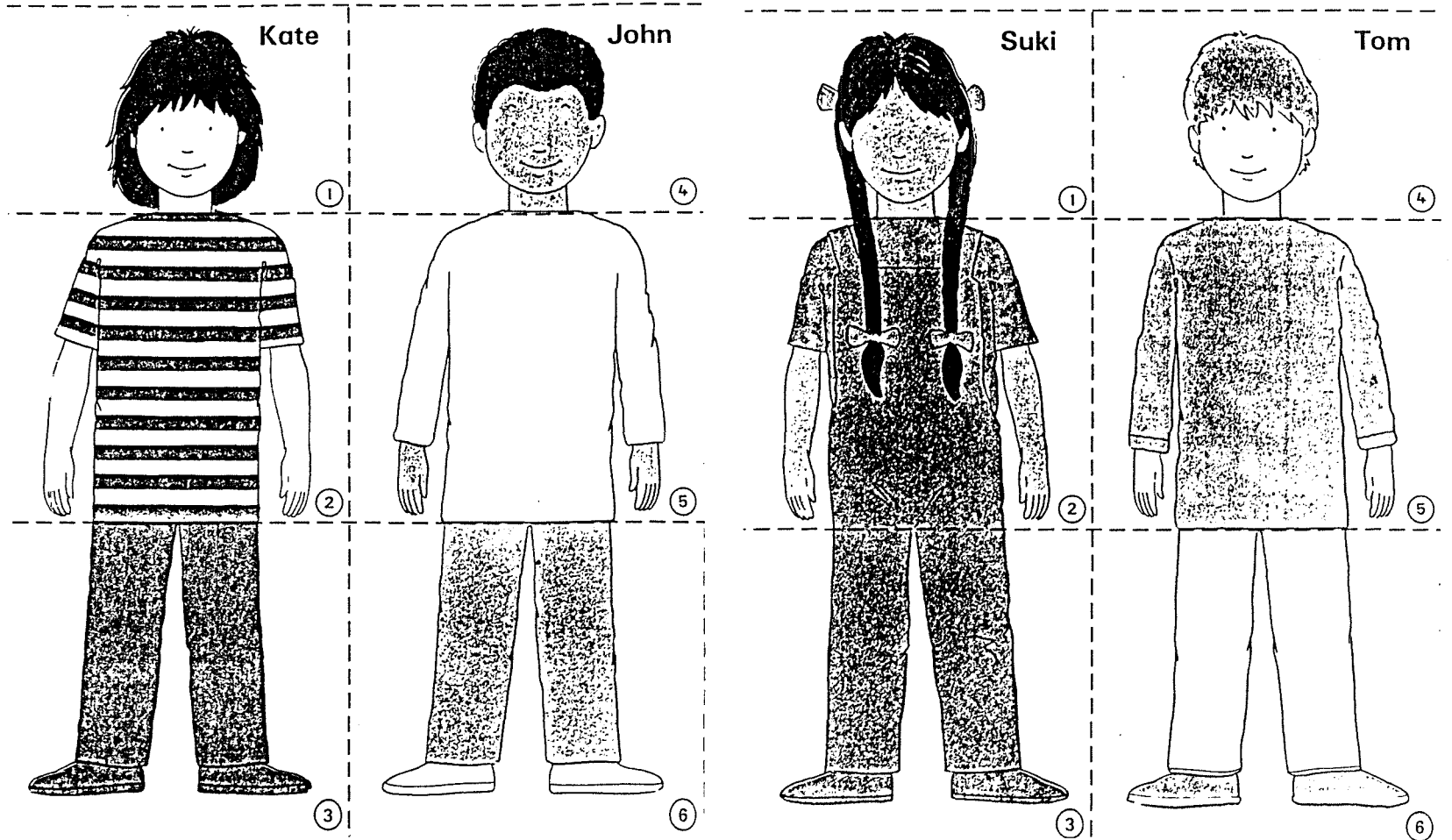
yes    want    say    it  
here    like    this    boat  
we    no    go    are    look

Cut out the 12 cards along the dotted lines.

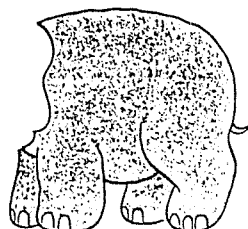
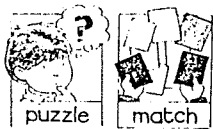
Match the number thrown to a card.

With a partner, take it in turns to throw a dice.

Who can complete Kate, John, Tom and Suki first?

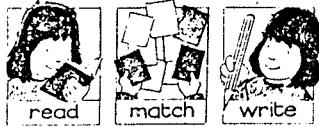


14



Draw a line to join the two parts of each animal.

15



read

match

write

Match the words to the correct picture.

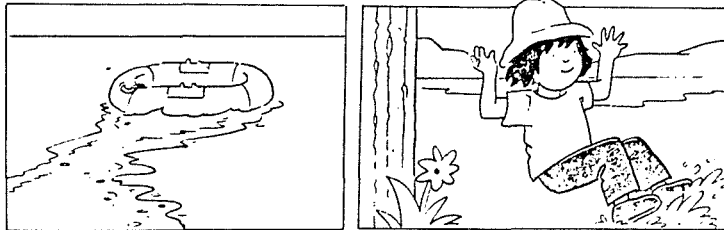


\_\_Sam looks for the toy.

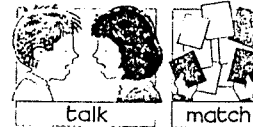
\_\_The boat is on the water.

\_\_Tom looks at a fish.

\_\_Kate can jump.



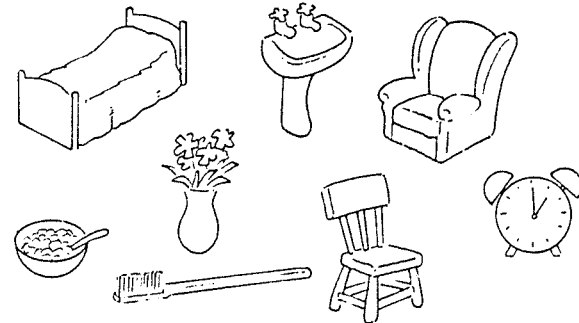
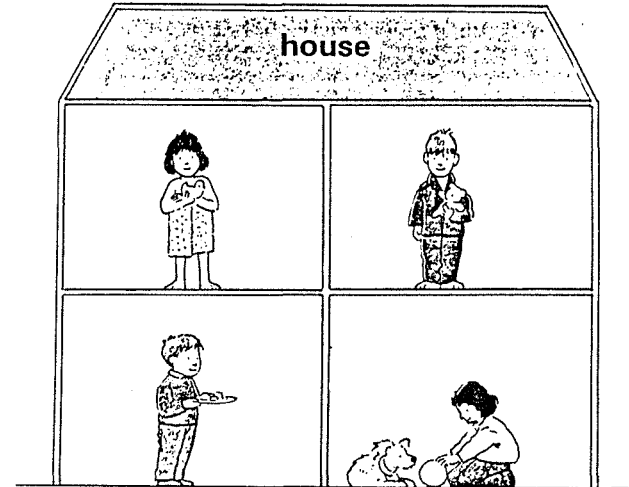
16



talk

match

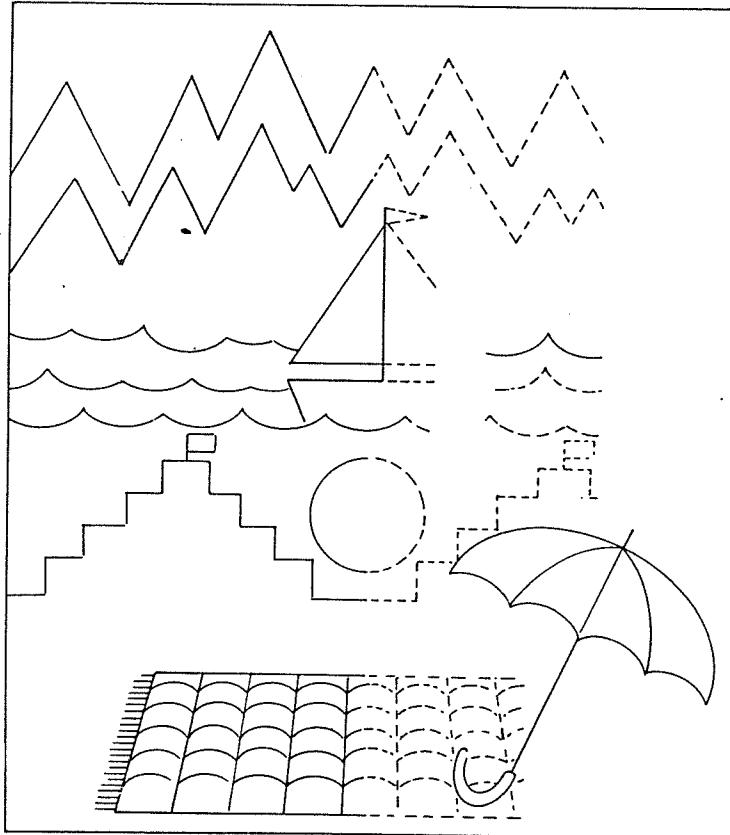
Name each room and then draw a line to show where each object belongs.



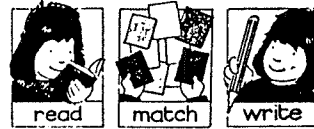
17



Finish the picture and then colour it.



18

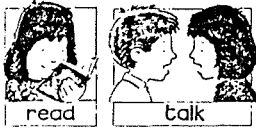


Write the correct words by each picture.

You come in. It's fun in the water.  
Please go to the shop for me.  
We like this, they say.

	_____
	_____
	_____

19

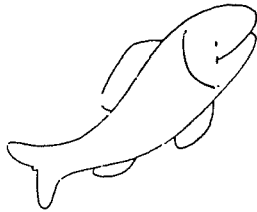


Tick one answer to each question.

Can Sam have it?

yes

no



Can fish jump?

yes

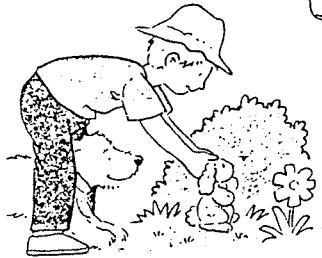
no



Can Tom hop?

yes

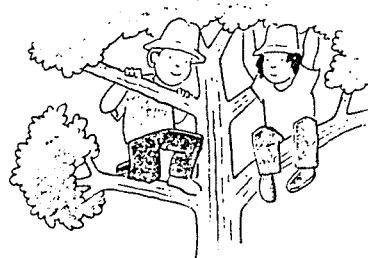
no



Is the toy here?

yes

no

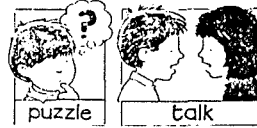


Are they in a tree?

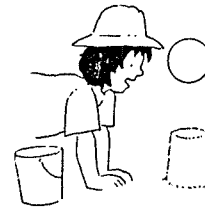
yes

no

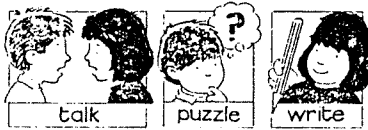
20



Number the pictures in the right order and tell the story.



21



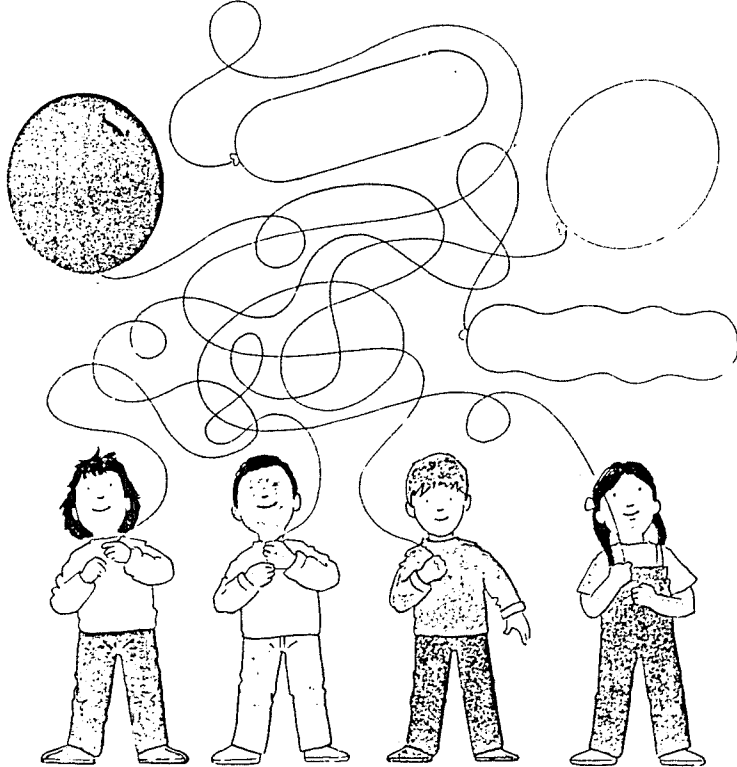
talk

puzzle

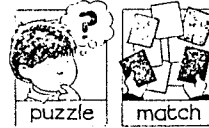
write

Which colour balloon  
does each person have?  
Write their name underneath.

John Kate Suki Tom



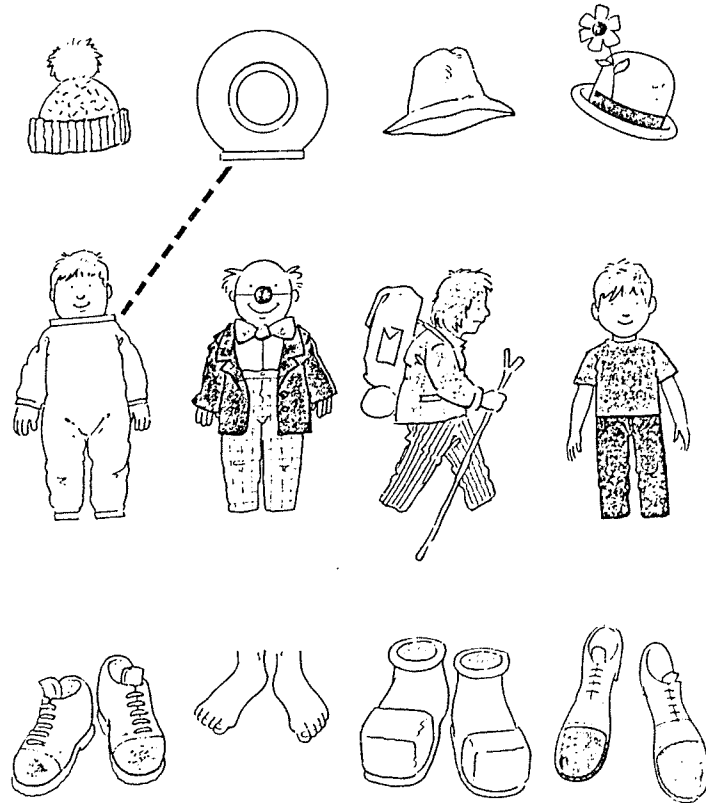
22



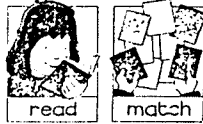
puzzle

match

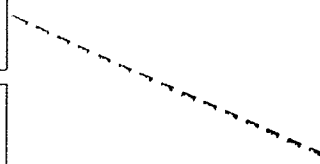
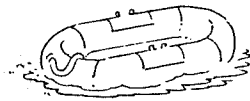
Draw a line to show which hat and  
feet belong to each person.



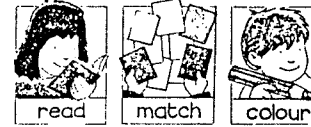
# 23



- hat
- water
- dog
- boat
- sand
- fish



# 24



Match the word and colour the box the same.

are	go	they	want
at	have	this	we
can't	look	to	yes
come	not	up	you
for	some	down	fun

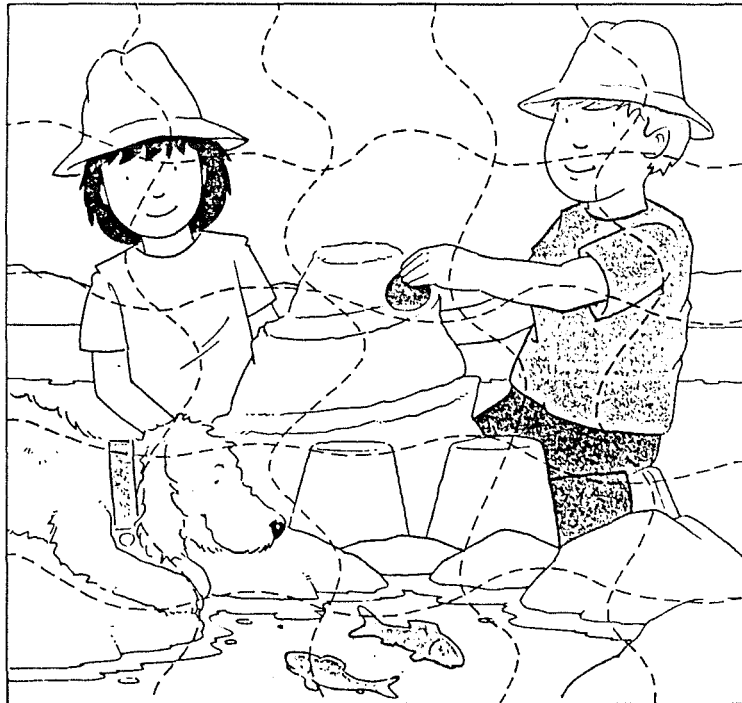
we	can't	look	to
you	for	some	down
fun	yes	want	are
they	have	go	come
not	this	up	at

25



### A jigsaw

*When you have finished with the page before, stick this picture onto card and cut it out along the dotted lines. Then mix up the pieces and put the picture together again.*



<b>Third Term</b>
-------------------

You Can Read Video 12 - I Can Read.

Right Way Workbook 1 pages 36-64

Photocopiable material indicated as English - Year 2 sheets 22 - 35

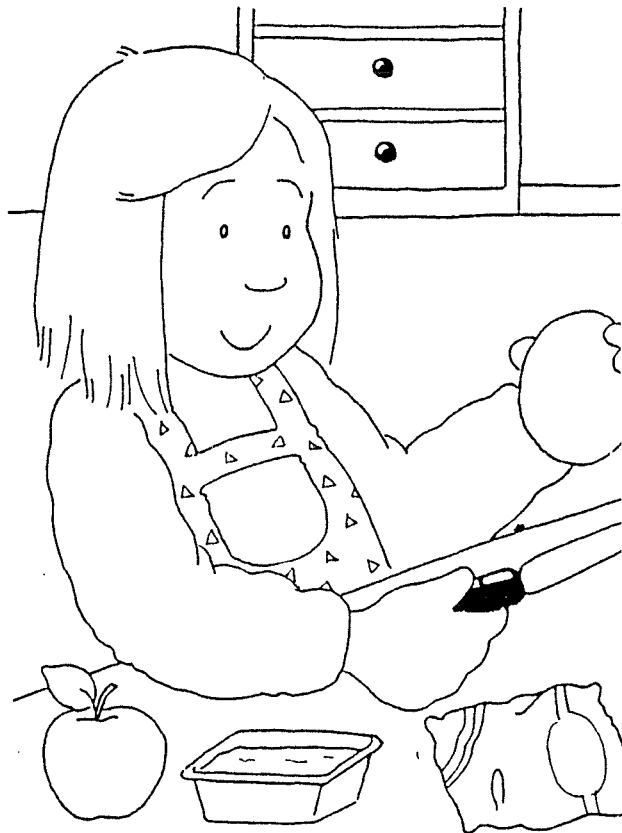
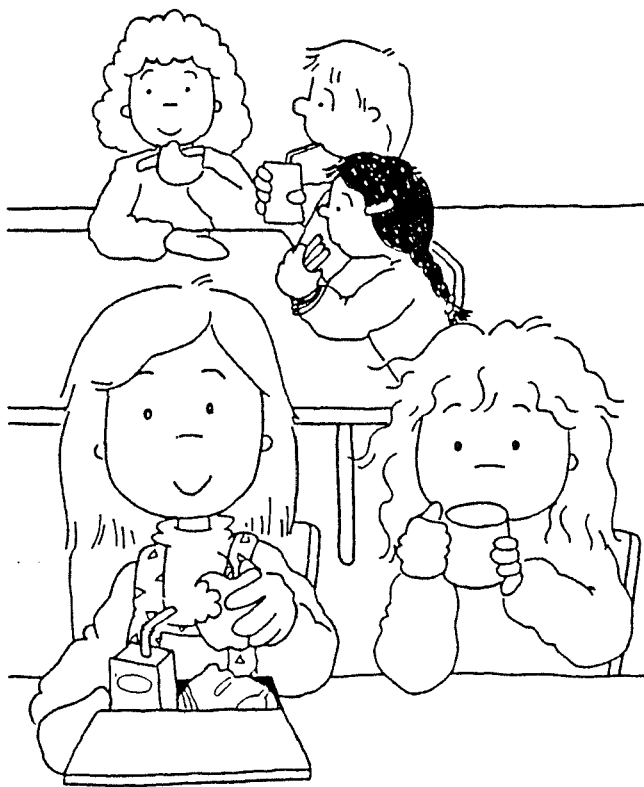
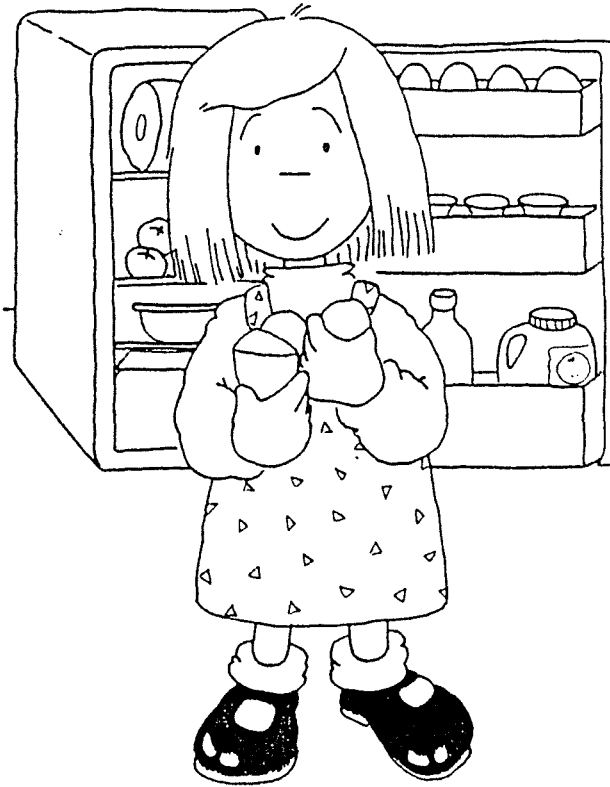
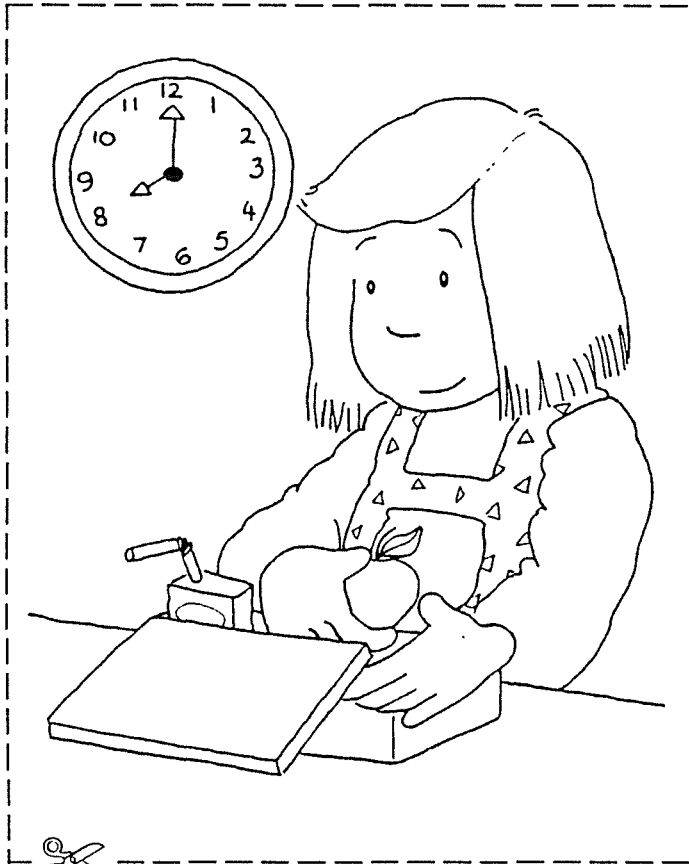
1. The following indicates how teachers can divide the teaching of Right Way Workbook 1 pages 36-64:

Week 1:	pgs 36-39
Week 2:	pgs 40-43
Week 3:	pgs 44-47
Week 4:	pgs 48-49
Week 5:	pgs 50-53
Week 6:	pgs 54-55
Week 7:	pgs 56-57
Week 8:	pgs 58-59
Week 9:	pgs 60-63
Week 10:	pgs 64

English  
photocopiable material  
for Year 1

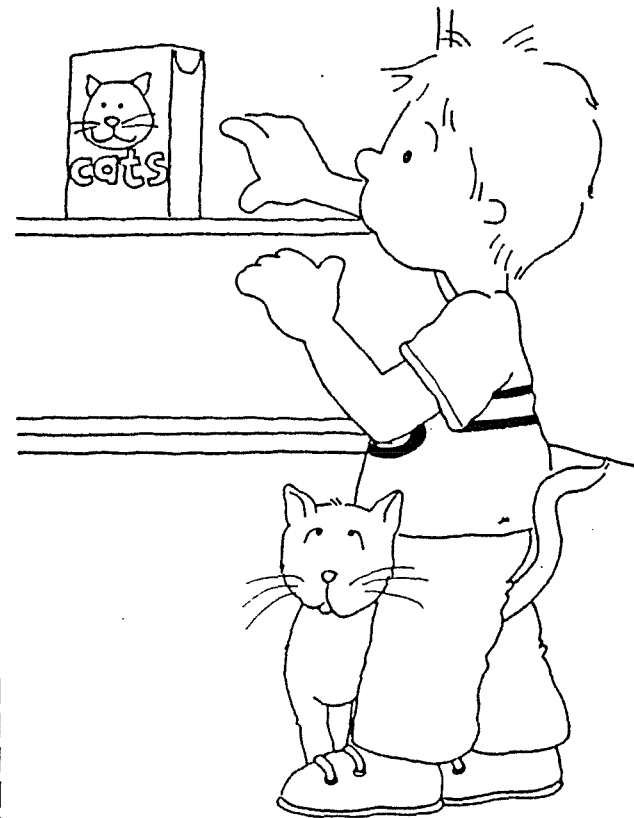
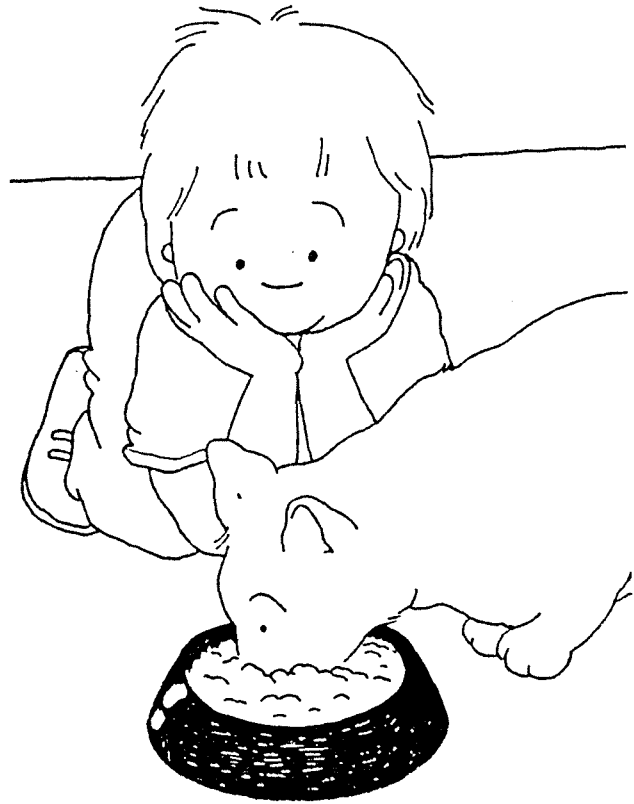
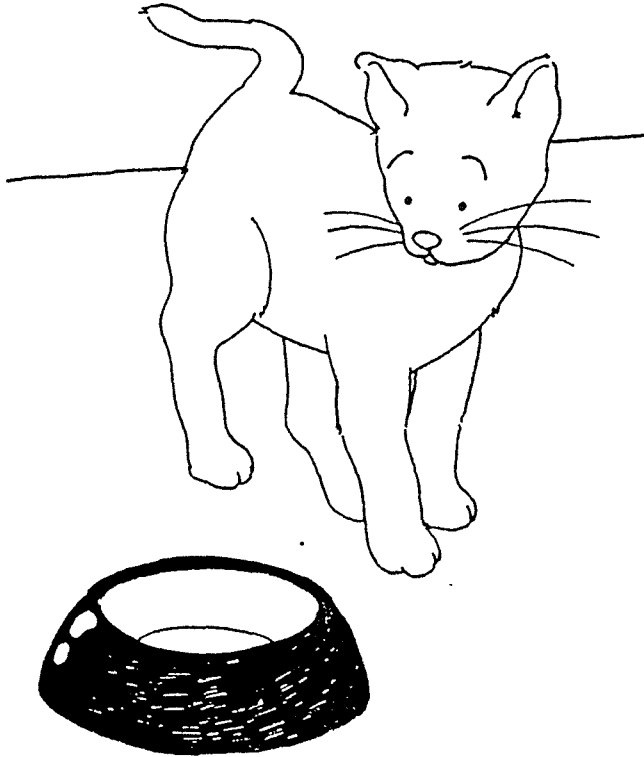
My lunch box

Colour the pictures. Cut them out and make a story.



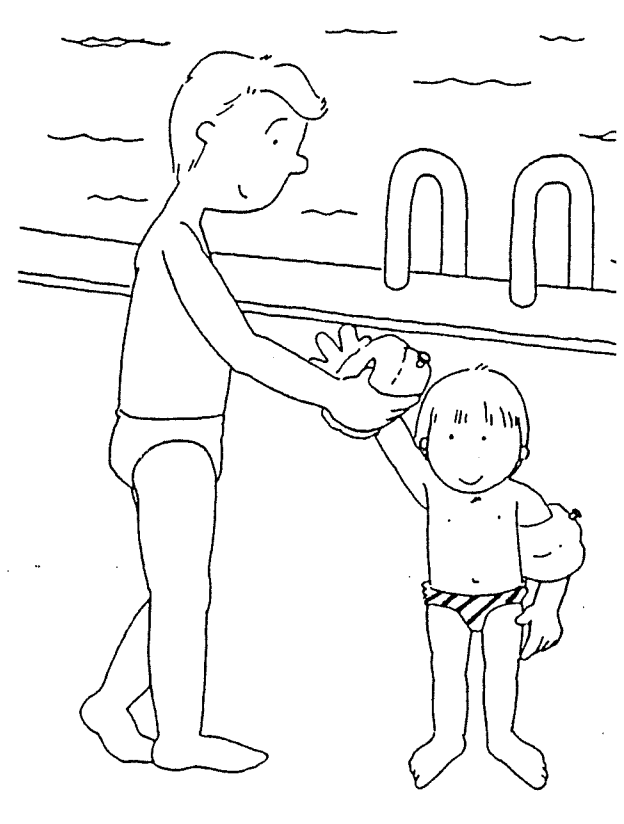
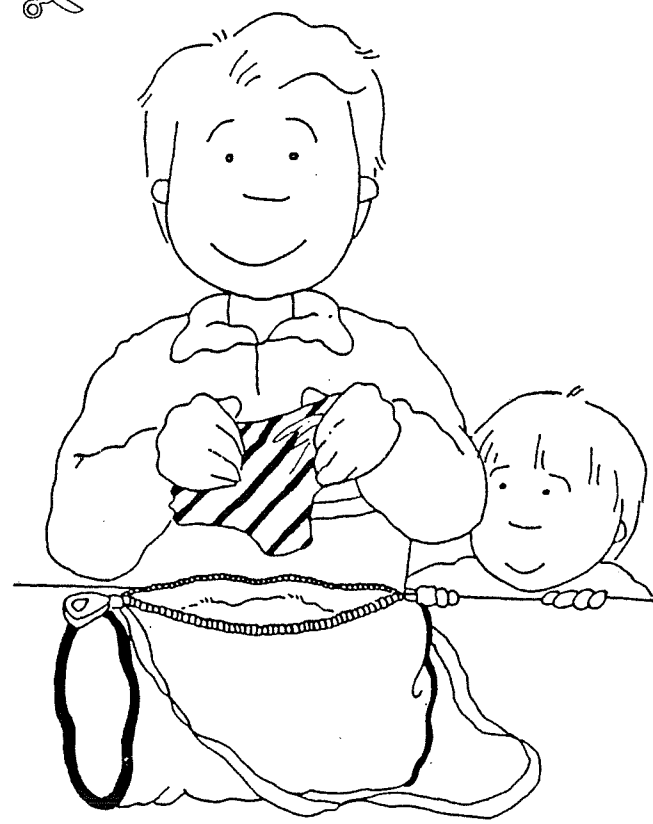
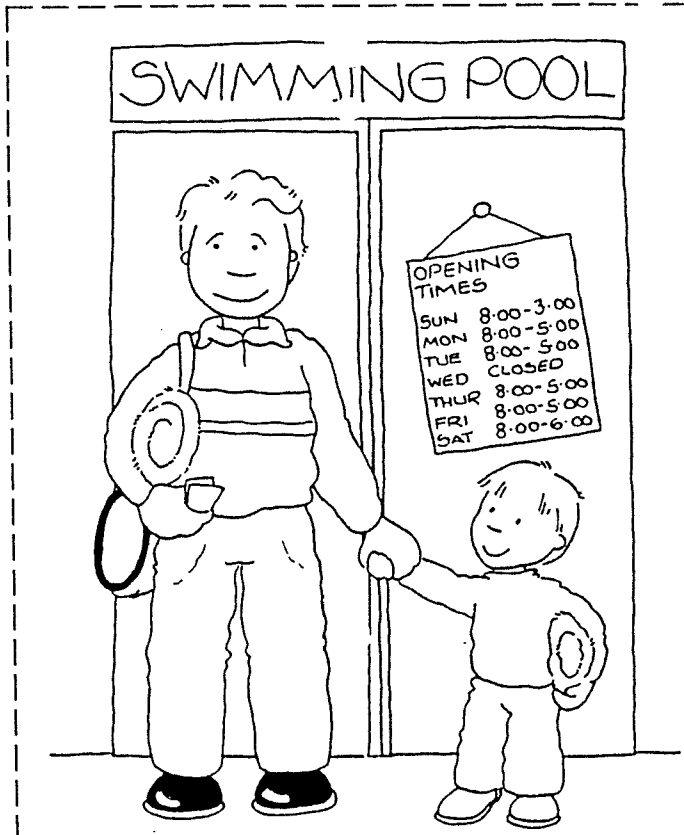
Feeding the cat

Colour the pictures. Cut them out and make a story.



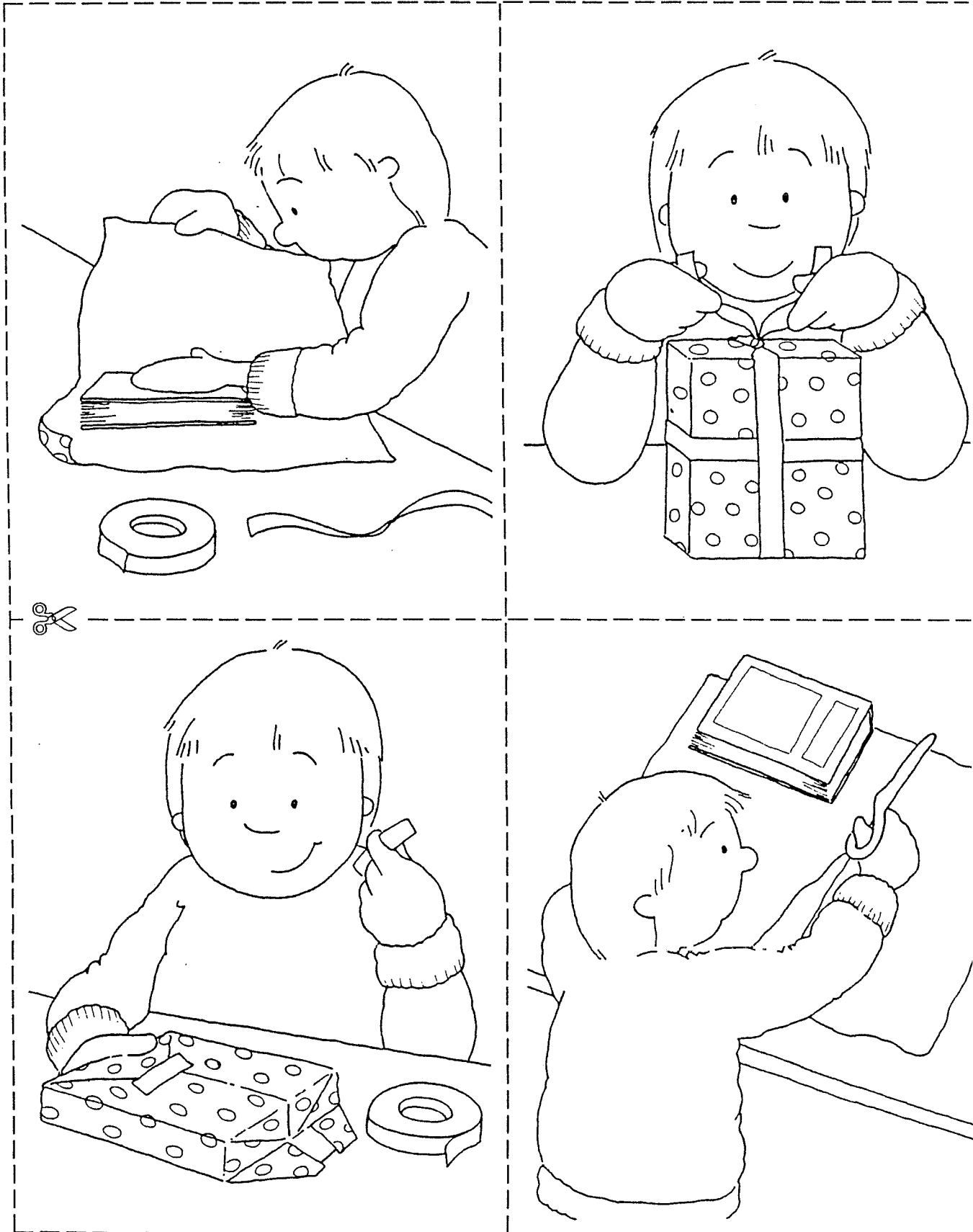
Going swimming

Colour the pictures. Cut them out and make a story.



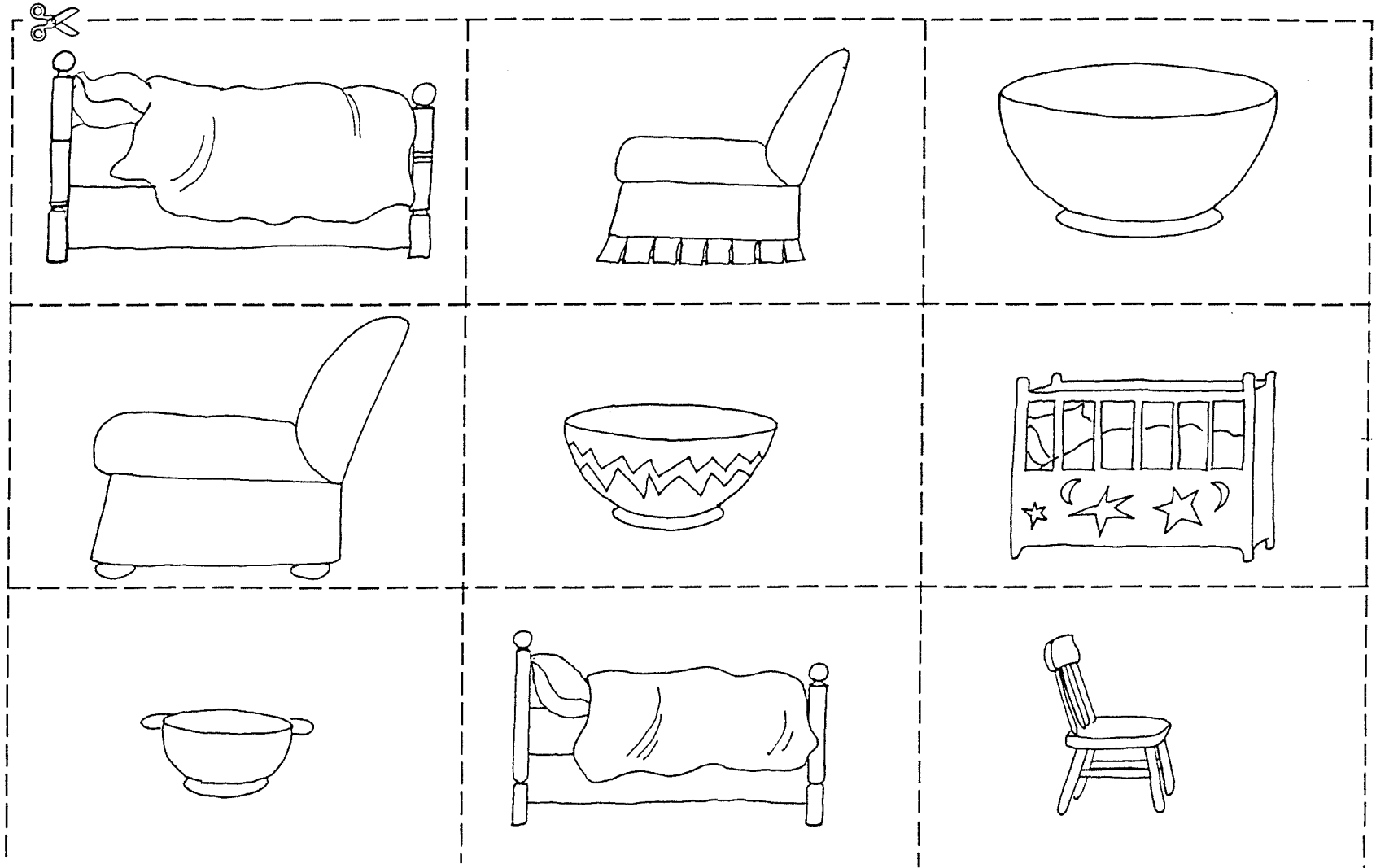
Wrapping a present

Colour the pictures. Cut them out and make a story.






Goldilocks and the Three Bears

Cut out the cards and stick them on the diagram next page.



Name \_\_\_\_\_ Date \_\_\_\_\_

Goldilocks and the Three Bears

	Bowl	Chair	Bed
 Big			
 Middle-sized			
 Little			

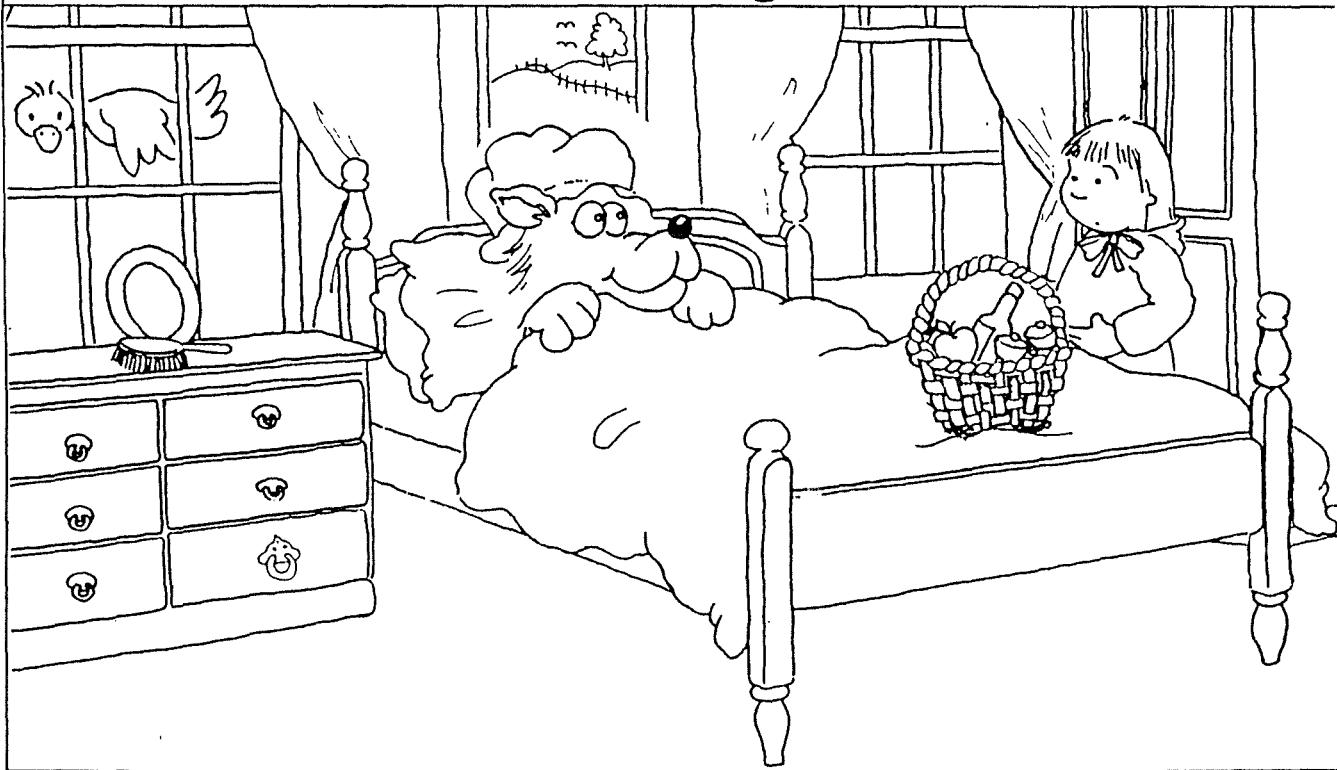
7

English - Year 1

Name \_\_\_\_\_ Date \_\_\_\_\_

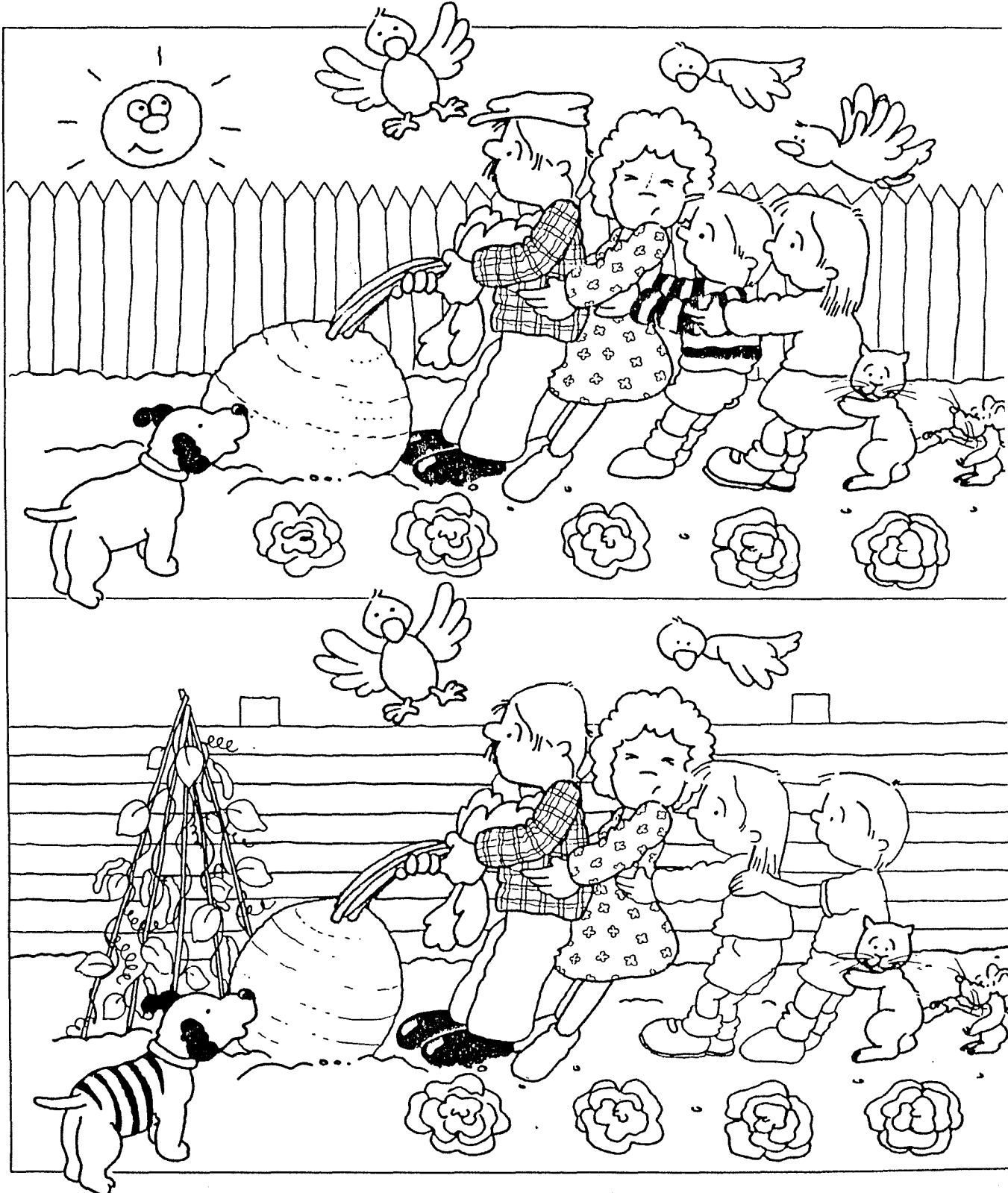
Spot ten differences in the two pictures

Little Red Riding Hood



Spot ten differences in the two pictures

The Enormous Turnip



9

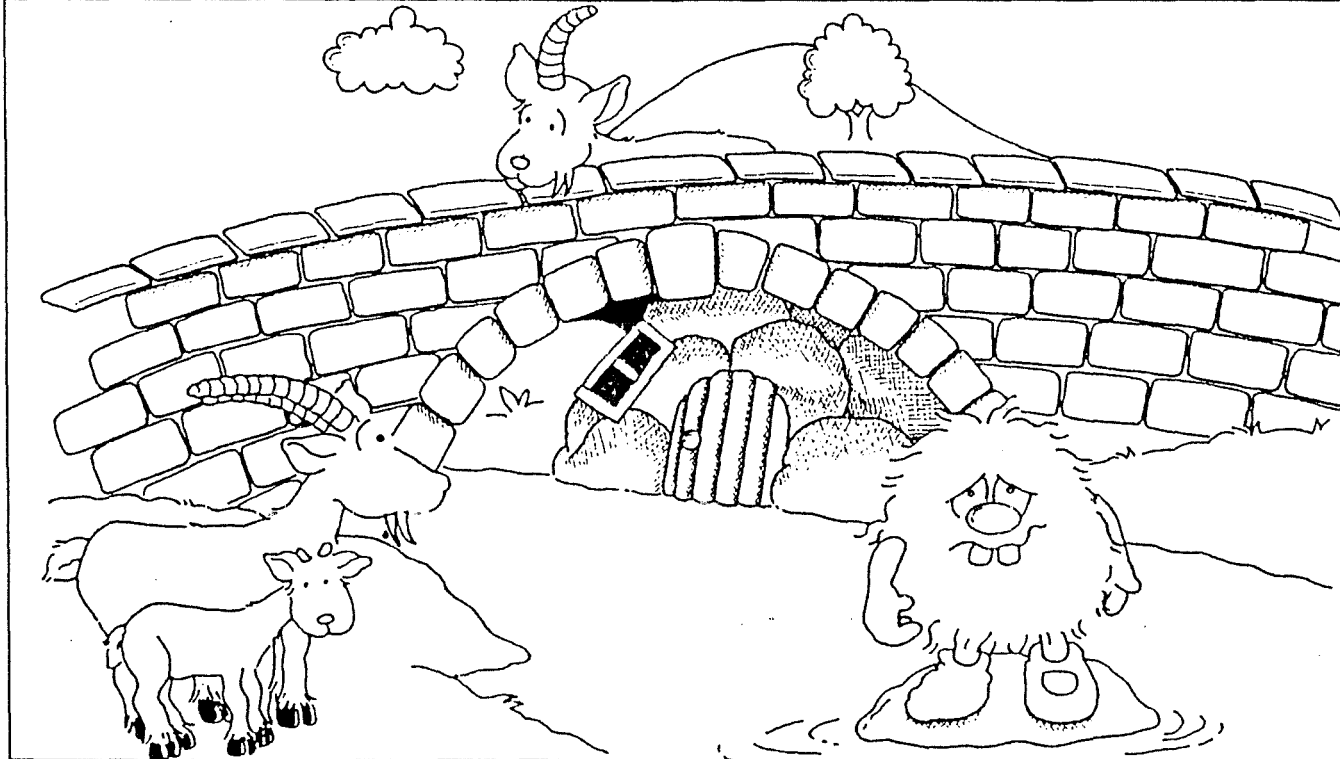
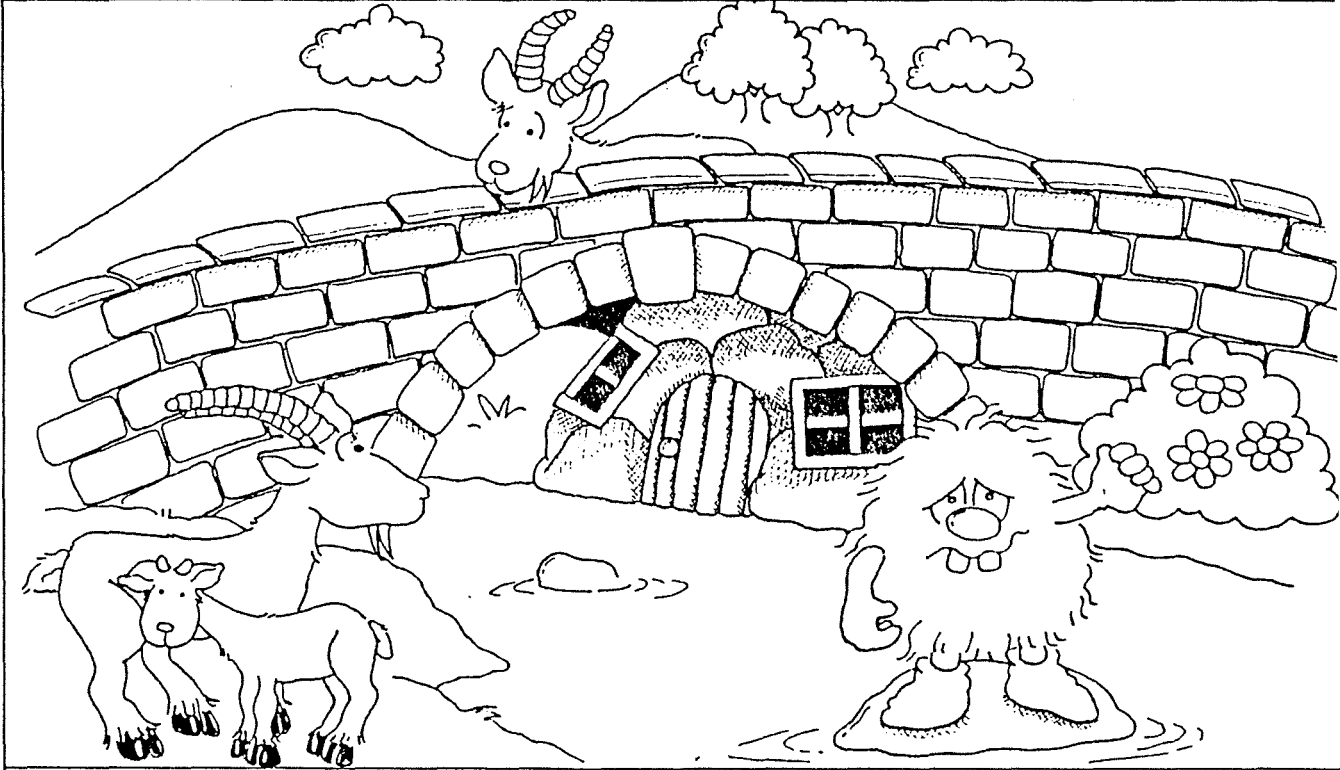
English - Year 1

Name \_\_\_\_\_

Date \_\_\_\_\_

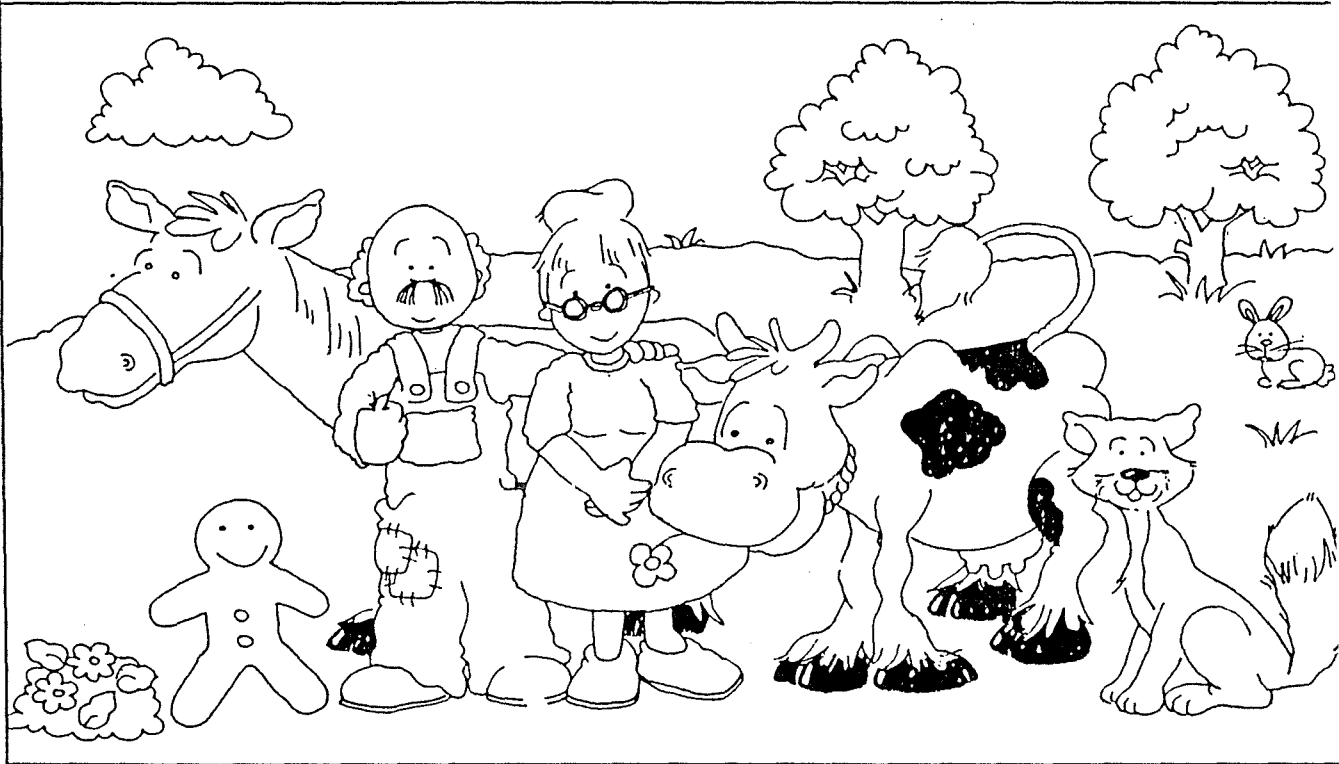
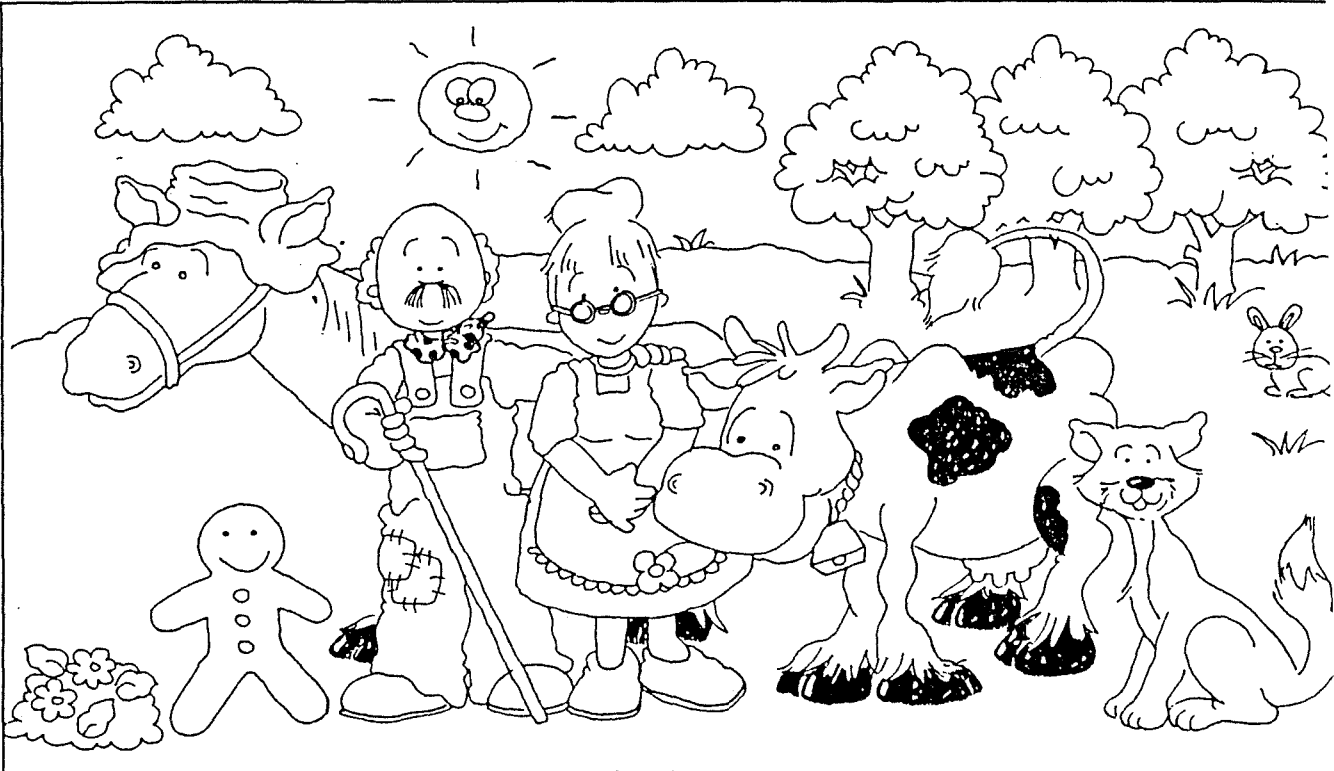
Spot ten differences in the two pictures

The Three Billy Goats Gruff

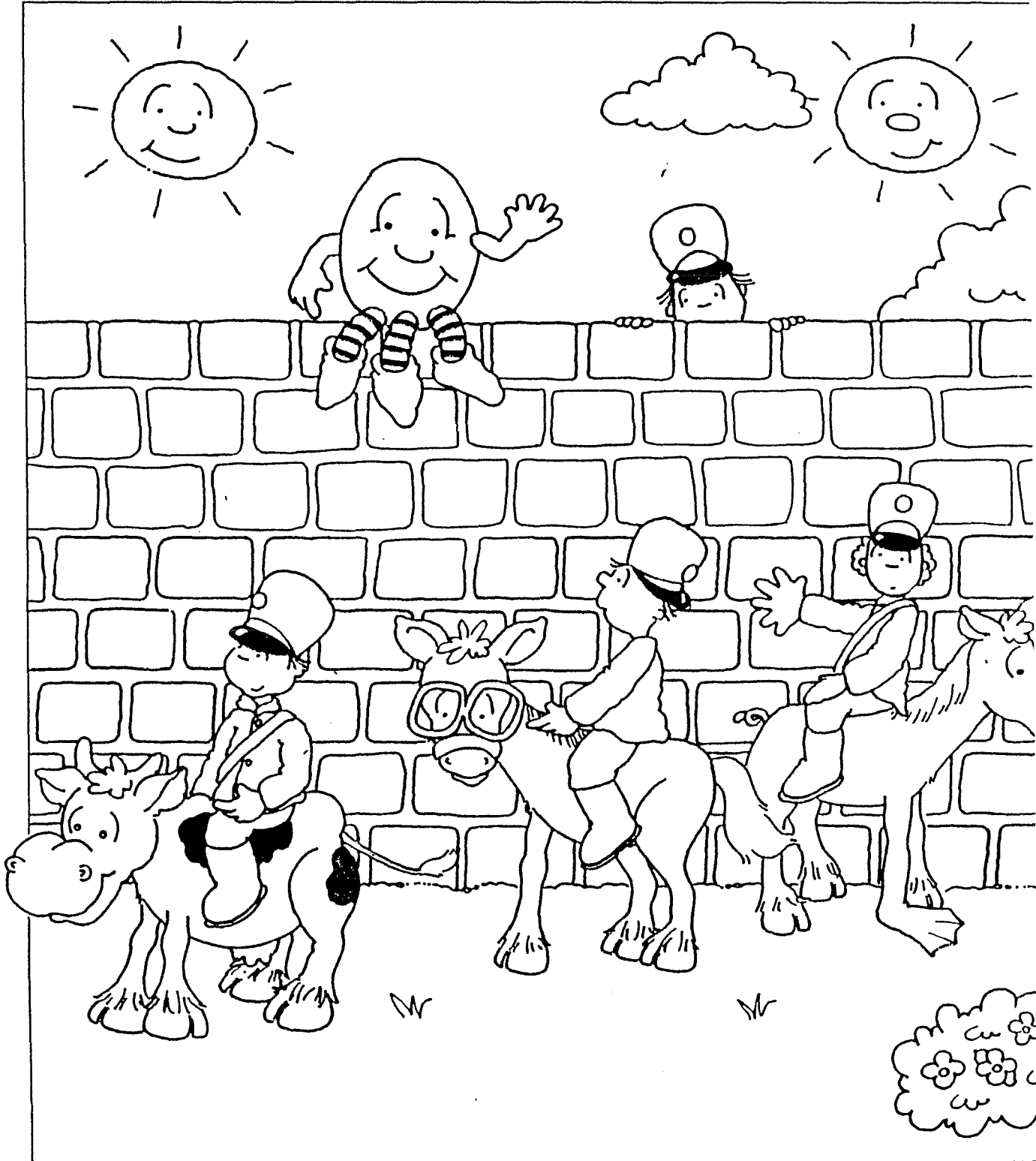


Spot ten differences in the two pictures

The Gingerbread Man

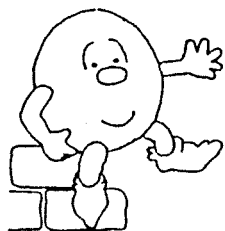


Look carefully at and colour the picture, say the rhyme and spot ten things wrong - Humpty Dumpty

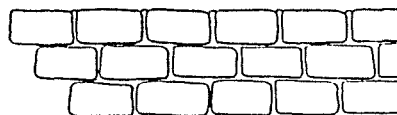


Name \_\_\_\_\_ Date \_\_\_\_\_

Say the rhyme. The pictures will help you. Put the rhyme in the right order by cutting out the bottom part - Humpty Dumpty

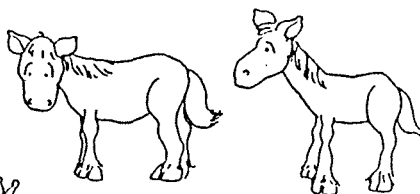


sat on a



Humpty Dumpty had a great fall.

All the King's



And all the 's men



Couldn't put \_\_\_\_\_ together again.



All the King's horses



Humpty Dumpty sat on a wall.



Couldn't put Humpty together again.



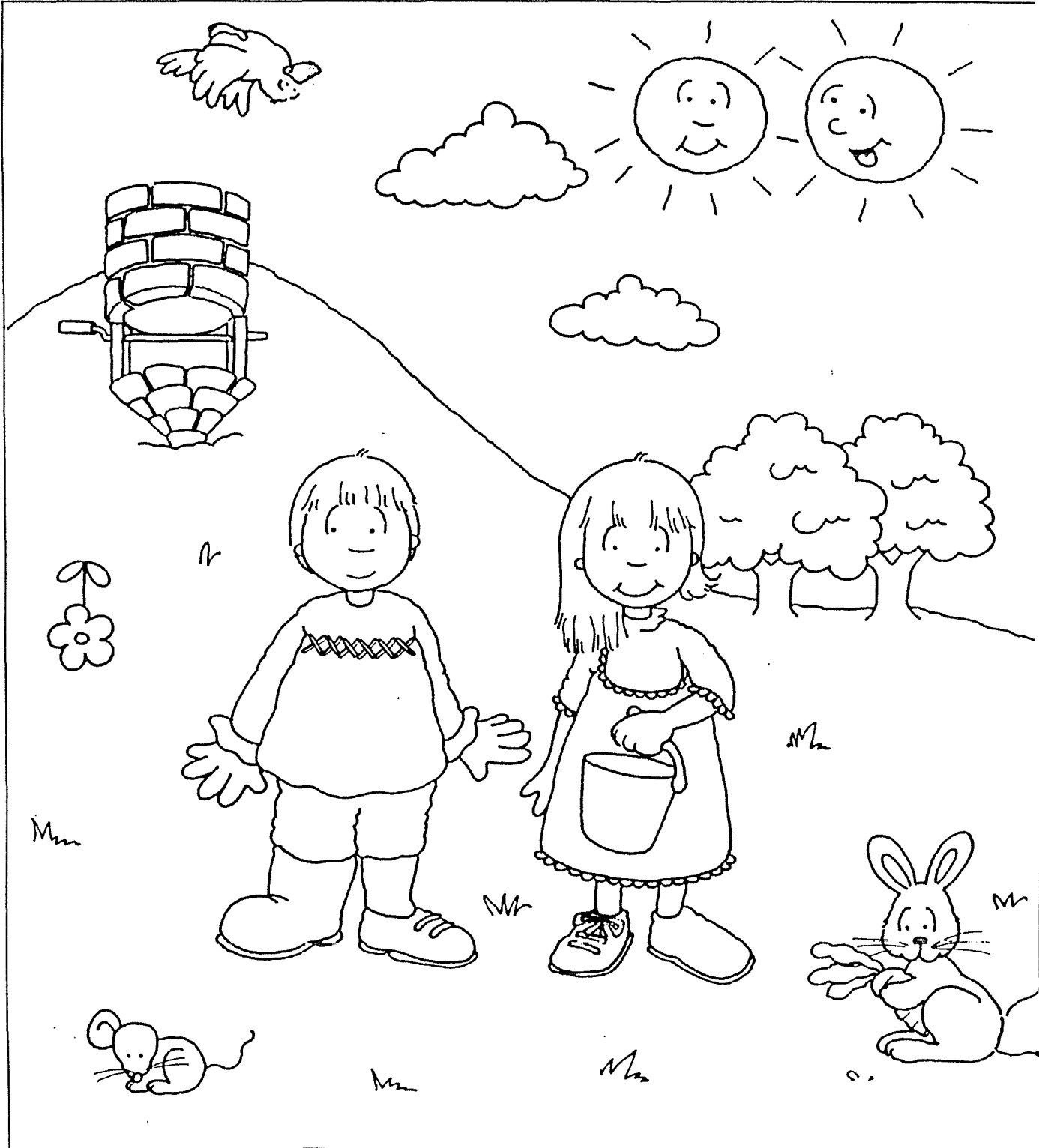
And all the King's men



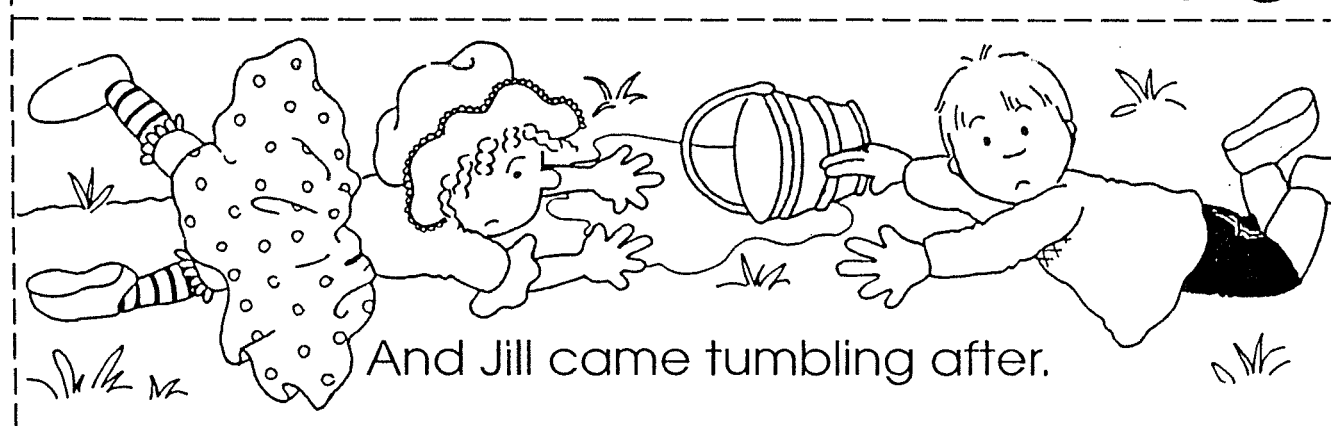
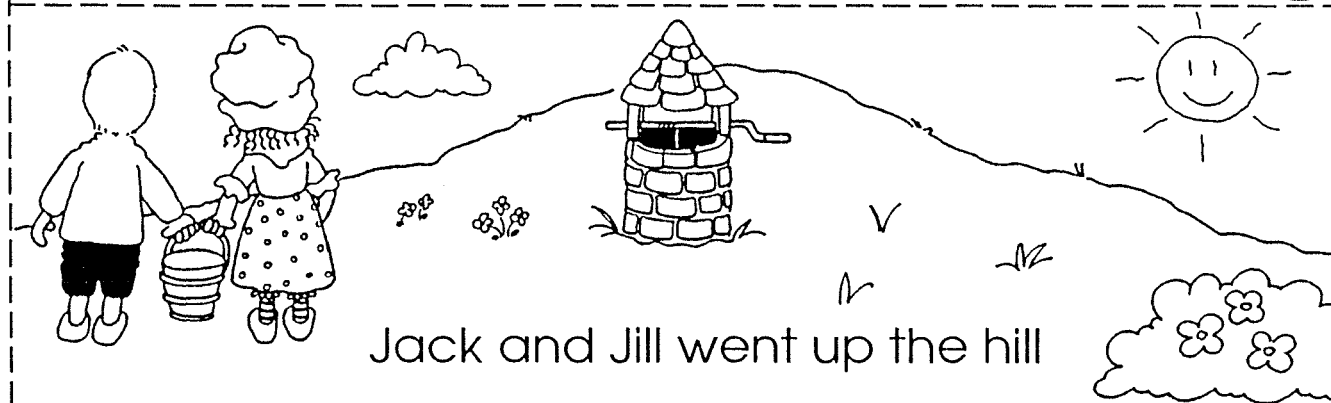
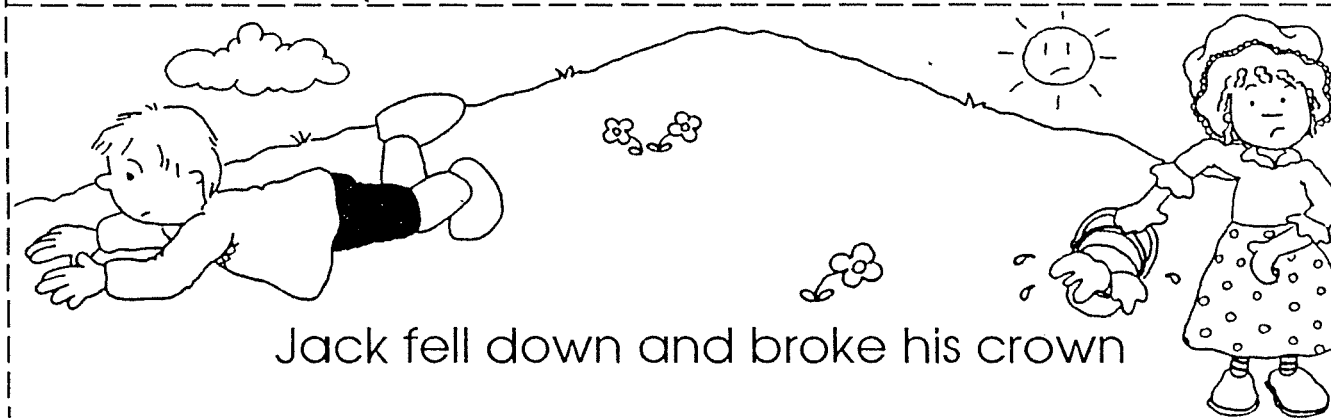
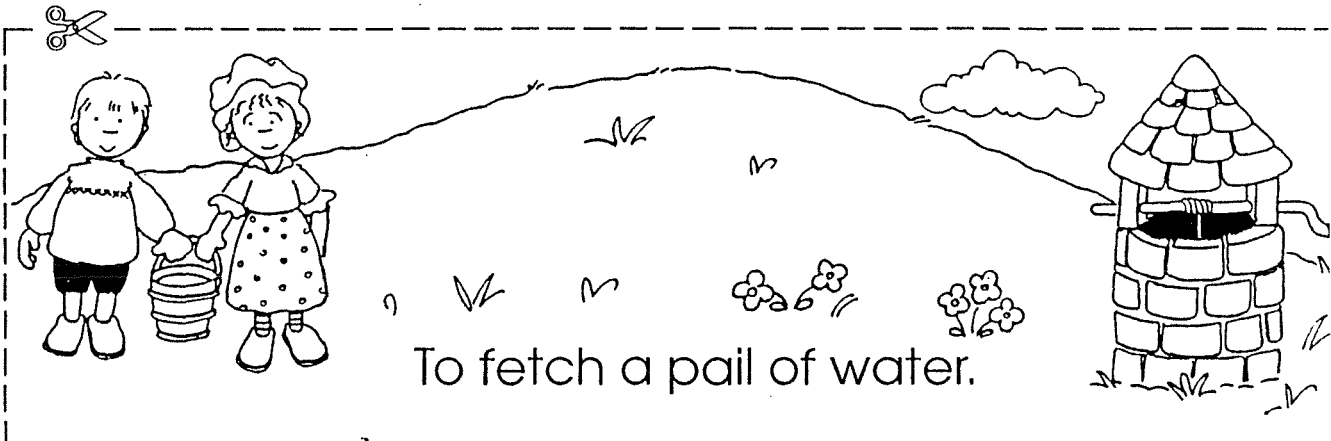
Humpty Dumpty had a great fall.



Look carefully at and colour the picture, say the rhyme and spot ten things wrong - Jack and Jill



Colour the pictures, cut them out and put them in order to make a rhyme - Jack and Jill



Name \_\_\_\_\_ Date \_\_\_\_\_

Say the rhyme. The pictures will help you. Put the rhyme in the right order by cutting out the bottom part - Little Miss Muffet.



Sat on a



Eating her



Down came a



Which sat down beside her

and frightened



away.

Sat on a tuffet,



And frightened Miss Muffet away.



Little Miss Muffet



Down came a spider



Eating her curds and whey.

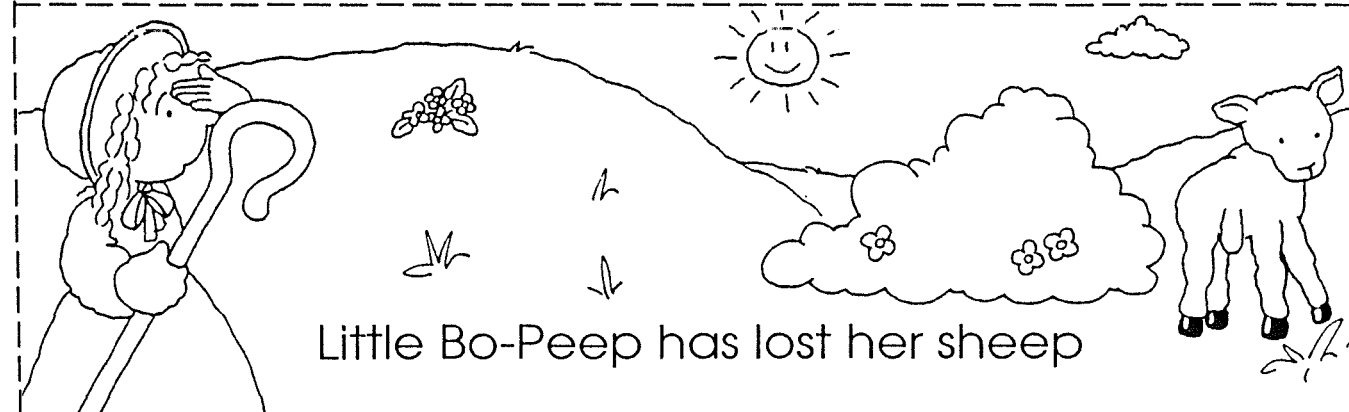
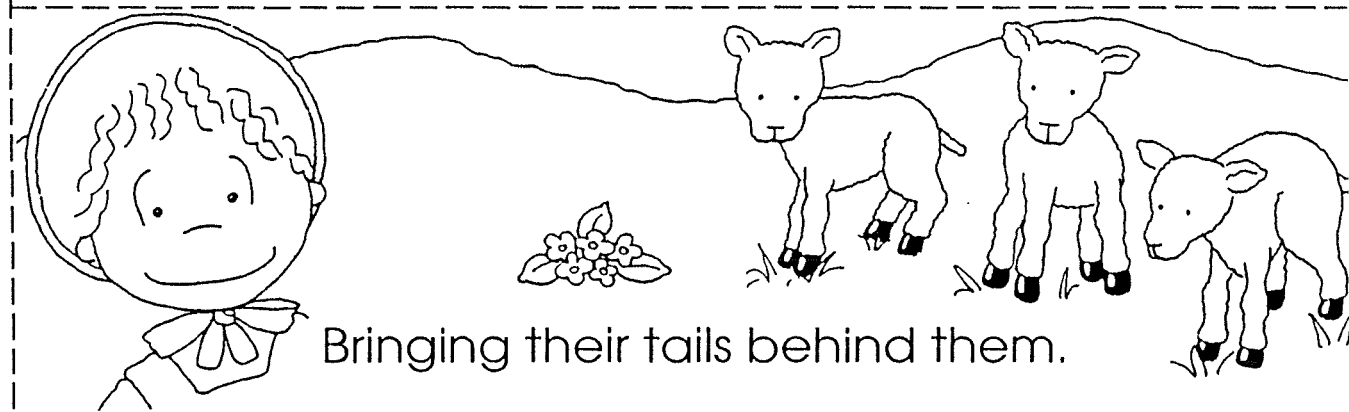
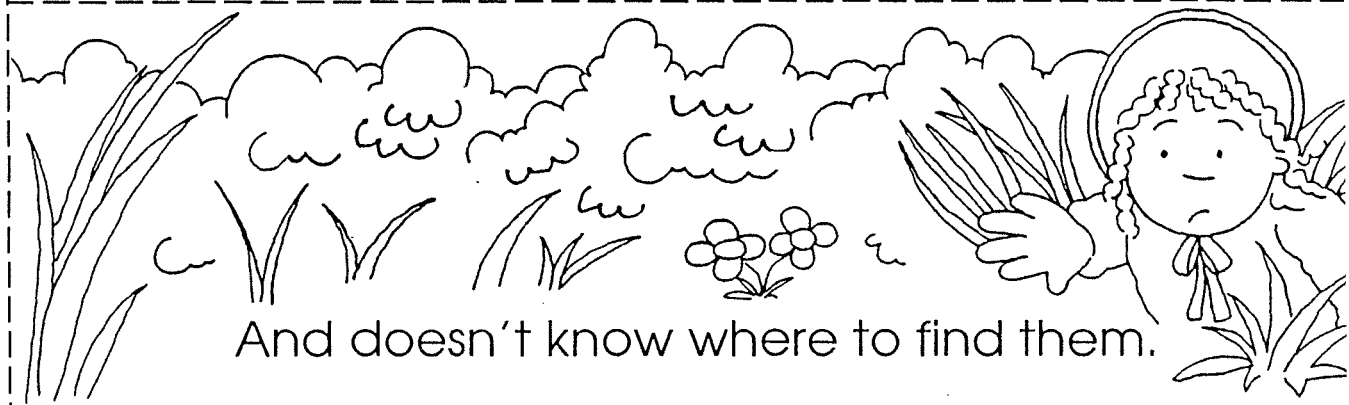
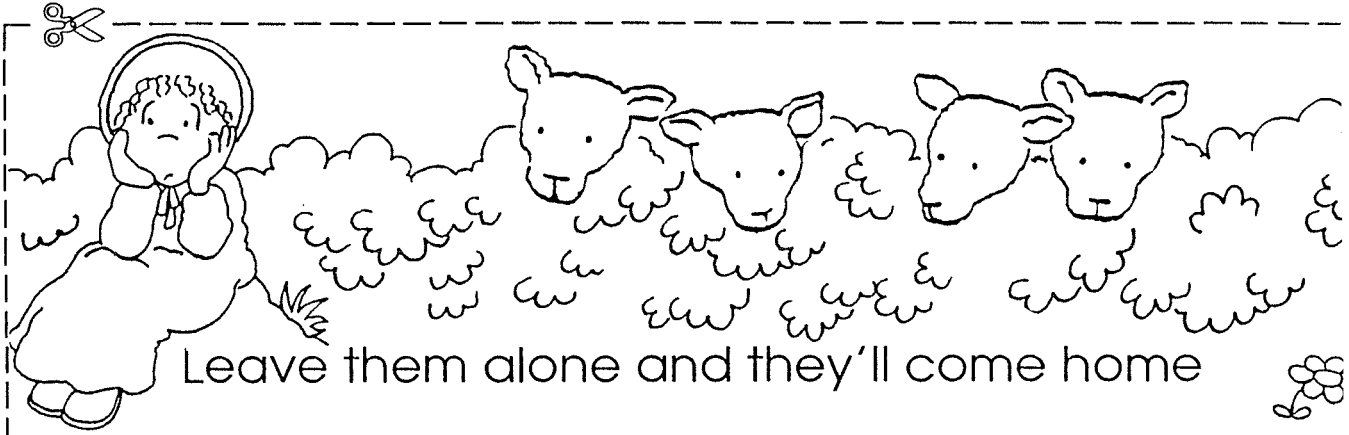


Which sat down beside her



Name \_\_\_\_\_ Date \_\_\_\_\_

Colour the pictures, cut them out and put them in order to make a rhyme - Little Bo-Peep



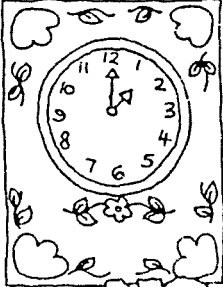
Name \_\_\_\_\_ Date \_\_\_\_\_

Put the words in the spaces to make the rhymes.

Hickory, dickory, dock

Hey diddle diddle

mouse

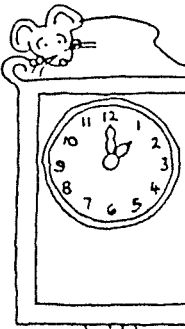


clock


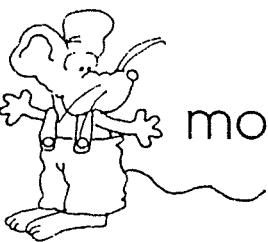
Tic Toc


Hickory, dickory, dock,  
 The \_\_\_\_\_ ran up the clock.  
 The \_\_\_\_\_ struck one,  
 The \_\_\_\_\_ ran down.  
 Hickory, dickory, dock.

Tic Toc



mouse

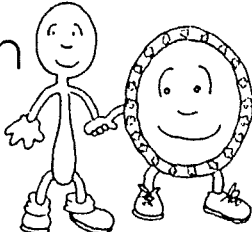


dog

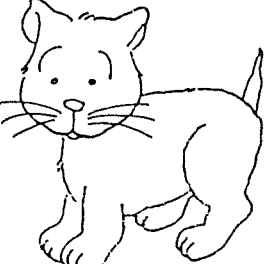

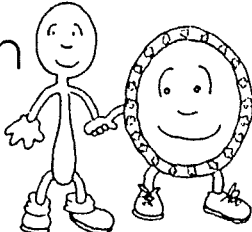
COW

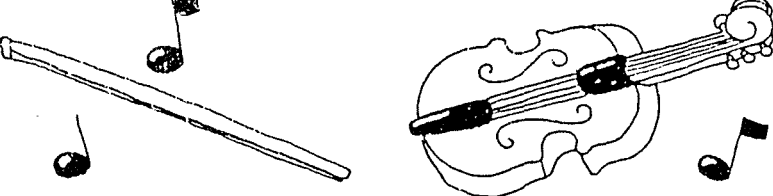

Hey diddle, diddle,  
 The \_\_\_\_\_ and the fiddle,  
 The \_\_\_\_\_ jumped over the \_\_\_\_\_  
 The little \_\_\_\_\_ laughed to see such fun  
 And the dish ran away with the \_\_\_\_\_

spoor



moon

18

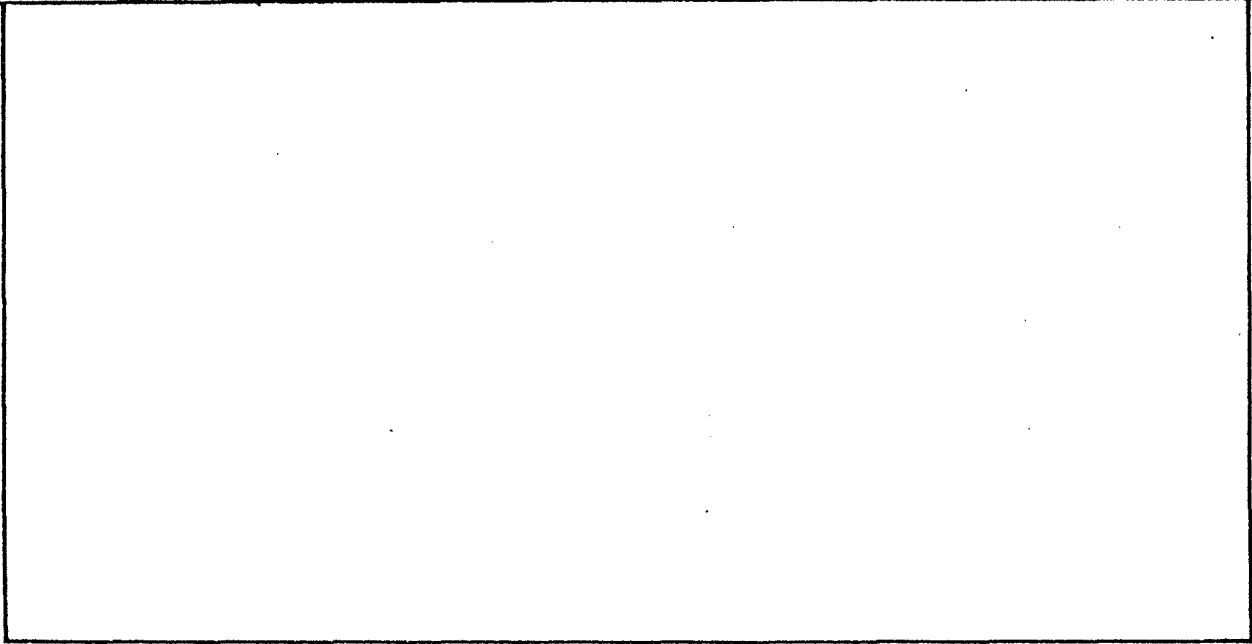
English - Year 1

Name \_\_\_\_\_ Date \_\_\_\_\_

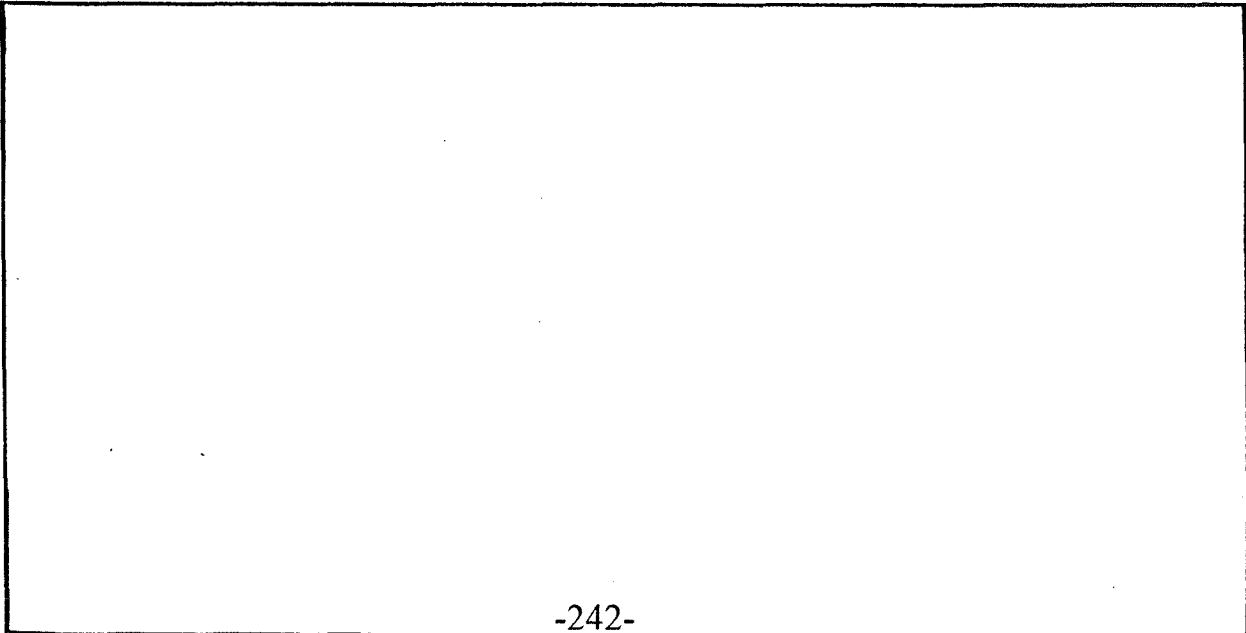
Shops - 1

Draw some things you would find inside each shop.

Clothes Shop



TOY SHOP



19

English - Year 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Shops - 2

Draw some things you would find inside each shop.

Supermarket

Bike Shop

English  
photocopiable material  
for Year 2

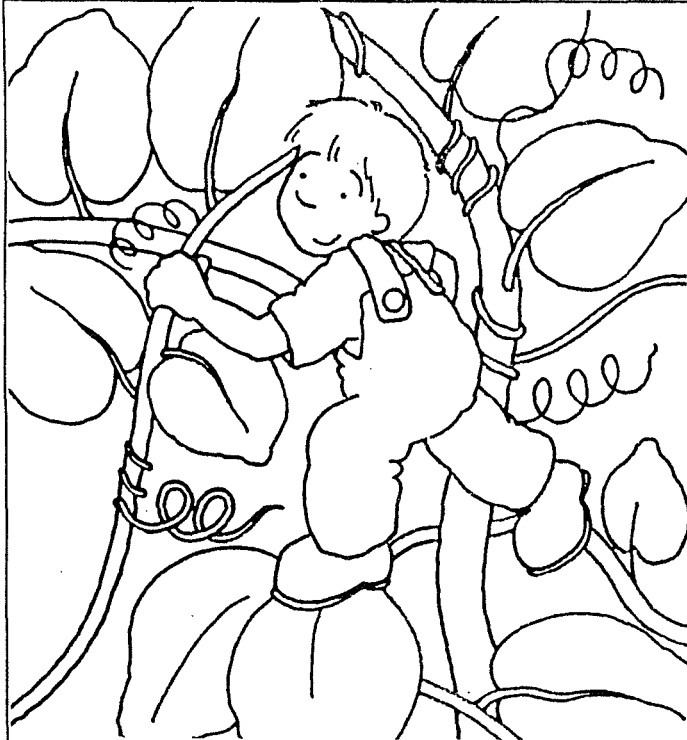
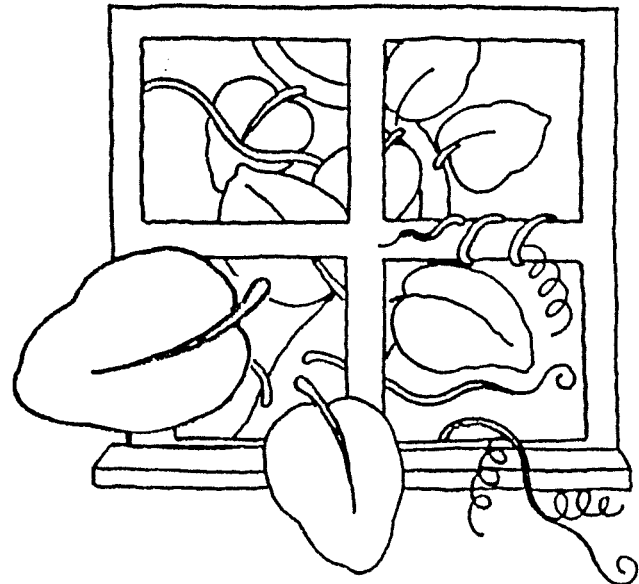
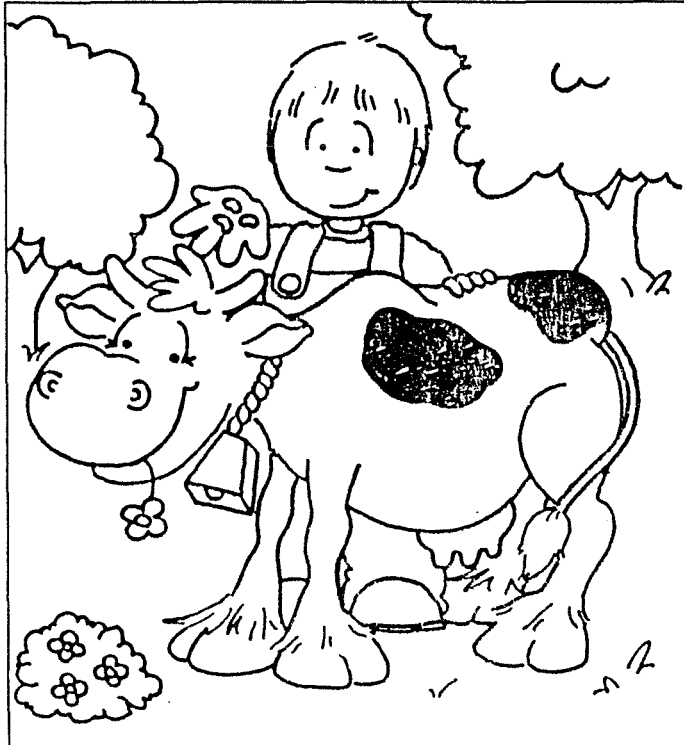
1

English - Year 2

Name \_\_\_\_\_ Date \_\_\_\_\_

### Jack and the Beanstalk

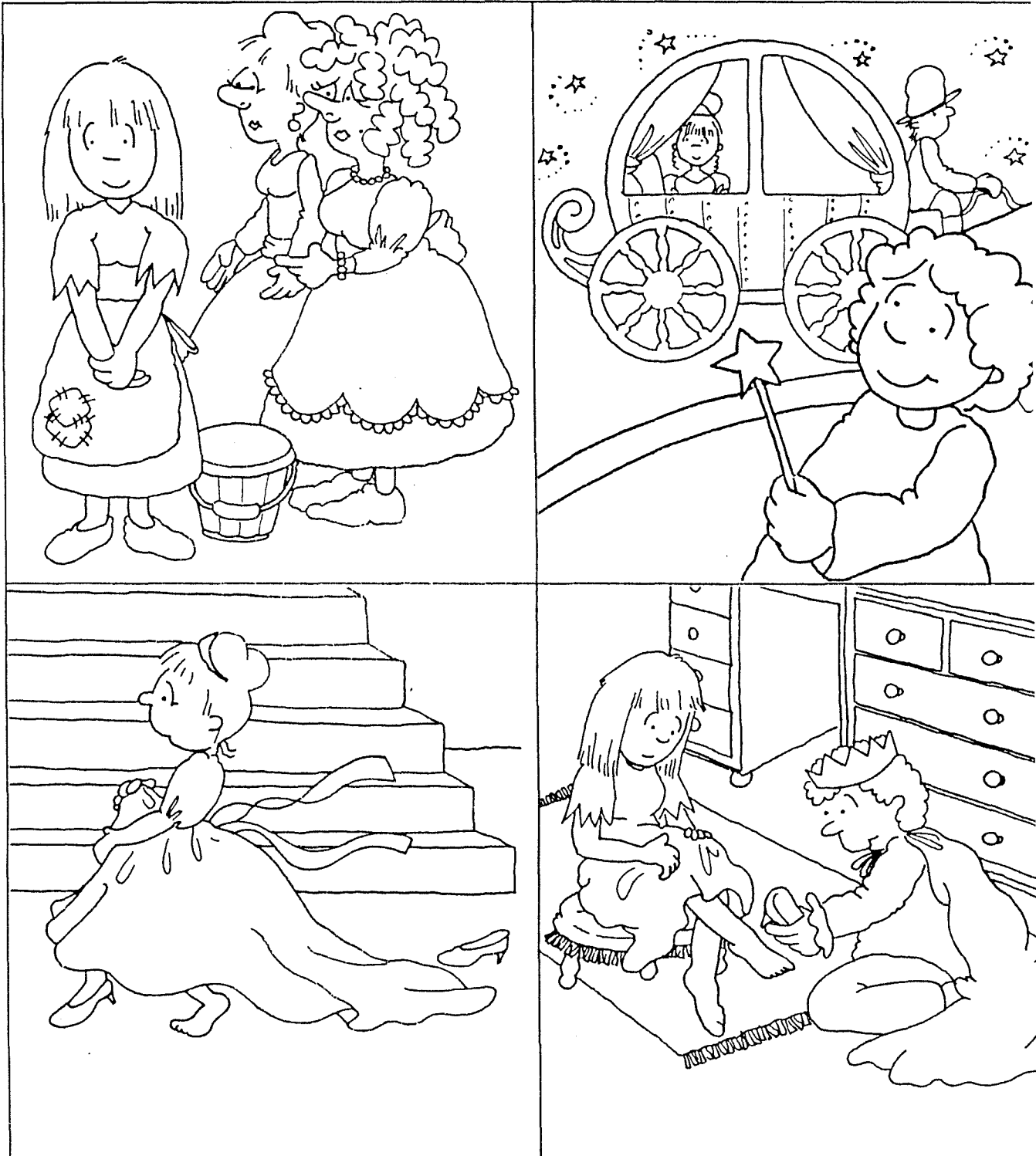
Tell the story from the pictures and then finish the story on your own.



Name \_\_\_\_\_ Date \_\_\_\_\_

Cinderella

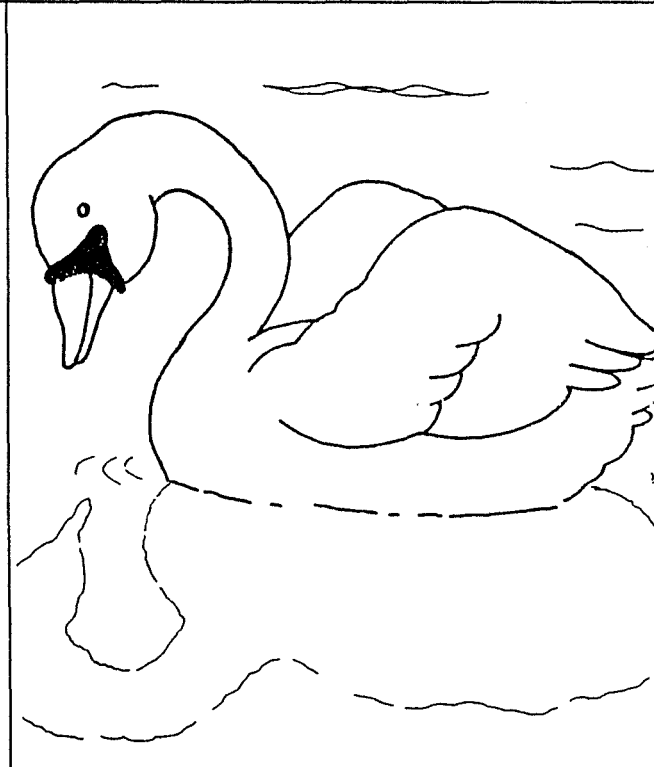
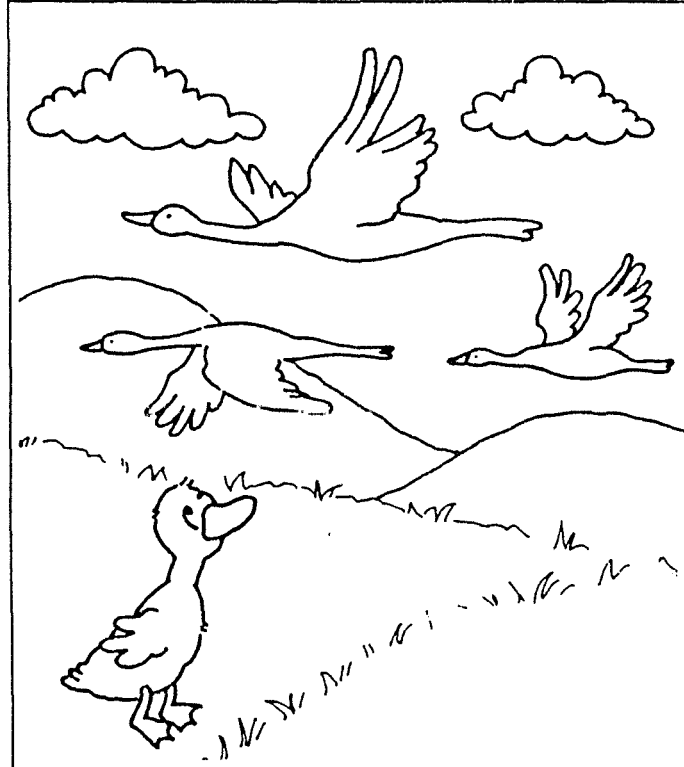
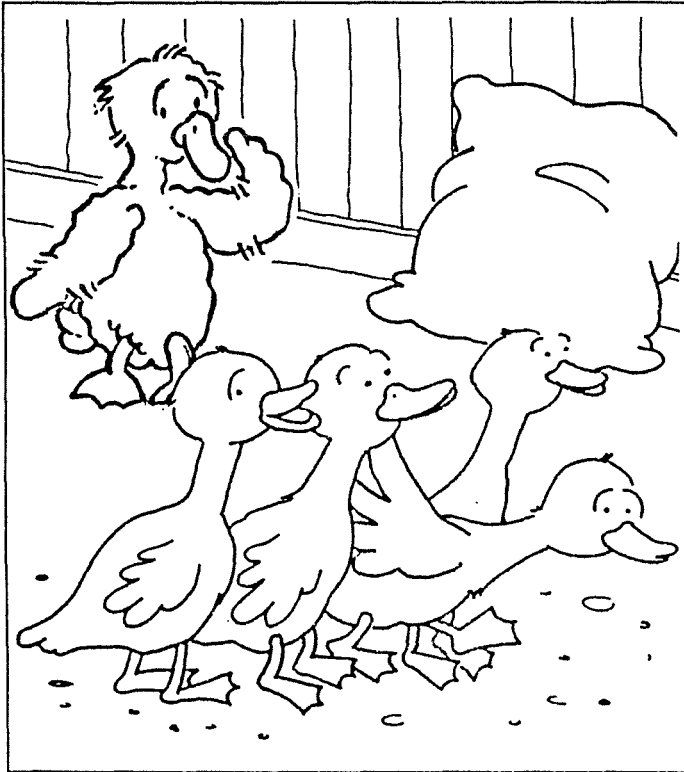
Tell the story from the pictures and then finish the story on your own.



Name \_\_\_\_\_ Date \_\_\_\_\_

The Ugly Duckling

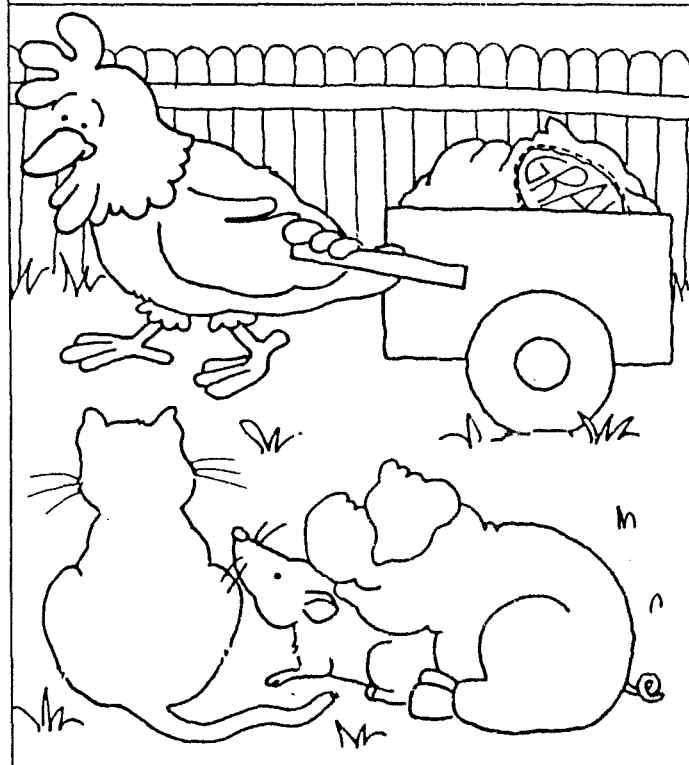
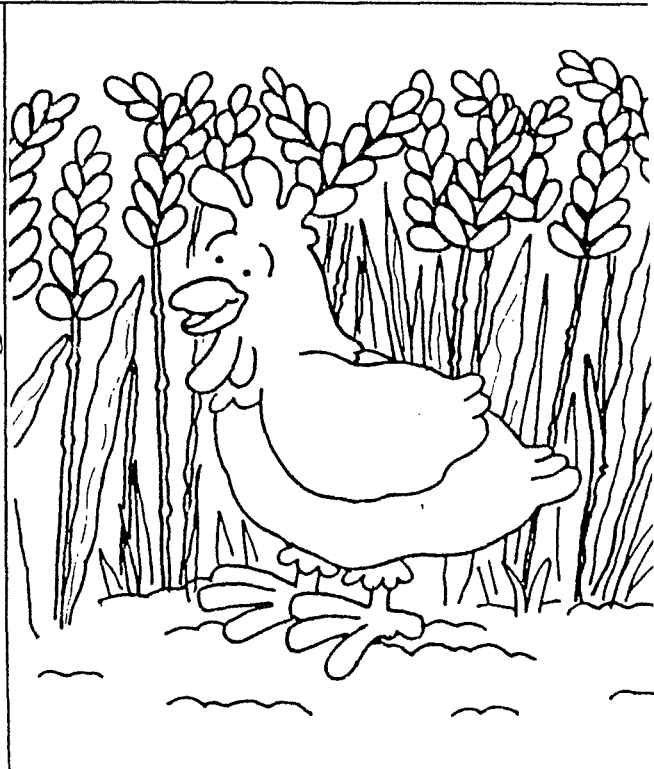
Tell the story from the pictures and then finish the story on your own.



Name \_\_\_\_\_ Date \_\_\_\_\_

The Little Red Hen

Tell the story from the pictures and then finish the story on your own.



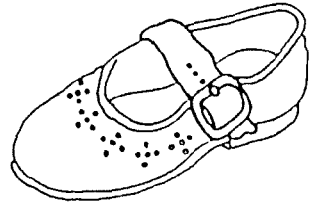
Name \_\_\_\_\_ Date \_\_\_\_\_

Nursery Rhyme

Cut out each part and build the rhyme in the right order.

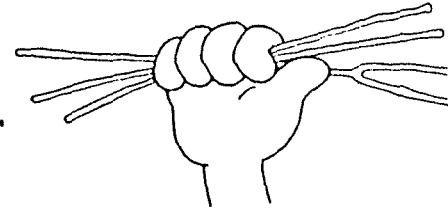
One, two

buckle my shoe.



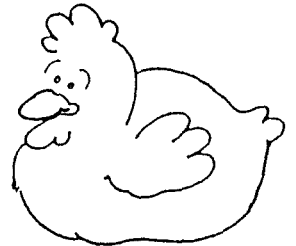
Five, six

pick up sticks.



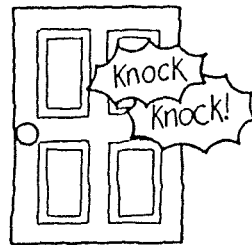
Nine, ten

a big, fat hen.



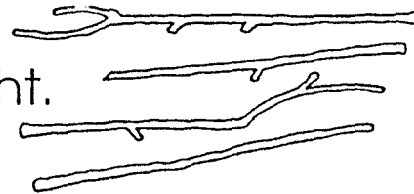
Three, four

knock on the door.



Seven, eight

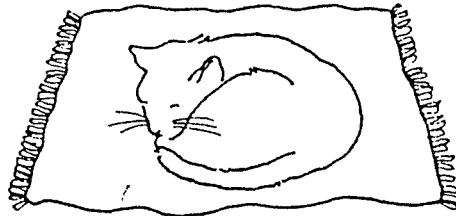
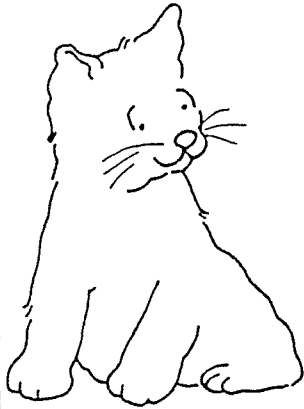
lay them straight.



Name \_\_\_\_\_ Date \_\_\_\_\_

Nursery Rhyme

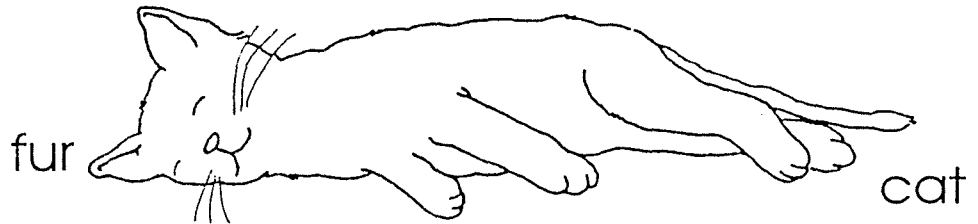
Write the words in the spaces for each rhyme.



mat



I have a pretty little \_\_\_\_\_  
 She likes to sit upon a \_\_\_\_\_  
 And when I stroke her silky \_\_\_\_\_  
 My pretty little \_\_\_\_\_ will purr.

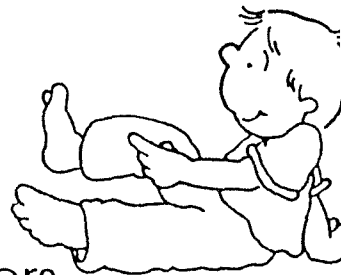


fur

cat



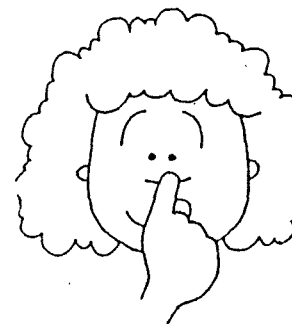
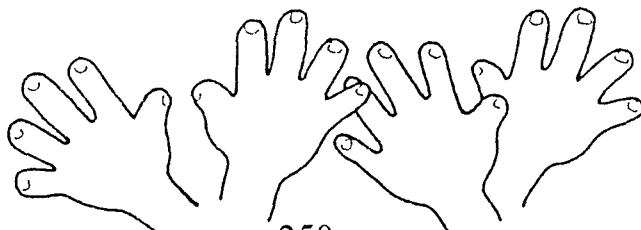
ten



eyes

I have \_\_\_\_\_ long fingers  
 And I have ten tiny \_\_\_\_\_  
 I have two bright \_\_\_\_\_  
 But I've only one \_\_\_\_\_

toes



nose

Name \_\_\_\_\_ Date \_\_\_\_\_

Find the Rhyme - 1

Choose a picture in a square. Say the word. Find the rhyme.

cake

tie

car

rake

eye

star

cat

mouse

tree

rat

house

key

pear

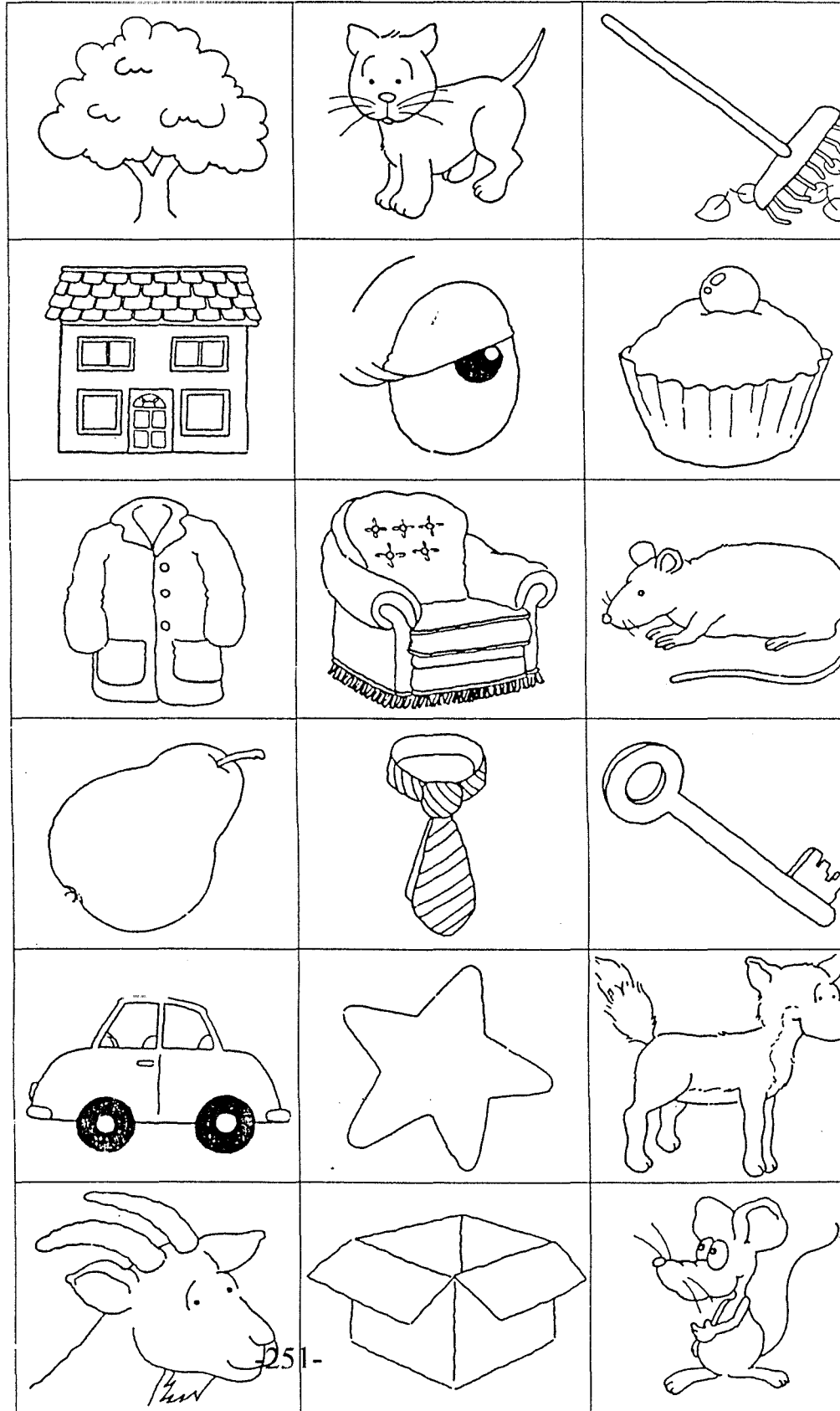
fox

goat

chair

box

coat



Name \_\_\_\_\_ Date \_\_\_\_\_

Find the Rhyme - 2

Choose a picture in a square. Say the word. Find the rhyme.

bat

flag

frog

hat

bag

log

bell

straw

pen

peg

spoon

duck

egg

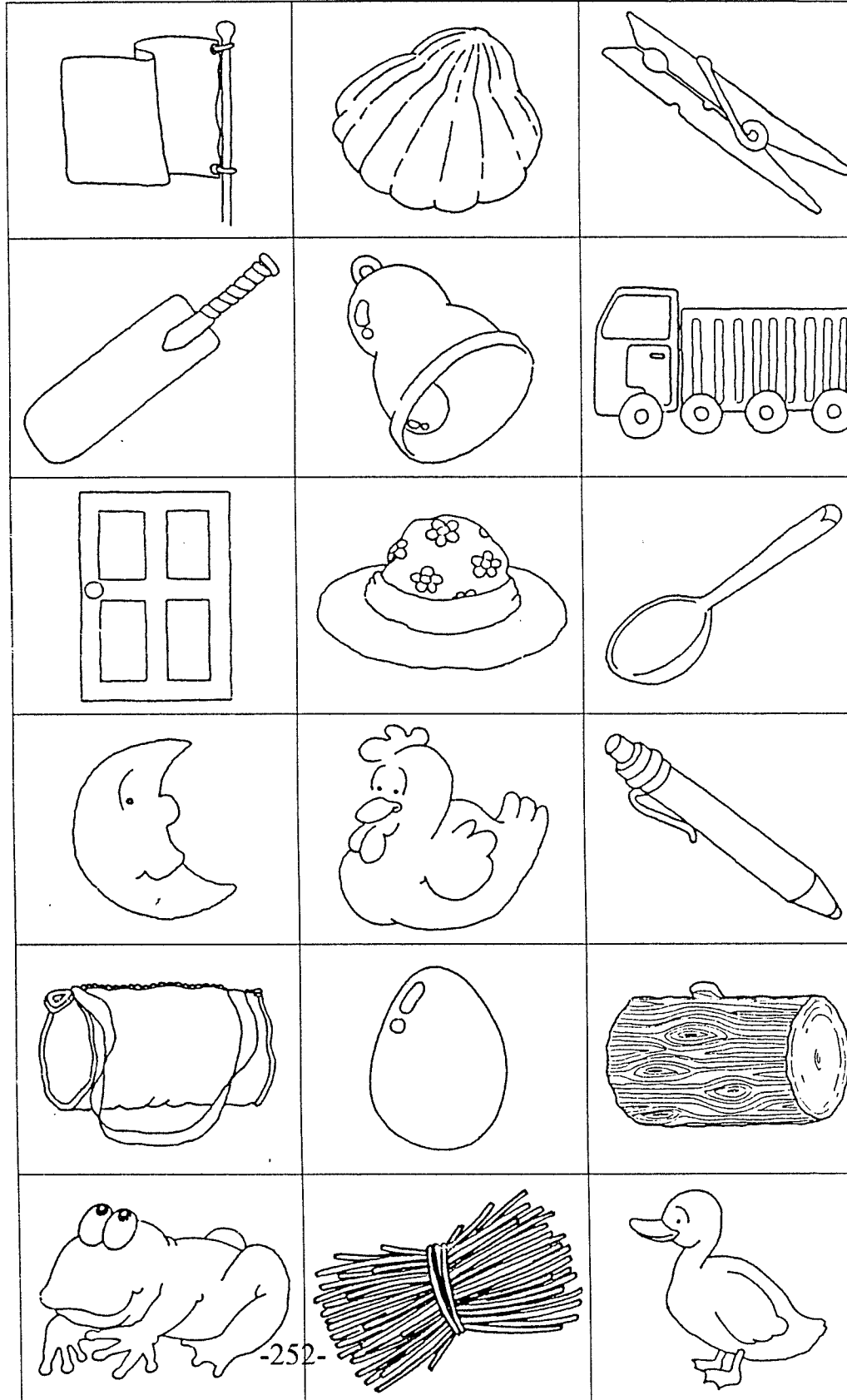
moon

truck

shell

door

hen



# 9

English - Year 2

Name \_\_\_\_\_ Date \_\_\_\_\_

### Odd one out - 1

Circle the odd one out.

not

hot

pot

log

hen

men

set

ten

red

had

bed

fed

met

hit

set

get

did

pin

win

tin

hop

mop

map

top

hid

hip

did

lid

lip

lap

hip

sip

bat

cat

fat

set

cap

pip

-253-

map

tap

Name \_\_\_\_\_ Date \_\_\_\_\_

Odd one out - 2

Circle the odd one out.

say

day

dog

may

dot

not

top

pot

pit

rip

fit

bit

ran

pan

pen

man

hat

hid

cat

mat

may

met

get

set

bad

dad

did

had

cog

fog

log

let

wet

tin

let

set

win

bin

-254-

big

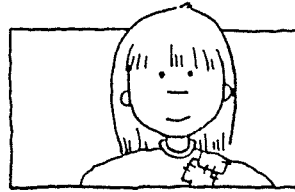
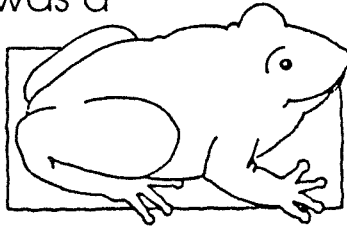
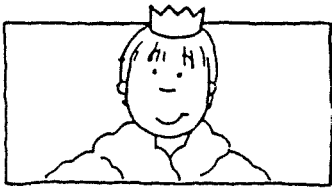
pin

Name \_\_\_\_\_ Date \_\_\_\_\_

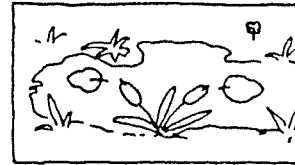
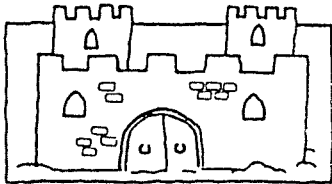
Choose-your-own fairy story

Choose the pictures to make the story and read it out to your friends.

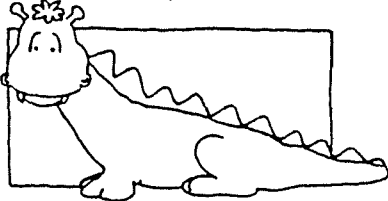
Once upon a time there was a



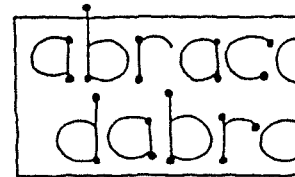
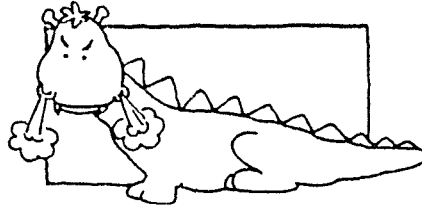
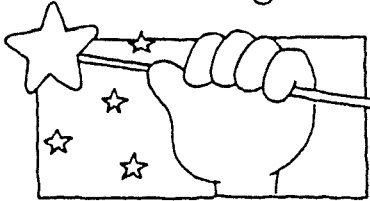
who lived in a



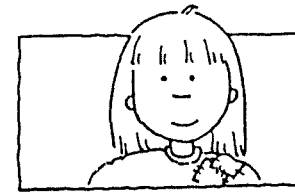
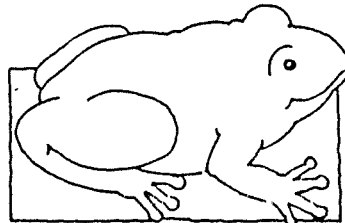
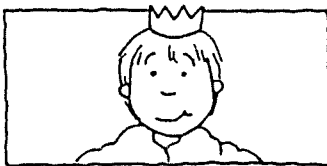
One day, a



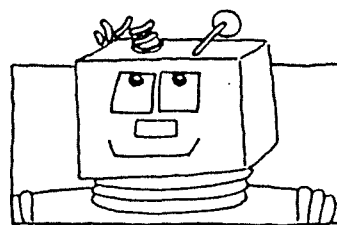
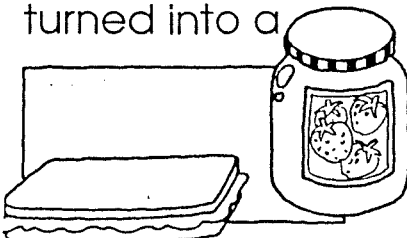
came along who



and the

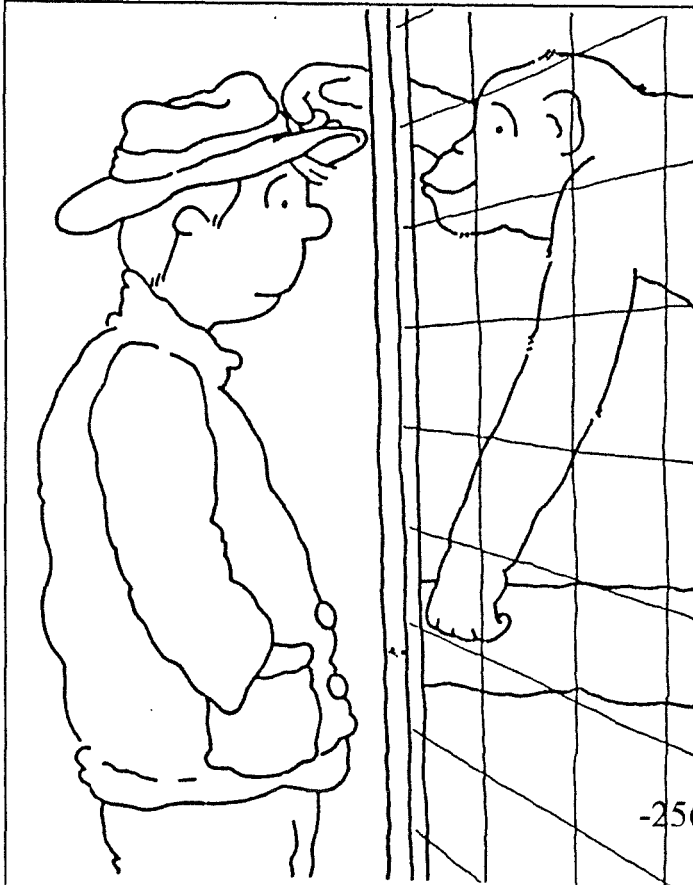
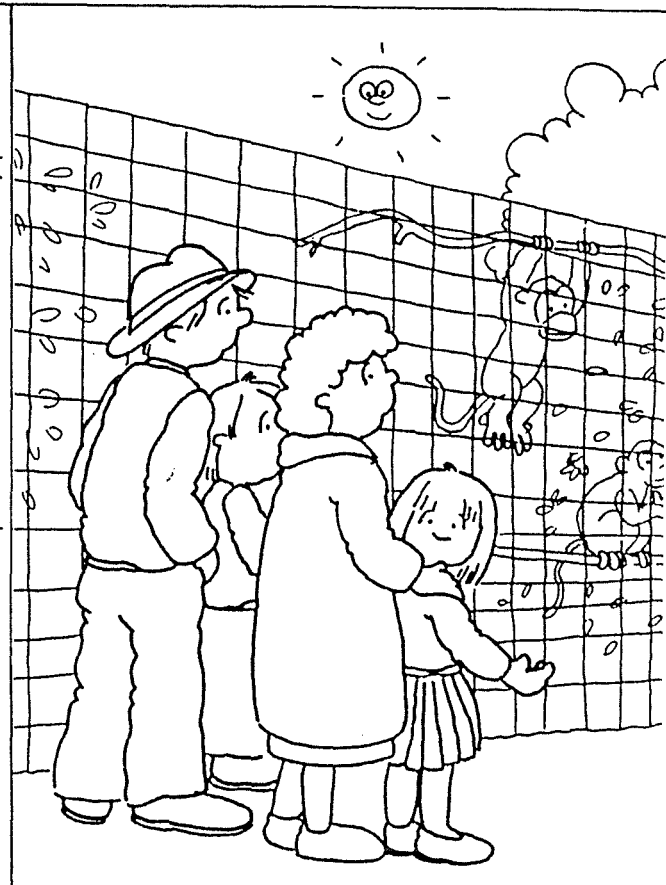


turned into a



Name \_\_\_\_\_ Date \_\_\_\_\_

## What will happen next? - 1



Name \_\_\_\_\_ Date \_\_\_\_\_

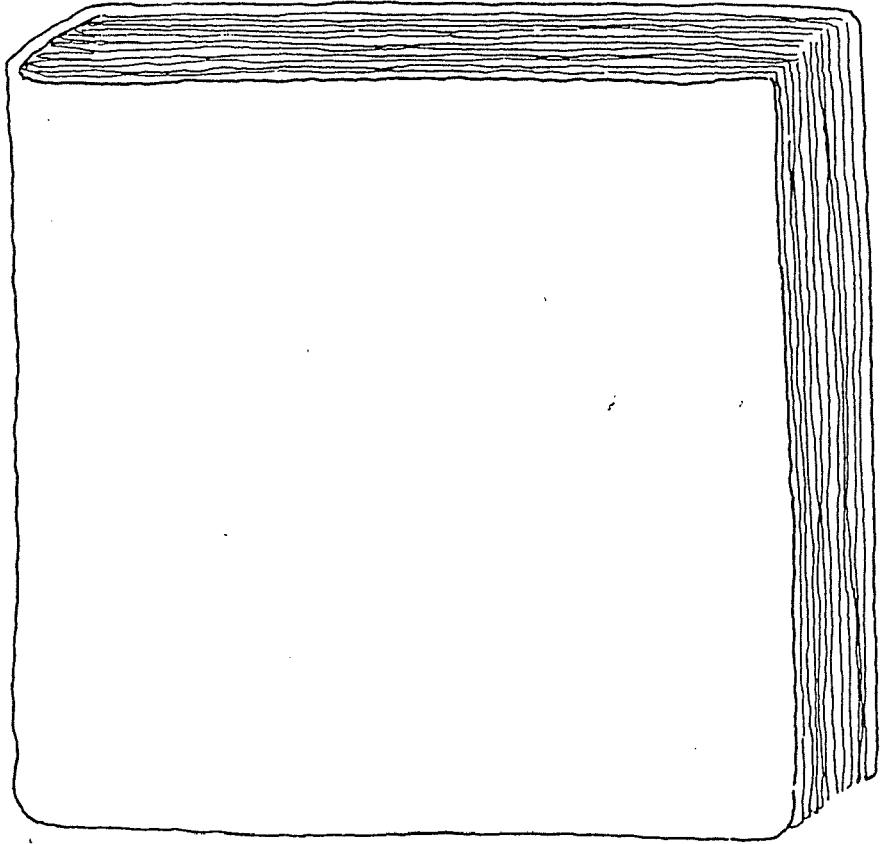
What will happen next? - 2



Name \_\_\_\_\_ Date \_\_\_\_\_

My favourite story

Fill in the details and draw your favourite character.



Title \_\_\_\_\_ Saddest part \_\_\_\_\_

Author \_\_\_\_\_

Best character \_\_\_\_\_ Ending \_\_\_\_\_

Worst character \_\_\_\_\_

Funniest part \_\_\_\_\_

\_\_\_\_\_

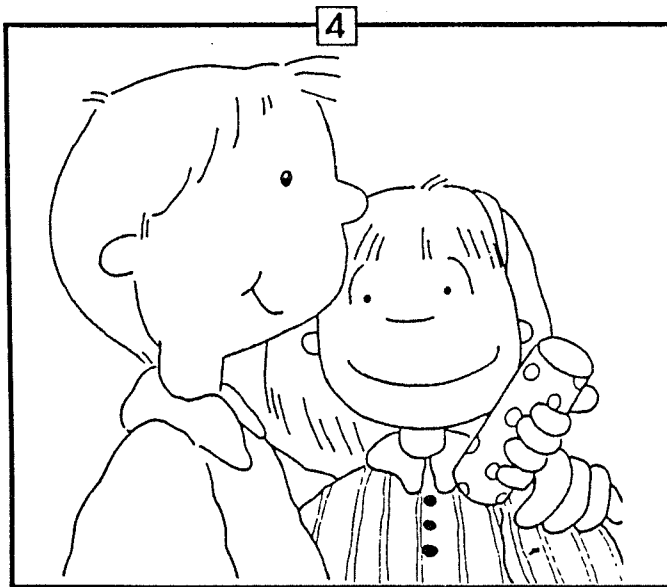
# I want some sweets

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy the sentences to make the story. Choose the ending you like best.  
Make up the last sentence yourself.



What happens next?



1 \_\_\_\_\_

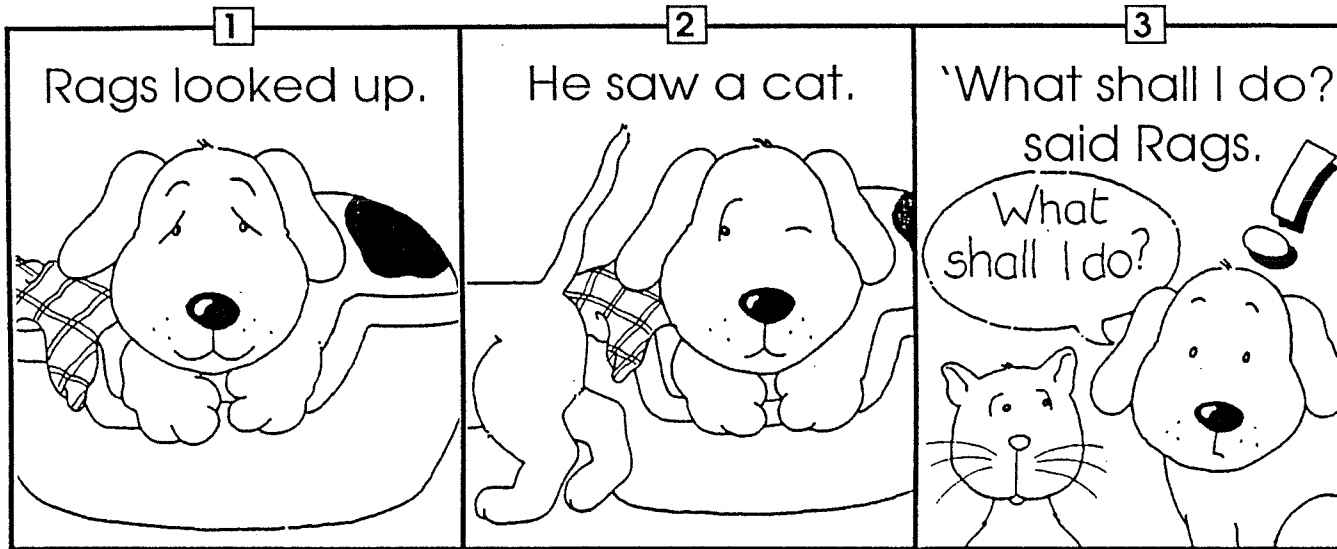
2 \_\_\_\_\_

3 \_\_\_\_\_

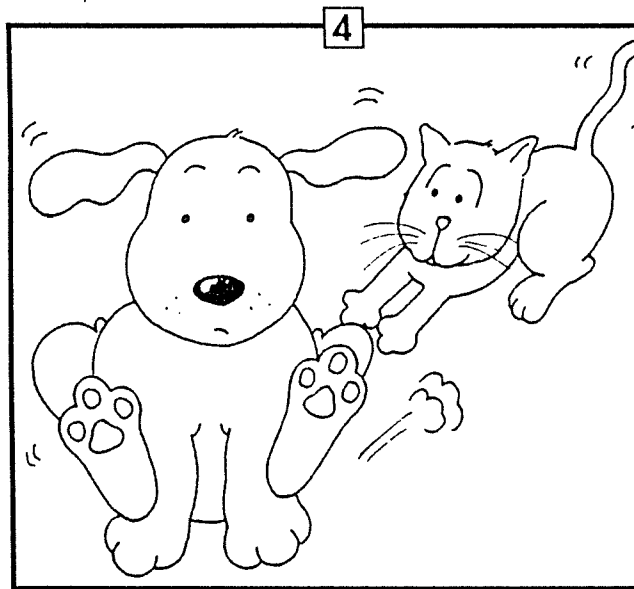
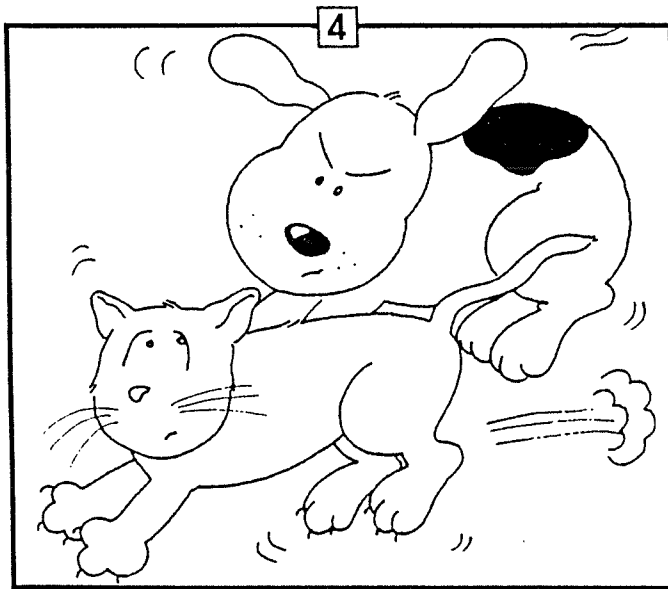
4 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy the sentences to make the story. Choose the ending you like best.  
Make up the last sentence yourself.



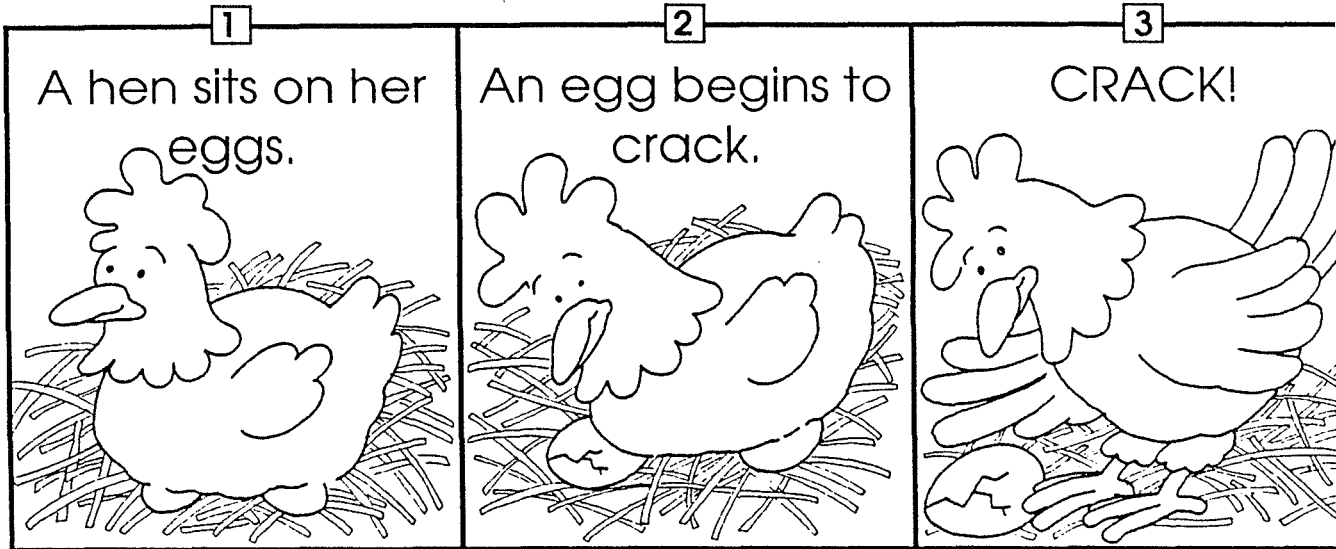
What happens next?



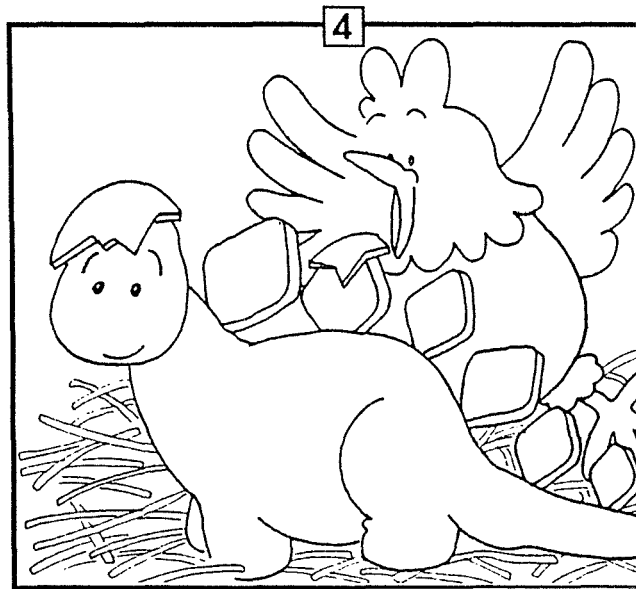
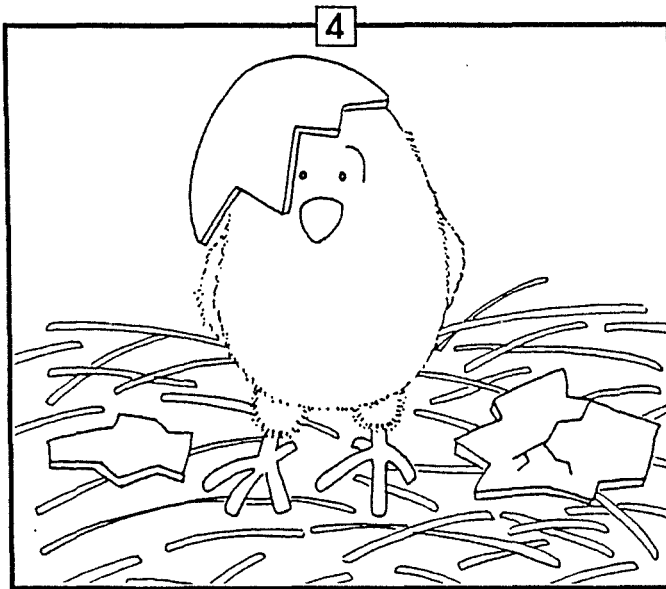
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy the sentences to make the story. Choose the ending you like best.  
Make up the last sentence yourself.



What happens next?



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Sentences - Animals

Join the two parts of each sentence. Then write the sentences on the lines below.

The dog

swam in the pond.

The fish

galloped across the field.

The horse

flew into the tree.

The mouse

wagged its tail.

The rabbit

ran into the mouse hole.

The bird

jumped into its hutch.

Name \_\_\_\_\_ Date \_\_\_\_\_

Sentences - Journeys

Join the two parts of each sentence. Then write the sentences on the lines below.

The car went

across the sea.

The ship went

along the path.

The rocket went

down the road.

The bike went

across the field.

The plane went

to the moon.

The tractor went

to the airport.

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Making Sentences - 1

Choose one word from each column to make a sentence, then write the sentences below. Read the sentences to your friends.

<p>The</p> 	<p>ugly</p> <p>pretty</p> <p>silly</p>	<p>mouse</p> <p>woman</p> <p>fish</p>	<p>swam</p> <p>walked</p> <p>fell</p>	<p>into</p>	<p>a pond</p> <p>a garden</p> <p>a school</p>
<p>A</p> 	<p>tall</p> <p>lucky</p>	<p>bear</p> <p>robot</p>	<p>raced</p> <p>skipped</p>	<p>near</p>	<p>a town</p> <p>a park.</p>

Here is one example: The lucky robot raced into a school.

1

---

2

---

3

---

4

---

5

---

6

---

7

---

Name \_\_\_\_\_ Date \_\_\_\_\_

Making Sentences - 2

Choose one word from each column to make a sentence, then write the sentences below. Read the sentences to your friends.

The



A



lazy

cat

ran

up

a house

fat

frog

jumped

a tree.

big

man

hopped

a hill.

small

dog

walked

over

a wall.

bad

monster

climbed

a path.

Here is one example: The bad frog climbed up a wall.

1

2

3

4

5

6

7

Name \_\_\_\_\_ Date \_\_\_\_\_

Choosing an ending

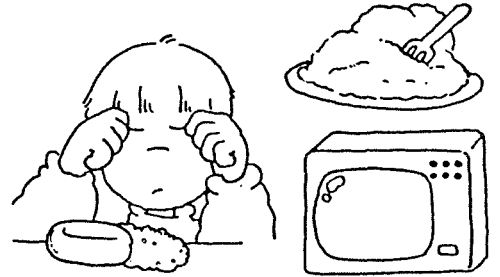
Choose the ending you like best and write the sentence on the line.

I do not like

mashed potato.

soap in my eyes.

watching TV.

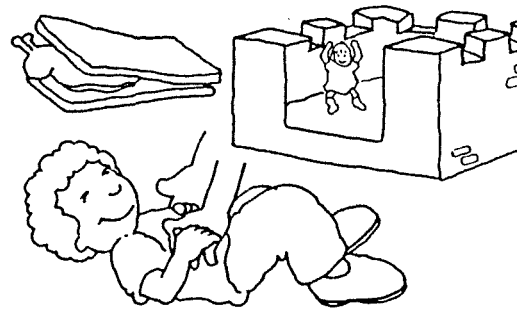


I like

slug sandwiches.

being tickled.

bouncy castles.

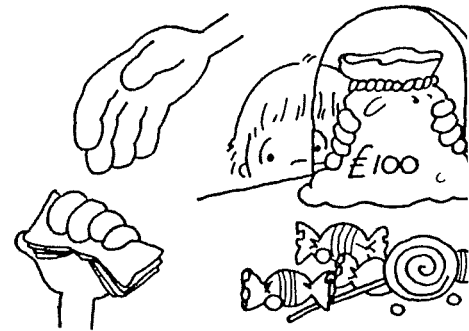


If I had £100 I would

give it to my teacher.

buy lots of sweets.

put it in the bank.

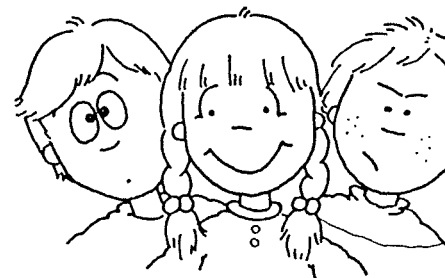


When I am cross

I smile at everyone.

I go cross-eyed.

I look grumpy.



Name \_\_\_\_\_ Date \_\_\_\_\_

Choosing a beginning

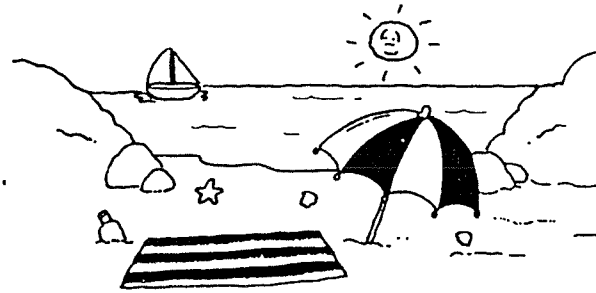
Choose the beginning you like best and write the sentence on the line.

I get up early

I like to swim

I come to school

on my holiday.

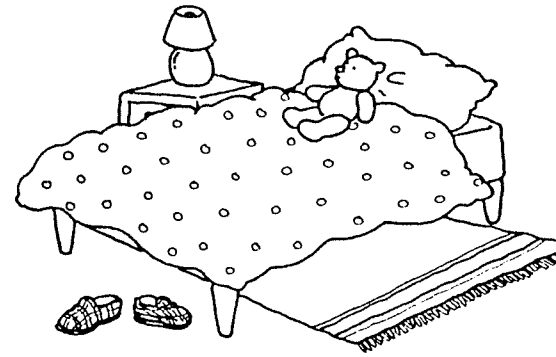


I dig the garden

I watch TV

I go to sleep

in my bedroom.

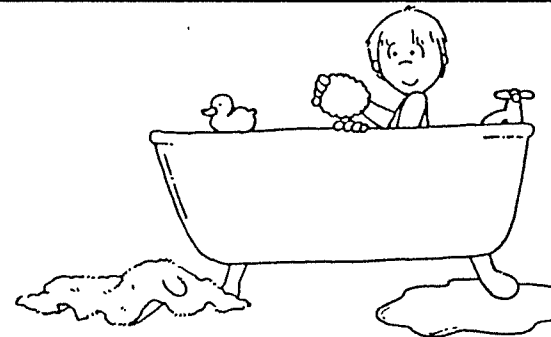


I go swimming

I put on my shoes

I scrub myself clean

in the bath.

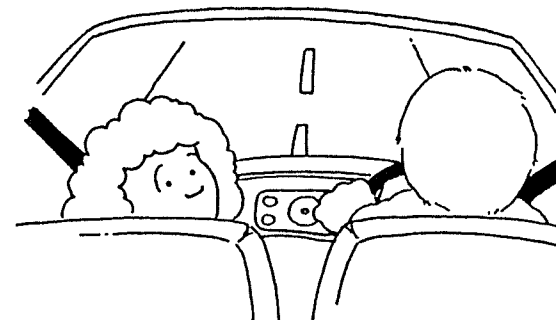


I eat an ice-cream

I pull funny faces

I wear a seat-belt

in the car.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Growing up

Read the sentences, cut them out and match them to the pictures.

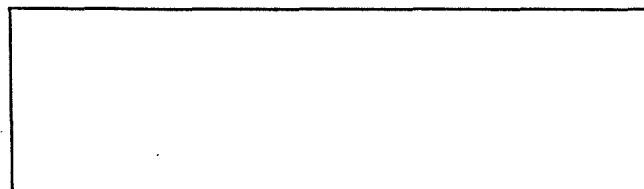
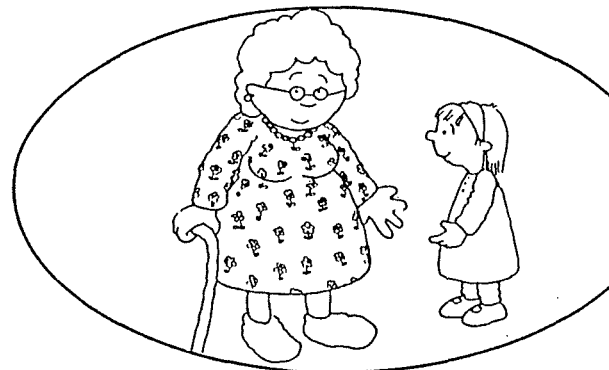
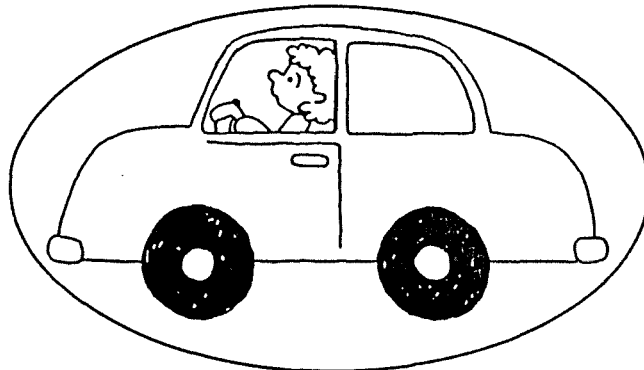
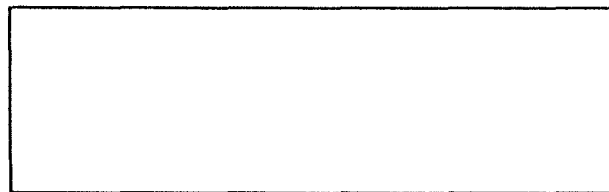
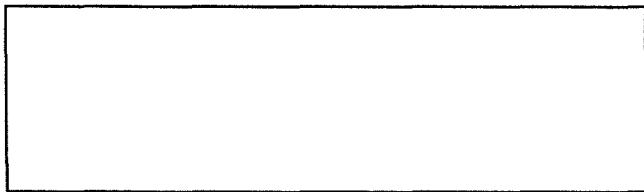
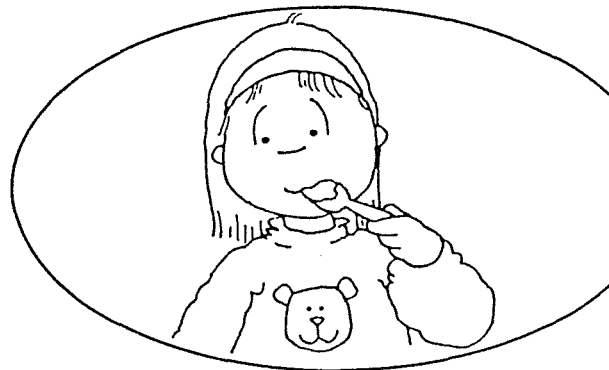
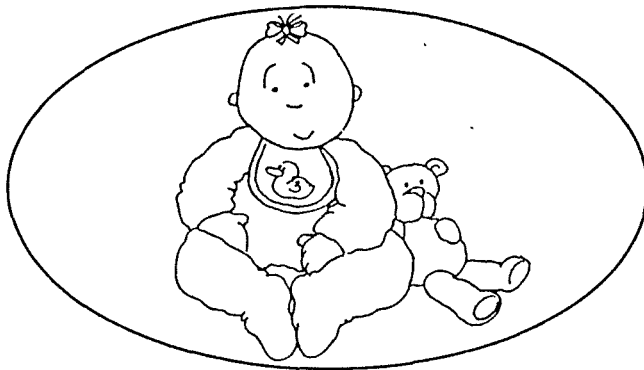


I move slowly and my hair is going grey. I enjoy seeing my grandchildren.

I cannot walk or talk yet. I drink a lot of milk. I cry when I am hungry.

I can run and jump and I talk a lot. I can feed myself. I like playing with my friends.

Now I am grown up I can go to work. I can drive a car.



Name \_\_\_\_\_

Date \_\_\_\_\_

The seasons

Read the sentences, cut them out and match them to the pictures.

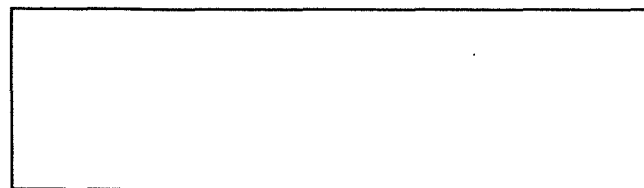
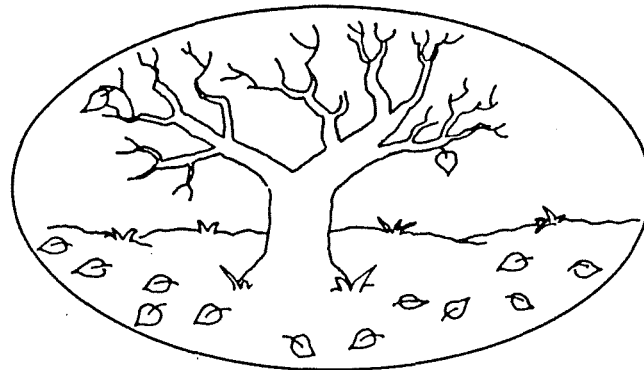
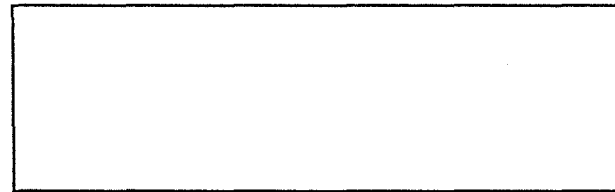
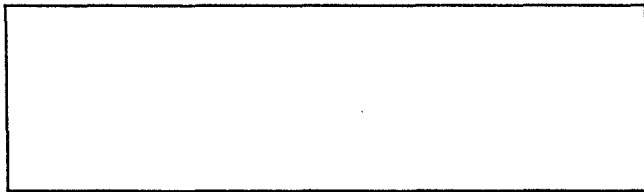
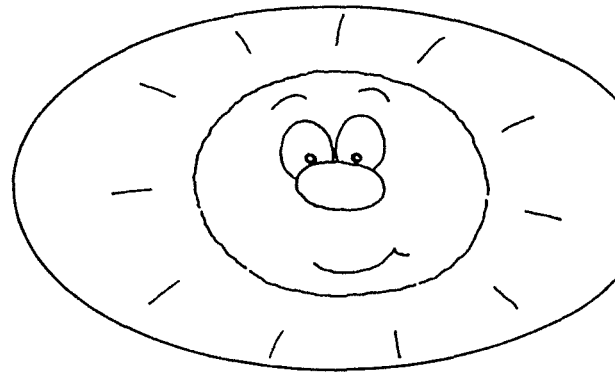
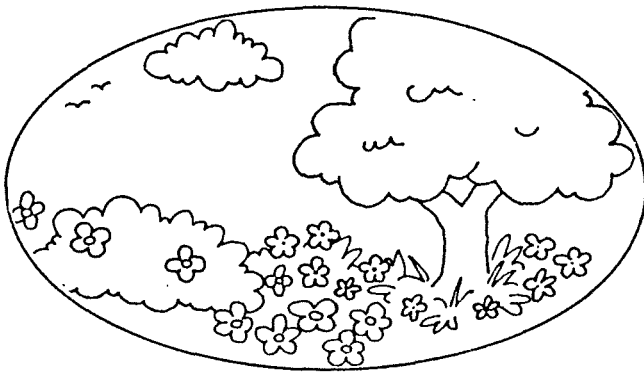


In summer the sun feels hot.  
There is more daylight.  
We can play outside.

In winter it gets dark early.  
The weather is cold.  
We need to keep warm.

In spring flowers and trees  
start to grow.  
It begins to get warmer.

In autumn, leaves fall from  
the trees.  
It begins to get colder.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Recycling paper

Read the sentences, cut them out and match them to the pictures.

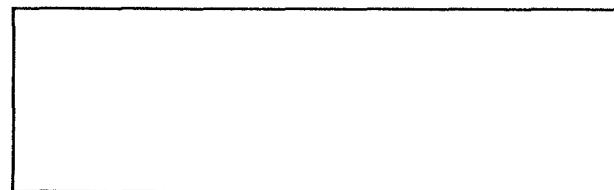
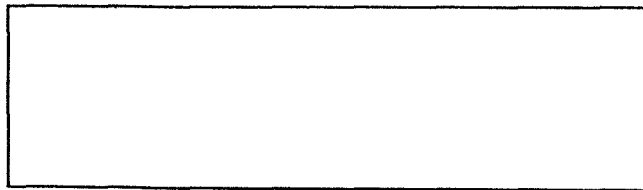
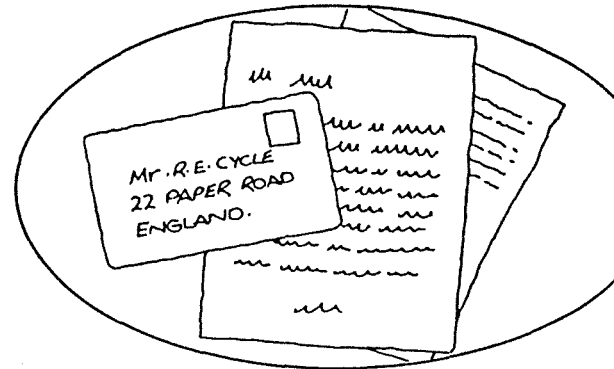
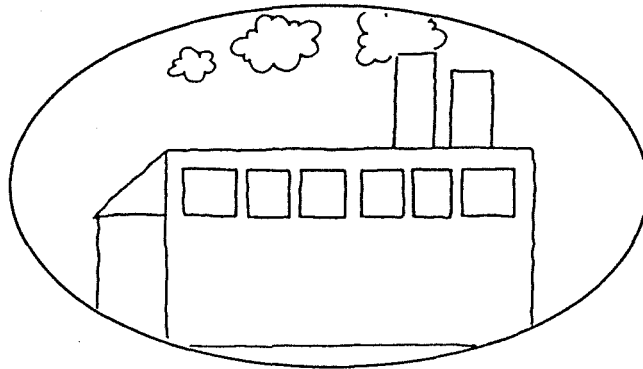
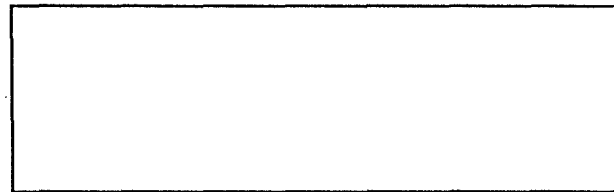
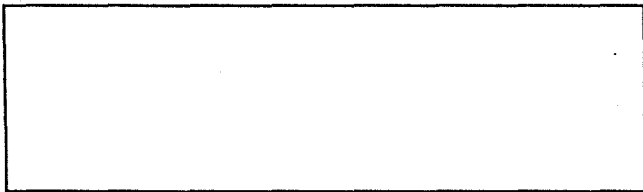
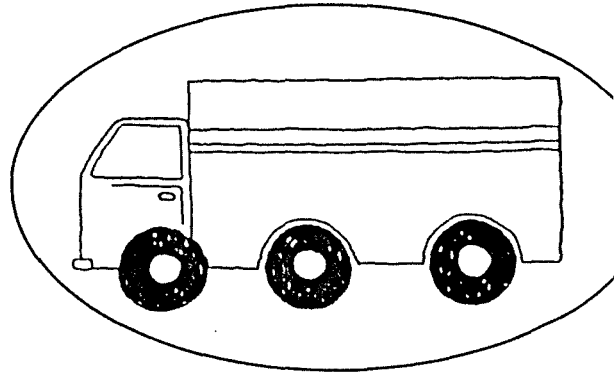
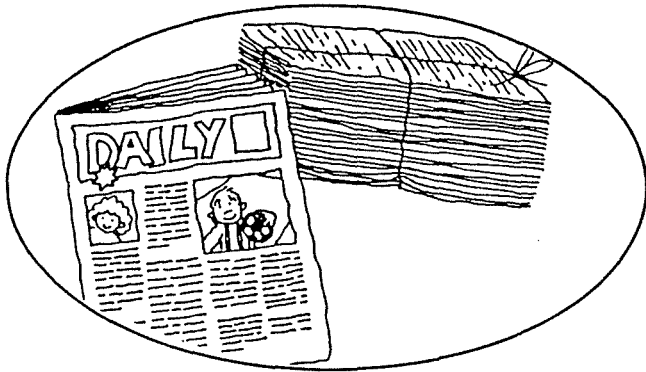


We take the bundles to the lorry. The lorry takes the paper to the factory.

We can use the paper again to write our letters.

We save our newspapers. We tie them into bundles.



At the factory the paper is recycled.



Name \_\_\_\_\_ Date \_\_\_\_\_

Rocky the robot and the spaceship

Read the sentences, cut them out and put them in order to tell the story.

1 Rocky wanted to go to the moon. He climbed inside his spaceship. He made the spaceship out of old cans, old tyres and old computers. He started the countdown - 5, 4, 3, 2, 1. 'I will make a spaceship,' he said. His spaceship did not move, so he climbed out. 

7

'Perhaps it needs an engine,' he said. 

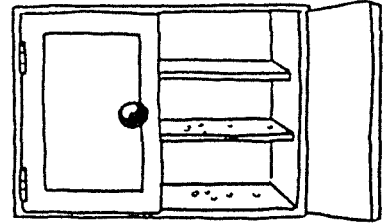
Name \_\_\_\_\_ Date \_\_\_\_\_

Rocky the robot and the supermarket

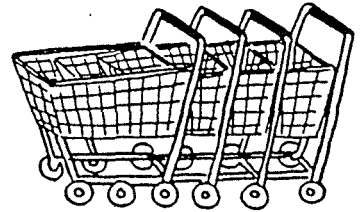
Read the sentences, cut them out and put them in order to tell the story.

1 

Rocky looked in his kitchen.  
There was no food left.



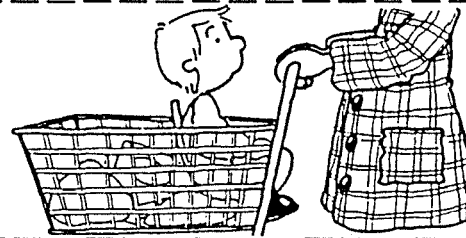
He saw the trolleys by the door.  
He took one and pushed it into the shop.



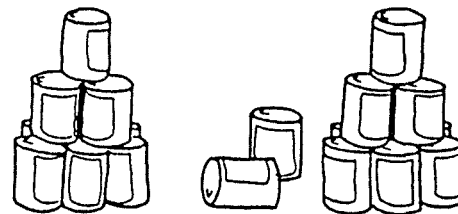
Rocky wanted to ride like that  
so he got into his trolley.



Rocky saw a little boy sitting  
in a trolley.



His trolley rolled into a pile of tins.  
The tins fell into his trolley.

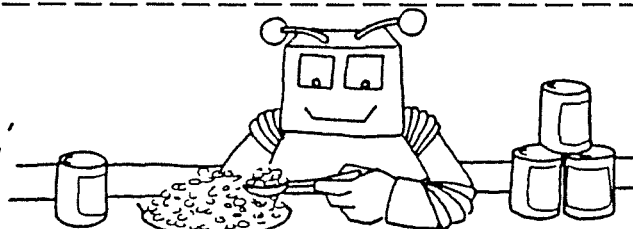


'I must go shopping,' said Rocky.  
So he went to the supermarket.



7

'That's lucky,' said Rocky.  
'I wanted to buy lots of beans.'



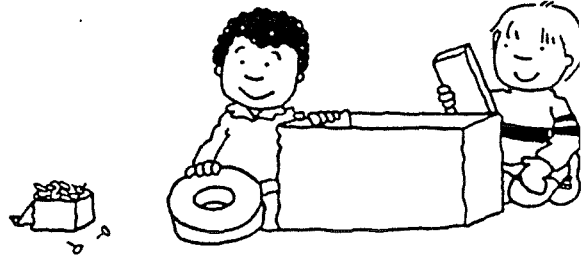
Name \_\_\_\_\_ Date \_\_\_\_\_

Making a go-kart

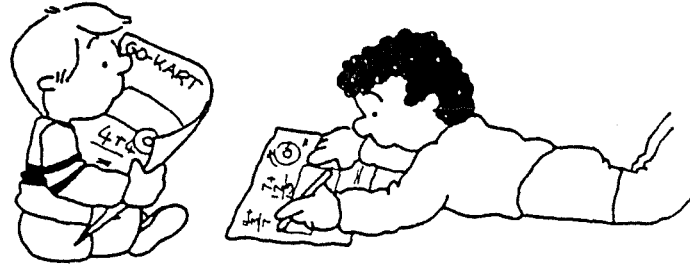
Read the sentences and cut them out. Put them in order and stick them.



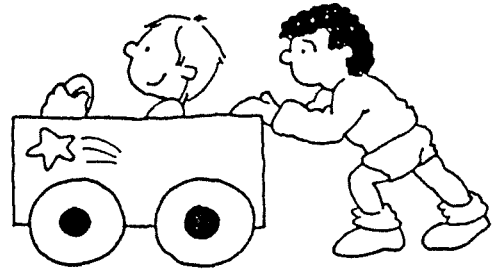
They found an old box, some bits of wood, some wheels and some nails.



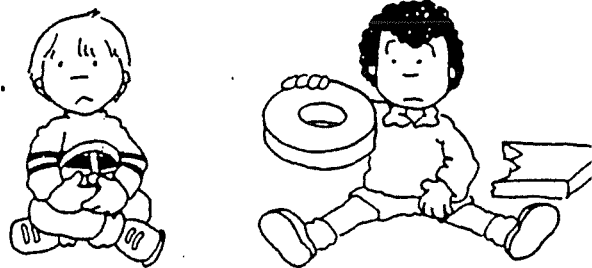
Tom and Harry were going to make a go-kart. They drew some plans.



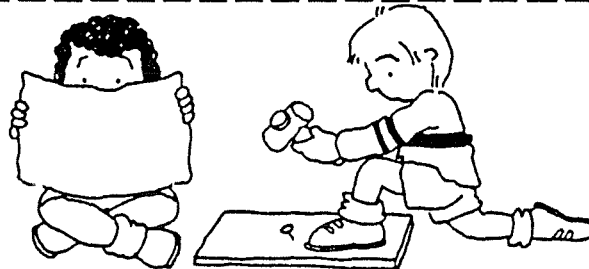
Harry pushed the go-kart. Tom turned the steering wheel.



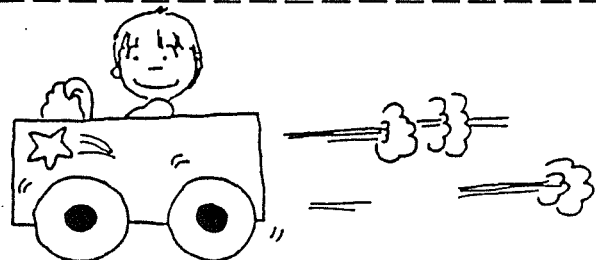
Crash! The go-kart fell to pieces. 'Oh, no!' said Tom and Harry.



It took them a long time to make the go-kart.



At last the go-kart was finished. Tom got in to have a ride.



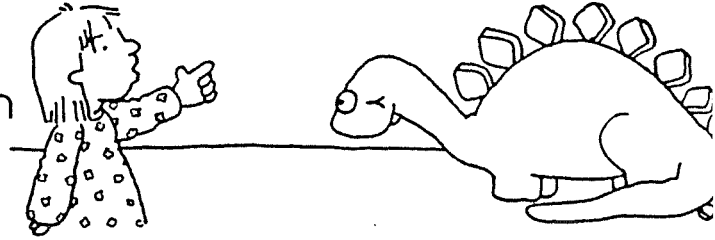
Name \_\_\_\_\_ Date \_\_\_\_\_

A trip to the museum

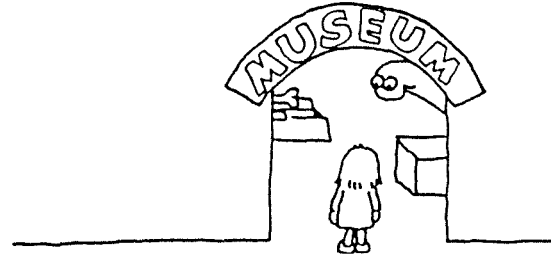
Read the sentences and cut them out. Put them in order and stick them.



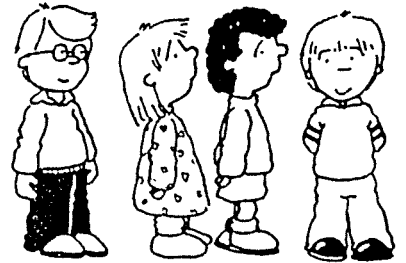
Lucy jumped with surprise.  
The dinosaur winked again  
and moved his tail.



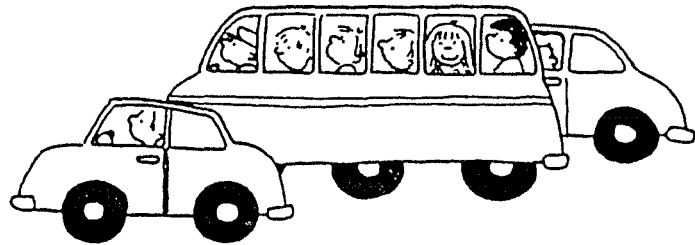
Lucy walked into the museum.  
She wanted to see the  
dinosaurs.



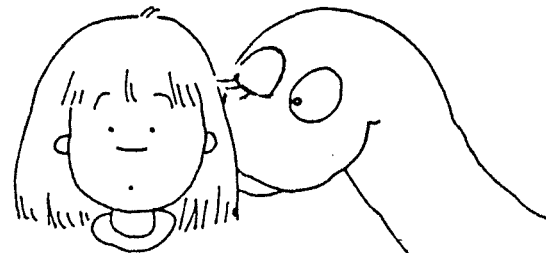
Lucy was going on a school trip  
to the museum.



They went to the museum  
in a coach.



She looked at the dinosaurs and  
one winked at her.



The teacher laughed.  
'Don't worry,' he said.  
'The models work like robots.'

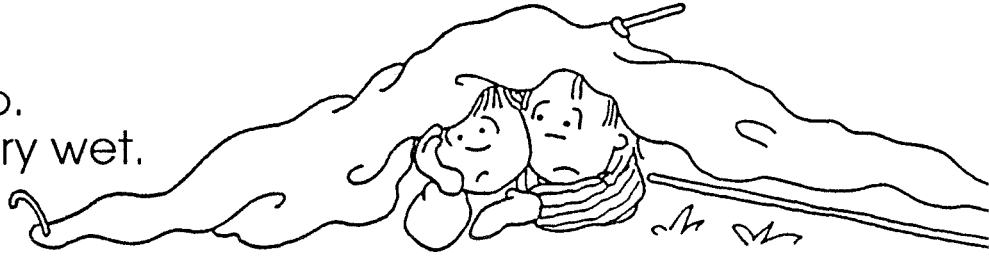


Camping

Read the sentences and cut them out. Put them in order and stick them.



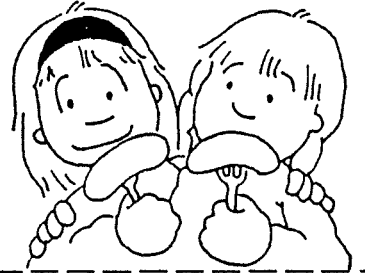
They woke up.  
They were very wet.



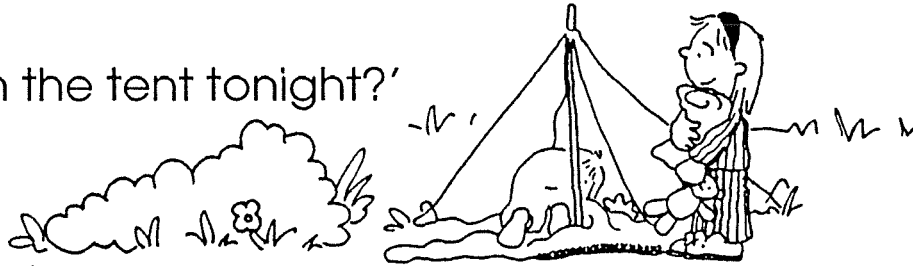
The children put up a tent  
in the garden.



They had supper.  
They were having a lovely time.



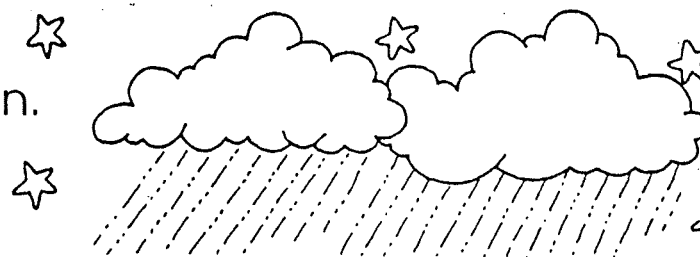
'Can we sleep in the tent tonight?'  
they asked.  
'Yes,' said Mum.



They ran into the house.  
Mum made them hot drinks.



In the night it started to rain.  
It rained and rained.



Completing stories - the picnic - who said what?

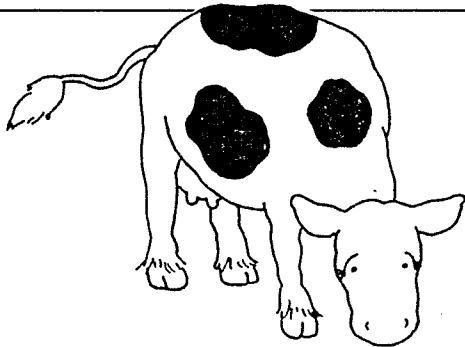
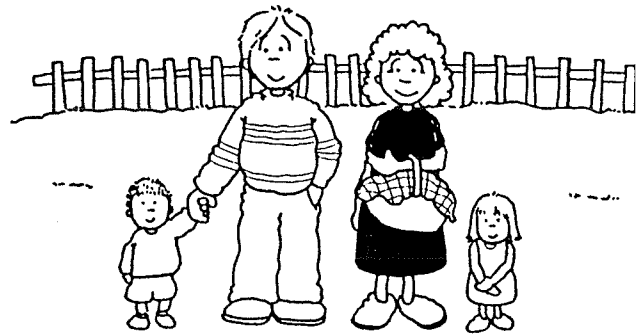
*'He wants my apple,'*

*'Help, help, run as fast as you can!'*

*'Let's go for a picnic,'*

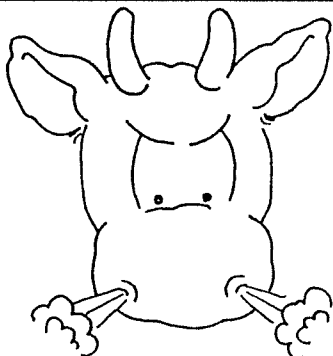
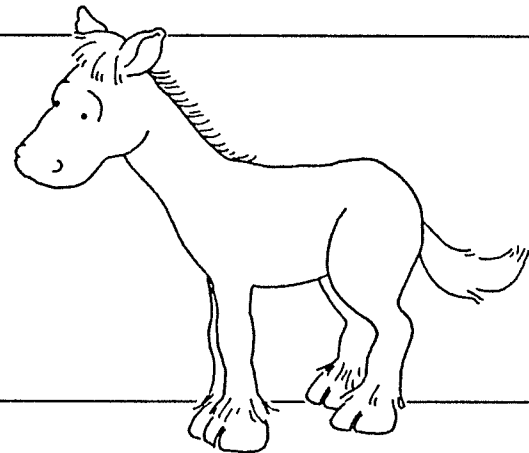
*'Go away,'*

It was a sunny day. 1  
 \_\_\_\_\_  
 said Mum.  
 We went into a field.



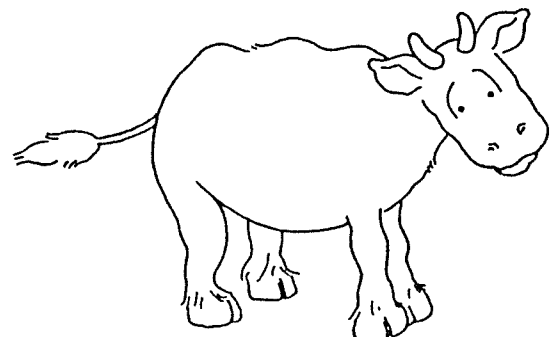
2  
 A cow came into the field.  
 \_\_\_\_\_  
 shouted Dad.

A horse came into the field. 3  
 \_\_\_\_\_  
 said Mum.



4  
 A bull came into the field.  
 He looked very fierce.

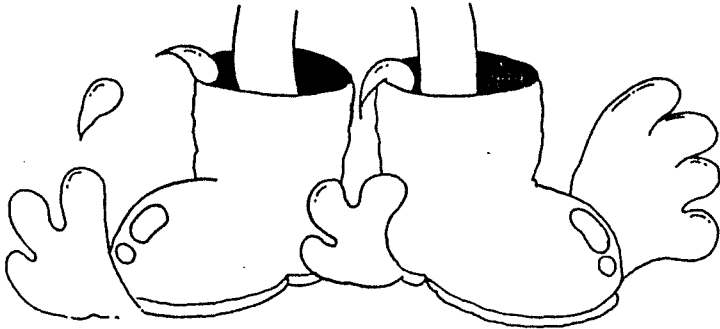
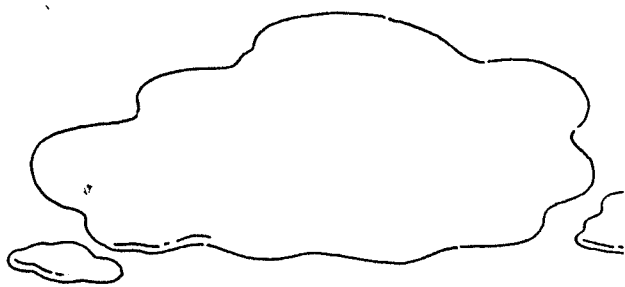
5  
 \_\_\_\_\_  
 \_\_\_\_\_  
 we all shouted.



Completing stories - the big puddle - who said what?

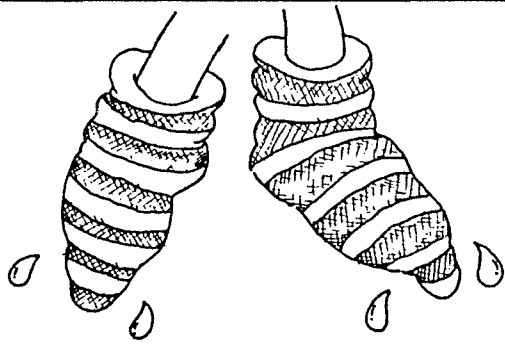
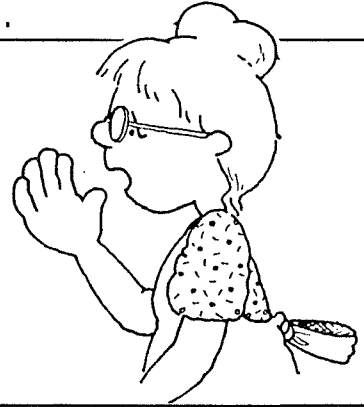
**'Oh, you naughty boy!'    'This is fun,'    'I went in one little puddle,'**  
**'Did you go in any puddles?'                    'I will jump in it,'**

Sam saw a big muddy puddle. <sup>1</sup>  
\_\_\_\_\_  
\_\_\_\_\_  
he said.



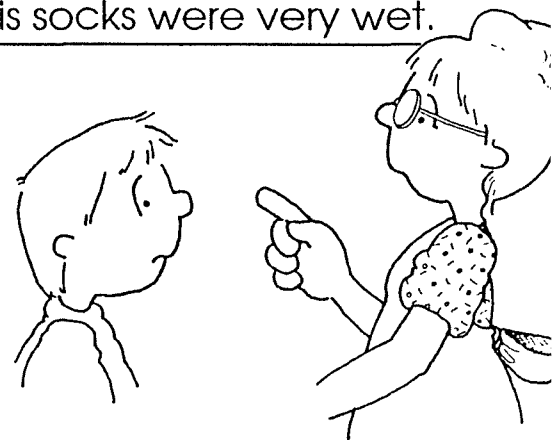
<sup>2</sup> The water went over the top of his boots.  
\_\_\_\_\_  
he said.

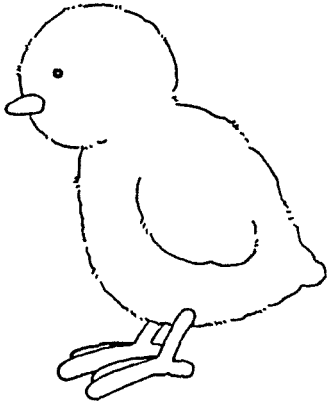
His mum called him in for tea. <sup>3</sup>  
\_\_\_\_\_  
\_\_\_\_\_  
she asked.



<sup>4</sup> \_\_\_\_\_  
\_\_\_\_\_  
said Sam. But Mum saw that his socks were very wet.

<sup>5</sup> \_\_\_\_\_  
\_\_\_\_\_  
said his mum.

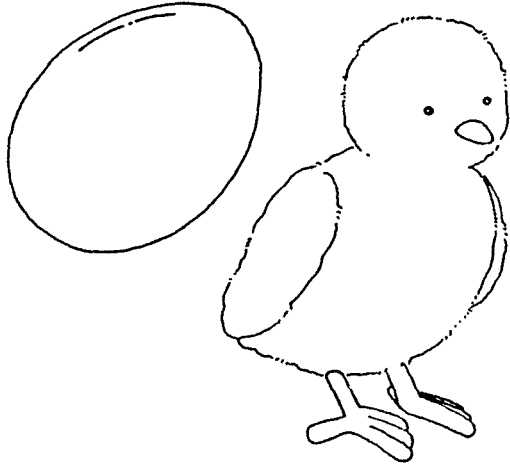
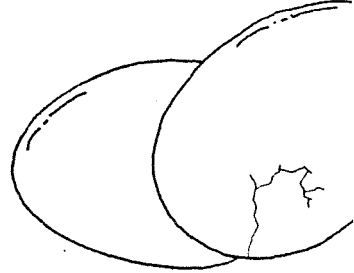


Build a story - the little chicks - read the story

three tiny chicks.

laid three brown eggs.

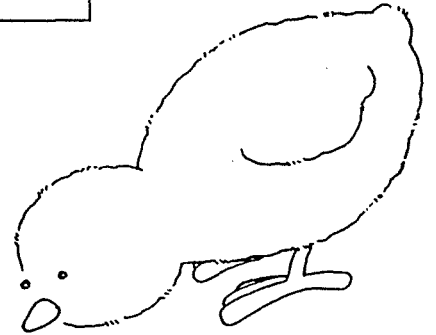
to keep the eggs warm.



No.

Yes.

so was the hen.



One day a hen \_\_\_\_\_

She sat on her nest \_\_\_\_\_

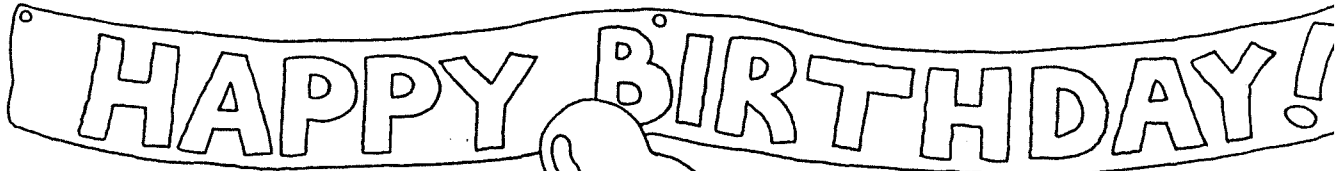
Were the eggs ready to hatch after ten days? \_\_\_\_\_

Were the eggs ready to hatch after twenty days? \_\_\_\_\_

Out of the eggs came \_\_\_\_\_

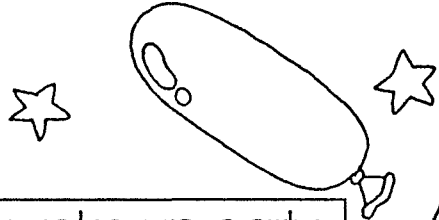
The farmer was pleased and \_\_\_\_\_

Build a story - my birthday - read the story

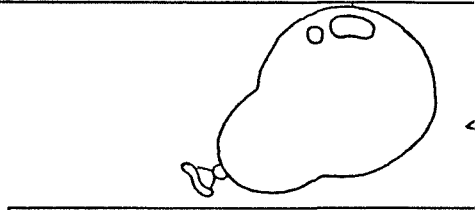


my birthday,' I thought.

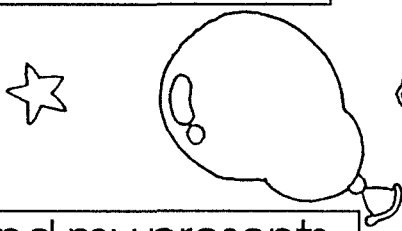
there were no presents



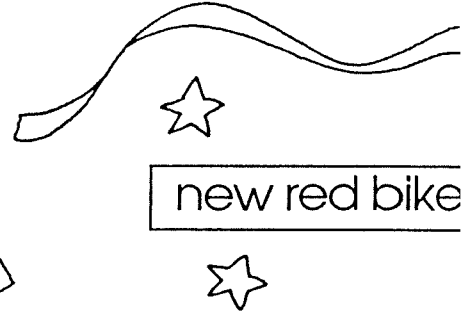
I woke up early.



'Look in the garage.



find my presents.



new red bike

On my birthday \_\_\_\_\_

I went downstairs to \_\_\_\_\_

I looked everywhere but \_\_\_\_\_

'Everyone has forgotten \_\_\_\_\_

Then Mum called out \_\_\_\_\_

There was a bright \_\_\_\_\_

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# Studiji Socjali

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**Sillabu ta' l-Istudji Soċjali**  
**ghall-Ewwel u t-Tieni klassi ta' l-Iskola Primarja.**

Dan is-sugġett jagħtaqquad flimkien l-istudju elementari ta' l-Ambjent Uman, l-Ambjent Ġeografiku u l-Ambjent Storiku.

L-ghanijiet ta' dan is-sillabu huma:

- li jagħti bazi ta' studju aktar fid-dettal fil-futur.
- biex it-tfal isiru konxji ta' l-ambjenti differenti ta' madwarhom.
- biex it-tfal jirrealizzaw li huma parti minn komunita' u li l-progress ta' komunita' jiddependi fuq il-kontribuzzjoni ta' kull membru.
- biex jgħin lit-tfal jirrispettaw u jittolleraw lil haddiehor.
- biex jgħin lit-tfal jieħdu hsieb l-affarijiet tagħhom u ta' haddiehor.
- biex jgħin lit-tfal jipprattikaw il-koperazzjoni, l-kortesija, l-indafa personali, l-ghajnuna li jistghu jagħtu lil haddiehor, jitgħallmu jieħdu kollox f'konsiderazzjoni, jirrispettaw lil kulhadd u jkunu responsabbli.
- biex jgħin lit-tfal japprezzaw il-kobor ta' Alla u tal-ħolqien.
- biex jgħin lit-tfal jirringrazzjaw, japprezzaw u jaċċettaw ir-rigali li tana Alla, u jhossu r-responsabbilta' għal dawn ir-rigali.
- jgħin lit-tfal japprezzaw u jkunu responsabbli ta' dawk l-affarijiet li halaq il-bniedem.
- biex it-tfal jiġu mgħejjuna permezz ta' osservazzjonijiet, jikklassifikaw id-dinja tagħhom u jesprimu lilhom infushom bil-lingwa u bil-hsieb.
- li jgħin lit-tfal josservaw, jaħsbu u jiddiskutu.

Biex dan is-sillabu jiġi mgħallem b'mod kreattiv, jinkludi fih numru ta' 'worksheets', flimkien ma' noti għall-għalliema. L-għalliema jistgħu jagħmlu kopji ta' dawn, għal kull tifel u tifla bħala eżerċizzji wara xi diskussjoni jew ħarġa fuq it-temi nkorporati. Dawn jibdew minn paġna 303.

Fejn hu possibbli, t-tfal għandhom jiġu nkorragġuti biex ifittxu nformazzjoni wehidhom, jaraw kif inhuma magħmula, fejn jinsabu, jagħmlu kollezzjonijiet biex jibnu mużew fil-klassi u anke jagħmlu 'albums' personali.

Ħafna mit-temi faċli jiġu ntegrati ma' suġġetti oħra.

## L-Ambjent Uman

### fi-Ewwel Sena

#### Jien

##### 1. Jien differenti. Hadd m'hu b'hali.

Jista' jkun hemm xi hadd li jixbahni b'xi mod. Jista' jkun hawn min ihobb jiekol dak li nhobb niekol jien. Jista' jkun hemm xi hadd li ghandu hwejjeg bhal tieghi. Jista' jkun hemm xi tfal li jisimhom b'hali. Imma zgur li m'humiex ezatt b'hali. Kulhadd differenti. Jien differenti minn kulhadd. Jien speċjali.

##### 2. Jien nidher ezatt kif jien. Id-dehriet tieghi huma tieghi biss.

Wiċċi differenti minn ta' haddiehor. Il-kulur ta' xaghri, ghajnejja u l-gilda kollha jghinu biex nidher dak li jien. Anke l-forma ta' halqi, ghajnejja, widnejja u mniehri juru dan. In-nies differenti anke meta jidhru li huma l-istess. It-tewmin jidhru l-istess meta targhom l-ewwel darba. Meta ssir tafhom sewwa tinduna li huma differenti minn xulxin. It-tewmin huma zewg persuni differenti.

##### 3. Jien naf naghmel hafna affarijiet tajbin.

Hemm nies li dawn l-affarijiet jafu jaghmluhom ahjar minni. Jien nista' ngħin lil haddiehor f'dak li jien naf naghmel ahjar minn haddiehor. Haddiehor jista' jghin lili f'dak li jafu jaghmlu ahjar minni. Nistghu naqsmu dak li nafu flimkien.

#### 4. Inhobb affarijiet li haddiehor ma jhobbhomx.

Il-kulur favorit tiegħi. X' inhobb niekol. X'inhobb nilgħab. Mhux kulhadd ihobb l-istess affarijiet. Kulhadd għandu affarijiet li jhobb u dawk li ma jhobbx. Dawn l-affarijiet jgħinuna nkunu differenti minn haddiehor. Il-ħajja ma tkunx sabiħa jekk kulhadd ihobb l-istess affarijiet.

### Il-Familja Tiegħi

#### 1. Jiena parti minn familja.

Il-familja tiegħi hija grupp ta' nies speċjali. Għandi omm, missier, ħuti, nanniet, u zijiet, u kuġini. Dawn kollha parti mill-familja tiegħi. Parti minn din il-familja tgħix fl-istess dar miegħi u oħrajn jgħixu f'dar oħra. In-nies fil-familja tiegħi huma l-qrafa tiegħi.

#### 2. Kull familja hija differenti.

Il-familja tiegħi differenti minn familji oħra. Hemm familji li huma kbar ħafna. Familji oħra huma żgħar. Ommi u missieri huma l-ġenituri tiegħi. Jista' jkollna ġenitur wiehed. Nistgħu nkunu noqgħodu ma' ġenitur wiehed u mmorru noqgħodu mal-ġenitur l-iehor fil-'weekend' jew f'xi festi. Hemm tfal li joqgħodu f'djar apposta tat-tfal.

#### 3. Il-familji jhobbu jiltaqgħu flimkien.

Il-qrafa kultant imorru għand xulxin anke meta ma jkunux joqgħodu fl-istess post. Jistgħu jiltaqgħu flimkien f'okkazzjonijiet speċjali. Nieħu pjaċir meta nagħmel affarijiet ma' tal-familja tiegħi u nitgħallem minn għandhom. Meta ngħin lill-familja tiegħi, nsir naf lill-familja tiegħi aħjar.

#### 4. Naf lill-familja tiegħi iktar milli jafha haddiehor.

Inqatta' hafna mill-ħin tiegħi id-dar. Nara membri tal-familja tiegħi meta jkunu mdejquin u anke meta jkunu ferhana. Il-familja tiegħi jistgħu jghinuni meta jkolli d-dwejjaq. Nies li jghixu flimkien jitghallmu jifhmu l-xulxin u jghinu lil xulxin f'mumentu koroh u f'mumentu sbieħ.

#### 5. F'familja ferhana, l-membri tagħha jghinu lil xulxin.

Nies go familja jaqsmu x-xogħol li jrid isir bejniethom. Il-membri l-kbar tal-familja jieħdu hsieb il-membri ż-żgħar. Thossok kuntent meta tkun taf li hemm min iħobbok. Nies go familja jħobbu jghinu lil xulxin għax iħobbu lil xulxin.

### Il-ħbieb Tiegħi

#### 1. Il-ħbieb iħobbu l-xulxin.

Il-ħbieb huma dawk in-nies li nħobb nilgħab u nitkellem magħhom. Il-ħbieb jistgħu jkunu jghixu viċin jew jigu fl-istess skola. Mal-ħbieb nieħu pjaċir. Il-ħbieb tagħna huma dawk in-nies li nħobbu l-aktar. Jien naghzel il-ħbieb għax inħobb inkun magħhom u huma jħobbu jkunu miegħi. Meta nkunu mal-ħbieb inħossuna ferhana flimkien.

#### 2. Nista' naqsam li jkolli mal-ħbieb.

Il-ħbieb iħobbu jaqsmu li jkollhom flimkien. Ħbieb tajbin jaqsmu l-ħelu u l-gugarelli flimkien. Xi kultant il-ħbieb jagħtu r-rigali lil xulxin. Il-ħbieb iħobbu jghinu lil xulxin. Jekk ikolli xi haġa li ma nafx naghmillha, nista' nistaqsi lill-ħbieb blex jghinuni. Il-ħbieb jistgħu jghinuna nitghallmu affarijiet godda.

### 3. Il-ħbieb iħobbu jagħmlu affarijiet flimkien.

Il-ħbieb jieħdu pjaċir jagħmlu l-istess affarijiet. Il-ħbieb iħobbu jqattghu ħafna hin flimkien. Il-ħbieb iħobbu jilgħabu l-istess logħob u jaraw l-istess programmi fuq it-televixin. Il-ħbieb ġieli jmorru d-dar ta' xulxin. L-iskola l-ħbieb iħobbu jagħmlu x-xogħol flimkien.

## Il-Komunita' Tiegħi

### 1. Il-komunita' hija l-post fejn noqgħod.

Jiena noqgħod; f'belt; f'raħal; f'villagġ. Id-djar, il-ħwienet u l-bini ta' madwari, u n-nies li jgħixu u jaħdmu fihom, jiffurmaw il-komunita'. Fi ftit komunitajiet, in-nies joqgħodu fi 'flats'. Jiena noqgħod; ġo dar; ġo villa; ġo flat. In-nies li naraw fit-triq huma kollha parti mill-komunita'.

### 2. Ħafna nies differenti joqgħodu flimkien f'komunita'.

Fil-komunita' tagħna jista' jkun hemm nies li jiġu minn pajjiżi oħra. Mhux kull min jgħix fil-komunita' tiegħi twieled hemm. Xi nies jista' jkun li ġew joqgħodu fil-komunita' tagħna wara li għamlu żmien jgħixu f'komunita' oħra. Xi nies jista' jkun li ġew joqgħodu fil-komunita' tagħna wara li kienu jgħixu f'pajjiż ieħor barra minn Malta. F'xi komunitajiet, in-nies jitkellmu iżjed minn lingwa waħda. Nies f'komunita' jista' jkun li anke jitkellmu lingwi differenti. Izda issa kollha jgħixu flimkien u huma membri ta' l-istess komunita'.

### 3. In-nies li joqghodu vicin taghna huma ġirien.

Il-ġirien ġieli jjeqfu u jkellmu l-xulxin. Il-ġirien huma parti mill-komunita' tiegħi. Xi kultant il-ġirien iħobbu jiltaqgħu flimkien. Il-ġirien jistgħu jgħinu lil xulxin f'ħafna modi differenti. Huwa tajjeb li tgħin lill-ġirien speċjalment jekk ikunu morda jew anzjani. F'komunita' ferħana, in-nies ifittxu modi ta' kif jistgħu jgħinu lil xulxin. Jekk ikun hemm anzjan jew anzjana, nistgħu immorru nixtrulhom u naqduhom. Dan huwa mod wiehed ta' kif nistgħu ngħinu lil dawn il-ġirien.

### 4. Aħna noqgħodu fraħal/belt. Aħna parti minn komunita' kbira.

F'komunitajiet kbar hemm ħwienet minn fejn nistgħu nixtru kull m'għandna bżonn. Hemm il-ġonna, ċentri ta' l-isports, u anke 'cinemas'. Hemm ħafna affarijiet x'tista tagħmel f'komunita' kbira. Ħafna nies li joqgħodu f'komunitajiet kbar imorru jaħdmu mhux 'il bogħod mid-dar.

### 5. F'komunita' żgħira jista' jkun hemm fit nies biss.

Hemm komunitajiet żgħar li jgħixu fil-kampanja. Nies li joqgħodu f'komunita' żgħira, jkollhom bżonn jivvjaġġaw biex imorru l-iskola, biex jixtru u biex jiddevertu. F'komunita' żgħira, n-nies ikunu jafu l-xulxin aktar u jkunu ħbieb. In-nies ta' villaġġ ġieli jiltaqgħu għand tal-ħanut.

## L-Ambjent Uman

### fit-Tieni Sena

#### Jien

##### 1. Jien nista' nahseb.

Mohhi jghinni nahseb fuq dak li qed naqra. Nista' nuza mohhi biex nahseb affarijiet wahdi. Mohhi jghinni fix-xoghol ta' l-iskola. Ghajnejja jghidu lil mohhi meta nista' naqsam it-triq. Mohhi jghinni nahseb qabel ma naqsam it-triq. Mohhi jghinni nitghallem affarijiet godda u niftakarhom.

##### 2. Naf affarijiet li m'ghandix bzonn nahseb fuqhom.

Meta nkun tghallimt xi haga, qatt ma ninsiha. Facli niftakar l-ismijiet tal-hbieb tieghi u kif unhu wicchom. Tant naf ezatt fejn noqghod li qatt ma nitfixkel meta nkun sejra d-dar. Tant ilni nahsel snieni, li m'ghandix bzonn noqghod nahseb kif irrid nahsilhom. M'ghandix bzonn noqghod nahseb kif ghandi ninhasel daqs kemm-il darba nhsilt.

##### 3. Bdejt nitghallem mindu kont tarbija.

It-trabi jbdew jitghallmu mat-twelid. It-trabi jitghallmu affarijiet godda kuljum. Isiru jafu affarijiet billi jharsu, jisimghu, imissu, jxommu u jduqu. Imbaghad isiru jafu jimxu fuq irkubbejhom u mbghad fuq saqajhom. It-trabi jitghallmu billi jisimghu l-hsejjes li jaghmlu l-kbar. Nibqghu nitghallmu affarijiet godda hajjitna kollha. Il-kbar jghinu lit-trabi jitghallmu.

#### 4. Nista' nagħmel hafna affarijiet b'gismi.

Hafna nies jiġru iżjed minn haddiehor. Hafna jafu jilghabu logħob bil-ballun. Ohrajn jafu jiżfnu jew idoqqu xi strument. Tista' titgħallem tiżfen jew tilgħab xi logħba billi tiprattikaha hafna drabi. Tista' titgħallem tuża partijiet ta' gismek.

#### 5. Naf lil nnifsi iktar milli jafni haddiehor.

Inti taf xi thobb u x'ma thobbx. Inti taf x'jagħmlek ferhan u xi jbezzghek. Xi kultant ikolli bżonn lil xi hadd jghinni. Il-kbar jistgħu jgħallmuna kif għandna naqsmu t-triq. Xi kultant ikolli nagħmel dak li jghiduli l-kbar. Ghandi nitkellem meta xi haġa tbezzgħani jew tgħamilli d-dwejjaj.

### Il-Familja Tiegħi

#### 1. Nies ġo familja jagħmlu l-xulxin ferhana.

Meta nhobbu lil xi hadd, inhobbu nuruh. Inhobbu nagħmlu lil dawk li nhobbu ferhanin. Hemm diversi modi ta' kif nistgħu nuru l-imħabba tagħna fil-familja tagħna. Inhobbu nitkellmu u nisimghu lil dawk li nhobbu. Inhobbu ngħannquhom u nbusuhom. Xi kultant anke nagħtuhom rigali. Meta nagħtu xi haġa nifirħu.

#### 2. Nies fil-familja tiegħi għandhom iċ-ċans jsimghuni nitkellem.

Xi hadd mill-familja tagħna jista' jghinna meta jkollna xi problema. Nitkellmu magħhom meta nkunu mdejquin u mbezzgħin. Xi kultant ikun imiss lilna li nisimghu lil haddiehor jitkellem. L-affarijiet ma jibqgħux jidhru koroh meta nitkellmuhom ma' tal-familja tagħna.

### 3. Fil-familja taghna ġieli ma naqblux.

Nistgħu ma naqblux fuq affarijiet importanti u nistgħu ma naqblux fuq affarijiet li m'humieq daqshekk serji. Meta ma naqblux ma jfissirx li m'għadniex inħobbu lil xulxin u noqgħodu nugzaw lil xulxin. Meta nieqfu milli nillatikaw flimkien, nistgħu nħobbu daqs kemm konna nħobbu qabel. Huwa mportanti li nergħu nibdew inħobbu l-xulxin għax b'hekk inħossuna ferħanin flimkien.

### 4. Jekk omni jkollha tarbija ġdida, l-familja tiegħi jkollha membru ġdid.

Kulhadd jista' jgħin meta jkun hemm tarbija ġdida. It-trabi għandhom bżonn jitgħallmu jħobbu u jafdaw lill-familja tagħhom. Xi drabi l-ġenituri jaddottaw membru ġdid fil-familja tagħhom. In-nies ġo familja huma ħbieb tajba. Għandna nuru li nħobbu lill-membri tal-familja tagħna, billi nitkellmu magħhom, nidkulhom u nilgħabu magħhom. Huwa mportanti li ġo familja n-nies jkollha jħobbu u jieħdu ħsieb xulxin.

## Il-Ħbieb Tiegħi

### 1. Ħbieb tajbin ikellmu l-xulxin.

Nistgħu nitkellmu mal-ħbieb tagħna fuq kif qed inħossuna. Huwa mportanti li nqatta' f'it ħin nitkellem ma' shabi. Nistgħu nghidulhom x'jagħmilna ferħan. Nistgħu nitkellmu magħhom jekk inkunu mdejġin. Il-ħbieb iħobbu jtkellmu u jicċajtaw flimkien. Xi drabi nghidulhom xi sigriet. L-affarijiet ma jibqgħux jidhru koroh meta nitkellmu dwarhom mal-ħbieb.

## 2. Niehu pjačir meta nkun ma' šhabi.

Il-ħbieb imorru xi piknik flimkien jew f'xi post iehor. Meta noħorġu mal-ħbieb nistghu wara noqġhodu niftakru x'għamilna flimkien u nitkellmu dwar dak li rajna u għaddejna minnu. Meta noħorġu u nieħdu pjačir nibqgħu niftakru għal żmien twil. Inkunu qegħdin nistennewha dik il-ġurnata meta nkunu se noħorġu flimkien.

## 3. Meta nkun 'il bogħod mill-ħbieb nista' niktbilhom ittra jew inċemplilhom.

Inħobbu nisimġhu mingħand il-ħbieb tagħna, u huma minn għandna meta ndumu ma naraw lil xulxin. Il-ħbieb jibgħatu l-kartolini meta jkunu vaganza. Nistghu nużaw it-telefon biex nisimġhu lill-ħbieb tagħna. Nistghu nikbulhom xi ittra minflok inċemplu. Inħobbu niftakru fil-ħbieb tagħna, u nħobbu ngħidu lill-ħbieb tagħna kif aħna sejrin.

## 4. Il-ħbieb kultant ma jaqblux, imma malajr jerġgħu jirrangaw.

Ħadd ma jaqbel mal-ħbieb tiegħu il-ħin kollu. Kultant anke l-iżjed ħbieb tal-qalb ma jaqblux. Imma meta jerġgħu jirrangaw, malajr jinsew kollox u jerġgħu isiru ħbieb. Juru lil xulxin li jiddispjačihom u jkunu iżjed qalbhom tajba lejx xulxin. Xorta nistghu nibqgħu ħbieb wara li kunu lliġikajna.

## 5. Tista' tkun diffiċli nagħmel ħbieb ġodda.

Jekk immorru noqġhodu f'dar ġdida jew skola ġdida, jista' jkun li tħossok waħdek. Kultant diffiċli titkellem ma' nies li ma tafhomx u tagħmel ħbieb ġodda. Imma ħbieb ġodda huma nteressanti. Hemm ħafna xi ssir taf dwarhom. Jekk jiġu tfal ġodda fil-klassi, nistghu insiru nafuhom, imbagħad ma jħossuhomx weħidhom.

## 6. Xi nies jibqghu hbieb hajjithom kollha.

Ir-ritratti jfakkruna fil-hbieb li kellna qabel. Anke meta ma nibqghux noqghodu hdejhom, nistghu niktbu lil xulxin u naraw lil xulxin minn zmien ghal zmien. Forsi ommok u missierek ghad ghandhom hbieb minn meta kienu zgħar. Dawn il-hbieb ġieli jmorru vaganza flimkien jew imorru għand xulxin, biex jergghu jiltaqghu wara hafna zmien.

## Il-Komunita' Tieghi

### 1. Il-komunitajiet għandhom bżonn it-trasport.

Hafna nies jużaw it-trasport għax-xogħol u għall-iskola. Ohrajn imorru bil-karozza tagħhom jew bir-rotta. Nistghu ukoll immorru bil-mixi meta fejn irridu mmorru mhux fil-bogħod. Barra minn Malta hemm anke ferroviji minflok karozzi tal-linja, u n-nies imorru għax-xogħol kuljum bihom.

### 2. In-nies iħobbu jkunu flimkien f'komunita'.

F'kull komunita' nsibu attivitajiet li nistghu mmorru għalihom. Dawn l-attivitajiet ifakkruna li aħna parti mill-komunita' ta' fejn noqghodu.

### 3. Hafna nies fil-komunita' tagħna iġhinuna u jieħdu hsiebna.

It-tobba u n-nerses jieħdu hsieb saħħitna. Il-pulizija, dawk tat-tifi tan-nar u l-ambulanza jieħdu hsieb nies fil-periklu. Tal-posta jġibilna l-ittri. Ta' l-iskemil ibattlulna d-'dustbins'. Il-ġurnata kollha jkun hemm nies li jipprovdu l-ġhajjuna tagħhom lill-komunita' speċjalment dawk ta' l-ilma u d-dawl.

4. Kulhadd jista' jghin biex il-komunita' tkun post tajjeb fejn nghixu.

Nuzaw id-'dustbins' biex narmu l-iskart halli nzommu nadif. Nistghu niehdu sehem fl-ativitajiet li jigu organizzati. Nistghu nghinu lil nies oħra fil-komunita' biex din tkun izjed post fejn kulhadd ikun ferħan.

L-Ambjent Uman fl-Ewwel u t-Tieni Sena jista' jigi mgħallem ukoll permezz ta' stejjer li l-għalliema jistghu jiddiskutu mal-klassi. Stejjer addattati huma dawk mill-kotba ta' Trevor Zahra - Inħobb Naqra; stejjer qosra dwar:

- Xogħol fid-Dar
- Nies Hbieb Tagħna

## L-Ambjent Ġeografiku

### fl-Ewwel Sena

#### 1. Il-bini tal-lokalita' fejn noqgħod.

A. Noħorġu barra mill-iskola u noqgħodu faċċata tagħha. Inħarsu lejha sewwa. Nidhlu ġewwa u Inpingu l-faċċata kif niftakru.

B. It-tfal jigu mitluba jpingu l-faċċata tad-dar tagħhom.

C. Noħorġu dawra madwar l-iskola. Nagħazlu bejn żewġ u tlett idjar ma' ġenb xulxin u npinguhom. Niddiskutu d-differenzi ta' bejniethom.

D. Inzuru l-postijiet importanti u kulturali fil-lokalita' ta' fejn ngħixu, eżempju l-posta, l-għassa; xi mużewijiet li jista' jkun hemm, u nkellmu lit-tfal dwarhom.

E. Nieħdu lit-tfal fil-knisja. Jħarsu lejn il-bini tagħha. Jiddiskutu. Jpinguha.

#### 2. Il-festa tar-raħal

A. L-istorja tal-qaddis.

B. Ix-xahar meta niċċelebrawha u l-istaġun li nkunu fih.

### 3. Mezzi ta' trasport

A. Ismijiet u stampi tagħhom biss - karozza; vann; trakk; dgħajsa; vapur; lanċa; ajruplan; helicopter; mutur; ambulanza; fire-engine; ferrovija.

B. In-numru tal-karozza tal-linja tal-lokalita' fejn toqgħod.

### 4. Gonna Pubbliċi

Harġa sa' San Anton fejn nosservaw u npingu; niddiskutu u nibnu mudell tiegħu.

### 5. It-temp

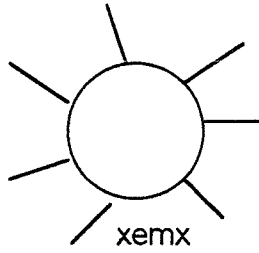
Nippruvaw nitkellmu fuq it-temp ta' kull ġurnata u nibnu 'chart' għal perjodu ta' żmien. Imbagħad aktar 'il quddiem nitkellmu fuqha. Din li ġejja hija jdea ta' kif tista' ssir 'chart':



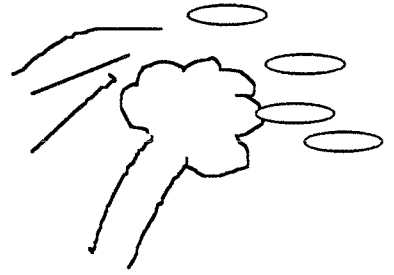
shab



xita/beraq



xemx



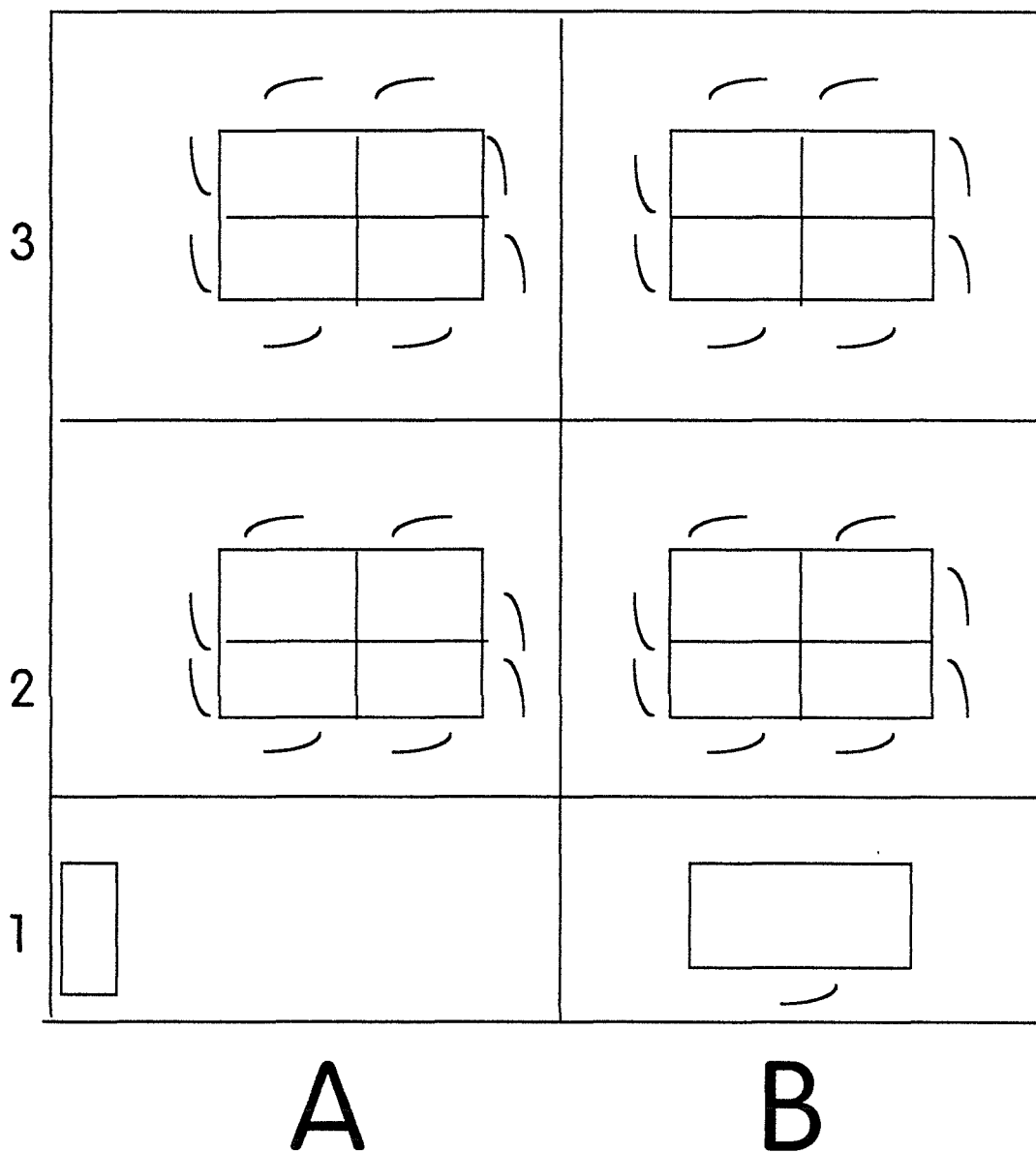
rih

Data	It-Tnejn	It-Tlieta	L-Erbgħa	Il-Ħamis	Il-Ġimgħa

6. Mapep

A. Introduzzjoni permezz ta' l-użu tal-'worksheets'.

B. Mappa tal-klassi f'kaxex innumerati b'hall-eżempju li jidher hawn taht:



Il-bieb tal-klassi qiegħed f' A1

Il-mejda ta' l-ghalliema qegħda f' B2

L-imwejjed tat-tfal qegħdin f' A2, A3, B2, B3.

## L-Ambjent Ġeografiku

### fit-Tieni Sena

1. Il-bini tal-lokalita' fejn noqgħod u lokalitajiet oħra.

A. Nistgħu nergħu nosservaw u npingu l-faċċata ta' l-iskola bħal fl-ewwel sena. Imbagħad nistgħu nzuru lokalita' oħra, u npingu l-faċċata ta' l-iskola ta' din il-lokalita', u nitkellmu fuq id-differenzi ta' bejniethom: Għaliex taħsbu li huma differenti? Għaliex taħsbu, li waħda kbira u l-oħra iżgħar? Liema togħgobkom l-izjed? Għaliex? Kieku kontu sa tibnuha intom, kif kontu tagħmluha l-faċċata? Għaliex?

B. Inzuru l-knisja u xi knejjes jew kappelli żgħar li hemm fil-lokalita' tagħna u niddiskutu d-differenzi li hemm fil-bini tagħhom.

C. Nibnu mudell tal-bini mportanti fil-lokalita' tagħna, eż. posta, għassa eċċ.

### 2. Il-festa tar-raħal

A. Il-ħajja tal-qaddis.

B. Nosservaw, nitkellmu fuq, u npingu l-istatwa.

C. Id-data, x-xahar u l-istagun tal-Festa.

### 3. Mezzi ta' trasport

A. L-ismijiet u l-istampi tagħhom - karożza; vann; trakk; dgħajsa; vapur; lanċa; ajruplan; helicopter; mutur; ambulanza; fire-engine; ferrovija.

B. Għalxiex jistgħu jintużaw - x'jistgħu iġorru.

### 4. Ġonna Pubbliċi

A. Il-Barrakka ta' Fuq u l-Barrakka f'Isfel.

B. Ġnien l-għarusa tal-Mosta.

Ċ. Ġonna oħra li jinsabu fil-lokalita' u oħrajn ta' interess - l-għażla f'idejn l-għalliema.

Nosservaw, inpingu, niddiskutu u nibnu mudelli ta' dawn il-ġonna.

### 5. It-temp

A. Nagħmlu użu mill-istess 'char' li ntużat fl-ewwel sena.

B. Nitkellmu fuq il-karatteristiċi tat-temp fl-istaguni differenti b'mod speċjali tas-Sajf u tax-Xitwa - dawn l-iżjed li jispikkaw fit-temp Malti. Nitkellmu wkoll fuq it-tip ta' hwejjeg li nilbsu.

## 6. Mapep

A. Meta iġhidu xi storja lit-tfal bħal eżempju l-ħrafa tat-Tliet Ħnieżer: l-ġhalliema jistgħu iġhidu lit-tfal ipiġu t-triq li għaddew minnha l-ħnieżer, mid-dar f'ommhom s'għand l-ewwel qazquż - min hawn għal għand it-tieni qazquż - għal għand it-tielet. It-tfal mhux biss ipiġu t-triq imma wkoll id-djar tagħhom mat-triq. L-ġhalliema mbagħad titwi t-tpiġijiet tat-tfal f'kaxxi u tinnumerhom - A B Ċ - 1 2 3 eċċ. bħal dik li tidher fis-sillabu ta' l-ewwel sena. Bħala eżercizzju:

Id-dar f'omm il-ħnieżer qegħda - eżempju f' A4

Id-dar tat-tiben qegħda...

Id-dar tal-qasab qegħda...

Id-dar tal-ġebel qegħda...

Il-lupu qiegħed...

L-ġhalliema għandhom jiftakru li t-twegibiet se jkunu kollha differenti, għax it-tpiġijiet huma differenti. B'hekk it-tfal ikunu għamlu mappa tal-istampa tagħhom stess.

B. Wara li nżuru xi razzett (farm) nistgħu nistaqsu lit-tfal iġibu xi ġugarelli - animali tar-razzett. Nibnu razzett fil-klassi u nitkellmu dwaru - eż. fejn jinsab iż-żiemel? Fuq ix-xellug - nużaw it-termini: xellug, lemin, bi dritt, wara, quddiem, ma' ġenb. Nitkellmu wkoll fuq ix-xogħol tal-bidwi.

## L-Ambjent Storiku

### fl-Ewwel u t-Tieni Sena

Dawn it-temi li ġejjin jistgħu jiġu mgħallma kemm fl-ewwel sena u kemm fit-tieni. Ir-repetizzjoni hija neċessarja fejn jidhol il-kunċett tal-hin, minhabba li dan il-kunċett m'hux faċli għat-tfal ta' din l-eta'

1. It-tfal iġibu ritratti tagħhom ta' minn mindu kienu trabi s'issa, u jgħolqu 'time chart' bir-ritratti. Jistgħu iġibu wkoll ritratti tal-membri tal-familja tagħhom inklużi nanniet, zijiet, kuġini eċċ u jgħolqu 'time chart' bihom.

2. Ingibu persuna ta' eta' kbira fil-klassi biex tkellem lit-tfal fuq il-gugarelli ta' zmienhom. It-tfal jikkellmu fuq il-gugarelli tagħhom.

3. L-ikel fi zmien in-nanniet. It-tfal jistaqsu lin-nanniet fuq kif kienu jsajru fi zmienhom. It-tfal jikkellmu fuq kif jaraw lill-ġenituri tagħhom isajru.

4. Immorru passigata madwar l-iskola u nosservaw djar differenti - antiki u moderni.

5. Kif inzommu rwieħna ndaf. Nitkellmu dwar il-kamra tal-banju li għanda d-dar. Inzuru l-Villa Rumana u nispjegaw lit-tfal kif kienu jinhaslu hafna qabel in-nanniet tagħhom.

6. Il-hwejjeg li kienu jilbsu. L-ghonnella. Il-hwejjeg li nilbsu aħna llum.

7. L-iskola fi zmien in-nanniet u llum.

8. It-trasport tal-passat u tal-lum.

9. Inżuru knejjes antiki u knejjes moderni.

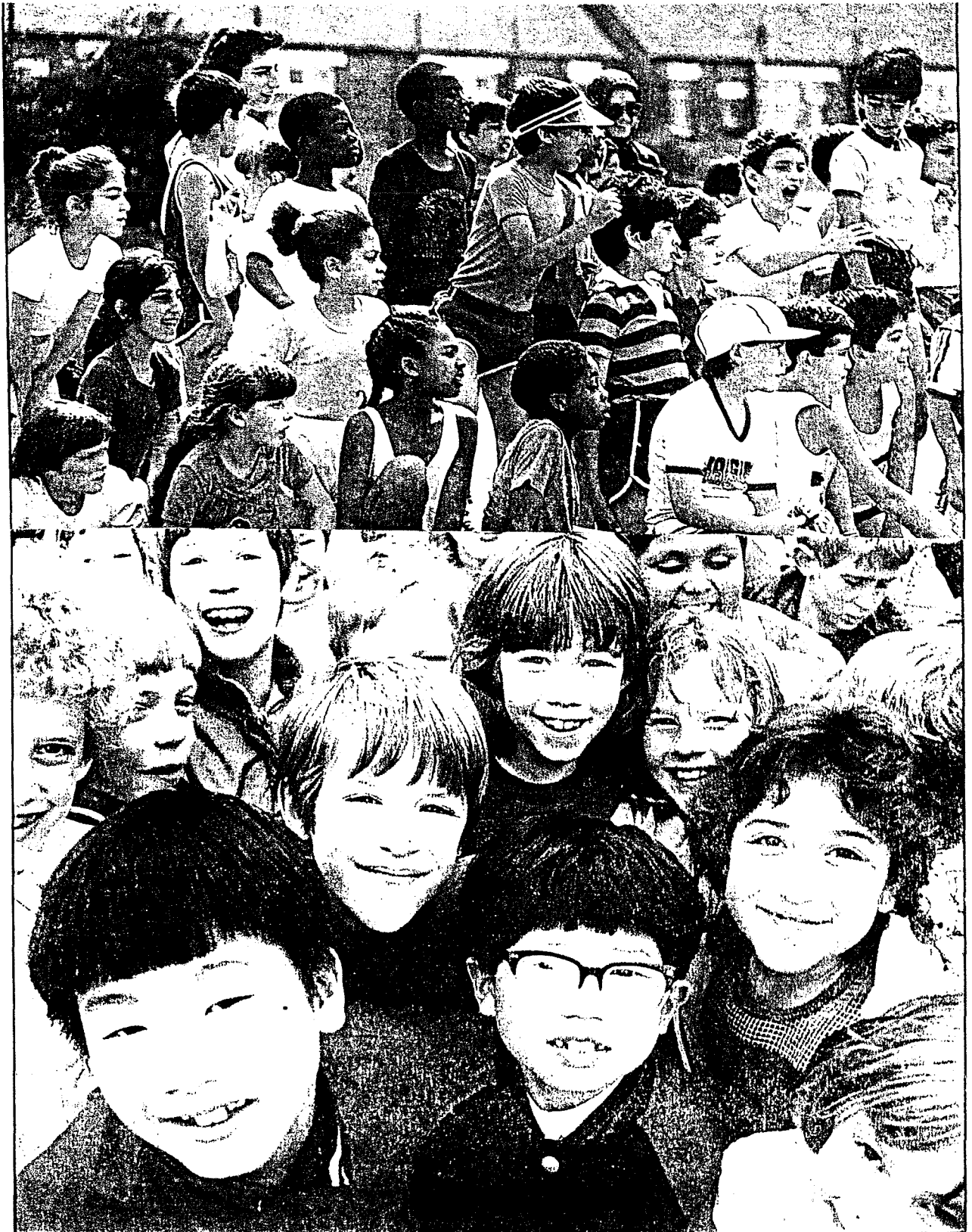
10. Jekk insibu nistgħu nuruhom il-flus ta' żmien in-nanniet u nqabbluhom ma' tal-lum.

11. Żjara fl-Imdina. Nosservaw il-bini antik. Nistgħu imbagħad inżuru xi lokalita' ġdida u nqabblu.

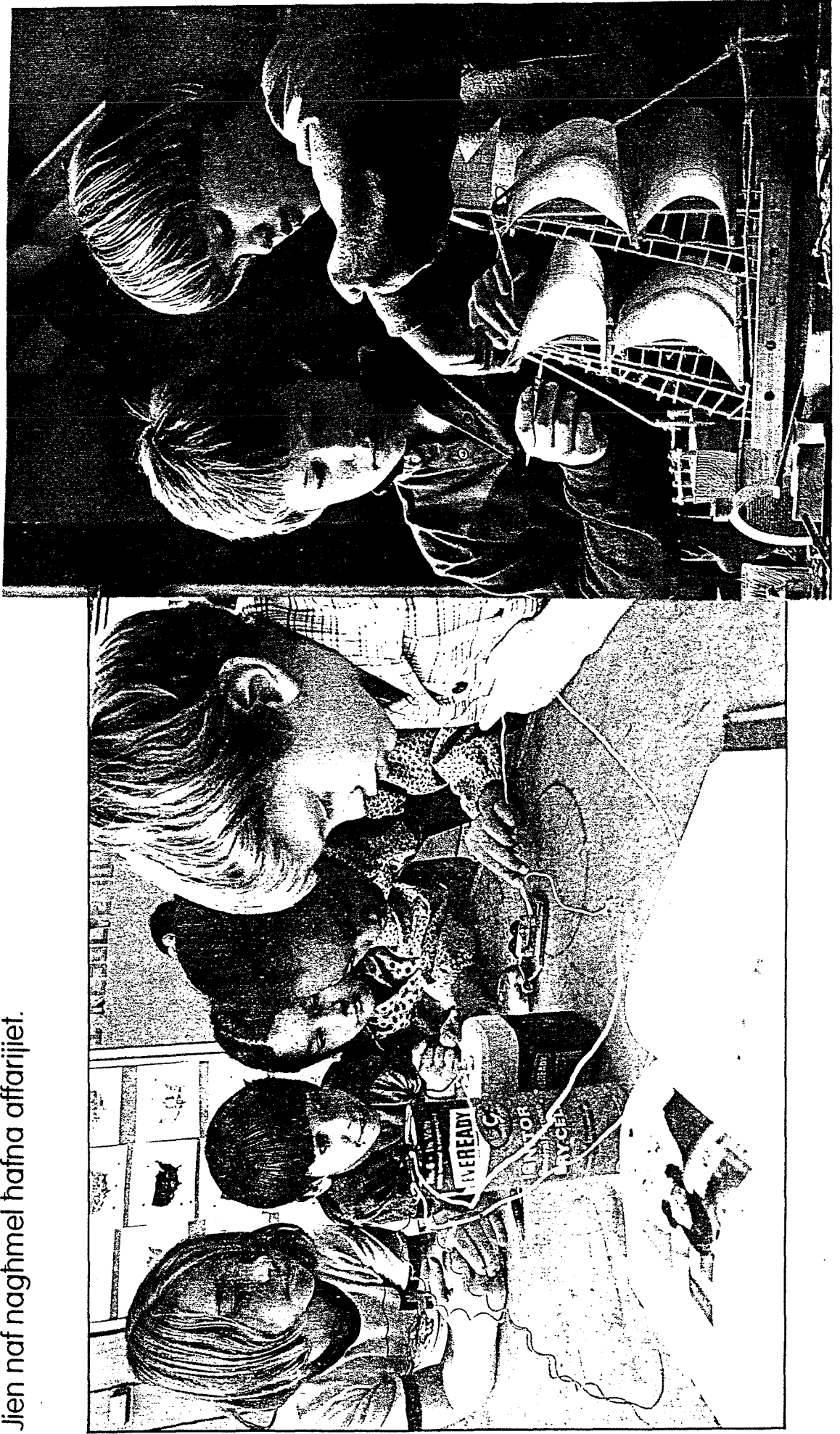
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noti għall-għalliema  
ta' l-Ewwel sena

Jien differenti. Hadd m'hu bħali.

Jien nidher ezatt kif jien. Id-dehriet tiegħi huma tiegħi biss.



Jien naf naghmel hafna affarijiet.



## Ahna membri ta' familja



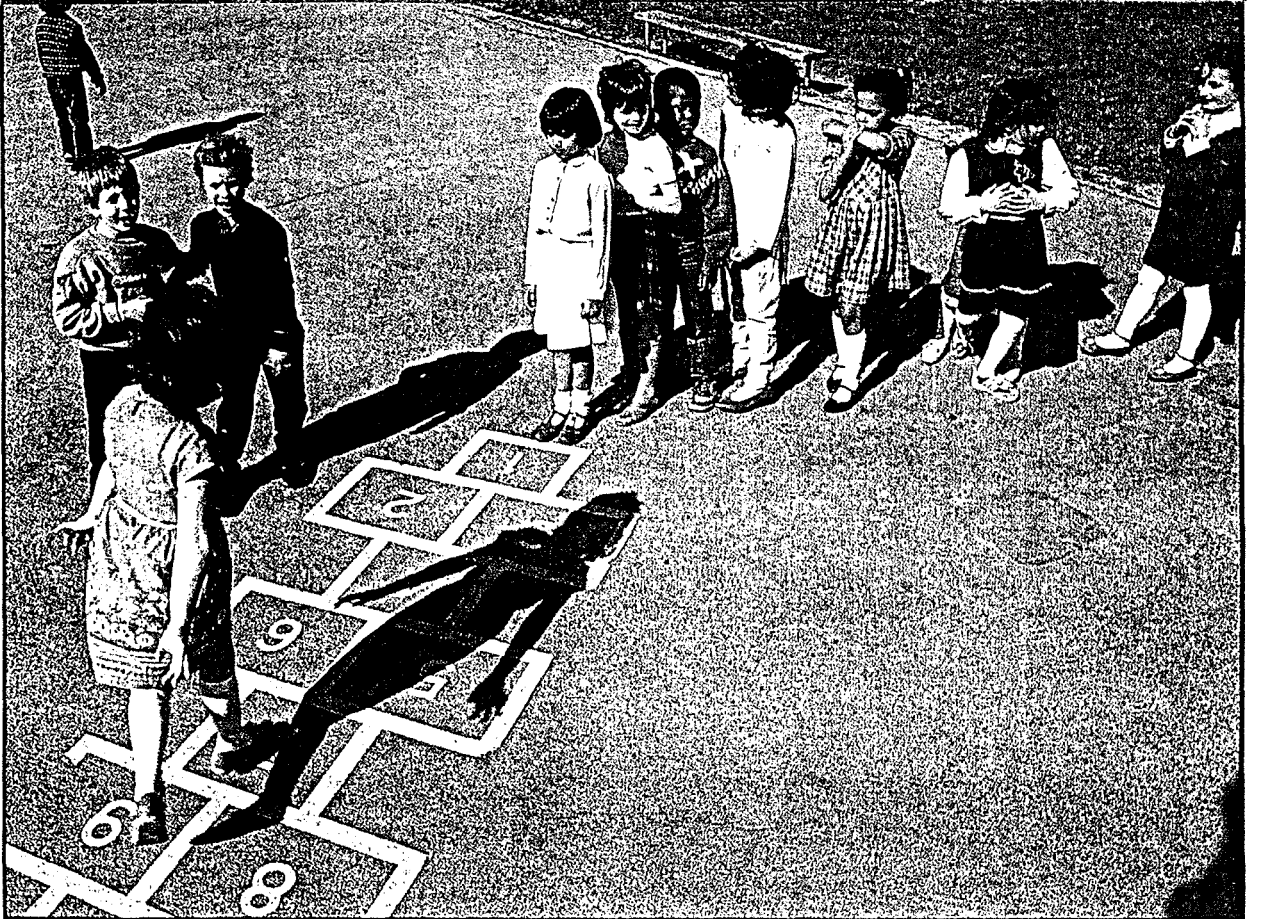
Jiena parti minn familja. Kull familja hija differenti.  
Il-Familji jhobbu jiltaqqu flimkien.



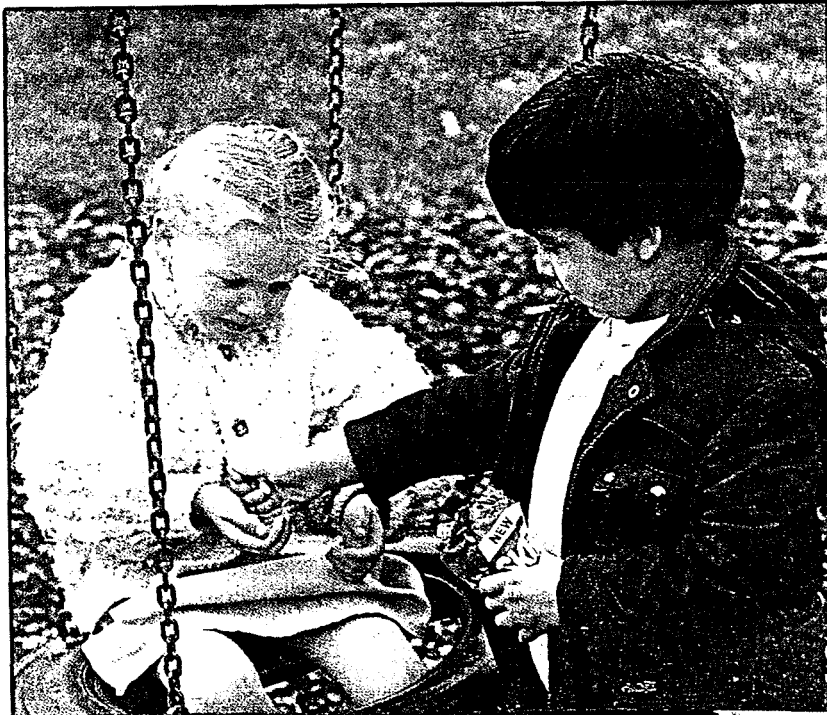
Naf lill-familja tieghi iktar milli jafha haddiehor.  
F'familja ferhana, l-membri taghha jghinu lil xulxin.



## Il-ħbieb iħobbu l-xulxin



### Nista' naqsam li jkolli mal-ħbieb



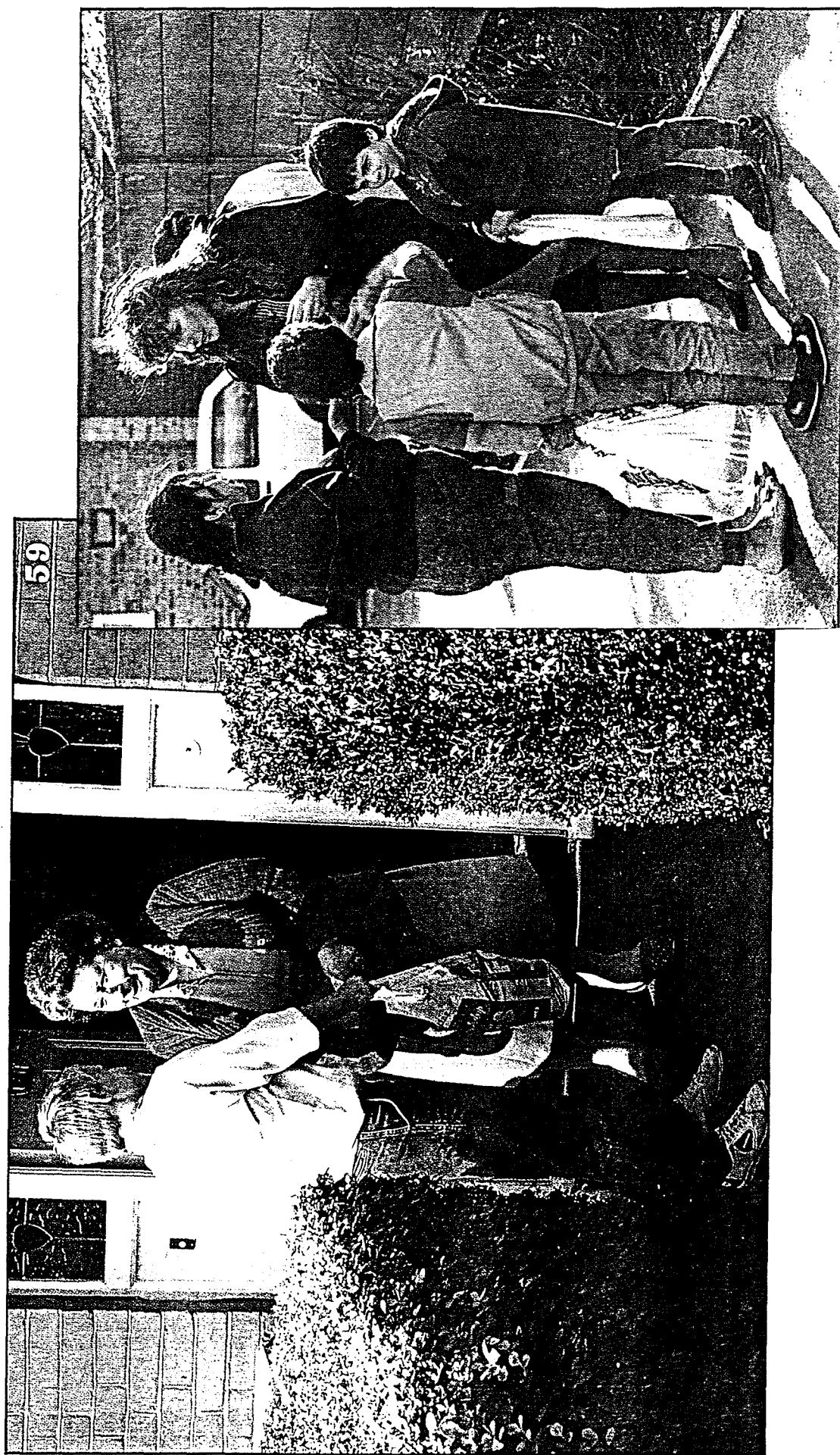
## Il-ħbieb iħobbu jagħmlu affarijiet flimkien



## Hafna nies differenti joqghodu flimkien f'komunita'



### In-nies li joqghodu vicin tagħna huma ġirien



# Il-komunita' tista' tkun żghira jew kbira.



Jien differenti. Hadd m'hu bħali.

Jien nidher eżatt kif jien. Id-dehriet tiegħi huma tiegħi biss.

- Xi thobbu tieklu?
- Taħsbu li hawn min jixbahna? Għaliex?

Inharsu lejn l-istampi:

- Fejn taħsbu li jinsabu t-tfal? Għaliex?
- Hemm tfal li jixbħu l-xulxin? Għaliex taħsbu li m'hemmx?
- Taħsbu li dawn it-tfal huma kollha Maltin? Għaliex?
- Taħsbu li dawn it-tfal huma ndaqqs fl-eta' jew le? Għaliex?
- Għaliex dawn it-tfal huma speċjali?

Jien naf nagħmel hafna affarijiet.

- Xi thobbu tagħmlu l-izjed? Għaliex?
- Qatt ippruvajtu tagħmlu affarijiet li qatt ma kontu għamiltuhom qabel? Kif thossukom?

Inharsu lejn l-istampi:

- X'taħsbu li qegħdin jagħmlu t-tfal ta' l-ewwel stampa?
- Taħsbu li qed jgħinu lil xulxin? Għaliex?
- Taħsbu li hemm xi hadd minnhom li jaf hafna jagħmel dak li qegħdin jippruvaw jagħmlu? Għaliex? Liema wiehed taħsbu li l-izjed jaf? Għaliex?

- Jafu jagħmluha weħdedhom dik li qed jagħmlu? Għaliex?
- Fit-tieni stampa - x'hemm differenti mill-ewwel waħda?
- Min taħsbu jaf l-izjed? Għaliex?
- Fejn taħsbu li qeghdin it-tfal? Għaliex taħsbu hekk?

Ahna membru ta' familja.

- Kemm qeghdin membri fil-familja?
- Min huma?

Inharsu lejn l-istampa:

- Kemm huma membri f'din il-familja?
- Min huma?
- Kemm hemm tfal?
- X'taħsbu dwarhom?

Jiena parti minn familja. Kull familja hija differenti. Il-familji jhobbu jiltaqgħu flimkien.

- Ghaliex il-familja tiegħi hija differenti minn ta' haddiehor?

Inharsu lejn l-istampi:

- X'ghandhom differenti minn xulxin dawn iż-żewġ familji?
- Hemm affarijiet li huma komuni fit-tnejn? Liema huma?

Naf lill-familja tiegħi iktar mill jafha haddiehor. F'familja ferhana, l-membri tagħha jghinu lil xulxin.

- Intom dejjem ferhanin id-dar?
- Giel tkellimtu mal-ġenituri meta tkunu mdejqa?
- Tghinu fix-xogħol tad-dar? X'taġhmlu biex tghinu?

- Tahseb li tħobb lil tal-familja tiegħek bizzejjed? Għaliex?

Inħarsu lejn l-istampi:

- X'taħsbu li gralu t-tifel ta' l-ewwel stampa? Għaliex?
- Min taħsbu li hi dik li qed tipprowa tghinu?
- Għaliex taħsbu li qed tipprowa tghinu?
- Fejn taħsbu li qeghedin? Għaliex?
- X'qeghdin jagħmlu t-tfal tat-tieni stampa?
- Min hu dak li hemm magħhom?
- Għaliex qeghdin jghinuh?
- Fejn qeghdin?

Il-ħbieb iħobbu l-xulxin.

- Għandkom ħbieb?
- Minn dejjem kellkom il-ħbieb?
- Fejn għandkom l-iżjed ħbieb, l-iskola jew fejn toqgħodu?
- Kif tħossukom mal-ħbieb?

Inħarsu lejn l-istampi:

- X'taħsbu li qegħdin jagħmlu t-tfal ta' l-ewwel stampa?
- Kif jidhru bejniethom?
- Kif jidhru t-tfal tat-tieni stampa?
- X'hemm differenti fiż-żewġ stampi?
- Hemm affarijiet li huma l-istess? Liema?

Nista' naqsam li jkolli mal-ħbieb.

- Qatt tajtu xi haġa milli jkollkom, lill-ħbieb tagħkom? X'kienet?
- Ġieli kellkom ħbieb li taw xi haġa lilkom? X'kienet?

Inħarsu lejn l-istampi:

- Fejn qegħdin it-tfal ta' l-ewwel stampa?
- Għaliex jidhru li huma ħbieb?
- Fejn qegħdin it-tfal tat-tieni stampa?
- Għaliex taħsbu li huma ħbieb?
- X'hemm l-istess fiż-żewġ stampi?

Il-ħbieb iħobbu jagħmlu affarijiet flimkien.

- Xi fhobbu tagħmlu mal-ħbieb tagħkom? Ghaliex?
- Ġieli mortu d-dar ta' xi ħabib jew ħabiba? X'toqghodu tagħmlu?
- X'nagħmlu l-iskola mal-ħbieb tagħna?

Inħarsu lejn l-istampi:

- Ghaliex taħsbu li t-ffal tal-ewwel stampa huma ferħanin?
- Fejn qegħdin?
- Ma' min taħsbu li marru?
- Fejn qegħdin it-ffal tat-tieni stampa?
- X'inhuma jagħmlu?
- Taħsbu li qegħdin jiehdu pjaċir? Ghaliex?

Hafna nies differenti joqghodu flimkien f'komunita'.

- Tafu lil xi hadd joqghod hdejkom li mhux Malti?
- B'liema lingwa jtkellem?

Inharsu lejn l-istampa:

- Tahsbu li dawn it-tfal huma kollha Maltin? Kif nafu?
- Fejn qeghdin?
- X'inhuma jaghmlu?

In-nies li joqghodu vicin tagħna huma ġirien.

- Hemm nies hdejkom li huma anzjani?
- Għandhom min jieħu hsiebhom?
- Kif tistgħu tghinuhom?

Inharsu lejn l-istampi:

- Tahsbu li fiż-żewġ stampi, l-ġirien qed jgħinu lil xulxin? Għaliex?
- In-nies fl-istampi huma kollha ferhana? Għaliex?
- Fuqhiex tahsbu li qed jtkellmu? Għaliex?

Il-komunita' tista' tkun zghira jew kbira.

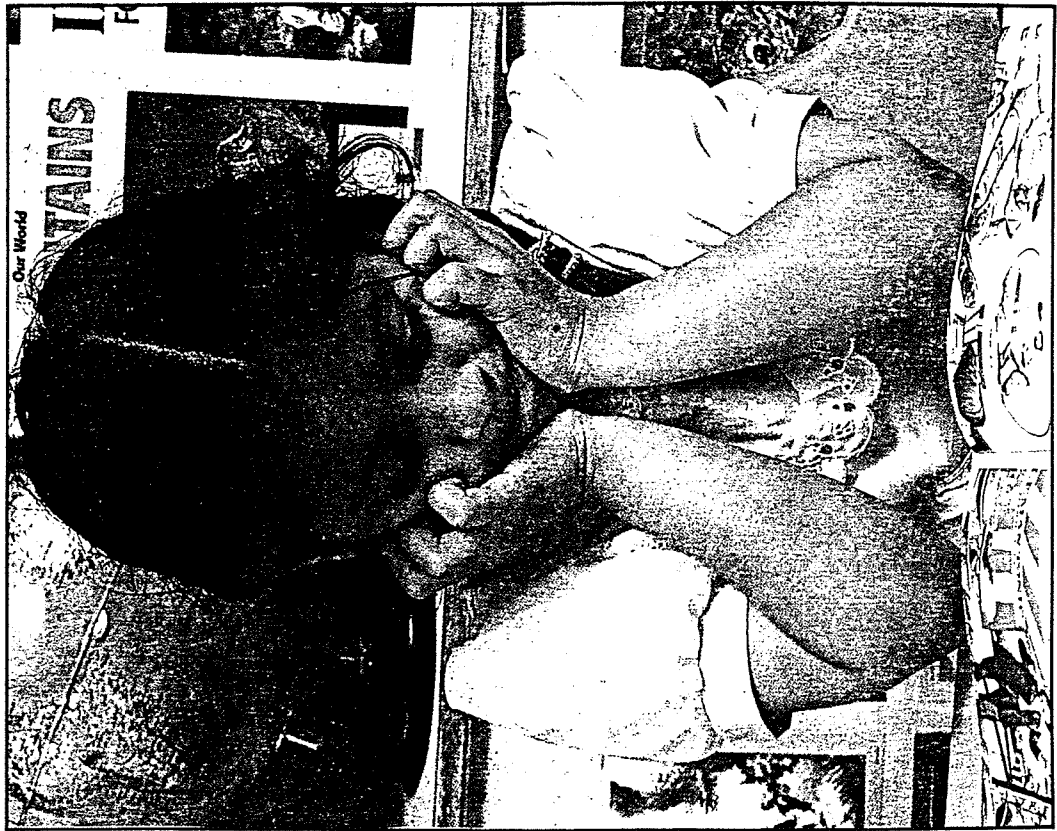
- X'differenza hemm bejn komunita' kbira u oħra li hi zghira?

Inħarsu lejn l-istampi:

- X'inhid-differenza fiż-żewġ stampi?
- Liema jinsab f'komunita' zghira? Għaliex?
- F'liema post f'Malta nistgħu nsibu bħal dak fit-tieni stampa?

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tat-Tieni sena

Jien nista' nahseb.



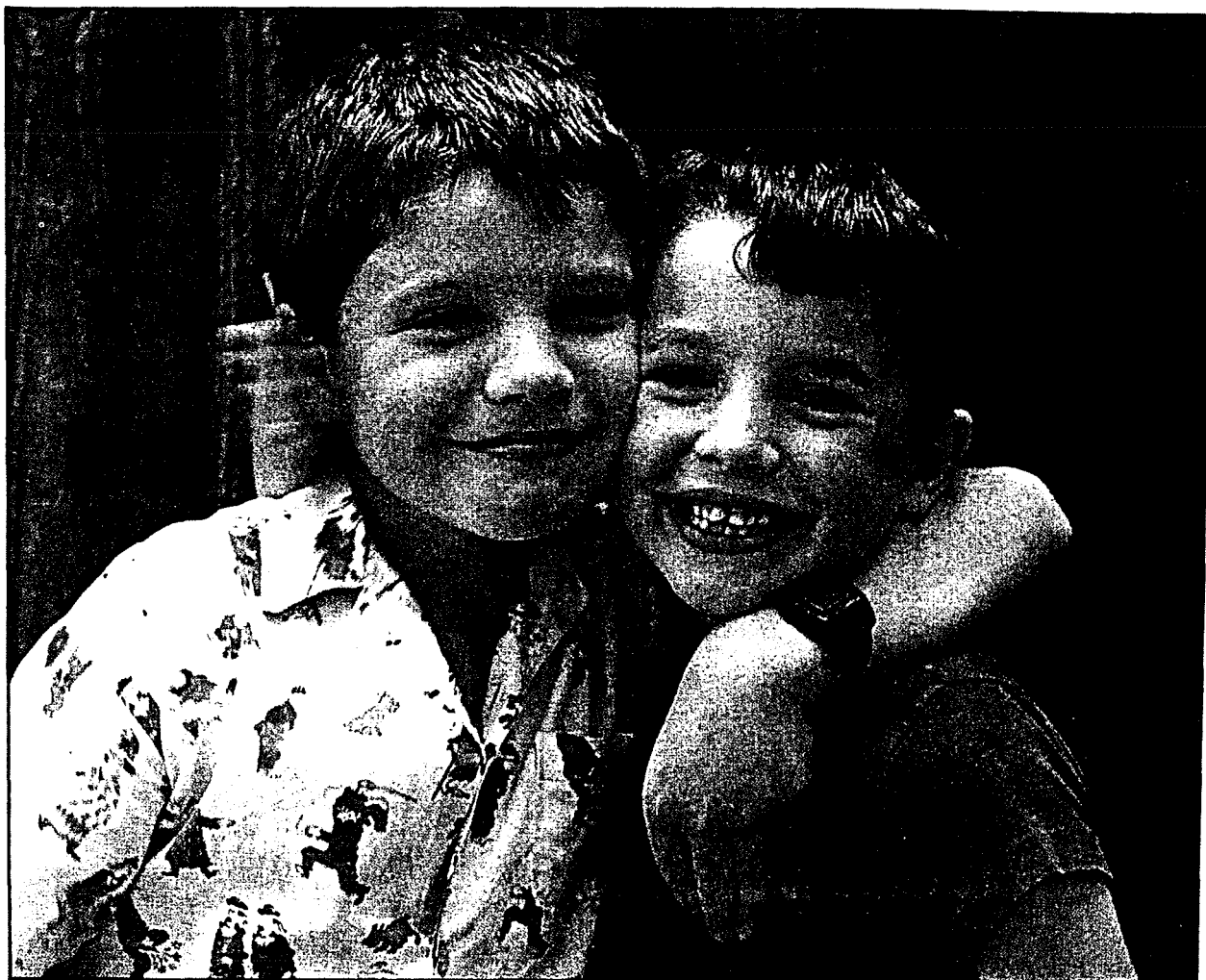
Naf affarijiet li m'għandix bżonn nahseb fuqhom.



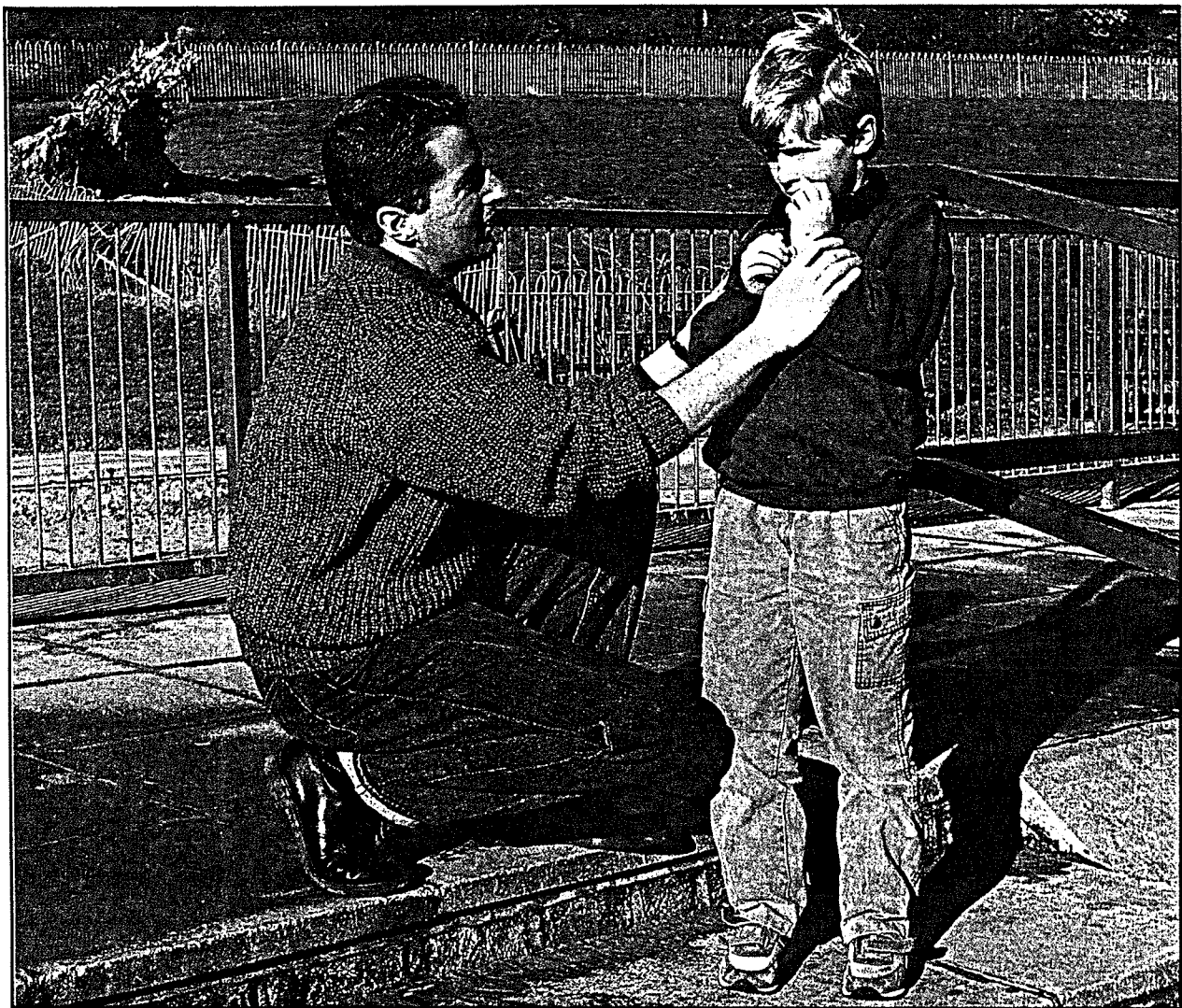
Nista' nagħmel hafna affarijiet b'gismi.



Nies ġo familja jagħmlu l-xulxin ferħana.



Nies fil-familja tieghi ghandhom iċ-ċans jismighuni nitkellem.



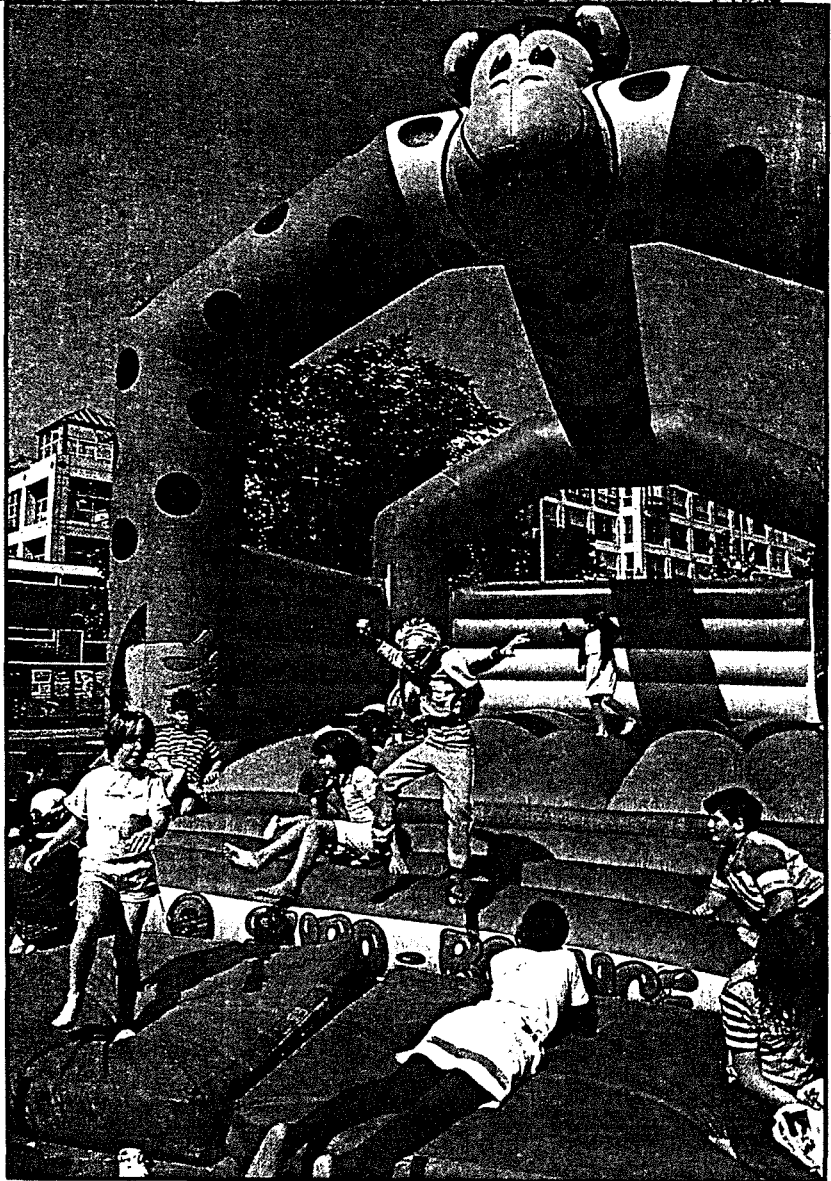
## Membri ġodda fil-familja taghna



## Ħbieb tajbin ikellmu l-xulxin.



Niehu pjaċir meta nkun ma' shabi.



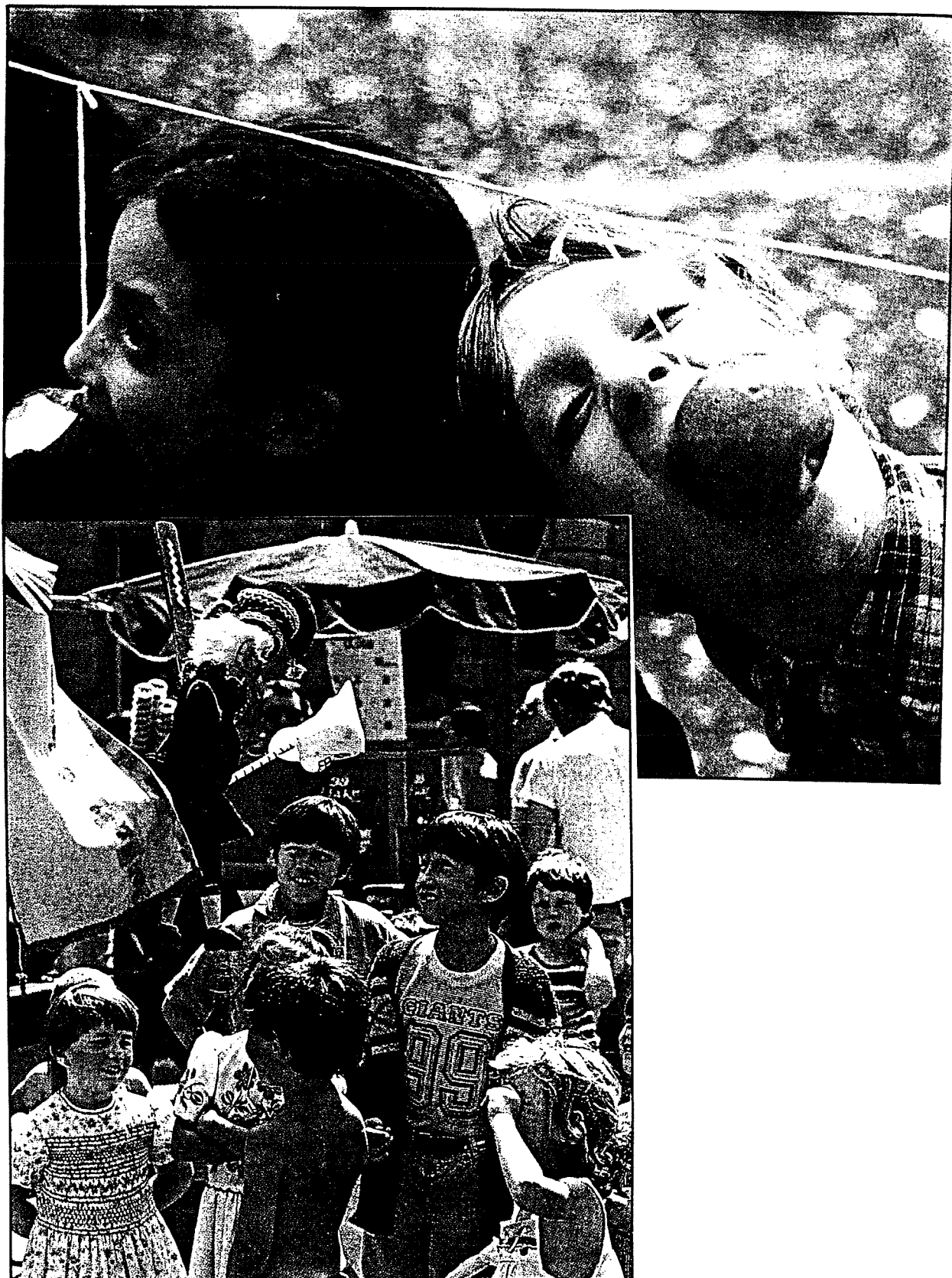
Meta nkun 'il bogħod mill-hbieb nista' niktbilhom ittra jew inċemplilhom.



Tista' tkun diffiċli nagħmel ħbieb godda.



In-nies iħobbu jkunu flimkien f'komunita'.



Kulhadd jista' jghin biex il-komunita' tkun post tajjeb fejn ngħixu.



Jien nista' nahseb.

- Biex nahsbu?
- Ghaliex nahsbu?

Inharsu lejn l-istampi:

- X'inhi tagħmel l-ewwel tiffa?
- X'inhi tagħmel it-tieni tiffa?
- X'għandhom bżonn għal dak li qed jagħmlu?

Naf affarijiet li m'għandix bżonn nahseb fuqhom.

- Kemm hawn min jaf isuq ir-rotta? Min għallimkom?
- Taħsbu li jekk iddumu ma ssuquha, tinsew kif? Ghaliex?

Inharsu lejn l-istampi:

- X'inhu jagħmel it-tifel?
- Fejn qiegħed?
- Għandu bżonn ihaddem moħħu? Ghaliex?
- X'inhuma jagħmlu t-fal tat-tieni stampa?
- Min minnhom it-tnejn għandu bżonn ihaddem iżjed moħħu? Ghaliex?

Nista' naghmel hafna affarijjet b'gismi.

- X'inh i taghmel it-tifla ta' l-istampa?
- X'ista' taghmel iżjed bil-ballun?
- X'nistghu naghmlu iżjed ahna b'gismna?

Nies ġo familja jagħmlu l-xulxin ferhana.

- X'nagħmlu biex nuru lil dawk li nħobbu?

Inħarsu lejn l-istampa:

- Għaliex taħsbu li dawn l-aħwa huma ferhana?
- X'seta' ġegħelhom ikunu dashekk ferhana?
- Fejn taħsbu li qegħdin? Għaliex?

Nies fil-familja tiegħi għandhom iċ-ċans j isimghuni nitkellem.

- Ġieli hassejtukom imdejġin?
- Thossukom aħjar meta dak li qed thossu tghiduh lil xi hadd minn tal-familja?

Inħarsu lejn l-istampa:

- X'taħsbu li ġralu dak it-tifel?
- Fejn qegħdin?
- Min hu dak li qed jipprova jghinu?
- Għaliex qiegħed jipprova jghinu?

Membri ġodda fil-familja tagħna.

- Hawn min, il-mama' tiegħu għadha kif kellha tarbija?
- Kif hassejtek?
- Thobbha lit-tarbija? Għaliex?

Inharsu lejn l-istampa:

- Fejn taħsbu li qegħda din il-familja? Għaliex?
- X'inhuma jagħmlu l-omm u l-missier? Għaliex?

Ħbieb tajbin ikellmu l-xulxin.

- Għandkom xi ħabiba li tħobbuha iżjed minn oħrajn?
- Għaliex tħobbuha iżjed?

Inħarsu lejn l-istampi:

- Fejn taħsbu li qegħdin it-tfal tal-ewwel stampa?
- Fuqhiex qegħdin jikkellmu?
- U t-tfal tat-tieni stampa? Fejn taħsbu li qegħdin?
- Taħsbu li ilhom ma jaraw lil xulxin? Għaliex?
- Fuqhiex taħsbu li qegħdin jikkellmu? Għaliex?

Nieħu pjaċir meta nkun ma' shabi.

- Għaliex nieħdu pjaċir mal-ħbieb?
- Fejn għieli morna magħhom?

Inħarsu lejn l-istampi:

- Fejn taħsbu li qegħdin it-tfal ta' l-ewwel stampa?
- X'inhuma jagħmlu?
- Kif jidhru minn wiċċhom?
- Fejn taħsbu li qegħdin it-tfal tat-tieni stampa?
- Taħsbu li qed jiehdu gost? Għaliex?
- Taħsbu li huma kollha ħbieb? Għaliex?

Meta nkun 'il bogħod mill-ħbieb nista' niktbilhom ittra jew incemplilhom.

- Ġieli cempiltu lill-ħbieb tagħkom?
- Ġieli ktibtulhom ittra? Min jghinkom tiktbuha?

Inħarsu lejn l-istampa:

- Ma' min taħsbu li qed jtkellem dak it-tifel?
- Kif jidher minn wiċċu?
- Tghid fuqhiex qed jtkellmu?
- Mill-istampa kif jidher, qed jtkellem hew jisma'? Għaliex?

Tista' tkun diffiċli naghmel ħbieb godda.

- Ġieli hassejtu li m'ghandkomx ma' min tilghabu?
- X'toqghodu tagħmlu wehidkom?
- Kif thossukom x'hin taraw lill-oħrajn jilghabu?

Inħarsu lejn l-istampi:

- Fejn taħsbu li qegħdin it-tfal tal-ewwel stampa?
- X'inhuma jagħmlu?
- Taħsbu li ilhom ħbieb? Għaliex?
- Fejn taħsbu li qegħda t-tifla tat-tieni stampa?
- Għalfejn qegħda wahidha?
- Kieku rajtuha intom wahidha, x'kontu tagħmlu?

In-nies iħobbu jkunu flimkien f'komunita'.

- Tafu b'xi attivitajiet li jsiru hawnhekk?
- Ġieli mortu?
- Xi jkun hemm?

Inħarsu lejn l-istampi:

- Fejn taħsbu li qeghdin it-tfal tal-ewwel stampa?
- X'inhuma jagħmlu?
- X'inhuma jagħmlu t-tfal tat-tieni stampa?
- Taħsbu li jafu l-xulxin? Għaliex?
- Ma' min taħsbu li qeghdin?

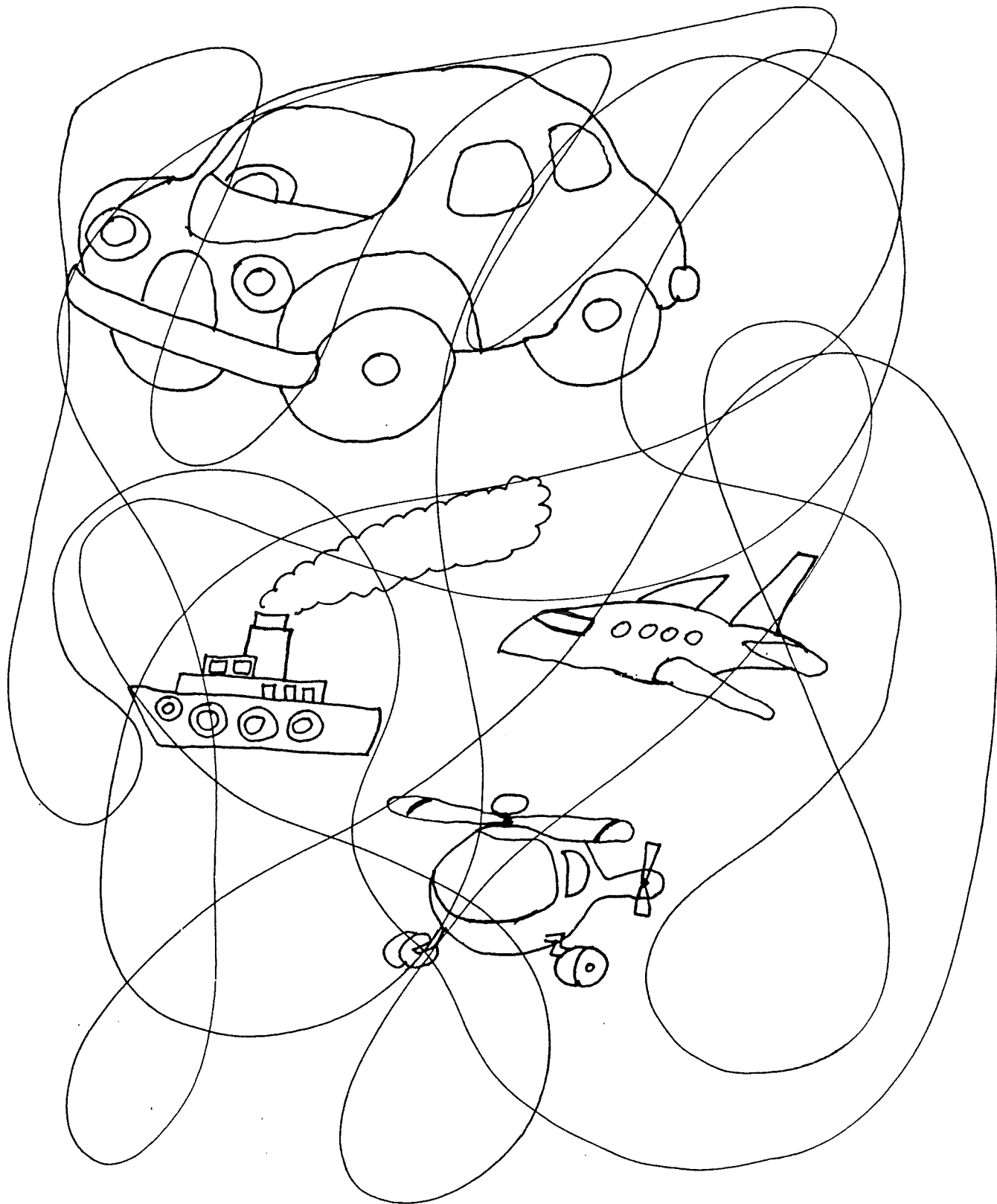
Kulhadd jista' jgħin biex il-komunita' tkun post tajjeb fejn ngħixu.

- Fejn qeghdin it-tfal tal-istampa?
- X'inhuma jagħmlu? Għaliex?
- X'għandna nagħmlu ahna biex il-komunita' tagħna tkun wahda tajba fejn ngħixu?

Studji Soċjali  
'handouts' għall-  
istudenti  
fl-Ambjent Ġeografiku

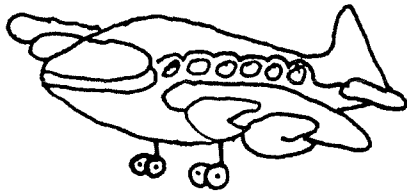
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Piġi l-karozza, l-ajruplan, il-vapur u l-helikopter.

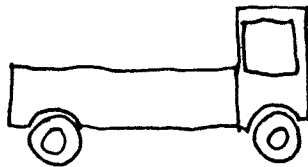


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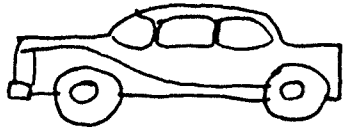
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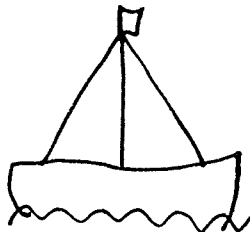
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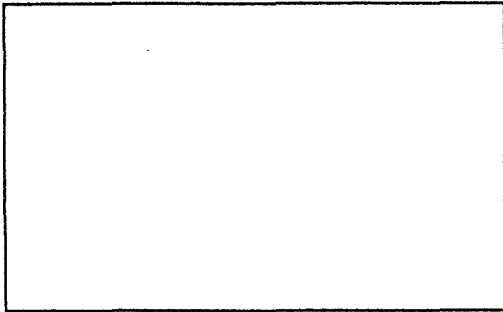
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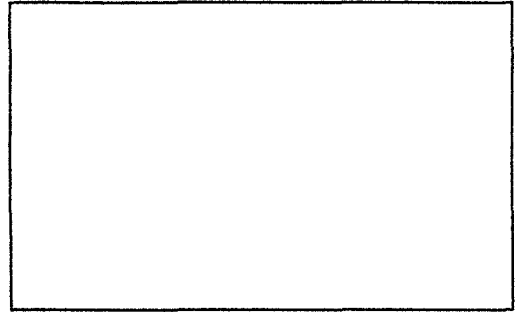
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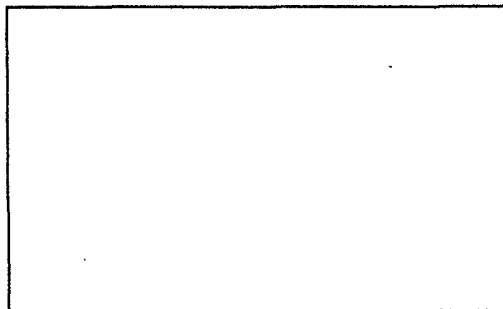
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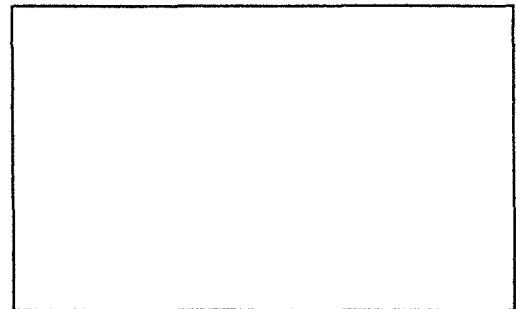
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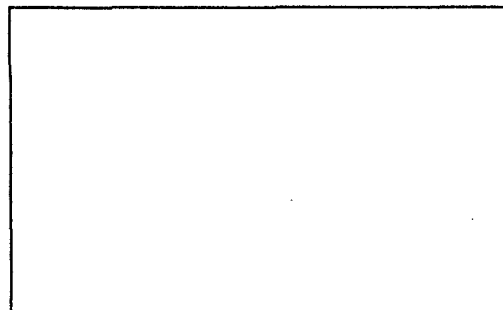
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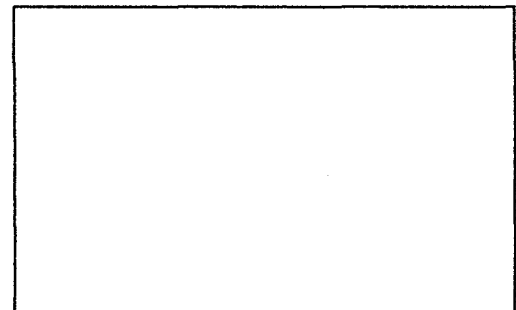
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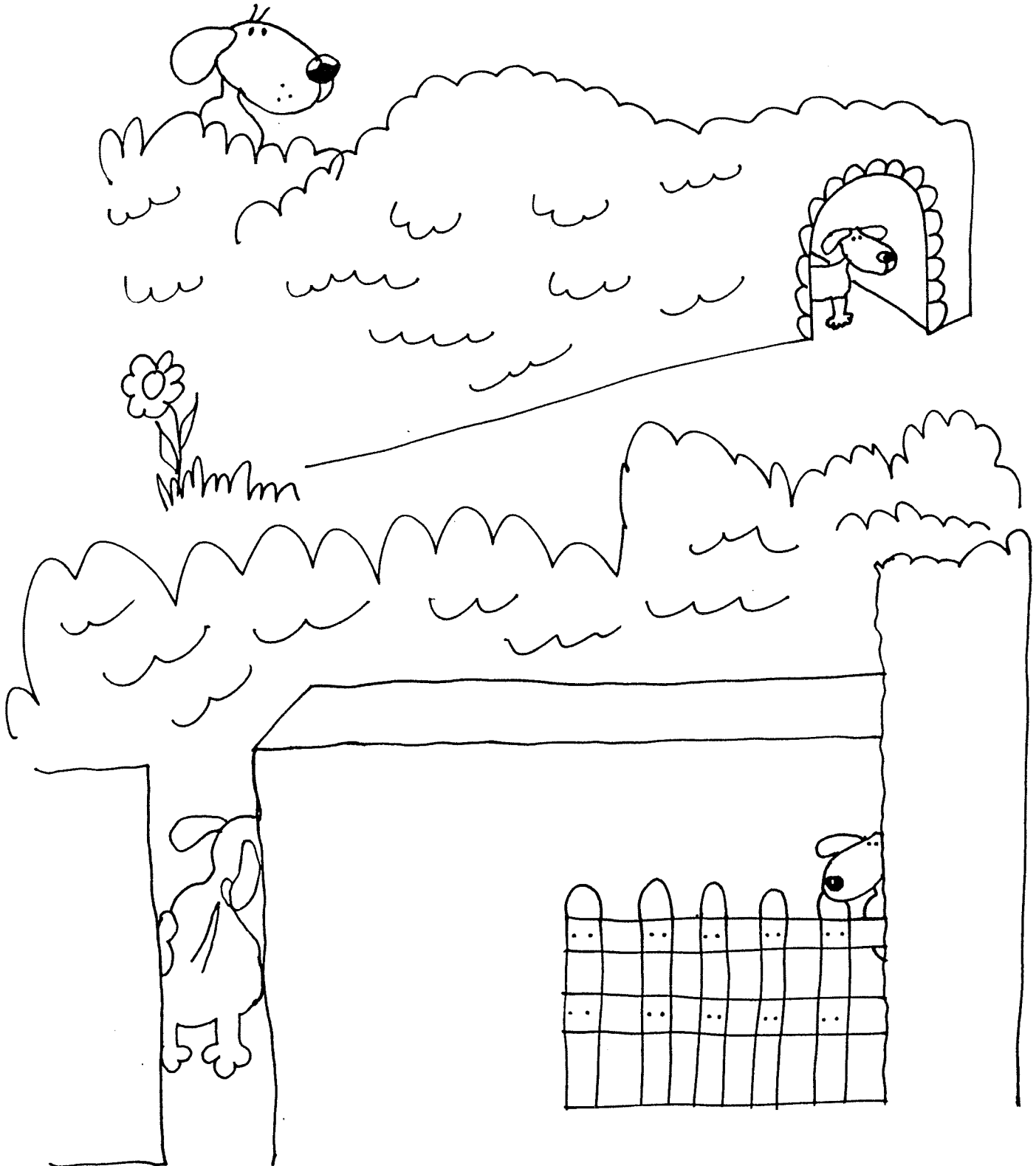


lanċa



ferrovija

# Fejn hu Fido?



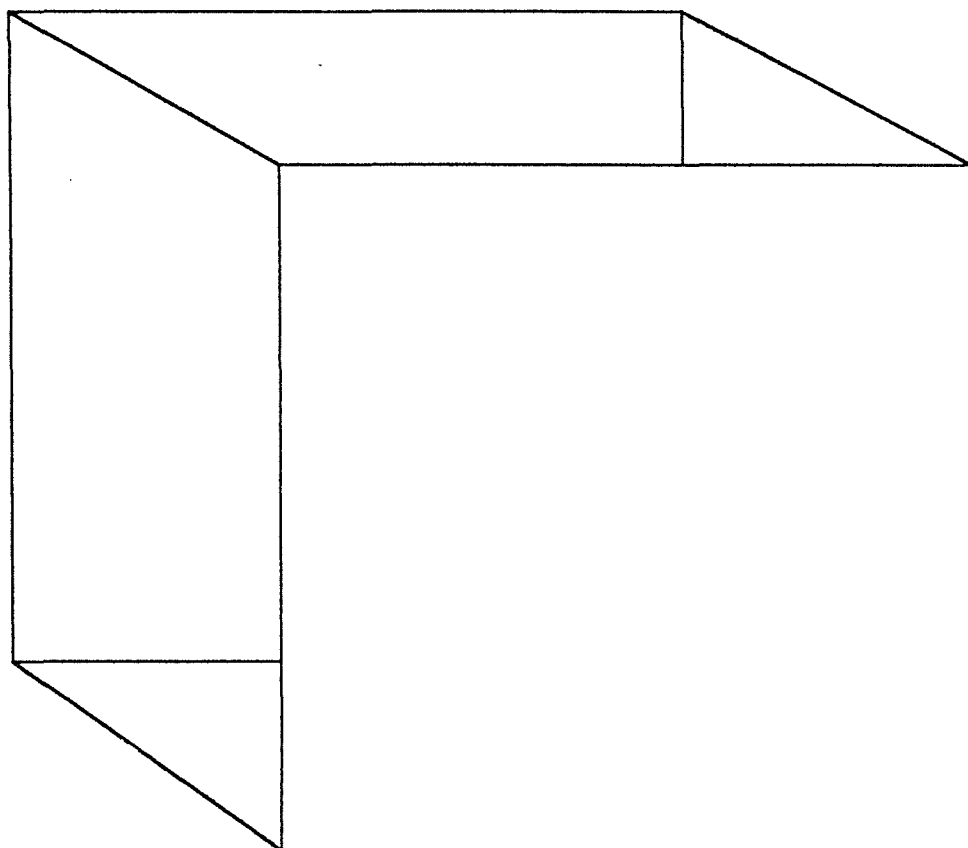
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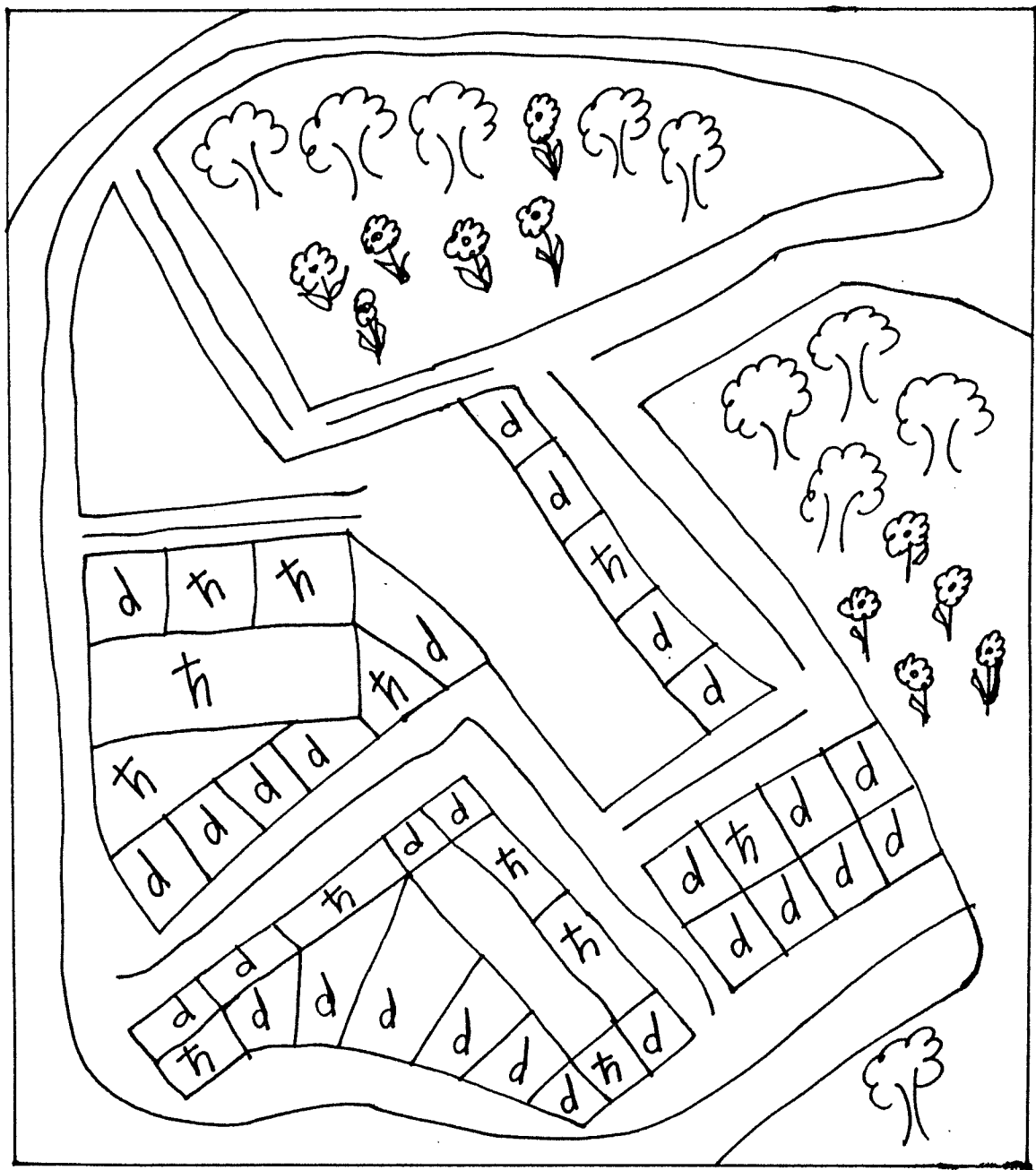
ma' ġenb il-kaxxa



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### Ħares sewwa



Kemm hawn sigar? \_\_\_\_\_

Kemm hawn ħwienet? \_\_\_\_\_



Kemm hawn djar? \_\_\_\_\_

Kemm hawn fjuri? \_\_\_\_\_

Kemm hawn toroq? \_\_\_\_\_

### Fejn qeghdin? Pingi

Il-kaxxi \_\_\_\_\_

lċ-ċrieki \_\_\_\_\_

Pingi ktieb f' A7

Pingi fjura f' Ċ5

Pingi siġra f' F2

Pingi bl-aħmar B8

Pingi bl-aħdar D1

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Science

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Good science education helps the child to make sense of the world and so is about finding out in an active way. The best start for science depends on children having plenty of things to explore and investigate, and also teachers being aware of the scientific skills and understandings that may be developed.

Children will experiment and investigate when they are given the opportunity to work in depth with various materials and are able to use these with confidence in trying out different structures.

There are also various interesting opportunities for children to explore living things. The ways in which the teacher can help and lead them to notify similarities and differences between themselves and their class mates should emphasise their uniqueness in a way which will strengthen individual self-esteem.

Rich sensory experience provides the children with a sound foundation to discriminate and sort, to become also aware of the different properties of materials. By manipulating materials they will learn about forces.

The most appropriate ways for young children to demonstrate knowledge and understanding is through showing and telling and not through writing, because writing decreases their motivation.

## Using experiments and investigating

A creative way of doing this in the infants classroom is by:

- using stories and nursery rhymes as a means of conveying scientific ideas, for example:

### Suitable for Year 1

#### **Goldilocks and the Three Bears**

To explore materials and experience forces by designing and making the three bears' beds.

What sort of body covering do bears have? Why is this so?

Use fur-covered hot water bottles to demonstrate how fur keeps things warm.

How do we keep warm?

Describe sensations of warmth and cold.

#### **The Gingerbread Man**

For changes of colour, shape and texture.

Look at ground ginger and other spices. Do they have different smells? Compare the colours.

Make playdough gingerbread men. Can the children name the external parts of the body?

Proper biscuits can also be made.

#### **The Ugly Duckling**

Find out about different birds, their life cycles, their food, habitat and nests. Use books and videos.

Investigate in detail one common species of bird - Merill and/or Robin.

Find out about the development of the embryo inside a hen's egg.

Investigate the life cycles of other creatures and how they change. What other creatures lay eggs? (Life cycles of butterfly (story by Eric Carle: The Very Hungry Caterpillar) and frog)

Look in depth at how babies grow into toddlers, then into children and finally into adults. How have we changed since we were babies? What can we do now that we could not do before? Make a display of photographs of children at different ages to show development.

## Humpty Dumpty

To investigate structures and experience forces by making Humpty Dumpty and his wall.

## Hickory Dickory Dock

To explore materials and experience forces and energy by making a clock and a 'remote control' mouse.

Go to the swings so that the children can use swings to experience pendulum action.

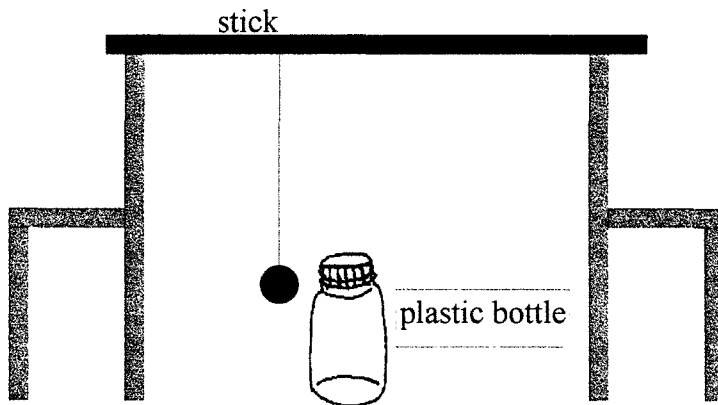
Collect:

An old clock to take apart

Pictures of clocks with pendulums.

Cotton reels, weights, buttons, string, plastic bottles.

Set up a pendulum experiment corner.



What happened when we went on the swings?

What is a pendulum? Use pictures of clocks to illustrate.

What happens when we hang a cotton reel from a piece of string and push it?

### **Little Miss Muffet**

To investigate structures and patterns by making a spider and its web.

### **Jack and Jill**

Rolling and sliding.

Have a collection of objects to investigate rolling and sliding.

Discuss what is meant by rolling and sliding.

Set up a rolling/sliding experiment corner.

Investigate slopes. Which shapes roll? Which shapes slide?

<b>Suitable for Year 2</b>
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### **The Three Billy Goats Gruff**

Explore what goats as living creatures need to survive, for example, fresh grass and water.

Compare with other animals and with ourselves.

Investigate which materials float or sink. Predict and test outcomes, and record. Sort into sets.

Which materials could the Billy Goats use to try to cross the river? Which ones would not be suitable, and why?

Investigate displacement of water. Mark water level with an elastic band round the jar.

Put in a 'troll'. What has happened to the water level?

Discuss safety issues with regard to water.

### **The Three little Pigs**

To explore materials and forces by making the three little pigs' houses.

Examine and describe straw, sticks and bricks.

How did the wolf knock down the houses? How else could he have done this?

Why did the brick house stay standing?

Talk about safety on building sites, and the need for helmets etc.

### **The Little Red Hen**

Examine and describe different sorts of grain, including wheat.

Use the story as a basis for planting and growing activities of all kinds.

What do plants need for healthy growth? Devise simple ways of demonstrating the need for water and light.

Look at different seeds. Examine closely, and discuss what they will grow into.

## **Jack and the Beanstalk**

To investigate structures and forces by building a castle, and by making a free-standing beanstalk structure.

Collect:

- beans, separately and in pods
- leaves of different kinds
- pots, jars, compost etc. for planting beans

What are the beans like? Talk about size, colour, shape.

What is a bean? What happens to it when it is planted? What are the leaves like?

Discuss the life cycle of a plant.

Plant various kinds of beans using different methods:

- in jam jars lined with blotting paper - stuff the centre with cotton wool, tissues or sand to prevent beans from falling to the bottom. Surround jar with a tube of black paper to speed germination.
- in peat pots in compost.
- on damp cotton wool.

Try the above with cooked beans.

## **Noah's ark**

To explore materials, forces and absorbency by making boats.

If used as starting points for designing and making things, these stories and nursery rhymes will also give scope for:

- investigating materials - card, paper, plastic, fabrics, adhesives, water and air;
- investigating forces - gravity, air and water pressure, push and pull;
- scientific language development - planning, predicting, questioning, describing and explaining;
- developing mathematical skills and understanding - comparing, estimating and measuring length, height, pressure and weight.

- encouraging children to predict by using story books or books with flaps to encourage children to predict what they will see when they turn the page or lift the flap. Ideas books for these are:

### **Suitable for Year 1**

- ⇒ Spot's books by Eric Hill - Picture Puffins
- ⇒ Noisy Farm by Rod Campbell - Picture Puffins
- ⇒ Dear Zoo by Rod Campbell - Picture Puffins

### **Suitable for Year 2**

- ⇒ 'Pardon?' said the giraffe by Colin West - Published by Walker and others of the same publisher.
- ⇒ The Giggle Club - Walker publishers
- ⇒ Picture books - Language Patterns Readiness by Donald Moyle - Holt, Rinehart and Winston publications.

- building investigative thinking into daily discussion, for example:

- a) It is raining because of all the dull, grey clouds. The clouds have too much water in them. How did it get there?
- b) When birds and butterflies come to the window. How did they come into being? Life cycles, habitats, feeding etc...
- c) How do you think did the tree outside the window/in the yard come into existing?
- d) On a very windy day: Did you come to school as usual? What was different? When does the wind help you walk? When is it difficult to walk in the wind?

## Materials and their properties

A creative way of doing this in the infants classroom is by:

- having a 'materials' table as a regular feature in your classroom:

the teacher can display two different materials weekly and use these as a focus for discussion - what other examples of the same materials can be added to the display?

- exploring 'change' in materials through adding different substances to a tray of water:

liquids: colour, perfume, ice-cubes, washing-up liquid, oil, paint

granules: salt, sugar,

powders: flour, herbs, spices

Encourage the children to predict, hypothesise, question and describe what they see.

## Physical process

A creative way of doing this in the infants classroom is by:

- helping children gain a notion of light and dark by providing thick curtains to 'black out' a corner, together with a torch.
- encouraging observation through shadow play and making shadows on the wall. Ask children to change the shape of their shadows and to suggest how they do this.
- having a display of shiny objects which reflect light, for example:

mirrors, metal surfaces, spoons, prisms, foil.

Encourage children to observe their reflections and talk about what they find.

## Aesthetic and creative areas of learning

A creative way of doing this in the infants classroom is by using:

art, craft, music, dance and drama.

These offer major opportunities for children to:

- express and develop their ideas through visual and auditory perceptions, and to use materials, media and techniques,
- communicate - children will also be taught some of the necessary skills and be introduced to the work of great artists and musicians,
- explore materials for themselves - especially in art and craft.

Children can learn a great deal about tempo, duration and the dynamics of sound by making home-made instruments and exploring the different sounds made with these and pieces of commercial percussion. After lots of opportunities to play with and discuss these instruments, children will feel capable of using these to depict sound effects in a story or to represent the sound of some shared experience.

Before children can respond to percussion, they should have the opportunity to use the instruments for themselves and discover the range of sounds.

### The aims of music:

- To help the children to realise the different ways of travelling sounds;
- To help the children develop a particular quality of movement, such as sudden, heavy/light; loud/soft.
- To create a mood or atmosphere.

### Allowing children to work in depth with art, music, dance and drama

- 1) start with one of the four areas and talk about possible themes to develop in paint or through three-dimensional work;
- 2) suggest to the children that they will need to think very carefully about what they are going to do - the teacher can introduce the use of a 'thinking cap' which the children can put on when they are asked to close their eyes. The teacher should prepare the children that this type of work may take quite a long time, and therefore it doesn't have to be finished by the end of the session;
- 3) help the children to reflect on the development of their work after a short time - write what they are saying as regards to what they feel they have achieved and what they have in mind of doing next;
- 4) before the children get tired, suggest to them that they should return to this piece of work later on - attach the scribed notes to the child's work and explain that these will help both the child and the teacher to remember what was going to be the next step in development.

## Science Activities for Years 1 and 2

### Ourselves

Young children have a natural curiosity about themselves: their height, weight, hair and eye colour, their birthday, who can run fastest, and so on. This interest offers numerous opportunities for scientific investigations which can entail questioning, measuring, carrying out tests, recording and communicating findings.

In the first instance, it is best to consider the body as a whole.

Helping children to develop an awareness of themselves means giving them the opportunity to explore their senses, observe their features and limbs and think about their place in the family.

Children need to look at the similarities and differences between themselves and other people by emphasising that:

- we are all human beings;
- we all have the same needs and emotions;
- differences in hair colour;
- differences in teeth;
- differences in hands and feet size.

## Activities to be carried out in both Year 1 and Year 2

### 1. Statistics

Investigating and drawing up charts and graphs of the following:

the number of girls in the class compared with the number of boys;

how they travel to school;

who is right-handed, who is left-handed;

eye colour;

hair colour;

shoe size.

It is important to let the children find their own ways of recording findings.

### 2. Measurement

Children can measure each other's height, weight and waist measurements. Measure the span of hands and feet - the distance between the fingertips of outstretched arms and legs.

The children can then draw up charts and graphs of these.

### **1. Growing up**

Humans grow from babies into children and then into adults. All humans grow old:

Make a collection of magazine pictures showing the stages of human development - babies, young children, teenagers, adults.

Ask the children to sort the pictures in chronological order from babyhood to old age.

### **2. Body parts**

An introduction to the external body parts - head, neck, chest, waist, hip, leg, knee, foot, arm, elbow, hand.

Give the children a handout of the skeleton of the human body to label the parts.

What do we use these body parts for?

How does our body move? - joints.

### **3. Looking in mirrors**

To encourage self-observation using mirrors:

Having a mirror each to look at their face, the children will draw their face.

Where do we put the mirrors in our houses?

In school?

Why do we put them there?

### **4. Our teeth**

To observe ourselves and our teeth:

Having a mirror each, the children will look at their teeth and draw them.

Can you guess what teeth are made of?

Why do we need to take care of our teeth and clean them everyday?

## 5. Our hands

To encourage close observation of our hands:

What could we not do if we had no hands?

What does it feel like when we hold hands with Mum, Dad or friends?

Mapping a hand:

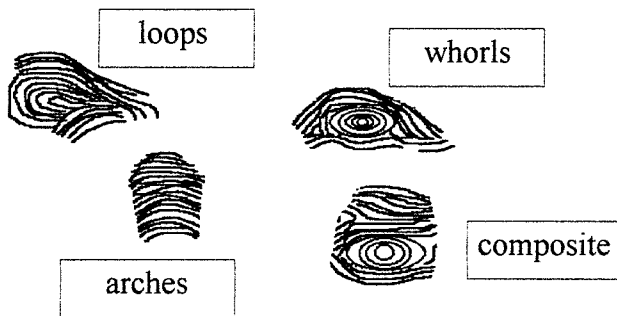
Encourage the children, by using an ink pad, to examine and investigate their fingerprints.

Do all the fingers make the same prints?

Do all children have the same prints?

Do all index fingers make the same sort of print?

Questions based upon the records made should encourage children to widen their investigations.



Using hands:

Index finger for pointing; Index finger, second finger and thumb for writing; Thumb for pushing; Palm for clapping.

With our hands we can hold; grip; grasp; push; pull, clasp; draw; paint; write; tickle; poke; pinch; slap; punch; clap; shake hands; wave; scratch.

## **6. Touch**

To encourage observation by touching and feeling:

Why are some things made especially prickly?

Can you think of things that have prickles?

What do we use to feel things?

With which parts of our bodies do we feel?

Predicting hidden objects in a box by feeling blindfolded.

## **7. Our feet**

To observe our feet:

Which parts of our feet are best for gripping?

What are babies' feet like?

Footprints with wet feet on a dry floor; with washable paint on paper; in damp sand; by dipping the feet in talc and stepping on black paper.

Is the footprint flat or dented?

Which parts of the foot touch the ground?

What happens when you walk, hop, stand, squat, stand on tiptoe?

Are all prints alike? How do they differ?

Telling the difference between girls' and boys' feet by poking the feet under a curtain.

### **8. My friend and me**

This activity encourages children to recognise the similarities and differences between themselves and other pupils. It will help them understand that everyone is unique:

Children will sit with a friend, and using a mirror, they will look at their own facial features, noting the eyes, skin, and hair colour. Also special features such as freckles. Ask them to draw a picture of themselves and their friend.

### **9. Listening/Hearing**

To encourage observation by listening:

In the peace and quiet of the classroom the pupils close their eyes and listen to sounds around them.

What does it feel like when a noise is very loud?

Which sounds make us feel scared?

Which make us feel excited?

From how far away can you hear a sound?

Sitting still - what can the children hear? Can they tell what is making each sound?

What does each sound tell us? How is it made?

Can the children locate sounds accurately?

Which are the best positions to hear from, and which are the worst?

### **10. Smelling**

To encourage observation by smelling:

How far away can we smell the strong smells?

What else are noses used for?

Make smell jars from yoghurt pots; with orange, lemon, chocolate, coffee, soap, mint, herbs and spices.

Can the children guess the contents correctly?

Can we smell things when they are under water? As children to investigate.

## 11. Seeing

Why do we need our eyes?

Make a dark area in the classroom by covering a table with blankets.

How well can the children see when they first enter? Does this improve after a time?

Can the children walk in a straight line forwards and backwards when they are blindfolded?

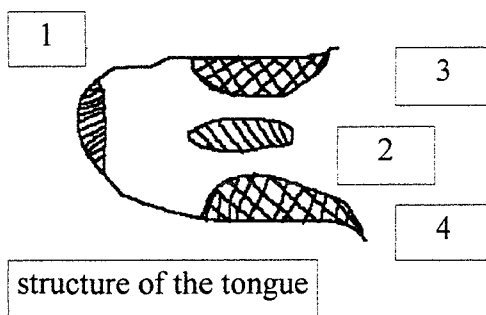
Also make them touch things to distinguish and name them.

## 12. Tasting

Have a tasting session with different types of food: Can the children identify the different flavours of the different foods?

Can the children locate the sensitive parts of their tongue?

Try tasting different foods on the four different parts of the tongue. Where on the tongue can they taste the food?



### 13. Healthy food, teeth and dental care

To stay healthy we need certain types of food each day:

two or three servings of : Group A: bread, cereal, vegetables, fruit, water,

one serving of : Group B: milk, fish, meat/poultry, eggs, nuts, cheese, and

very small amounts of : Group C: sugar, oil, margarine/butter.

Display pictures of foods in the three groups, and if possible display the real foods.

Discuss with the children:

their favourite foods;

what their breakfast is;

lunch; drinking; snacks.

These could be recorded in graphs.

Talk with the children about the foods in each of the three groups.

Ask the children to plan a healthy meal by drawing the foods, colouring them and sticking them on to paper plates. Display these on a table with a table-cloth and cutlery.

The average adult has 32 teeth and young children have 20 teeth.

There are four types of teeth and each type does a different job:

incisors bite and cut food;

canines hold and tear food;

premolars and molars grind and crush food.

The outer layer of the tooth is called enamel and this forms a hard, biting surface.

Plaque eats away at teeth and gums so regular brushing is necessary.

Teeth should be cleaned across the gums, down from the gums and between the teeth.

The teacher can demonstrate while explaining to the children.

Using a hand mirror - one for each child, ask them:

Can you count the number of teeth you have?

Do you have any gaps or fillings?

Draw the shapes of your teeth.

Explain to the children that the number of teeth varies between children and adults and that some people will have more teeth than others.

The children can use clean modelling clay to make a cast of their teeth to obtain a better understanding of their shape, size and number.

Use these casts or a model of teeth and toothbrush to discuss with the children how to clean their teeth correctly.

Ask them to demonstrate how they should use the brush.

How often do the children think they should visit a dentist and why is it important?

Talk about the kinds of foods which are good for our teeth and those which are bad.

Make posters telling people how to care for their teeth.

## Other living things

Observation of plant and animal life will help to give the children a perspective on the living world and encourage sensitivity towards their environment. Studies in this area will develop skills of observation and communication, and attitudes of curiosity, co-operation and a willingness to appraise evidence.

Apart from easy access to tools and equipment for collecting and observing, the greatest factor in developing this area is the direct contact with the living environment.

Visits should therefore include looking, listening, touching and smelling the local environment. Collecting interesting items is good too, in order to take them to school. The teachers however should keep in mind to return any creatures to their natural habitat as soon as possible. The materials collected can then be sorted and classified by colour, size, and whether they are shiny or dull, prickly or smooth. Photographing the sets would be suitable for a display area.

## Year 1

### 1. Trees

To make a tree survey and observe the detail and structure of tree bark by making a plaster cast:

Dividing the children into groups, give each group: a leaf; a fruit; a flower (anything from a tree)

Ask the children in the groups to look at these carefully and finally to draw the tree they think these have been cut from.

Take the children to a public garden or in the school yard if there are any trees, and ask them to look carefully at a tree.

Ask them to draw the tree and label it with: leaf, trunk, branch.

Ask the children to measure the girth of a tree by joining hands around the trunk or by using string, cutting it to the circumference of the trunk.

Can the children suggest why tree bark needs to be so thick?

Collect different leaves from different trees and sort them into simple single blades and compound - several leaflets on a single leaf stem.

## **2. Seeds**

### To observe seeds carefully:

Have some fruits and vegetables that have seeds inside, such as oranges and lemons, cucumbers, tomatoes, peas, apples etc...

Cut these in half and ask the children to look carefully at the seeds inside.

Ask the children to observe well and draw each fruit and vegetable with its seeds. Discuss the shapes, sizes and colour of these different seeds.

Matching seeds - Can the children guess what the plants or flowers will be like?

Can they guess whereabouts on a plant the seeds usually grow?

## **3. Growth**

### To observe seeds and growth:

Try to grow some cress seeds in class - in sawdust; on cotton wool; in soil. Try growing them with water and without water, in light and in darkness. Try also growing them in water only.

Are seedlings the same colour as the seeds they come from?

Why do the children think some seeds have grown more quickly than others?

What happened to the seeds in the water?

## **4. The sound of seeds**

### To investigate the sounds we can make with seeds:

What do the children have to do with their hands to make the seed shakers rattle?

Can they make quiet sounds?

What do they think might be inside other percussion instruments?

## **5. Growth and sound**

To apply to a 'design and make' activity the knowledge gained by observing plants:

What happens to the loose, swinging parts of the plants when the 'wind' blows?

Which of the objects used (junk materials such as lids, tins etc...- pretend leaves of pretend plants after observing real plants - crafts) make a high sound?

Which make a low sound? What do the sounds remind you of?

<b>Year 2</b>
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## **6. Minibeasts**

To observe the variety of animal life:

Discuss with the children what we mean by a minibeast - a small creature without a backbone, such as a spider, an insect or a woodlouse.

Ask the children to explore the playground or a public garden, and search for minibeasts. Discuss likely places to search - under stones, under logs or polythene sheeting, in trees and on a bark, among roots and fallen leaves.

Collect a number of these minibeasts using paintbrushes to transfer creatures into containers. Ask the children to observe the creatures carefully and then to draw them. All creatures should be returned once they have been examined.

What do little animals do to avoid being discovered, caught or eaten?

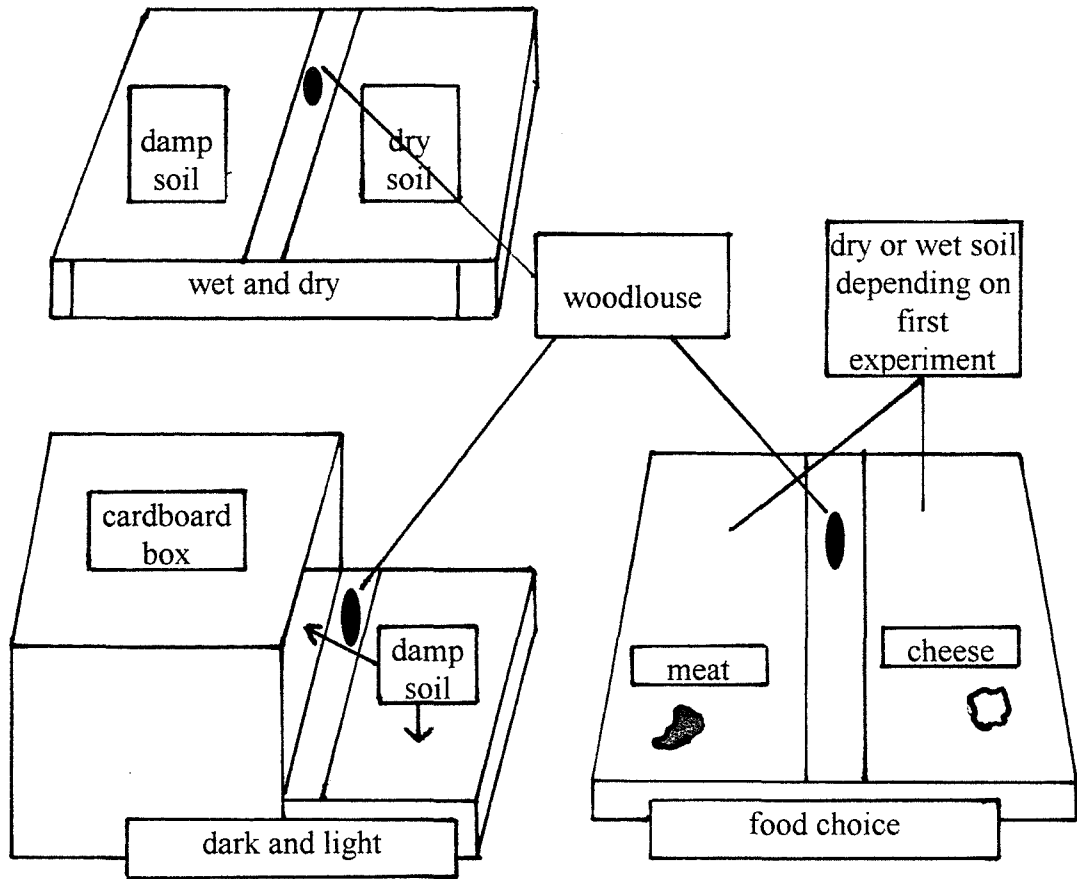
What games do we play which involve hiding or running away?

What do we do when we want to hide or escape?

## 7. Animal habitats

To apply the knowledge gained by observing animals to making a habitat for them:

Devising a way of discovering the conditions in which woodlice prefer to live:



How do the animals move in their new homes? Where do they prefer to be? Can the children see any changes in the creatures or in the habitats?

## **8. Fish**

To observe fish and their characteristics:

Try to have an aquarium in the classroom with gravel, cold water plants, goldfish and other types of fish and fish food.

Ask the children to look for similarities and differences between the fish. Colours, number of fins, food they eat, movement.

How do the children think fish swim?

Do all water creatures swim like that?

How do humans swim?

In what ways are fish different from humans and other animals?

In what ways are fish similar to humans?

How many of the children can swim?

Can we stay underwater like the fish?

## **9. Birds**

To observe birds and explore their behaviour and appearance:

Ask the children to stay still and observe carefully how birds move. Do they all move in the same way?

Watch them walking; does the bird hop with both feet together or take one step at a time? Do any birds do both?

Watch the head and tail. Does the bird make any special movements with either of these parts?

Look at the way birds use their feet for standing and holding on to things. What can birds land on? Do they land with feet outstretched or straight down?

Take a look at flying. Where are the bird's legs and feet when it is in the air?

Do all birds fly in the same way?

How does the bird clean its feathers?

What would it be like for us if we had hollow bones, like the birds' feathers?

What would it be like for the birds if they had solid feathers?

What are the water-birds' feathers like?

Can the children find or think of things that are 'as light as a feather'?

## Sand and water

A question which prompts many of the investigations with young children is 'What is our world made of?'

Sand is a common feature on this earth, and it is unusual in having the properties of a solid (rock particles) and a liquid (which pours and trickles).

Water is usually experienced as a liquid, but it can easily become solid ice.

Looking at the behaviour of these two substances, together with an investigation into air, will give the children first-hand experience of what their world is made up of - solids, liquids and gases.

## Year 1

### **1. Looking at sand**

To investigate sand and its properties:

When is it better to have dry sand?

When is it better to have wet sand?

Can they find out what builders use sand for?

### **2. The feel of sand**

To investigate sand and its properties:

Ask the children what the sand feels like in their fingers.

Can they guess what sand is made of?

### **3. The sound of sand**

To investigate sand and the sound it makes:

What is the sand doing inside the container to make a noise?

What else can they find that makes a noise when they rattle it?

### **4. Sand-timers**

To observe the properties of sand by making and using sand-timers:

What kinds of clock do the children have at home?

Do any of them have egg-timers?

### **5. Looking at water**

To investigate water and its properties:

This activity will make the children aware of the wide variety of water sources and how water can be used - wells, seas, taps, rain, springs.

Make sure to have pictures of water use - recreation, cooking, washing, industry, gardening.

Talk about salty and fresh water.

Describe what water looks like after it has been used for washing-up, baths, cooking and so on.

A simple experiment:

Set up equal amounts of measured water in two saucers for each of the following:

water only - water in a sponge - water in cotton wool - water on a paper towel.

Place one of each of the above near a source of heat and place the others in a cool shady place.

Ask the children to predict what might happen to the water in each case and why?

Can the children say what has happened to the water? Why has it disappeared?

Has the water in the hot place gone more quickly? Why?

Discuss puddles, a boiling kettle, ice-cubes in and out of a freezer.

Can the children guess where our water comes from?

What would it be like if we had no water in the taps?

## **6. Floating**

To investigate floating:

Have a collection of things that sink and things that float.

Ask the children to predict which things float and which sink before actually throwing them into a container full of water.

Do the children notice anything special about the things that float?

What happens when water is salty?

<b>Year 2</b>
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## **7. Ice and water**

To investigate water and its different states:

Where do the ice objects melt first?(Freezing water in different containers of different shapes and sizes).

How long do they take to melt?

## **8. Water paintings**

To investigate water and evaporation:

Where do they think the water goes when a water painting dries out?

Will it come back again?

How long does it take for their paintings to dry?

How long does it take a puddle to dry after it rains?

## **9. Water temperature**

Touch is not an accurate measure of hot or cold but a thermometer is:

Have three bowls with fairly hot water, tepid water and cold water.

Give children a turn in putting in their hands in the three bowls to check the water by putting one hand in the hot water and the other in the cold water, then both into the tepid water. What does each child feel? Can they say how hot or cold the water feels to each hand?

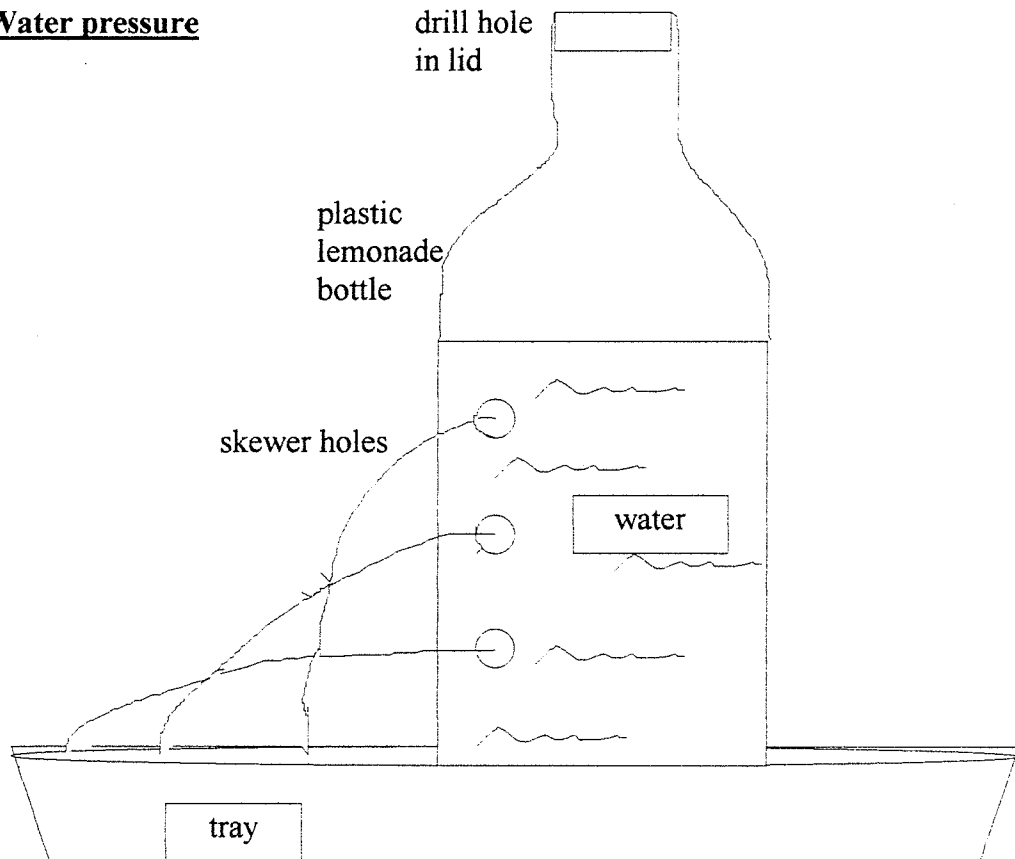
Ask the children: How can the water temperature be measured more accurately?

Show and explain the thermometer. Use it to measure the water in the three bowls and teach them how to read the temperature.

How could you make the cold water warmer?

How could the hot water be cooled quickly?

### 10. Water pressure



From which hole is the water shooting furthest? Why?

### 11. Water level

Ask the children to predict what will happen to the water level if they drop an object that sinks into a jar of water, then get them to do it.

What happens? Why?

Try adding objects to the water in a controlled series. The children can mark the level each time the water rises, with elastic bands around the jar, or with waterproof markers.

What happens when the objects are systematically removed?

## **12. Bridges over the water**

To look at ways of crossing water and investigate bridges:

Can the children guess how people might cross rivers abroad, where there are no bridges?

What are real bridges made of?

After making bridges in the classroom, using various junk and other materials, what was the hardest part of making their bridges?

## Air and flight

It can be a difficult thing for children to comprehend that air is an intangible, invisible substance that surrounds us and on which we all depend. Investigating its existence and how it behaves will help to establish its importance in the children's minds.

Playing with air in the form of balloons, wind-balls and bubbles, and 'controlling' the forces of air pressure and gravity in making kites, planes and parachutes will encourage understanding of this fascinating substance and the role it plays in our lives.

### Year 1

#### **1. What is air?**

Have 3 collections:

Collection A - solid objects: chalk, book, building blocks, toys.

Collection B - liquids: milk, oil, water, honey.

Collection C - with air inside: inflated balloons, balls.

Have also extra balloons, a balloon pump and containers for the liquids.

Allow the children to touch all the objects. What is the difference between them?

Do the solids change shape if squeezed?

Pour the liquids from one container to another - notice how they take up the space.

What do liquids feel like?

What do you think is inside the balloons? On blowing a balloon what happens? Where does air come from?

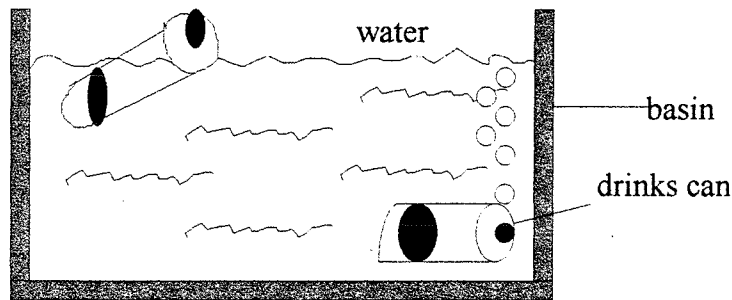
Let the balloon go and watch what happens. Why does this happen?

## 2. Air is real

To show that air is real by making it visible and showing that it exerts pressure using water tanks, empty food jars, plastic pots, wrapping film, elastic bands, a skewer, siphon tubing, eye-droppers, syringes, thin paints and paper:

How much push did the children have to use to keep the covered jars under water? What was pushing them back?

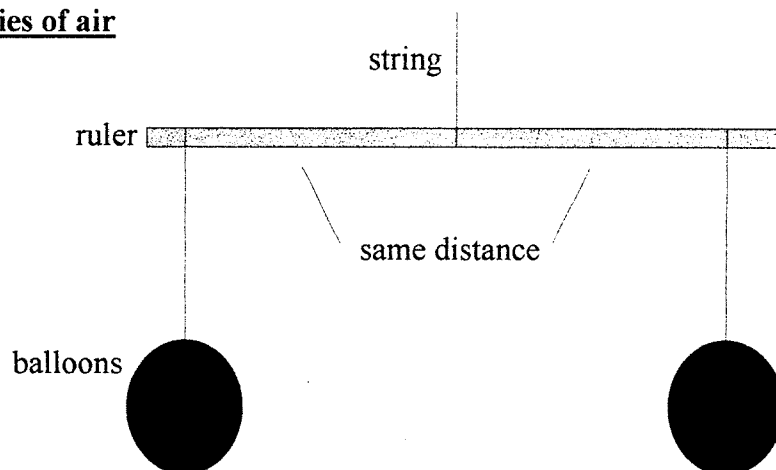
How much 'blow' did they have to use to do blow-paintings?



Let the children feel the weight of each of the two drinks cans before putting them into the water. What happens when the two cans are put into a basin of water?

Ask them to try pushing down on the empty can and see what happens. Then try holding it under the surface of the water; what do they see? Bubbles of air will rise until the can eventually sinks.

## 3. Properties of air

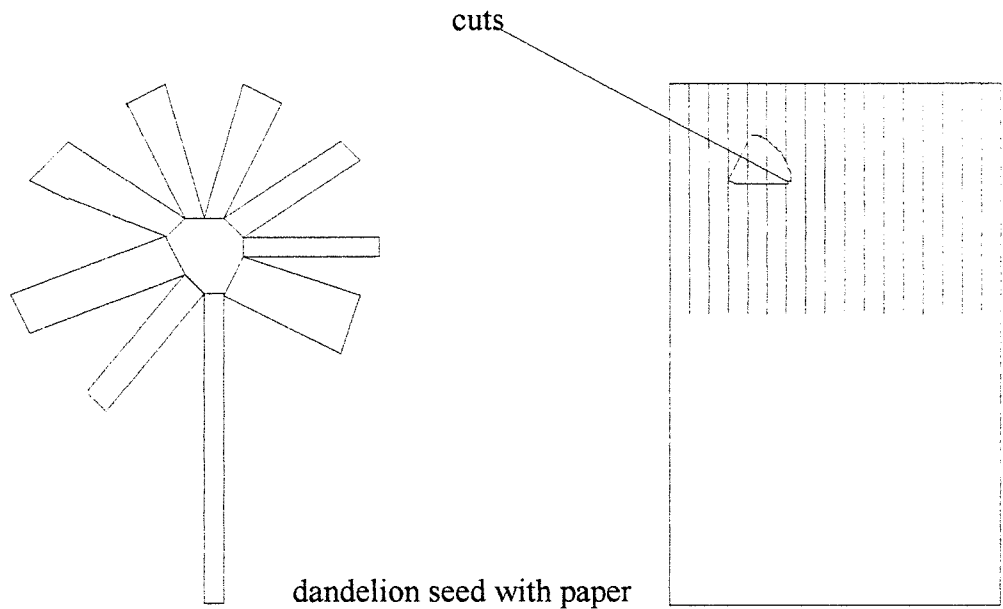


What will happen to the balance when one of the balloons is popped? Why?

What does this tell us about air? The children can draw the balance and show what happens before and after the balloon is popped.

#### 4. Air travel - dandelion seeds

To show how air can hold things up and make them move or travel:



What will happen if the dandelion seeds are dropped upside-down?

Why do the children think that happens?

#### 5. Wind strength

To show that moving air has strength and direction by observing and measuring the wind:

What sort of things does the wind move?

What would it be like if we never had any moving air?

## **6. Windfalls**

To experience air pressure and the force of gravity by trapping air in a parachute:

Using the rhyme 'Hey diddle diddle' ask the children what could be done to stop the cow from hurting itself when it falls down from the moon.

What is getting under the parachute to hold it up?

What do the children think is pulling things down towards the ground?

## **7. Air pressure - balloons**

To experience the force of air pressure using balloons and filling them in with food colouring and wrapping them before bursting:

Can the children explain what is happening to the skin of the balloon?

What is happening to the air inside the balloon?

## **8. Giant bubbles**

To look at the shape, colours and reflections in bubbles:

Are all the reflections in the bubbles the same way up?

Are they the right way up?

Can the children explain this?

## **9. Kites**

To experience air lift and to look at aspects of flight:

What difference do the tails make to the kite's flight?

Why do the children think this happens?

## Painting and colour

The world is full of wonderful colour - the result of objects absorbing or reflecting light from the spectrum.

Our eyes and emotions are responsive to certain colours, and much of our adult lives are spent determining the colours we will wear, live with, or react to on the road.

Developing a familiarity with colour is one of the first experiences we need to give our children. Finding colours around them and making and choosing colours are good activities for children in the early years, and looking at the effects of light is an enjoyable way to extend their understanding.

### Year 1

#### **1. Dissolving and mixing powder paints**

To look at colours and experience the way paints float, sink, mix and dissolve:

Do the powders which sink when sprinkled on to the water feel any different from the ones which float?

Is there any difference between them in warm water?

#### **2. Painting tools**

To experience mixing colours (both thick and thin paint) and the use of tools:

Which was the best tool for carrying paint?

Can the children think of anything even better?

What was it like trying to carry the thin paint?

When you make a print, does it come out the right way round?

### **3. Beautiful black**

To consider the absence of colour by using greys and blacks:

If all the coloured paints are mixed up, what colour will they make?

If you overlap pieces of coloured acetate film, what colour is made?

Ask the children what their favourite colour is. How do they feel when they wear that colour?

<b>Year 2</b>
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### **4. Camouflage**

To apply the children's experience of colour to looking at camouflage and contrast:

How could the children camouflage themselves?

If an animal is very brightly coloured, how will it look after or defend itself?

### **5. Colour in the environment**

To look at colour in the natural environment:

Can the children find out what makes the growing things green?

Try sticking a paper strip over a growing leaf and watch the effect over a week or two.

Which colours do they see most in the street?

### **6. Dyeing**

To observe the change in colour made by dyeing cloth:

What stopped the colour getting into all the cloth?

Can the children think of anything they could use to stop the colour getting into the cloth? (batik with wax)

## **7. Coloured liquids**

To observe the effect of colour on liquids:

What will happen to the ink if we stir it?

What will happen if we leave the inky water to stand overnight?

What happens if we slowly add orange or black current squash to water?

## **8. Marbling**

To observe the effect of oil on water, and look at oil paints or marbling inks:

How many colours were there at the start of the marbling?

How many are there now?

Are there patches with no colour?

## **9. Colour and light**

To look at the effects of coloured light filters:

What is it like looking out of the window through the colours?

What about looking inside from the playground?

Why do people choose to have stained glass in their houses or churches?

## **Lighting up and magnetism**

Work on electricity and magnetism needs to be included in early learning to develop familiarity with something which dominates our modern technology.

A kit for this topic would contain battery holders, bulbs and bulb holders, simple connecting wires, switches, buzzers, motors and crocodile clips. Batteries of 1.5v are enough.

Strong magnets are essential if children are to feel the force of magnetism. It is essential to have bar, horseshoe, disc and cylinder magnets and magnetic strips.

### **Year 1**

#### **1. Circuits**

To give experience of electricity in a circuit:

Can the children guess what is making the bulbs light up?

What do they think is inside the batteries?

What else did the electricity do besides making the bulbs light up?

How can they make the light bulbs go out?

#### **2. Conducting materials**

To give experience of electrical circuits and materials that will conduct electricity:

Why do the children think the wires are covered in plastic?

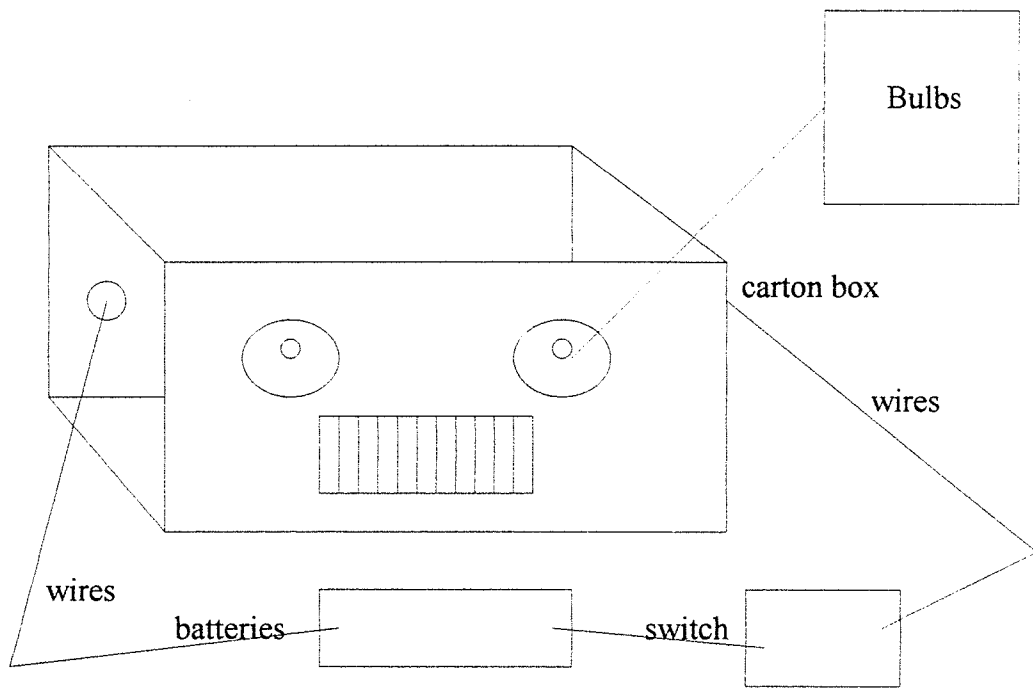
Why do they think it is so important not to touch the mains electricity points or electrical equipment at home?

**3. Electrical toys**

To explore electricity and apply it to designing and making toys:

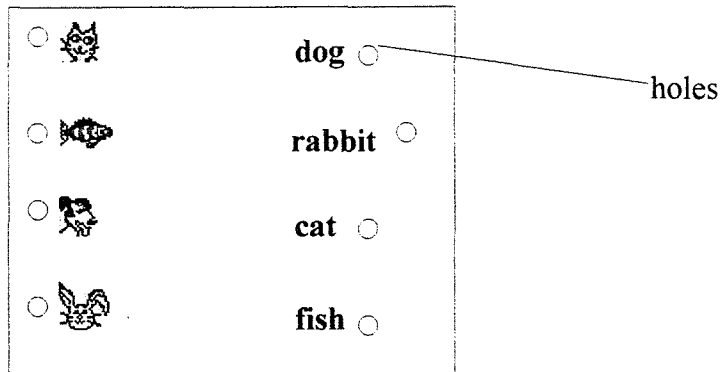
Where do we position the lights in our classrooms?

Where do we put lights in our homes? Why?



#### 4. Choice cards

To apply electricity in making a guessing game:



On the reverse side, use folded strips of aluminium foil to join the hole by each picture with its relevant word, insulating each strip from the others with sticky tape. Use the circuit with the wires touching the aluminium through the holes beside a word and its relevant picture. If the children get the answer right, the bulb will light.

Can the children explain to other people how the 'choice cards' were made and how they work?

#### 5. Magnets

To experience the force of magnetism and the magnetic properties of different materials:

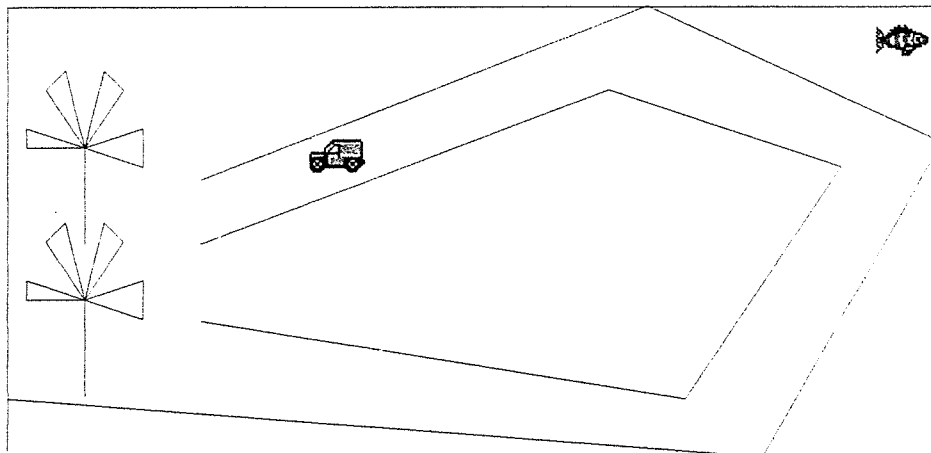
How do children think the magnets work?

Why do they think some magnets are weaker than others?

What are the objects that get pulled toward the magnet made of?

## **6. Buried treasure**

To explore and apply magnetism:



Treasure Island model. A child will hide a metal object behind something in the model. The other children will treasure hunt for it using magnets.

Can the children explain how they found the treasure?

Can they guess how magnetism works?

## **7. Magnetic forces**

To explore and experience the force of magnetism:

Putting a magnet or more under paper. Children will need to have suspended magnets.

What did the magnetism feel like?

Why must we be careful to keep strong magnets away from the computer or television?

## Making things move

Without some force being exerted or some energy being transferred, stationary objects would not move and moving objects would not stop.

Activities using forces such as gravity, push and pull, air or water pressure, and different sorts of energy, will give the children opportunities to play, gain experience in making things move and discover ways of controlling their environment.

### Year 1

#### 1. Using air pressure

To make things move by moving the air - blowing; using a vacuum cleaner:

Which end of the cleaner sucks?

Which end blows?

Which seems to be stronger - blowing or sucking?

Why do babies need to be strong suckers?

#### 2. Fans

To make things move by moving the air:

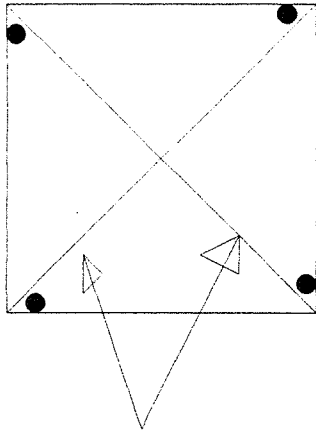
How far can the moving air from a paper fan, push a flat piece of paper lying on a table?

Does the paper always go straight?

What does moving air feel like on our faces?

### 3. Windmills

To show how moving air can make things move and turn:



cut, fold in alternate corners

Which way round does the windmill turn when the children blow at it and when they take it out in the wind?

Can they think of a way of making it revolve the other way round?

Can the children think of or find other objects that turn round?

### 4. Hot air rising

To show how hot air rising can make things move - paper spirals:

Having access to a fan heater or hair drier.

Which way round do the spirals spin?

Can the children think of ways of making them spin the other way?

What will feathers do if they are dropped near the heater?

Can the children think how the birds might use hot air currents?

**Year 2**

### 5. Using water pressure

To make air and water move, and use water to move other things:

Investigating pumps; using syringes; siphoning.

How much 'push' do the children have to use on the syringe?

Human beings have a kind of 'valve' in the back of their throats...can the children suggest what it might be used for?

## **6. Sliding**

To use the force of gravity to make things move and slide, and give some experience of friction:

Using a ramp and making up a cable car with plastic cups, strings to hold cups onto string across the classroom.

Do the objects still go down the ramp if you do not push them?

When do the objects stop moving?

## **7. Wheels**

To use wheels to investigate moving:

What happens to moving cars if the ramp is nearly flat?

What happens if it is very steep?

What happens if there is a doll in the car?

## **8. Boats**

To show how moving air can make things move on the water:

How can you make your boat go where you want it to go?

What happens if you use a lot of 'blow'?

What happens if you use very little?

## **9. Pushing and pulling**

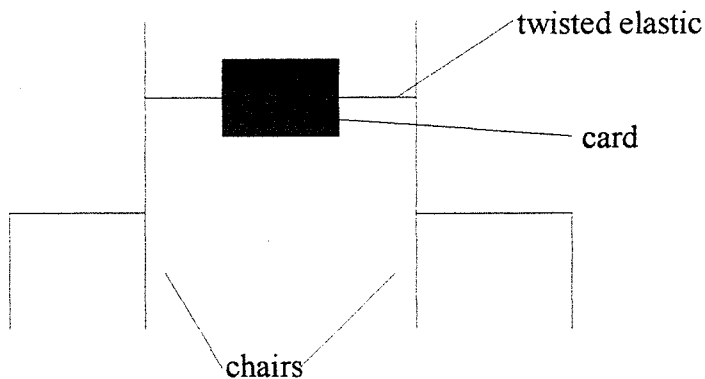
To show how we can make things move by pushing, pulling and squeezing:

What makes us strong enough to push and pull?

What do the children think helps us to be strong and healthy?

## 10. Winding up

To use the energy from elastic bands to make things move:



What do the children think will happen if you let the card go?

Which way round will it go?

Can they make it go the other way?

Can the children think of other things that are wound up, or that have elastic in them?

Would it be the same if we used string instead of elastic?

## 11. Throwing

To use our energy to make things move by throwing them:

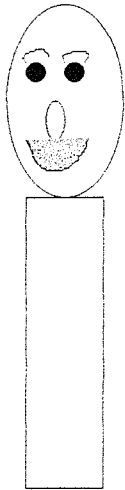
Making paper planes and decorating paper plates.

Is it better to throw the plates the right way up or upside-down?

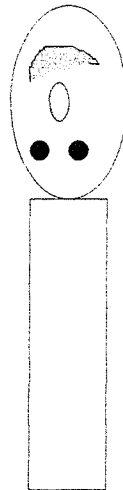
What happens if you throw the planes into the wind?

Away from the wind?

**1. Drafting their face on a paper as reflected on a spoon**



convex reflection



concave reflection

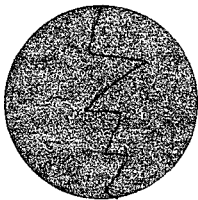
Why do you think this happens?

**2. Mirror images**

Put word flashcards in front of a mirror. How do the words appear in the mirror?

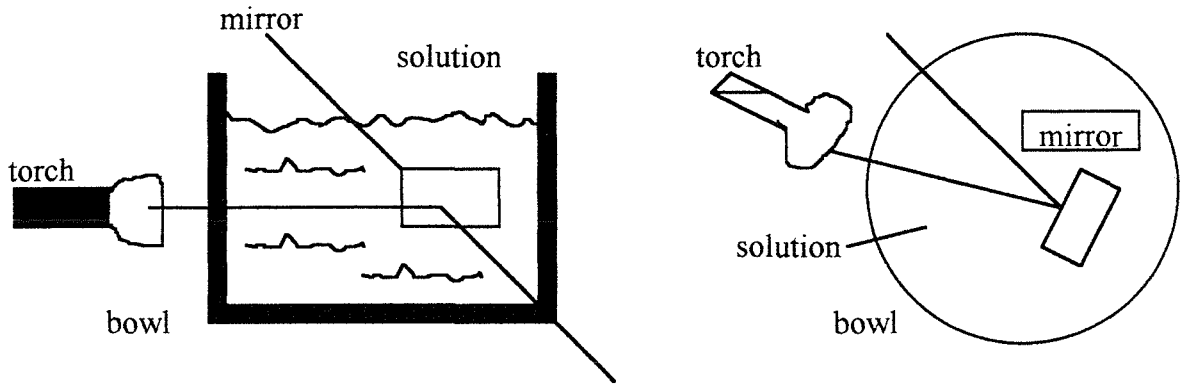
How can you make them appear right side up?

Draw on a sheet of paper.



Try to mend a broken plate in front of a mirror.  
Is it easy? Why?

**3. Changing directions**



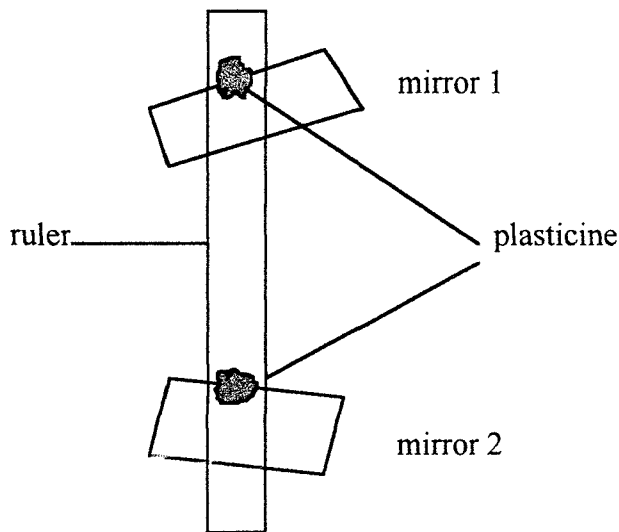
Tape over a torch front so that it emits only a single, narrow beam of light.

Ask the children to shine the torch in a darkish place. They will be able to see how the light changes direction.

Can they try to find a way of measuring the angle of reflection?

After this activity, ask the children to try making a periscope using a ruler, some plasticine and two mirrors.

At what angle should the mirrors be placed?



## Materials

A very good way to start a topic on materials is for the children to make collections of different kinds: wood, plastic, cloth, metal, stones and rocks, shells, paper etc.

The children can sort and group them. This can be done by size, shape, colour, texture, use. Alternatively, they could be grouped according to whether they are natural or artificial - i.e. living, once living, or never living.

The children should be encouraged to feel and touch materials, and to describe them verbally.

The materials can be displayed on the wall or on tables. The children could attach a descriptive label to each one.

### An activity on clothes, suitable for both Year 1 and Year 2

The teacher must have the following available:

hand lenses, fabrics, wool, card, scissors, fabric glue

An easy way to start an investigation into clothing materials is to examine through a hand lens knitted and woven fabrics that the children are wearing.

What do you see? Draw what you see.

Compare these to compressed fabric such as felt. Draw what you see through the lens, and compare both drawings.

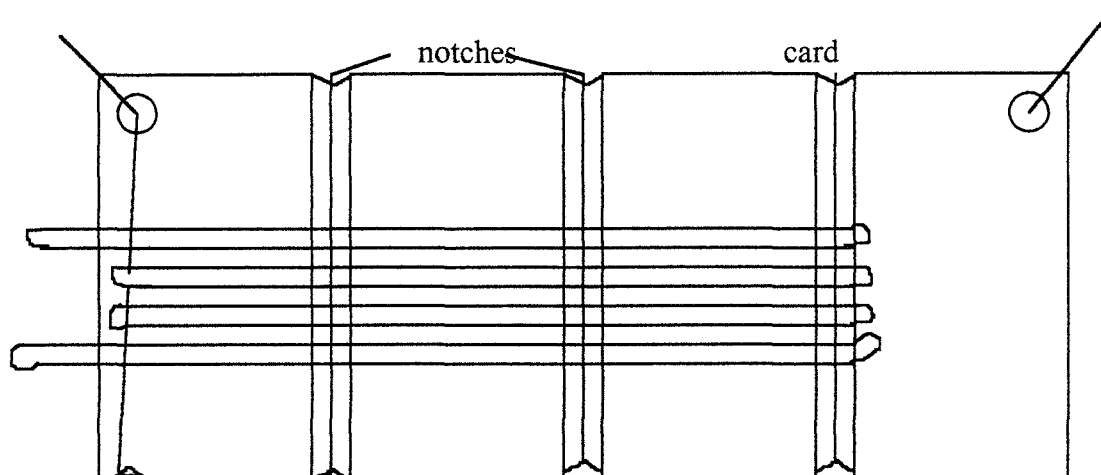
The holes in fabrics trap pockets of air which the body makes warm - thus providing warm clothing.

Let the children fray the ends of fabric scraps in order to see how they are made.

Why do we wear particular clothes?

When do we wear them?

The children can try weaving and knitting for themselves on card:



## Year 1

### 1. Sizing of paper

Ask the children to collect as many different kinds of paper as they can find: newspaper, tissue, sugar paper, wrapping paper, greaseproof paper, writing paper, carbon paper, foil, card, envelopes, wrappers.

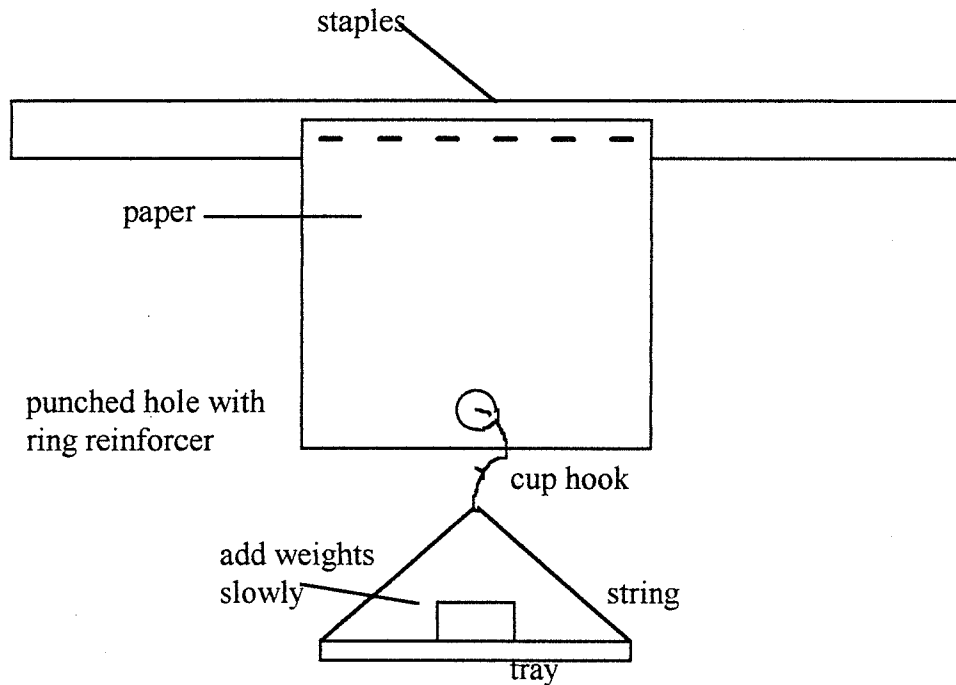
What is each kind of paper used for?

Talk about the thickness of the paper and the way it is made.

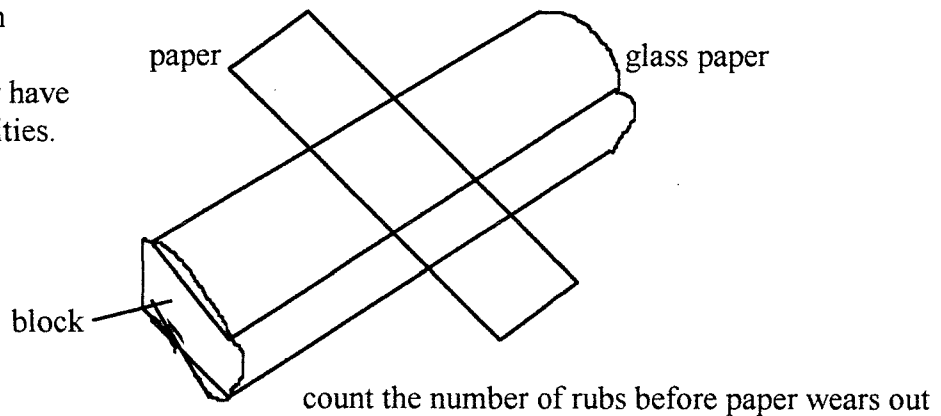
Ask the children to measure the length and width as well as the weight on scales, using paper clips, e.g. a tracing paper is 1 paper-clip in weight (balances with one paper clip).

## 2. Paper: wear and tear

Using the same types of papers as in number 1 above, try the following experiments:



It soon becomes obvious to the children that different types of paper have different qualities.

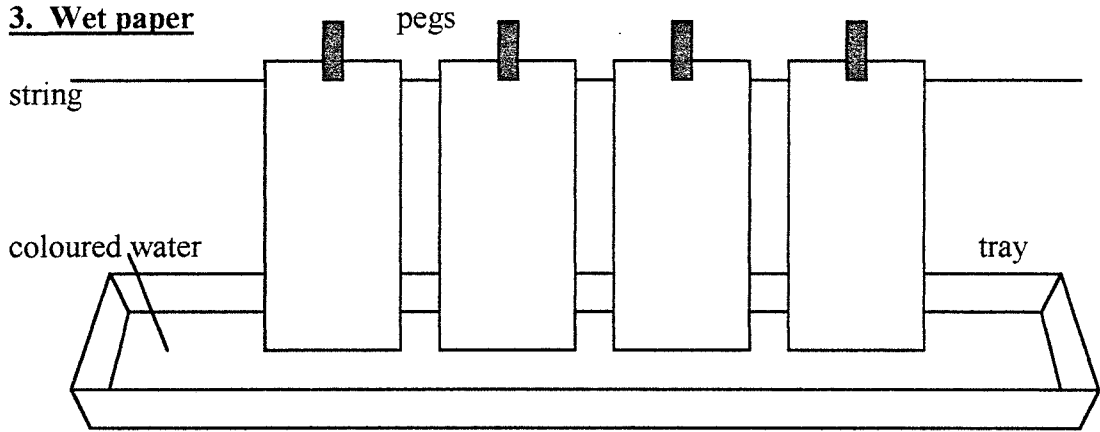


Which paper is best for writing on with a pen?

Which is the strongest paper?

Grade the papers from the one that tears easily to the one less likely to tear easily. Does the order change when the paper is wet?

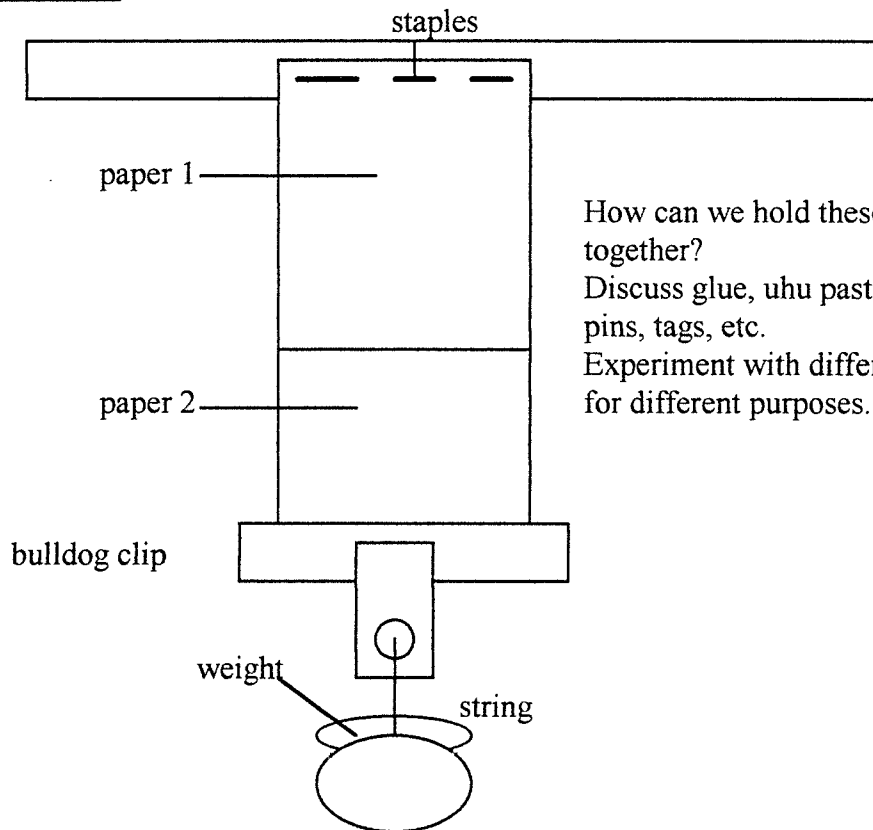
### 3. Wet paper



How long does each type of paper take to soak?

**Year 2**

### 4. Fixing paper



How can we hold these two papers together?

Discuss glue, uhu paste, staples, pins, tags, etc.

Experiment with different glues for different purposes.

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# Physical Education

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## **Physical Education in Years 1 and 2**

Five year olds are active and energetic. They enjoy physical activity and are eager to accept new challenges, master new skills, and explore new images and ideas in action.

Children in Years 1 and 2 are becoming taller, leaner and stronger. They therefore need daily opportunities in the social atmosphere of school to move in a number of ways and to have creative movement outlets for their developing imaginations. Both boys and girls of this age should be given the same opportunities for a range of movements which require physical and expressive demands.

The following movement milestones are those which teachers in primary schools should consider when selecting appropriate action ideas and creative movement activities for Year 1 and Year 2 children.

### **Movement Milestones that should be considered in Year 1**

- \* running skilfully, changing direction, and stopping on cue
- \* moving with increasing agility, flexibility, and strength
- \* tiptoeing slowly and gradually increasing speed
- \* skipping rhythmically
- \* becoming more skilful at moving in restricted spaces
- \* discovering many new and adventurous ways to move
- \* combining two or more body actions, such as running and turning, running and stretching.
- \* moving slowly along straight and curved floor patterns
- \* leading actions with different parts of the body (such as elbows, knees, hands, head)
- \* taking weight on different parts of the body
- \* creating a variety of body shapes at high and low levels
- \* contributing creatively by putting forward original action ideas

## Movement Milestones that should be considered in Year 2

- \* increasing independence and an awareness of self
- \* moving co-operatively with others, sometimes leading and sometimes following the action
- \* accurately judging direction, distance, and height
- \* combining different speeds within a short sequence (such as slowly rising and suddenly shrinking)
- \* moving expressively for longer periods of time
- \* combining contrasting strengths (such as jumping lightly, then strongly)

In order to express themselves and communicate freely and confidently, young children need opportunities to interact in a relaxed, non-competitive atmosphere which will allow them to develop at their individual rates.

The teacher's role with Year 1 and Year 2 children is to provide exciting, challenging action ideas which will help them master their movements and develop new skills, so that their physical and imaginative achievements become more satisfying to themselves and clearer for others to observe.

**At the heart of every creative movement session there should be the quest for quality, because these infants are maturing and developing, and the focus progressively changes from what they can do to how their actions are performed.**

The teacher can enrich the children's English vocabulary by using the following during Physical Education sessions (Kate Harrison 1993):

Travelling words	Turning words	Jumping words	Stopping and balancing words	Gesturing words
trot	curl	fly	stay	reach
skip	roll	explode	settle	grab
step	twist	leap	hold	stretch
stride		hop	freeze	press
run		bounce	perch	scatter
stamp		shoot	linger	touch
march			stop	gather
creep			pause	kick
gallop			rest	dab
crawl				punch
jump				
tiptoe				
walk				
slide				

Through the constant repetition of these action words, the children will gradually build up their own movement vocabulary and come to respond promptly with the appropriate action and quality each word suggests. They will know the difference for example between the words creeping and scurrying because they have experienced those words repeatedly in action.

## Safety

This is essential at all times, because all physical activities involve some risk and therefore, the degree of risk in any movement needs to be assessed carefully by anticipating children's movements.

Ground rules about play spaces, activities and the use of equipment must be laid down and understood by all the children, who should be encouraged to take responsibility of their own actions. During physical education activities, do young children come to assess risk for themselves and learn to move safely.

## Clothes for physical activity

Children need to wear comfortable clothes which allow freedom of movement. For outdoor play, tracksuits are ideal with soft soled, well-fitting shoes such as trainers. In warm weather, T-shirts and shorts should be encouraged outdoors.



## **The P.E Session**

**The following are points for purposeful activity that teachers should keep in mind when planning a physical education session:**

- \* Although the emphasis in each lesson will vary, all sessions should have a real 'physical' dimension.
- \* It is important to set and maintain a good pace as children need and enjoy the exhilaration of action, and not sitting and listening for long periods.
- \* Avoid long explanations or showing too many individual demonstrations at any one time.
- \* Hold children's attention with a concise introduction, followed by a burst of activity. Stop the activity to re-direct children's attention when necessary.
- \* Show an example of a successful response to a task is often useful in re-channelling pupils' energies after a period of practice.

**The following is a pattern of the session. Most sessions will have three or four parts:**

1. A starter activity which should last for a couple of minutes to develop listening skills and encourage children to 'tune in' to their body, and to prepare for more thoughtful and vigorous work.
2. The main activity/is follow. These have a clear learning focus. The teacher should plan to follow an energetic activity with a quieter one. For example, moving around contrasted with being on the spot or jumping contrasted with balancing.
3. Game. Involving **all** the pupils.
4. A calming final activity which helps to 'quieten' the body and to refocus the children's attention.

### **It is important to share the session focus with the group.**

At the end of a session, find time to share a few of your observations with the children as a group, recognising individual effort and achievement.

### **Children should respond to the teacher.**

Children must listen for your voice and respond to it as quickly as it is safe to do so. If a problem occurs, like misuse of equipment or unacceptable behaviour, this is dealt with it on an individual basis.

### **A code for safe, sensible working**

Each playing space has its own particular advantages and disadvantages. From the start, children should:

- \* be helped to feel secure and confident in their play space, while being made aware of any specific hazards;
- \* be encouraged to move with their own and other children's safety in mind;
- \* have explained to them rules, such as working very quietly and responding to signals, so that they will understand why these rules are needed;
- \* be encouraged to get involved in the safe practice of an activity - for example noticing that safety catches are in place and returning stray balls to their storage area.

### **In case of accidents**

All physical activity involves risk, and the most carefully organised activities in a session can still result in a child being injured accidentally.

Teachers are in duty to care for their classes, and any accidents should be *unforeseen*, and not as a result of a failure to anticipate the risk involved in a particular activity. The teachers should be familiar with the school accident policy and procedure for administering first aid.

## **The use of demonstrations**

These:

- \* are invaluable for enforcing and illustrating the task after a short practice;
- \* reward effort and invention;
- \* are vital for encouraging high quality work.

The following are very important:

1. Try to ensure that all children have a chance to share their work with the group at some time.
2. Always focus the children's observation on one feature of a child's movement or look at similarities or differences in two responses to a task.

Remember, that the quality of children's movements is often considerably higher just after watching a demonstration.

**Following is a sample planning sheet for physical activity sessions.**

Teacher's name \_\_\_\_\_

Year: \_\_\_\_\_ Age: \_\_\_\_\_ No. of pupils \_\_\_\_\_

Activity: \_\_\_\_\_

Unit focus: \_\_\_\_\_

Learning objectives/outcomes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resources \_\_\_\_\_

\_\_\_\_\_

Pupil activities \_\_\_\_\_ Teaching focus \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Introduction \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teaching style, organisation, observation/demonstration \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main activities \_\_\_\_\_

\_\_\_\_\_

Game \_\_\_\_\_

Conclusion \_\_\_\_\_

\_\_\_\_\_

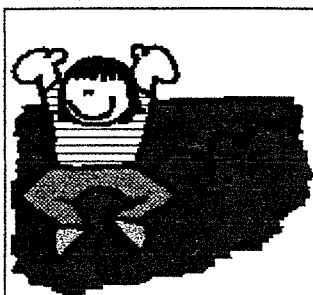
Evaluation - further planning \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Health-Related Fitness and Physical Play activities**

**to be practised in both Year 1 and Year 2**



### The teacher should provide:

- \* a good amount of locomotor and gross motor activity at least three times each week..
- \* as many fitness activities as possible into the play environment.
- \* teacher-child activities which will develop specific physical qualities - strength (the ability of muscles to exert force), stamina (the ability to carry on using muscular effort over a period of time), and flexibility (the range of movements possible at the joints).

### Suitable activities:

#### Walking:

- ⇒ head up, eyes forward, tummy in, looking at a fixed point.
- ⇒ from one point to another swinging the arms easily keeping the back straight and adopting a normal walking stride.
- ⇒ and stopping on command.
- ⇒ on the toes.
- ⇒ long strides and short steps.
- ⇒ with hands on head.
- ⇒ slowly then quickly, then slowly again.
- ⇒ with toes turned in and out alternate.
- ⇒ heel to toe and vice versa.
- ⇒ backwards.

- ⇒ with knees high.
- ⇒ on the heels.
- ⇒ on the sides of the feet.
- ⇒ stretching as tall as possible, then keeping as small as possible.
- ⇒ forwards and backwards on command.
- ⇒ forwards and making a full turn on command.
- ⇒ quickly.

### Running:

- ⇒ anywhere steadily.
- ⇒ quickly for a short distance and stopping suddenly.
- ⇒ quickly, stopping and jumping on the spot.
- ⇒ over a ten metre distance.
- ⇒ during chasing games.
- ⇒ by following a leader.
- ⇒ up sloping banks.
- ⇒ around objects equidistant from each other.
- ⇒ between two points in a straight line.
- ⇒ touching the ground at a given place and return.
- ⇒ and stopping on a command.
- ⇒ gently then as fast as possible.
- ⇒ with little steps then big steps.
- ⇒ with arms stretched wide.
- ⇒ with stiff legs.
- ⇒ on the spot.

### Bending:

- ⇒ exploring each 'bendy bit' of the body.
- ⇒ to make the body curled up.
- ⇒ in the middle while lying down, so that fingers touch the toes!
- ⇒ forwards and backwards.
- ⇒ from side to side.

### Jumping:

- ⇒ on the spot with feet together.
- ⇒ over a distance with feet together like a kangaroo.
- ⇒ over a hoop, a rope, or bean bag which is flat on the floor.
- ⇒ in and out of the hoop on both feet together.
- ⇒ around the outside of the hoop with both feet together.
- ⇒ on and off a gymnastic bench using the feet only.
- ⇒ over the gymnastic bench from side to side with hands on bench.
- ⇒ up, stretching the whole body and returning to a curled position.
- ⇒ bending the knees and ankles at take-off, keeping the legs bent, landing on the toes first.
- ⇒ pretending to be a bouncing ball.
- ⇒ trying to reach the ceiling.

### Twisting:

- ⇒ keeping the feet still and trying to twist round the rest of the body until you can see what is behind you.
- ⇒ the fingers round each other.
- ⇒ legs around each other while sitting down.

### Hopping:

- ⇒ on the spot, first with one foot, then the other.
- ⇒ anywhere on the left foot, then the right foot.
- ⇒ around the outside of the hoop first with the left foot and then with the right foot.
- ⇒ around markers five metres away.
- ⇒ over a low obstacle such as a skipping rope.

### Dramatise by:

- ⇒ galloping like a horse.
- ⇒ flying like an aeroplane by opening hands wide and running around.
- ⇒ flying like batman/batwoman.

### Dancing to recorded music or percussion by:

- ⇒ stretching high, low and wide.
- ⇒ running to the beat of a drum.
- ⇒ shaking the body, arms, legs, trunk, head.
- ⇒ shaking as the body stretches high then low.
- ⇒ jerky movements using each movable part of the body.
- ⇒ floppy movements like a rag doll - on the spot and moving in the room.
- ⇒ skipping to the beat of a drum.
- ⇒ shaking to the rattle of a tambourine.
- ⇒ tapping feet to music - alternating feet.

### Sitting:

- ⇒ with the legs stretched out, tensing the muscles and stretching the toes.
- ⇒ and bending the knees with the feet tucked near the seat. Stretching the legs out and then curling them.

### Balancing:

- ⇒ on one foot for as long as possible.

With a partner the children can:

- ⇒ curl up on the floor while the other jumps over. In groups of 4, jump over all the curled-up bodies and then change places.
- ⇒ carry a hoop between them and on a signal, they put it on the ground and jump in and out of the hoop.

Developing the trunk by:

- ⇒ reaching high first with separate hands, alternate, then with both arms.
- ⇒ crossing the arms across the chest, then stretching them wide.
- ⇒ stretching high with both arms.
- ⇒ bending gently at the waist and letting the fingertips touch the toes with knees bended.
- ⇒ making a banana shape whilst lying down.
- ⇒ making a lop-sided shape.
- ⇒ curling the top part of the body in to the waist, making the body 'tight'.
- ⇒ lying down and lifting the legs in the air; cycling with the legs.
- ⇒ sitting on the floor with the legs straight out and touching the toes.
- ⇒ standing with feet apart, twisting the body at the waist and looking over the left, then the right shoulder.
- ⇒ sitting with the legs stretched out, twisting and putting the hands on the floor behind the back.
- ⇒ stretching the arms behind the body until the palms touch.
- ⇒ bending the left arm over the right shoulder, bending the right arm behind the back; trying to let the right fingers touching the left fingers.

Developing the arms and shoulder girdle by:

- ⇒ circling the right arm forwards, then backwards, right, then left, then both together, like swimming the back crawl.
- ⇒ making a circle with the right shoulder keeping the arm at the side of the body, then the left shoulder, then both together.
- ⇒ shrugging the shoulders up and down, right then left, then both together.
- ⇒ making a circle with the shoulders - the right, the left, then both together.
- ⇒ sitting down and practising rowing a boat and paddling a canoe.
- ⇒ putting the heads on the head with elbows pointing outwards, and bringing the elbows towards each other, trying to make them touch.

- ⇒ pretending to climb a ladder; reaching high with alternate hands.
- ⇒ stretching the arms wide with the palms facing the sky, slowly reaching up and clapping the palms above the head. Turning the palms outwards and clapping the hands behind the back.
- ⇒ putting the body weight on two hands, using the toes to balance the body - counting to five.
- ⇒ crawling like a caterpillar starting in a crouched position and moving the hands in front of the body as far as possible then walking the feet to meet the hands.
- ⇒ lifting the legs alternate, with the weight on both hands.
- ⇒ kicking both legs in the air, with the weight on both hands.

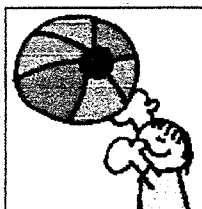
Skill practices using bean bags by:

- ⇒ tossing them into the air with one hand.
- ⇒ putting a number of bean bags in a line two metres apart. The children run to collect the first and put it into a basket, then the second etc.
- ⇒ putting a bag on the ground ten metres away from the children asking them to run round it and return to the start.
- ⇒ placing hoops around the space and ask the children to throw the bean bag inside the hoop.
- ⇒ placing a number of bags in a line a metre apart, where the children run around them and straight back to the starting place.

Skill practises using large balls by:

- ⇒ running and kicking a stationary ball.
- ⇒ getting the children to roll the ball away from themselves.
- ⇒ tossing the ball into the air with two hands from waist height.
- ⇒ kicking a stationary ball from a standing position.
- ⇒ holding the ball in both hands and running around with it.
- ⇒ rolling the ball along the ground.
- ⇒ getting the children to try tossing the ball through a suspended hoop.

## The skill of Catching



This is a basic action which all children need to develop, and school may provide the only opportunity for some of them to practise this important skill.

A successful pattern of catching needs a lot of individual practice with large, light balls in the early stages. Later on, it is important to practise catching smaller balls which are thrown in more varied ways.

### Catching activities for Year 1

#### **1. To follow the movement of a ball and collect it before it stops.**

- \* Let the children choose a ball of any size they choose and feel its size and texture.
- \* Ask them to try walking/running around the space keeping the ball firmly in their hands.
- \* Show them how to send it with a low underarm or sideways throw so it stays close to the ground.
- \* Get them to watch it, follow it and collect it.

## **2. To improve visual tracking of a bouncing ball and hand/eye co-ordination.**

- \* Ask the children to choose a ball and hold it in front of them, hands 'sticking' to it.
- \* Ask them to push the ball down so it bounces on the ground in front of them.
- \* Tell them to watch the ball bounce up and down and see if they can stick their fingers back on to it.

## **3. To practise and reinforce a successful catching pattern.**

- \* Ask the children to select a ball or a bean bag which they think they can catch easily.
- \* Tell them to throw it upwards and reach out with both hands to meet it. Their fingers and hands should close onto it and bring it quietly and safely into their tummy.
- \* Ask them to count and see how many throws they can catch before one drops. See if they can make the throw a bit harder, a little higher, slightly more forward, still making a safe, quiet catch every time.

<b>Catching activities for Year 2</b>
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### **1. To practise catching a ball which bounces back off a wall.**

- \* Ask the children to choose a bouncy ball and throw it at the wall from about three metres away.
- \* Let them try different ways of throwing the ball so it comes back for them to catch.

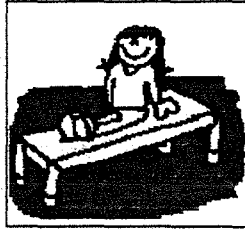
### **2. To catch a ball travelling towards them from a partner's co-operative throw.**

- \* Ask the children to choose a partner and show them how to help the partner catch a ball by standing one to two metres away and sending a gentle underarm throw towards their partner's tummy. The catcher's hands and fingers should reach towards the ball and close around it, bringing it carefully in.
- \* Suggest they take a step backwards or try with a different ball to make it harder, (not unless they have mastered the skill though).

**3. To extend catching skills by experimenting with new ways to throw and catch, and to 'make a game'.**

- \* Ask the children to collect a ball and practise their throwing and catching.
- \* Harder catches: adding claps; turning around before catching.
- \* Get them to try out different ideas, then plan and practise at least two ways which they can make into a game.

## Gymnastics



In this aspect of PE, the teacher should be primarily concerned with the gross motor development of children. Through this children learn both the manage their bodies and to exercise their large muscle groups. Children should therefore develop various physical qualities which will enable them to meet the challenges of the environment in which they live. The children will also be able to cope with any stresses in the environment without too much fatigue and still retain enough energy to play.

### Gymnastics in Year 1

#### Objectives

At the end of the year, children should be able to:

- ⇒ run on their toes.
- ⇒ walk easily on a narrow line for 3 metres.
- ⇒ skip on alternate feet.
- ⇒ stand on one foot for 10 seconds.
- ⇒ hop forward 25cm on each foot separately.
- ⇒ jump forward from a standing start with two feet together for a distance of 45cm.
- ⇒ put weight on hands for a few seconds.
- ⇒ jump vertically to a height of 8cm.
- ⇒ give an immediate response to the command 'stop'.
- ⇒ be aware of and be able to use all available space.
- ⇒ be capable of simple rolls - curled sideways roll, long pencil roll.

- ⇒ hold position of stillness at different levels and on large parts of the body.
- ⇒ jump over low obstacles.
- ⇒ hop on the spot on one leg six times.
- ⇒ carry apparatus competently.

Activities for gymnastics should include:

- ⇒ the **use of space** → walking, running, using a bench and a mat.
- ⇒ **resilience** → bending, bouncing, using benches, using mats.
- ⇒ **body shape** → stretching, curling, sitting, kneeling/lying, moving, using mats and benches.
- ⇒ **travelling** → walking, running, jumping, hopping, skipping, galloping, leaping, sitting, lying, rolling, pushing, pulling, using apparatus to include benches, planks, a long mat.
- ⇒ **weight-bearing** → walking, running, sitting, lying using mats.

Use of Space

Walking:

- ⇒ freely around the room.
- ⇒ and stopping on command.
- ⇒ forwards, changing to walking backwards.
- ⇒ and collecting hoop or mat and put it in a space.
- ⇒ around own hoop or mat forwards and backwards.
- ⇒ anywhere not touching hoops or mats.
- ⇒ anywhere and on command - children standing either inside a hoop or on a mat.
- ⇒ forwards around each hoop.
- ⇒ forwards and backwards around hoops or mats.
- ⇒ whilst lifting the knees high.
- ⇒ using big steps then little steps.

### Running:

- ⇒ to walking and vice versa.
- ⇒ towards the 'fly' corner.
- ⇒ to practise acceleration and deceleration.
- ⇒ varying the speed from jogging to running and back to jogging.
- ⇒ jogging and jogging on the spot.
- ⇒ whilst keeping low to the ground.
- ⇒ anywhere on a signal and returning to place present before started running.
- ⇒ anywhere with arms in different positions.
- ⇒ with straight legs.

### Using a bench and a mat:

- ⇒ walk freely in the space around them without touching.
- ⇒ and in groups, walk forwards along the bench and then along the mat.
- ⇒ walk forwards along the bench and then backwards along the mat.
- ⇒ walk backwards along the bench and then run across the mat.
- ⇒ walk along lifting the knees high.
- ⇒ experiment by making long steps followed by short ones, lifting the knees high.

### **Resilience**

#### Bending:

- ⇒ forwards and backwards.
- ⇒ each joint until a crouched position has been reached and then straighten up.
- ⇒ different body parts whilst sitting down.
- ⇒ different body parts while lying down.

### Bouncing:

- ⇒ on the spot, bending the knees and ankles before take-off, landing on the toes, and transferring weight onto the whole foot, bending the knees and ankles on landing and sinking into the floor.
- ⇒ by trying small jumps, landing on the spot.
- ⇒ by trying small jumps, landing in various positions.
- ⇒ pretending to be a bouncing ball.

### Using benches:

- ⇒ walk along and step off.
- ⇒ walk along and jump off.
- ⇒ run along, jump off, sink to the floor, whilst bending the ankles, the knees and the hips.

### Using large mats:

- ⇒ run and jump over it and land.
- ⇒ curl into a ball on the mat.
- ⇒ do a sideways curls roll.
- ⇒ stand up, melt down onto the mat.
- ⇒ jump on and off the mat.

### Using low tables, benches and mats:

- ⇒ get onto the apparatus, step off them and 'sink' into the ground.
- ⇒ get onto apparatus, step off and 'sink' into the ground.

## **Body Shape**

### Stretching:

- ⇒ one arm up - both arms - the fingers and make a tall, thin shape.
- ⇒ the arms and legs wide to form a star shape.
- ⇒ while walking around the space in a tall thin shape.
- ⇒ while walking around the space in a wide star shape.

### Curling:

- ⇒ into a small shape.
- ⇒ and walking around the space in a curled shape.
- ⇒ alternately assuming thin, star and curled shapes.

### Sitting:

- ⇒ and stretching out arms, hands and fingers, then curling them up.
- ⇒ and stretching out legs and toes, then curling them.
- ⇒ and curling into a ball and then 'exploding' into a star shape.

### Kneeling/lying:

- ⇒ on the back, the front, the side, and stretching into different shapes - star, thin, ball and irregular shapes using one arm, one hand and one leg etc.

### Moving:

- ⇒ with a hoop each and running around and on a command, curl into a ball inside the hoop.
- ⇒ while playing 'hedgehogs' (small and ball-shaped) and 'lampposts' (tall and thin-shaped). The teacher calls hedgehogs and lampposts and the children change into that shape and move around.
- ⇒ while playing 'caterpillar' by moving along in a long stretched thin shape and then in a small, curled shape.
- ⇒ while playing 'snakes' by moving the body along without assistance from the hands or the feet.
- ⇒ by jumping around in a curled shape, then stretching high in the air.

Using mats to:

- ⇒ move across on the knees keeping a curled shape.
- ⇒ move across on the feet, keeping a curled-up shape.
- ⇒ for the above 2 points with a stretched shape.
- ⇒ curl up and try a sideways roll.
- ⇒ stretch out and try a 'roly-poly'.
- ⇒ curl into a ball shape and try rocking.
- ⇒ stand on one foot and hold a stretched shape.
- ⇒ curl up and stretch out suddenly.

Using benches to:

- ⇒ climb on and step off.
- ⇒ climb on, jump off and progress to a jump with the body stretched.
- ⇒ practise moving along in a curled shape.
- ⇒ hold a hoop on the bench while a child curls up to go through it.
- ⇒ practise long stretched steps.
- ⇒ walk along in a star shape, a hedgehog shape and a lamppost shape.
- ⇒ walk with hands on head, on hips and stretched out.
- ⇒ walk and clap hands in front and behind.
- ⇒ walk along by starting with a lamppost shape and finishing in a star shape.
- ⇒ move along on seats, using feet and hands to propel the body.

## **Travelling**

- ⇒ walking in different directions, at different speeds, with different steps.
- ⇒ running in different directions at different speeds.
- ⇒ jumping around on two feet.
- ⇒ hopping, skipping, galloping and leaping around.
- ⇒ on hands and feet.
- ⇒ weight on seats using feet to propel the body.
- ⇒ lying on their front, back and side, using the hands to propel the body.
- ⇒ on the seat dragging the body behind, the two hands and arms move the body like a seal.
- ⇒ one child gets inside a hoop and another holds the hoop against the first child's waist. One pretends he is a horse and the other, a coachman. They can travel around the room and practise stopping, accelerating and decelerating.

## **Weight-bearing**

- ⇒ walk and run freezing on command.
- ⇒ sitting on the floor lifting legs and arms in the air.
- ⇒ lying on front lifting chest, legs and arms in the air.
- ⇒ making a bridge by facing the floor and taking the weight on hands and feet.
- ⇒ making a bridge with two hands and one foot, then two feet and one hand.
- ⇒ standing on one foot and putting the side of the other foot behind the calf of leg.
- ⇒ walking forward with heel of new foot always touching the toe of the other foot.
- ⇒ standing on one foot and leaning forward until the body is in the shape of the letter T.
- ⇒ walking along a chalk line.
- ⇒ walking around a hoop without touching it.

### Using mats:

- ⇒ walk across the mat with two hands and one foot keeping the other leg high. Try right and left feet alternately.
- ⇒ walk across the mat with one hand and one foot.
- ⇒ lie on the back and raise the legs, head and arms off the floor.
- ⇒ lie on one side and lift legs and head.
- ⇒ experiment by choosing different parts of your body on which to put weight and keep still on that part chosen.

<b>Gymnastics in Year 2</b>
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### Objectives

At the end of this year, children should be able to:

- ⇒ hop skilfully on each foot, on the spot, and moving forwards.
- ⇒ gallop and skip.
- ⇒ balance on each foot for over 20 seconds.
- ⇒ climb on, up and from apparatus.
- ⇒ roll sideways in a stretched and curled position.
- ⇒ complete a forward roll.
- ⇒ jump to a height of 20cm.
- ⇒ remain still on different parts of the body.

### Resilience

#### Bouncing:

- ⇒ on the spot.
- ⇒ in and out of hoops with two feet together - forwards, backwards, sideways, with a turn.

### Jumping:

- ⇒ by running, leaping into the air and practise landings.
- ⇒ by running and jumping over a hoop.
- ⇒ by running and jumping over small mats.
- ⇒ from benches and landing on two feet.
- ⇒ over planks and benches.
- ⇒ over each other.

### Running:

- ⇒ at a speed and stopping.
- ⇒ and on a command 'freeze', holding that position.
- ⇒ and on a command, jumping in the air and landing.

### Travelling

- ⇒ moving on different parts of the body.
- ⇒ rolling and travelling.
- ⇒ with different parts of the body leading e.g. foot, knee, head, seat, etc.
- ⇒ like a frog, a dog, a rabbit, a seal, a giraffe, a snake.
- ⇒ like a robot.
- ⇒ with different speeds and directions by:
  1. stopping and starting.
  2. accelerating and decelerating.
  3. reversing.
  4. moving right and left.
  5. moving up and down.
- ⇒ by rotating:
  6. turning on the spot to the right and left.
  7. using a hoop to practise going round to the right and left.
  8. rolling on the floor to practise revolving like a wheel.
  9. walking in any direction and on command, turning round once and walking in any direction again.
  10. using quoits as steering wheels - practising turning the quoit to move right and left and all the way round.

11. circling the hands at the wrists and the arms at the shoulders.
  12. spinning around on the seat and on the tummy.
- ⇒ working on weight and forces:
13. strengthening actions, tensing the muscles, pressing, pulling and pushing individually.
  14. pulling in twos sitting legs stretched; standing with outstretched hands; one behind the other.
  15. facing a partner, putting the palms together and pushing.
  16. one partner stands and exerts strength, the other tries to move the partner.

### **Weight-bearing**

- ⇒ Stand on one leg, lift a bean bag with the toes of the right foot and put the bean bag near the left foot. Repeat with the other foot.
- ⇒ Try to balance on each foot in turn with the eyes closed.
- ⇒ Stand on one foot. Experiment and bend forwards, backwards and sideways.
- ⇒ Kneel down and fall forward, using the hands to prevent total collapse.
- ⇒ Practise walking along a 2.5m skipping rope stretched along the floor. Move forwards and backwards - one foot in front/behind the other.

### **Using benches practise:**

- ⇒ moving along on different parts of the body.
- ⇒ moving backwards and sideways, turning on different parts of the body.

### **Using planks practise sliding:**

- ⇒ on different parts of the body.
- ⇒ with different parts of the body leading.
- ⇒ on different parts of the body.
- ⇒ holding a position halfway down the plank.
- ⇒ holding a statue shape position.

## **Balancing**

- ⇒ Backwards, heel to toe and around a hoop.
- ⇒ Forwards and backwards, heel to toe and along a skipping rope.
- ⇒ Walking on the heels, toes and the sides of the feet.

### Using benches to:

- ⇒ move forwards slowly, stopping at the end and making a controlled jump off the end onto a mat. Do not progress further until this point has been achieved.
- ⇒ Walk backwards and sideways.
- ⇒ Walking on the heel and toe, backwards, forwards and sideways.
- ⇒ move using different arm positions such as hands on hips, hands on heads, arms above the head, arms outstretched, arms folded etc.
- ⇒ walk clapping the hands in front and behind.
- ⇒ balance a beanbag on the head, shoulder, and other parts of the body.
- ⇒ balance in the centre on one leg in a particular shape.

### Obstacles:

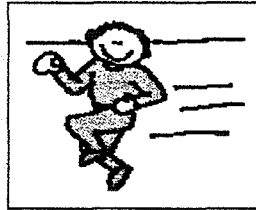
- ⇒ stepping into a hoop at different heights.
- ⇒ rolling a ball along the bench with hands

## **Rocking and Rolling**

### Using individual mats practise:

- ⇒ stretching and curling weight on the feet.
- ⇒ crouching and 'tucking up' weight on the feet.
- ⇒ crouch jumps across the mat and around it.
- ⇒ rocking from side to side
- ⇒ rocking on any part of the body.
- ⇒ roly-poly across the mat.

## Games



### Activities and skills to be practised before starting games:

#### Possession skills with ball or bean bag:

- \* walk and carry, then run;
- \* drop and collect, then catch;
- \* throw upwards, watch it drop then catch;
- \* bounce and catch;
- \* roll along floor with hands;

#### Sending and collecting skills with bean bags, balls, bats and sticks:

- \* roll, chase and collect;
- \* throw sideways, underarm, overarm, chase and collect;
- \* kick, chase and collect;
- \* send against wall and collect;
- \* aim at, into or between targets.

Energetic, running-type games with simple rules help to raise children's heart rates and should form a part of each games session.

Children enjoy making up games on their own and should be encouraged to do so.

**1. To improve control in running and stopping.**

- \* Ask the children to run on the spot and on the signal 'treacle' (sticky) they must stop, with their feet sticking to the floor.
- \* Give them a clear signal to run again.
- \* When they understand the rules, let them run around, slowly at first, then more quickly, reminding them to listen carefully for 'treacle'.
- \* Vary the length of time between each 'treacle' and encourage the children to run faster as they become more confident.

**2. To improve co-ordination by watching and handling moving balls.**

- \* Organise some baskets in the space, each one containing the same type of ball.
- \* Show the children the different types of ball and name them - for example, plastic, sponge, big, middle-sized, small - and show them where they are kept.
- \* Send the balls across the space and ask the children to go and collect one and bring it back to the right basket.
- \* Repeat and ask them to bring the same (or different) type back. Then let them choose a ball to play with on their own.

**3. To explore and discover some ways of handling equipment.**

- \* Arrange the baskets around the edges of the playing space.
- \* Show the children the unfamiliar equipment and name it.
- \* Make them aware of what other equipment there is to play with and remind them about playing sensibly. Let them choose their own equipment.

#### **4. To improve the co-ordination of hands and feet in a skipping action (jump rope).**

- \* Ask the children to collect a rope each and place it on the floor in a line.
- \* Get them to jump forwards and backwards over it smoothly. If they can do this easily with a good rhythm, suggest they pick up the rope and hold it behind them, one end in each hand, with the rope just touching the floor when their arms are outstretched.
- \* See if they can swing the rope over their heads and when it hits the floor jump over it, 'slap, jump'.
- \* Encourage them to repeat the action without stopping. Ask them to count how many times they can do it.

<b>Games for Year 2</b>
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#### **1. To improve control and accuracy in ball bouncing.**

- \* Ask the children to choose a ball that they think they can bounce and catch well, then find a space and practise.
- \* Ask them to collect a hoop, place it on the floor, and see if they can bounce their ball inside the hoop.
- \* Suggest that they walk or run to another hoop and repeat the activity.

#### **2. To improve accuracy in throwing a ball or bean bag for a partner to catch.**

- \* Show the activity to the children and explain it. The ball is thrown backwards and forwards between the two players. The catcher should stand about two metres away with arms and hands showing where the ball is wanted.
- \* Ask the children to find a partner and to choose a ball which they can both catch.
- \* After a few success catches, ask the catcher to 'show' the hands higher, lower or to the side and see if the thrower can still throw accurately into them.

**3. To give further practice in a range of games activities and to learn to bounce a ball on a racket.**

- \* Organise the children into four groups so they can move around the four activities.
- \* Choose a variety of activities which the children already know.
- \* Focus on the children using bats or rackets with balls.
- \* Ask the children to see if they can place the ball on the racket face and keep it there, then try to walk around with the ball balanced on the racket.
- \* Let them try to make the ball bounce up and down.

The children may need to hold the racket with both hands to get better control over the bouncing action. After a few minutes stop them and rotate the groups so everyone gets a turn with each piece of equipment.

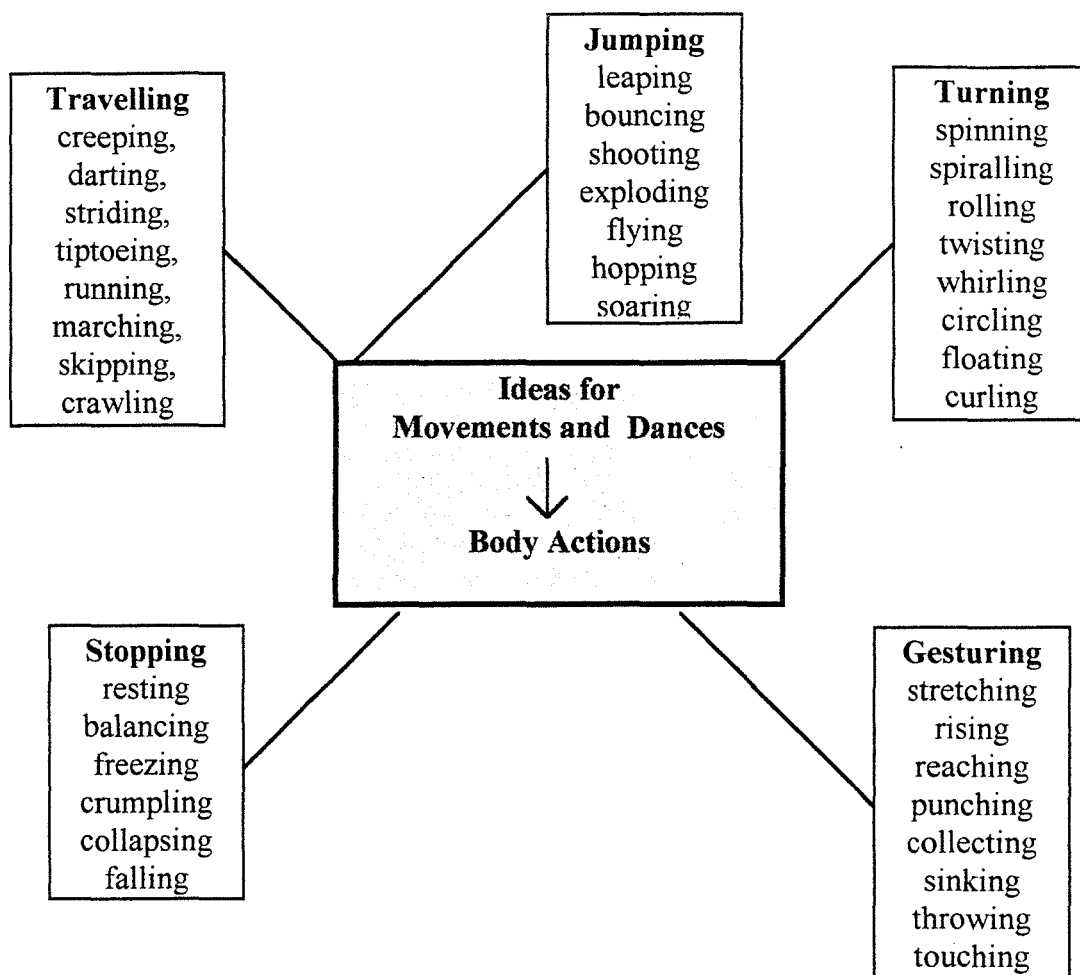
## Movement and Dance



Right from the start, pupils should be given the opportunity to make a dance. Creative work starts when the children are given a stimulus which captures their imagination and excites them into action. Children need to express their ideas in an atmosphere where their efforts can be seen and valued by their teacher and peers.

The stimulus for the dance can be a rhyme or a familiar story line and it could also be a rhythm created by a percussion instrument. Stimulus for dance could also be words based on a topic such as the weather; rain.

Dance may only have two contrasting types of movement for example, skipping followed by a turning action.



The teacher should keep in mind to give the children plenty of time to recognise and enjoy their own rhythms, plus time to practise improving the natural way one action flows into the next.

## **Dance activities for Year 1**

### **1. To develop awareness and control of different parts of the body in action.**

- \* Ask the children to come and sit by you.
- \* Tap quietly on the floor with your finger tips and ask them to join in. See if they can tap on the floor, then clap their hands together.
- \* By adding percussion sounds, like tapping on a tambourine, the quality of the movements can be improved and clear instructions can be given for changing from one action to the next.
- \* Make a pattern of sound which is easy for them to repeat.
- \* Ask the children to stand in a space and do one action with one body part and one with another using contrasting qualities such as quick and slow or strong and light.

### **2. To increase movement confidence and control by matching patterns of movements to well-known rhymes.**

- \* The children can chant the rhyme as they move.
- \* The teacher can say the rhyme emphasising certain words to help the actions become more expressive.

### **3. To improve control in matching foot patterns to sounds which have a regular beat and rhythm.**

- \* Lead the children quietly into a space.
- \* Set off walking around the outside of the room/playground/hall, beating a drum firmly, with the children following you.
- \* Look around as you go and use your voice to help develop the appropriate quality of movement.
- \* Give the children plenty of time to move at one speed before you change it.
- \* Try beating the tambourine in a more rhythmic way to encourage other actions.

**4. To encourage children to perform basic body actions in a more sensitive and imaginative way.**

- \* Play some quiet, melodic music or a pattern of sound on percussion such as chime bars or bells.
- \* Talk quietly with the children using words like gentle, smooth and calm to describe the sounds.
- \* Suggest that if they put on 'special dancing shoes' they can do special movements to this sound.
- \* Ask the children to put on their 'quiet' shoes which will help them to do very gentle actions and to walk, skip or tiptoe around, keeping their whole bodies very light. When the sound stops they must stop moving but try and stay as light as possible.
- \* Ask the children to try moving their arms and hands up high and down low or to turn around with the same feeling of lightness.
- \* Contrast the above actions with 'strong shoes' which make their bodies firm and energetic so they can jump around the spaces, stopping and holding strong body shapes.

**5. To observe the qualities of a balloon when it is inflated, moves and is deflated, expressing these qualities in movement.**

- \* Blow up a balloon very slowly and let them see how it changes shape.
- \* Get the children to show you how they can grow into a particular shape very slowly.
- \* Encourage them to balance, not only on their feet, but also on different parts of their bodies.
- \* Show them how quietly the balloon can go high and come down to bounce along the floor without a sound.
- \* Let the children practise jumping on the spot or in different directions, each time landing with an exaggerated, quiet, bouncy action.
- \* Ask them what would happen if there was a gentle breeze. Let them show you how gently they could set off, rise up, sink down or roll over. Let them try to move like different shaped balloons.

- \* Finally the balloon bursts - practise energetic explosive jumping and collapsing to the floor, matching to a firm beat on the tambourine. or moving quickly with jumping, turning, whirling movements which get smaller as the balloon deflates.

## Dance activities for Year 2

### **1. To improve co-ordination by practising a pattern of movements which fit together, showing a clear start and finish.**

- \* Ask the children to find a space quietly and to sit still and listen.
- \* Play a pattern of sound to a familiar nursery rhyme rhythm.
- \* Suggest an action which would fit the sound.
- \* Let the children find a starting position.
- \* Play the pattern of sound and let the children practise.
- \* Ask them to show you their starting position each time before you begin playing, and tell them that they should start to move only when they hear the sound. When the sound stops, their movement should stop too.
- \* Repeat the idea using different instruments.

### **2. To use movement to express children's observations of running and frozen water.**

- \* Ask the children to balance in a strong shape with elbows and hands playing an important part.
- \* Play sharp sounds on an instrument so the children can keep changing shape using their whole body.
- \* Shake the tambourine gently and suggest that one part of their body is getting warmer and is going to melt - the whole body melts down into a 'puddle'.
- \* By adding beats on the tambourine, see if the children can gradually make their movements stronger until they stop on one strong, loud beat, in a 'frozen' shape.

**3. To develop more quality and control in movement by performing some sudden actions and some slow and sustained actions.**

- \* Play a sound which has a very clear quality, like striking a woodblock sharply, and ask the children to move an arm or hand on each sound making a sharp, jerky action and then keep still. Each action should be done very fast.
- \* Ask the children to move more parts of their body at the same time. Make a pattern.
- \* Contrast the above with silence and ask the children to creep, moving so carefully that you cannot hear their feet touch the floor. Focus also on speed, exaggerating as much as possible.

**4. To practise drawing patterns in the air and on the floor imaginatively, and keeping well balanced.**

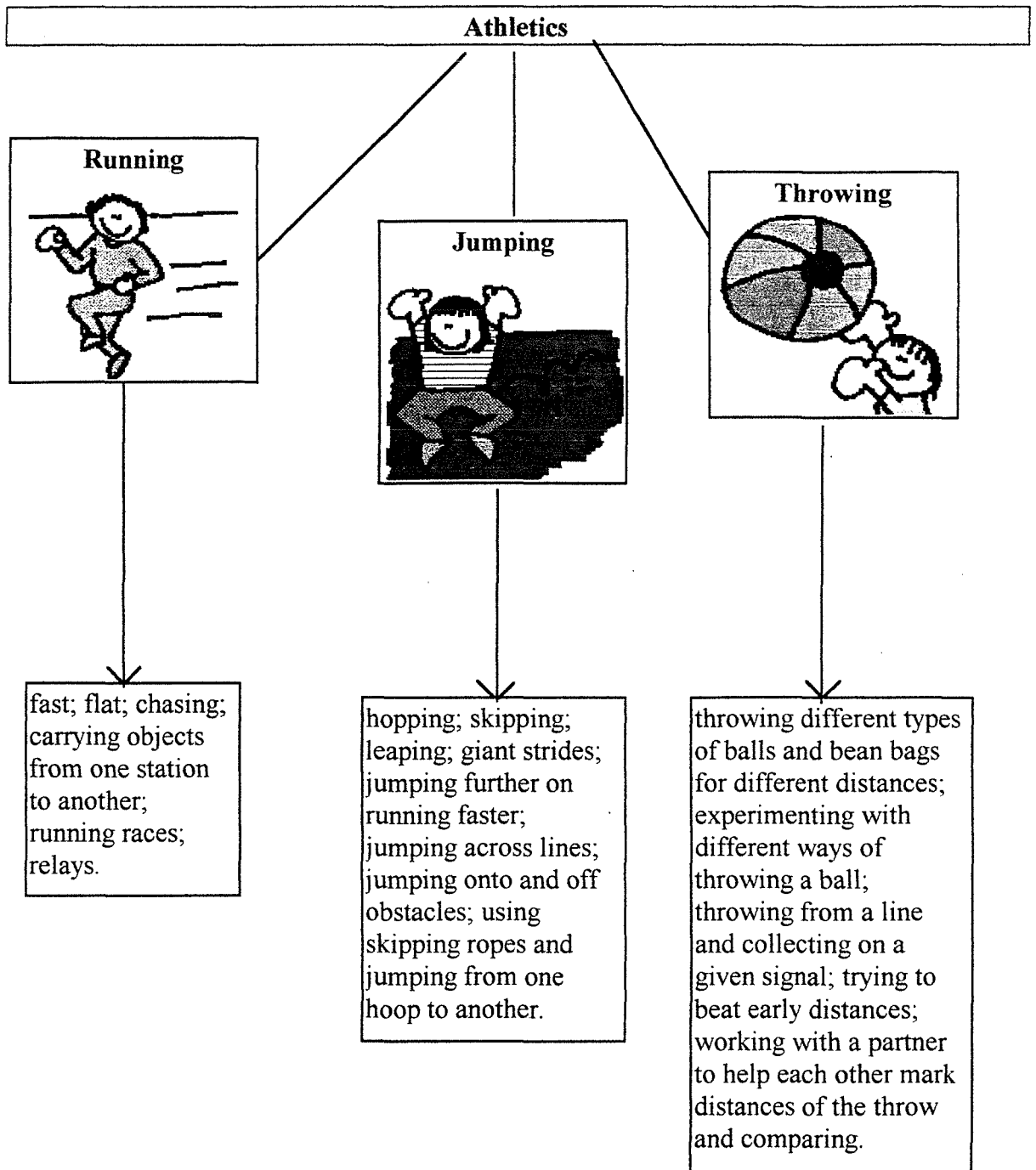
- \* Ask the children to watch your hand as it 'draws' a smooth pattern in the space in front of you, with one, then the other hand.
- \* Ask them to show you a big pattern made in the air using their hands, based on curves, circles or straight lines. A sound accompaniment can help them to draw a pattern and provides clear signals for starting and finishing the phrase.
- \* Contrast this with a pattern in the floor, like running lightly in and out of each other, or drawing big circles on the floor by skipping. Children can combine the two patterns together by having a clear 'change' signal on percussion, or let them choose their own actions for their 'pattern dance'. Progress gradually into this.

**5. To take turns with a partner to make clear phrases of movement matched to clear patterns of sound.**

- \* Play music and ask the children to join you in clapping along with it.
- \* Ask them to find a partner and to stand near each other in a space.
- \* Play the music so they can practise a pattern of actions.
- \* Have a number one and a number two in each pair.
- \* Illustrate the idea of a 'conversation' with one couple - one moves and holds a shape, then two moves and does the same.

**6. To make up a clap dance.**

- \* Repeat no. 5 by including clapping in their dance movements.



Many of the above mentioned athletic activities would have naturally taken place in the games sessions. Running and jumping for example would have been practised during gymnastic sessions.

If the focus is specifically on these skills, then a balance must be provided in the amount of stamina, strength and agility each activity demands.

Running activities are practised best with all the group together, so there are natural rests between bursts of activity, and the pace can be monitored more easily.

Throwing for distance is safest when all the group is concentrating on one activity.

Groupwork can be organised where jumping over lines and small obstacles is involved.

<b>Athletics for Year 1</b>
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**1. To improve co-ordination in the basic running action.**

- \* Bring the children close to you and ask the children to run up and down on the spot, making their knees and arms work hard.
- \* Ask them to stand next to a marker.
- \* Ask them to run around the play area touching markers as they pass them. Remind them to watch where they are going and not to touch anyone else.
- \* Give a signal 'stop' or 'freeze' - the children must slow down and keep very still.
- \* Give them a clear signal to start again. Let them have short bursts of running, followed by brief rests.

**2. To practise running at a steady pace to raise heart rate and work co-operatively to lead or follow a partner.**

- \* Ask the children to find a partner.
- \* Choose one pair to help you show and explain the idea - standing one behind the other, a good stride apart, the leader sets off running with the other child following and copying close behind. Show them how to turn and face the other way so the other child can become the leader.
- \* Let all the pairs have a go, then on a clear signal they should stop and turn, with the other child taking over as leader. Do this several times so that children learn to adjust their running speed.

### **3. To practise starting on a signal and running fast in a straight line to a set point.**

- \* Make clear paths for running by using two bean bags of the same colour for each child. Place one at the start and one at the finish, about 15-20 metres away.
- \* Arrange the bean bags at least 2 metres away from the next child's.
- \* Ask the children to find a partner and then to join with another pair to make four.
- \* Each group lines up in turn, each child placing one foot up to and behind the start line or each child standing next to their marker.
- \* Show them how to lean forwards, pushing off hard and fast and punching with their arms as soon as they hear the start signal.
- \* Tell them what you will say, like 'get ready...go'. Ask them to run in a straight line to their own colour marker.

### **4. To practise and enjoy fast running as a member of a small 'team' and to build up stamina.**

- \* Ask the children to make groups of four.
- \* Demonstrate the activity with one group. Position one pair at the start, one behind the other, with the other pair opposite them at the finish line.
- \* The first one at the start runs down the track carrying a bean bag which she hands over to the first runner from the other pair waiting at the finish line. This child runs back with it and hands it to the second runner at the start line and so on until all four runners have had a run. Let all the children have a go at being the first runner. Do not put competition for winning in this activity.

**5. To practise combining a run and a jump in a well-controlled pattern of action.**

- \* Let the children practise a run and a jump to see how far they can go, finding their 'jumping foot' and trying to land on both feet. Look for a well co-ordinated example to show the group.
- \* Ask each child to collect a rope and find a partner.
- \* Place two ropes on the ground about a metre apart, then show and explain the idea to them. Stand a short way back from the rope, run fast to take-off behind one rope, jump the 'river' and land over the second rope.
- \* Each pair then finds a space and decides how far apart to place their ropes.
- \* Give the children plenty of practice to get the combined action right, before they focus on jumping further.

<b>Athletics for Year 2</b>
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**1. To develop leg strength, improve control and increase distance in a two-footed standing jump.**

- \* Ask the children to find a space and stand with their feet side by side and slightly apart. Let them practise seeing how far forwards they can go in one jump. Remind them to land on two feet each time and keep still.
- \* Ask the children to find a partner and use one pair to show the ideas using the lines on the ground or a rope. One child stands with her toes to the line, and jumps. The child's partner stands a short distance away and places a marker level with the back of the heel.
- \* The children will take turns at jumping and marking for each other, trying to jump past their own marker.

## **2. To practise jumping over a barrier at different heights.**

- \* Ask the children to find a partner and collect two activity skittles and a cane, which they carry vertically for safety. Show them how to place the cane on the skittle on the side 'away' from the jumper, so that it will fall off easily if knocked.
- \* Suggest to the children that they start off with the cane very low and find ways to jump over it.
- \* The children can move the cane higher as they become successful. Direct each pair to a specific space.

## **3. To practise throwing in a straight line, trying to beat their own 'best throw'.**

- \* Ask each child to collect two bean bags of the same colour; one for throwing and one for marking. Have a line or a long skipping rope as a start line.
- \* Show the activity to the children, throwing one bean bag in a straight line forward with an underarm action. Try to throw the second one even further.
- \* Run to collect the nearest one and bring it back to the start line, always leaving the further one as a marker.
- \* Remind the children to look before throwing, then to try and throw the bean bag in their hand further than the one out on the ground or the floor.

## **4. To help develop an effective overarm throwing action.**

- \* Ask the children to find a partner and number themselves one and two. Number ones should collect a small ball and spread themselves out along the start line with one for forward. Number two should stand a few metres back. Show the children how to hold the ball well back with their elbow bent and ask them to throw it straight ahead, straightening their arm as they release it.
- \* On signal, the children run after their ball, carry it back and give it to their partner.
- \* Let the children have several turns at throwing as well as looking at some good examples.

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Handwriting

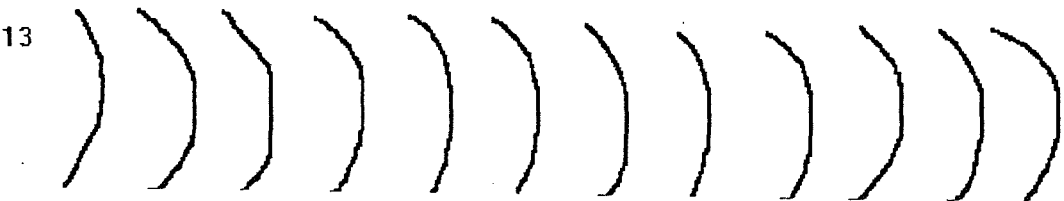
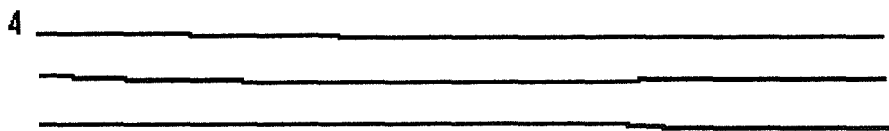
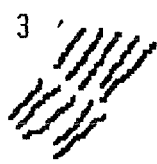
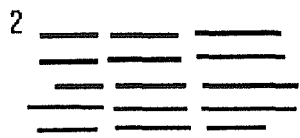
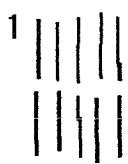
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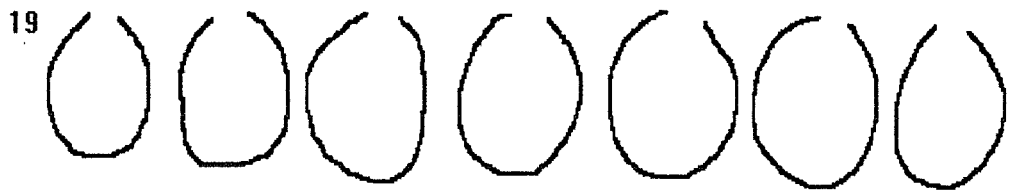
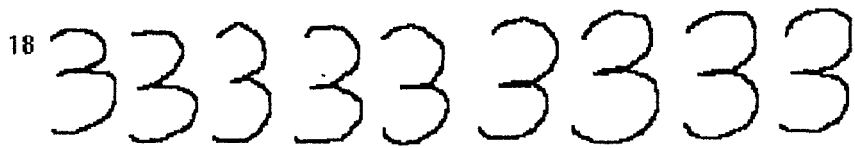
When children start Year 1, they should already know how to hold a pencil and scribble with it on a blank sheet of paper.

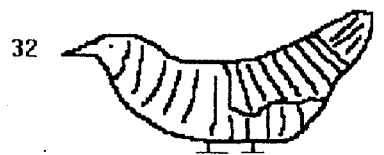
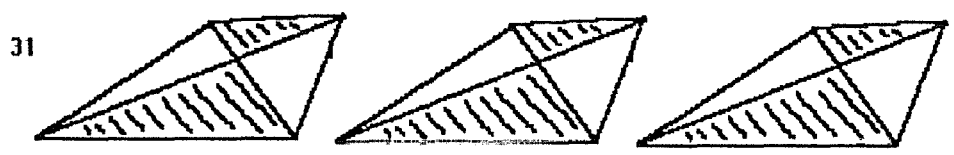
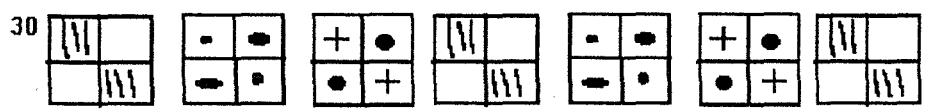
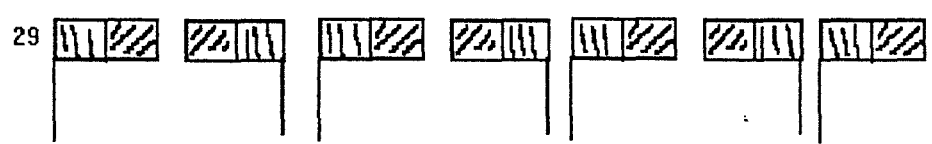
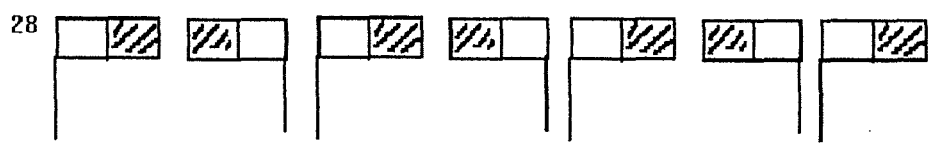
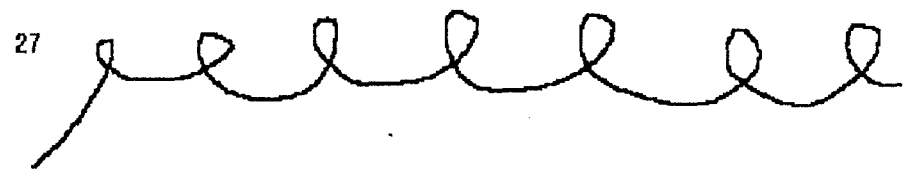
As a first step in Year 1, the teacher should let the children scribble onto a blank sheet, whilst going around to see whether there are any children with problems. In case of this, the teacher should try to help the child by showing him/her how to hold the pencil first, and then to hold it and scribble without letting the pencil fall off from between the fingers.

Activities such as **free painting** using brushes, pencil colours, crayons and felt tip pens, and **repeating patterns** using all these mentioned utensils, is good practise for holding a pencil and writing firmly onto a blank paper.

The teacher in Year 1 should, therefore ask the pupils at the beginning of the scholastic year, to buy copybook with white blank sheets in order to do the following exercises for practising pre-writing:







After using these exercises as practise in handwriting, the children should start practising the lower case alphabet letters and the numbers in between lines. On a narrow lined copybook, they should practise writing the lower case alphabet letters, whereas on the wide lined copybook they should practise writing the numbers. It is assumed that children start the Maltese Language before the English Language, so the alphabet should be the one in Maltese, for Year 1.

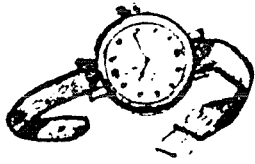
It is also assumed that Year 1 teachers teach 2 Maltese alphabet letters in a week. It is quite practical therefore to practise handwriting the same letters being taught. For example if this week the teacher is teaching the letters **o** and **a**, then, the handwriting practise for that week would be these two letters.

In Year 2 handwriting is usually done in English, that is, using the English alphabet letters and English words in conjunction with the letter to enhance vocabulary. In Year 2 handwriting is generally done once a week which is enough, as long as the children are asked by their teacher to use the handwriting skills practised in the handwriting lesson, when they are doing other work.

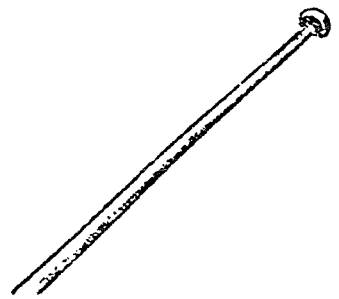
In order to be creative and children see the significance of learning, a handwriting lesson could be used as a means to enhance more vocabulary, other than that found in their Maltese and English reading set text books. Thus the children would be building a dictionary of their own. The following worksheet sets; Set 1 for Year 1 and Set 2 for Year 2, can be used for classwork practise in handwriting and thus vocabulary building; for homework a narrow lined copybook can be used for more practise.

# Handwriting

Set 1  
for  
Year 1



a



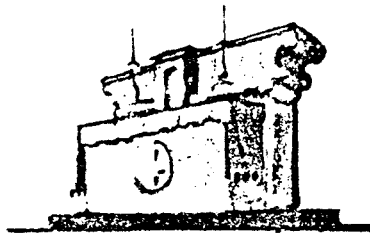
ajruplan

arblu

aħdar

aħmar

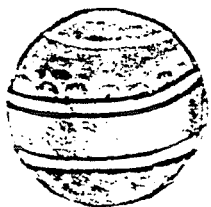
artal



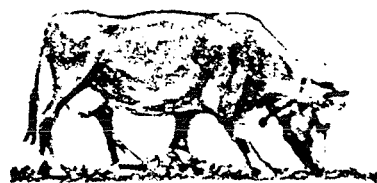
arloġġ

a

a



b



ballun

baqra

barmil

banana

baħar

blata

b

b





e

eijew



elmu

e

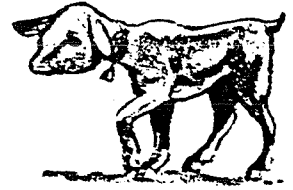
e

A series of horizontal lines for handwriting practice, consisting of 14 lines.





g



gambli

granč

gidi

gawwi



gağğa



gomma

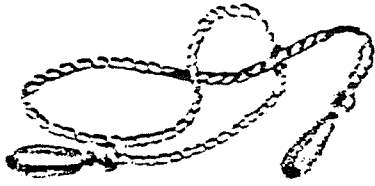


griz

g

g

Handwriting practice lines consisting of multiple horizontal lines for tracing and writing.



h



hanut

hawh

helu

hmar

huta

halib



habel

hin



h

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i



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ilsien

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\_\_\_\_\_

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\_\_\_\_\_

i

iiena

iiǵru

iistad

iaqbad

j

j

Handwriting practice lines consisting of multiple horizontal lines for tracing and writing.



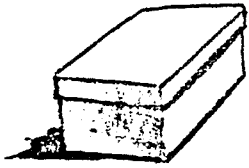
k



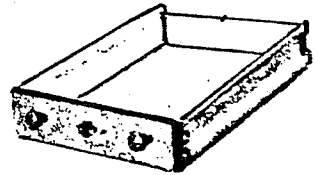
karozza

kelb

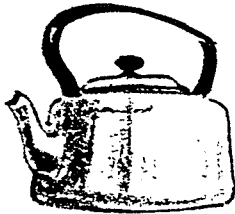
kok



kitla



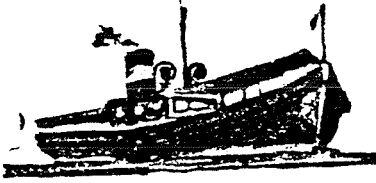
kaxxa



kexxun

k

k



l



laḥam



libsa

langas

laring

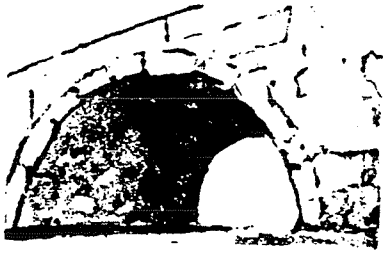
lumi

lampa

lapes

lanča

Handwriting practice lines consisting of multiple horizontal lines with vertical starting markers on the left side.



m



mara mera mejda

mina



martell

mazza



musmar

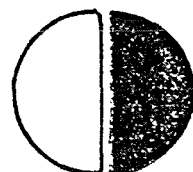
m

m

Handwriting practice lines consisting of multiple horizontal lines for tracing and writing.



n



nar



nofs

nanna



nanu

nemla

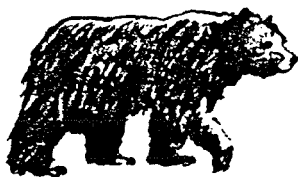


n

n

O

oh̄ti



ommi

ors

O

O





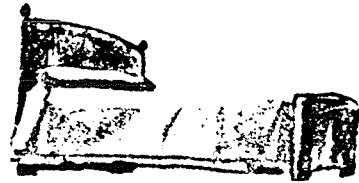




salib



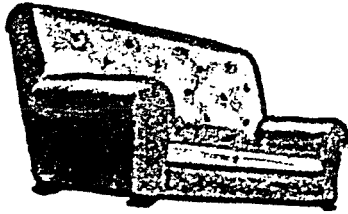
s



sur



siggu

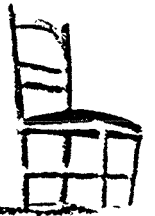


sufan

serduk



sodda



sigra

s

s



tuffieh tadam tagen

torri tapit tifel tifla

tazza tajra tanbur

t

t

U

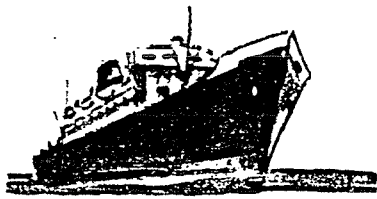
ukoll



umbrella

u

u



v

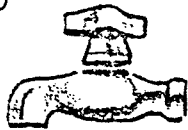


vapur

vara

vazun

vit



vjola

v

v

W

wara

waslet

widna



warda

W

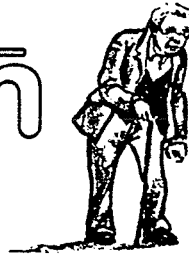
W

x

xtraw



xih



xita

xemx

x

x

Z



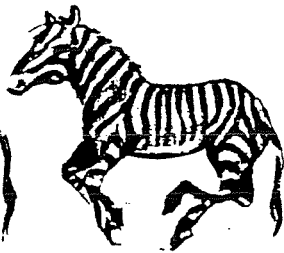
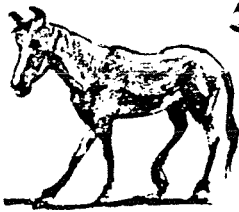
ziju

zokk

zokkor

Z

Z

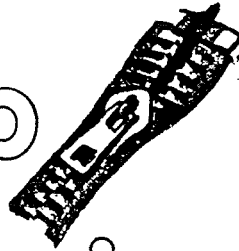


ž



žejt

žipp



žibeg



žiemel

žring

žebra

žarbun



žebbuž

ž

ž

Handwriting practice lines consisting of multiple horizontal lines for tracing and writing.

gh

ghandi

ghadma

ghada

ghonqi

ghasfur



ghasafar

gh

gh

h

hawn

hemmm

hekk

hija

huwa

huma

h

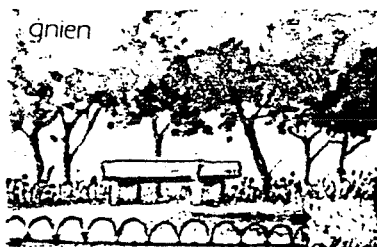
h

ie

gurdien

ziemel

ilsien



gnien

ie

ie

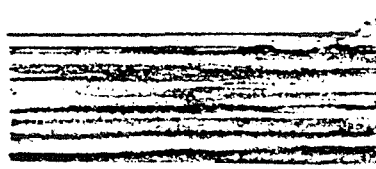
aA

Aaron ghandu arlogg ahdar.



Anna rat ajkla ttir.

Handwriting practice lines for the letter 'a'. The first line shows a lowercase 'a' on a set of three horizontal lines. The second line shows a lowercase 'a' on a set of three horizontal lines. The third line shows an uppercase 'A' on a set of three horizontal lines. The fourth line shows an uppercase 'A' on a set of three horizontal lines. Below these are several more sets of three horizontal lines for practice.



bB

baħar

Berta ħadet ballun u marret il-baħar.

Bertu beda jħares fil-bir.

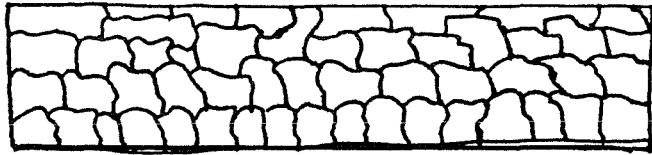
b

b

B

B

ċ Ċ



Ċensu mar hdejn iċ-ċint u ra ċawla u ċinju. Ċensina għandha ċurkett.

ċ

ċ

Ċ

Ċ

# dD



Dolores dahlet id-dar.

David ra hafna duhhan fid-dar tieghu.

d

d

D

D

eE

Ewġenju ghandu elmu kbir.

Ejjew immorru ghand Ewġenju.

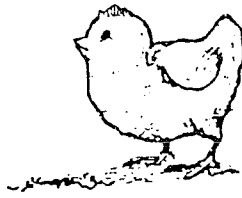
e

e

E

E

ff



Fransina rat fenek, fellus u farfett.

Frans kellu ffit flus biex jixtri ffira.

f

f

F

F

ġĠ

Ġakbu ra ġurat u ġurdien fil-ġnien.



Il-ġurdien iħobb il-ġobon.

ġ

ġ.

Ġ

Ġ

# gG



Gomma jekk joghġbok!

Il-gaġġa griza.

Hemm gidi.

g

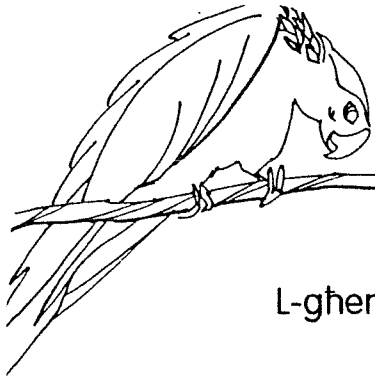
g

G

G

# gh Gh

Ghandi ghasfur sabih.



L-gheneb tajjeb ghal kulhadd.

gh

gh

Gh

Gh

hH

Hemm huma hemmhekk.

Huma marru hemm.

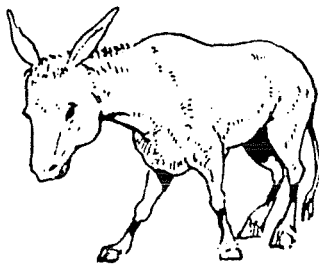
h

h

H

H

hH



Halli nara!

Huta u hmar.

Ghandi habel.

Irrid fiit halib.

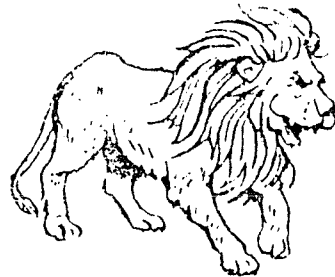
h

h

H

H

il



Indri ghandu pitazz iswed u isfar.

L-iljun ħareġ ilsienu.

i

i

I

I

j J

Jiena j isimni Josefa.

Huwa jara lili u jiena nara lili.

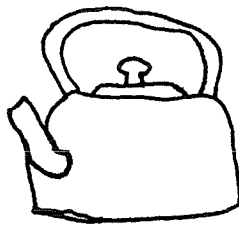
j

J

J

Handwriting practice lines consisting of multiple sets of horizontal lines for writing practice.

kk



Il-kok ha l-kitla minn ġol-kaxxa.

Il-kelb il-kannella jismu Kiko.

k

k

K

K

IL



lumi



laring

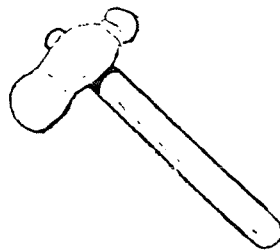
Lordes ghandha libsa.

Lino rikeb lanca.

Irrid fitit lumi u laring.

Handwriting practice lines consisting of four sets of horizontal lines with a vertical line on the left side, forming a grid for writing.

mM



Marika ghandha mera. Missieri poġġa musmar u martell fuq il-mejda.

m

m

M

M

nN



In-nanna rat in-nar.

Nora kielet nofs il-kejk.

Ninu ra nemlu.

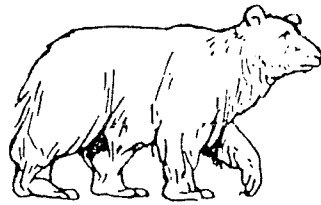
n

n

N

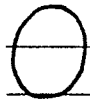
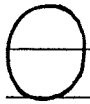
N

oO

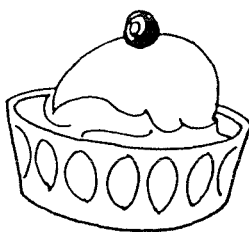


Oswaldu ra ors ohxon.

Ommi xtrat libsa orangjo.



pP



Il-patri kiel pasta. Pawlina tikteb bil-pinna. Pawlu juża l-pala fil-ġnien.

p

p  
p

P

qQ



Il-qattus qabeż fil-qoffa.

Il-qarnita tkun fil-qiegh tal-baħar.

q

q

Q

Q

rR



Rita thobb tikteb bir-rixa.

Reno ghandu riga roza.

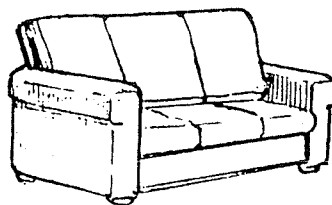
r

r

R

R

ss



Sandra striedet fuq siggu. Hdejn is-sodda, Sara ghandha sufan u salib.

s

s

S

S

tT



Tumas tifel bravu.

Tina thobb tizfen.

It-tifla ghandha tajra.

t

t

T

T

uU

It-tifla u t-tifel ħadu umbrella.



Il-bajda npoġġuha fl-uviera.

u

u

U

U

vV



Il-vara hija tal-Veronika. Il-vażun huwa vjola. Fuq il-vapur hemm vann.

V

V

V

V

wW



Waqa' l-weraq mis-sigra.

Il-kikkra ghandha zewg widnejn.

w

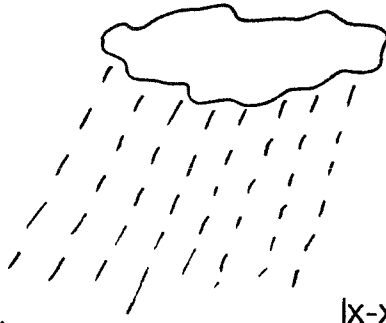
w

w

w

Handwriting practice lines consisting of multiple sets of horizontal lines for writing.

xx



X' ghamel? Hareg fix-xita.

lx-xih xorob xarba shuna.

X

X

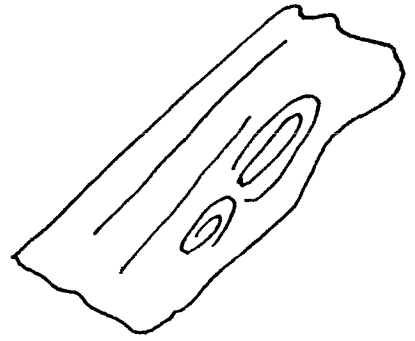
X

X

Blank handwriting practice lines consisting of multiple horizontal lines for writing practice.

zZ

Iz-ziju qal li qatt ma ra zokk daqshekk kbir.



Z

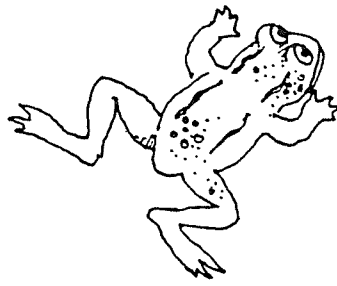
Z

Z

Z

Blank handwriting practice lines consisting of multiple horizontal lines for tracing and independent writing.

żŻ



Iż-żring daħal fiż-żarbun ta' Żaren. Kemm hemm żibeg? Iż-żipp żghir.

ż

ż

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# Handwriting

Set 2  
for  
Year 2

The photocopiable material that follows after this page for handwriting practise in Year 2, has the following aims:

- ⇒ to enable children to compare relative height and positions of capital and lower case letters.
- ⇒ to practise writing high-usage words, with and without a capital letter, in a clear handwriting style.
- ⇒ to provide a bank of high-usage words which become so familiar that they are automatically spelt correctly, thereby freeing young writers to focus primarily on the messages they want to convey.

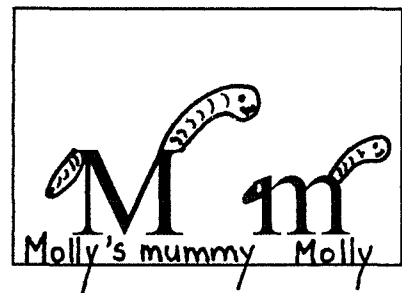
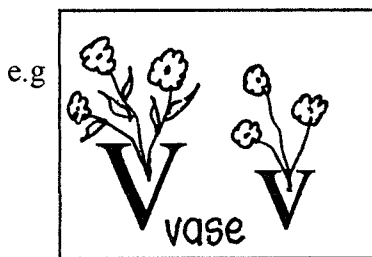
The teacher may use the photocopied sheets in any order. While they provide handwriting practice, they also contain a preponderance of short vowel high-usage words to help develop early confidence in spelling.

Where a word has no lower case version, e.g. January, a teaching opportunity arises to stress the fact that names always start with a capital letter.

To increase understanding of the concept of a sentence and the need to start a sentence with a capital letter encourage the children, as an oral exercise, to think of possible sentences starting with the capital letter words on each sheet.

**Use these handwriting sheets in a creative way by asking the children to:**

- ⇒ bring the letters to life by picture coding them; (this helps them to draw attention to letter-sound values which they will particularly need to think about as they write)



- ⇒ write the rows of lower and upper case letters for practise;
- ⇒ overwrite the first word on each line and practise writing it in the space after it;
- ⇒ colour in the pictures;
- ⇒ match the words to their pictures.

Following is a sample lesson plan for teaching letter aA. Teachers can make use of it for teaching all the alphabet in handwriting practise in a creative way.

Date: \_\_\_\_\_

Time of the day: \_\_\_\_\_

Letter to be taught for handwriting practise: **aA**

- Objectives:**
1. To enable the children to compare the relative height and positions of **a** and **A**.
  2. To practise writing words with **a** and **A**, in a clear handwriting style.

**Duration:**     **45 mins**

**Resources:**    some card and a worksheet of the letter for each child.

**Step 1:**        Write the letter **a** on the board and ask the children its letter name.

**Step 2:**        Ask various children out on the board to write the letter between two lines like those on the worksheets, as they think it should be written in order to be clear and neat.

**Step 3:**        Discuss together the best written ones.

**Step 4:**        Do the same for **A**.

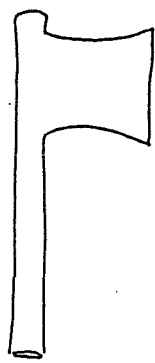
**Step 5:**        Divide the children into groups of four and provide them with a card per group.

**Step 6:**        Ask the children to think of how they can bring the lower and upper case letters to life by picture coding them on the card.

**Step 7:**        Discuss as a whole class, the picture coding done by each group of children.

- Step 8: Distribute a worksheet each.
- Step 9: After showing the children how to write **a** and **A** between lines as those on the worksheet on the board, ask them to write the rows of lower and upper case letters for practise.
- Step 10: Ask the children to overwrite the word on each line and practise writing it in the space after it.
- Step 11: The children will finish off the writing of letters and words as the teacher goes round to record their progress.
- Step 12: The children will colour in the pictures and match the words to their pictures, as well as picture code the big letters at the top of their worksheet
- Step 13: Finally they will look at the picture on the top, right hand corner of their worksheet and try to guess the picture name beginning with a. The word can be written down near the picture.

a A

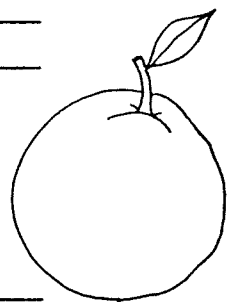


a

A

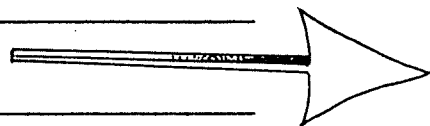
apple

Apple



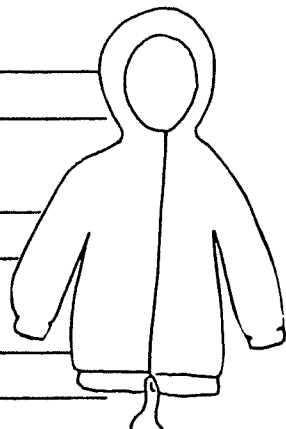
arrow

Arrow



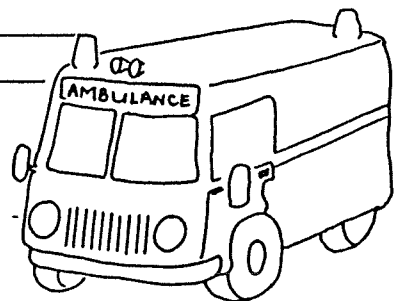
anorak

Anorak

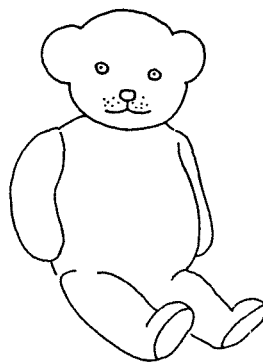


ambulance

Ambulance



b B



b

B

bed

Bed

bell

Bell

boat

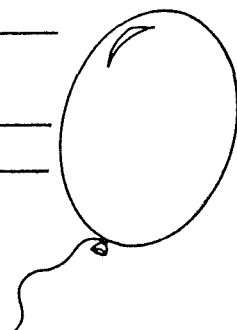
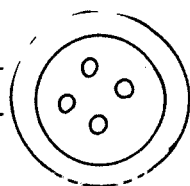
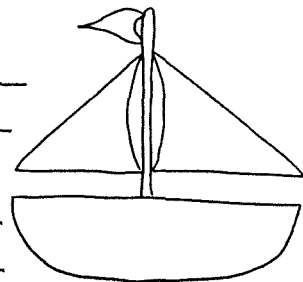
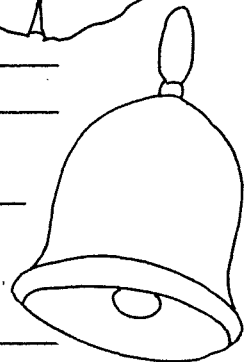
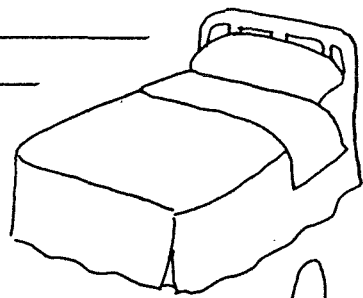
Boat

button

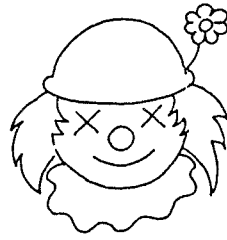
Button

balloon

Balloon



c C

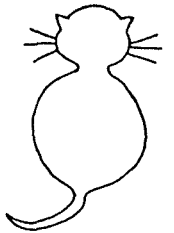


c

C

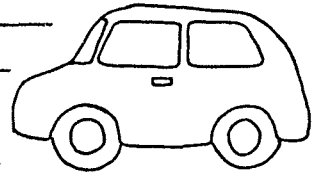
cat

Cat



car

Car



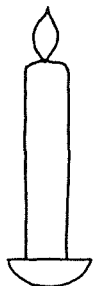
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Cake



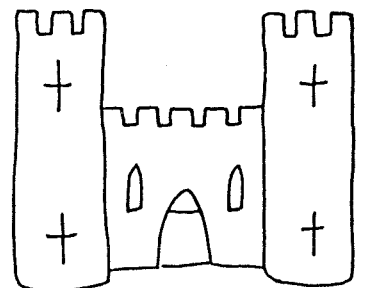
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Candle

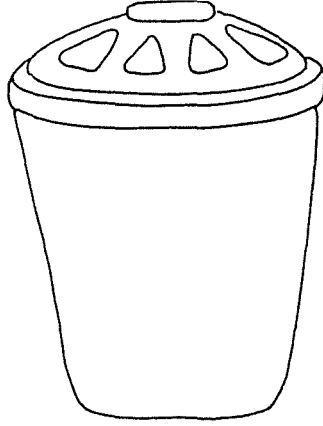


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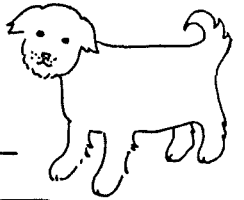
Castle



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dog

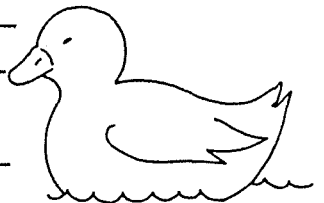
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doll

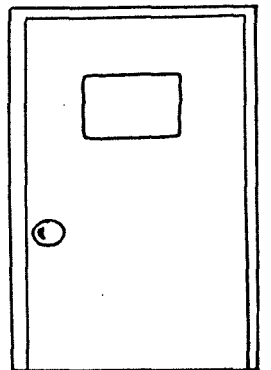
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duck



Duck

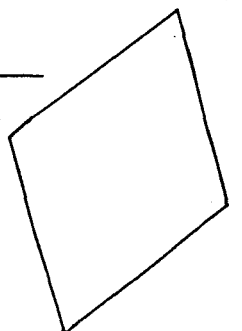
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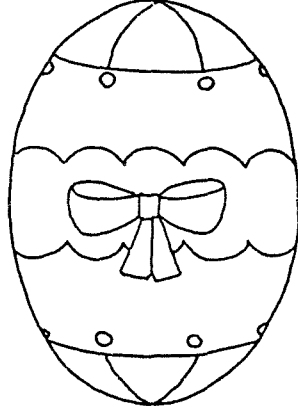
Door

diamond

Diamond

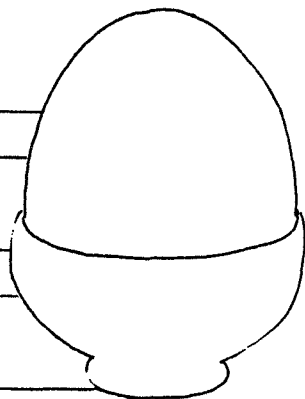


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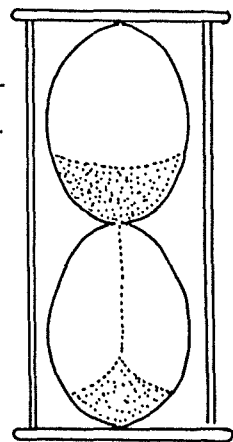


egg

Egg

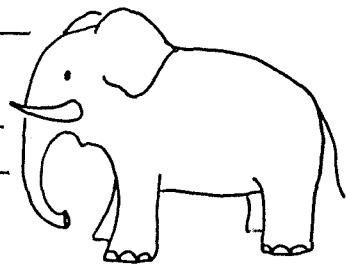
eggcup

Egg timer



elephant

Elephant



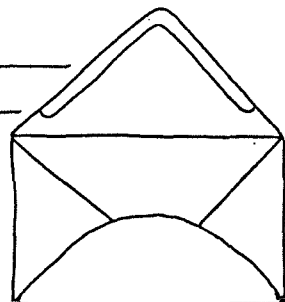
envelope

Envelope

eight

Eight

8

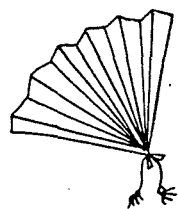




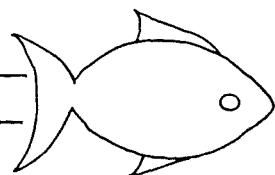
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F

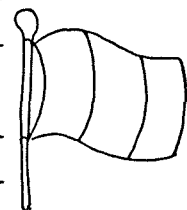


fan Fan



fish

Fish



flag

Flag

4

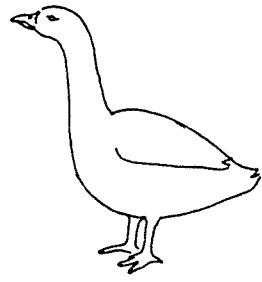
four Five

5

flower

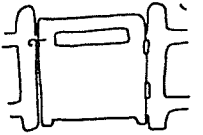
Flower





g G

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G



gate

Gate

girl

Girl



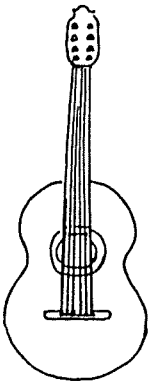
glove

Glove



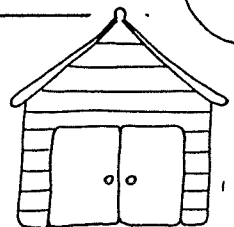
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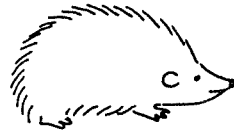
Guitar



garage

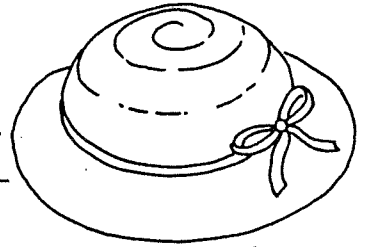
Garage





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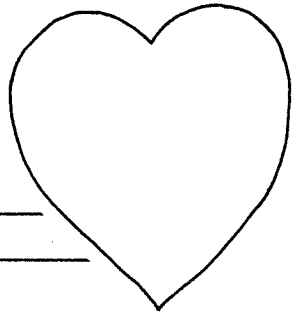
hat

Hat



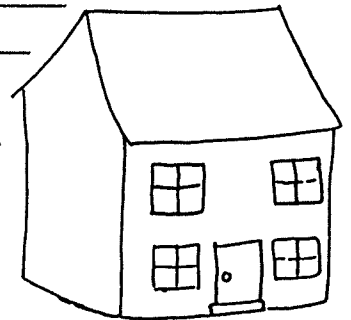
hand

Hand



heart

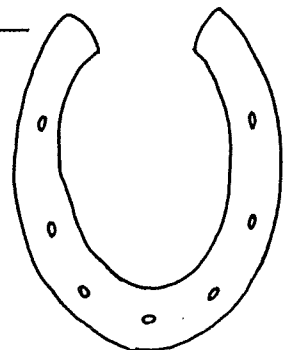
Heart



house

House

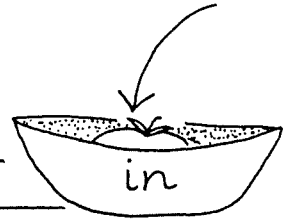
horseshoe



il

indigo

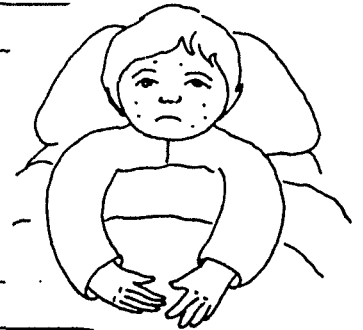
i



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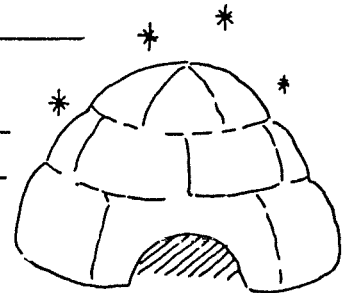
ink

Ink



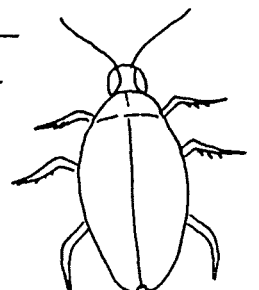
igloo

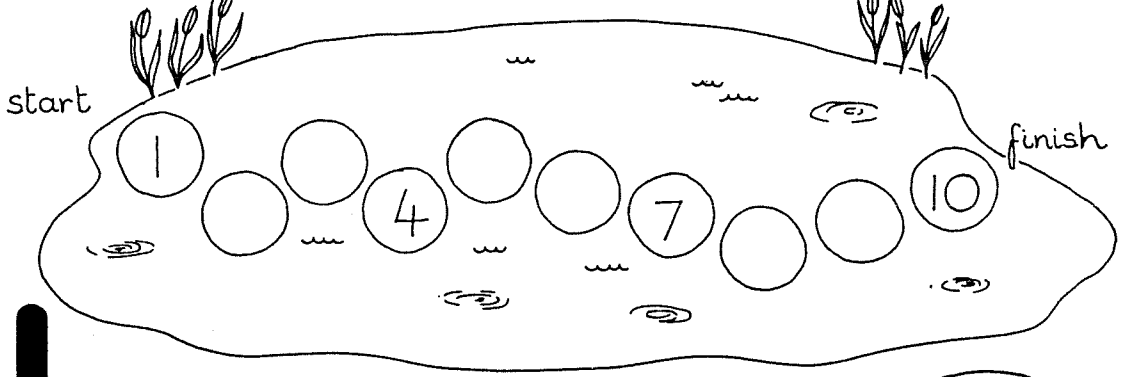
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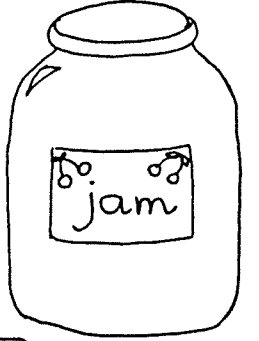
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Insect

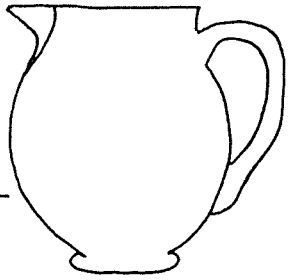




i j



j J

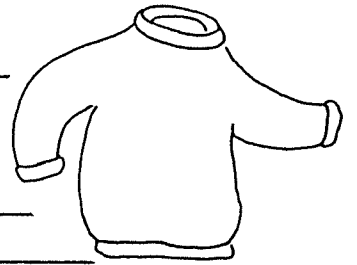


jam Jam

jug Jug

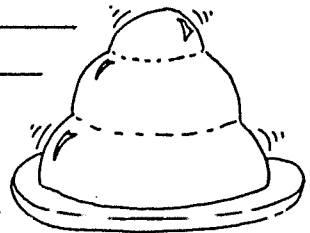
jumper

Jumper

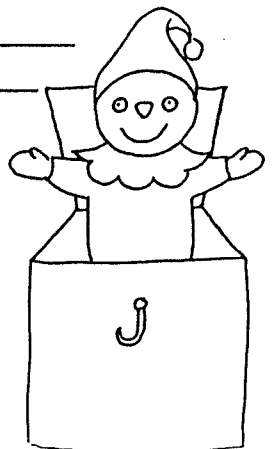


jelly

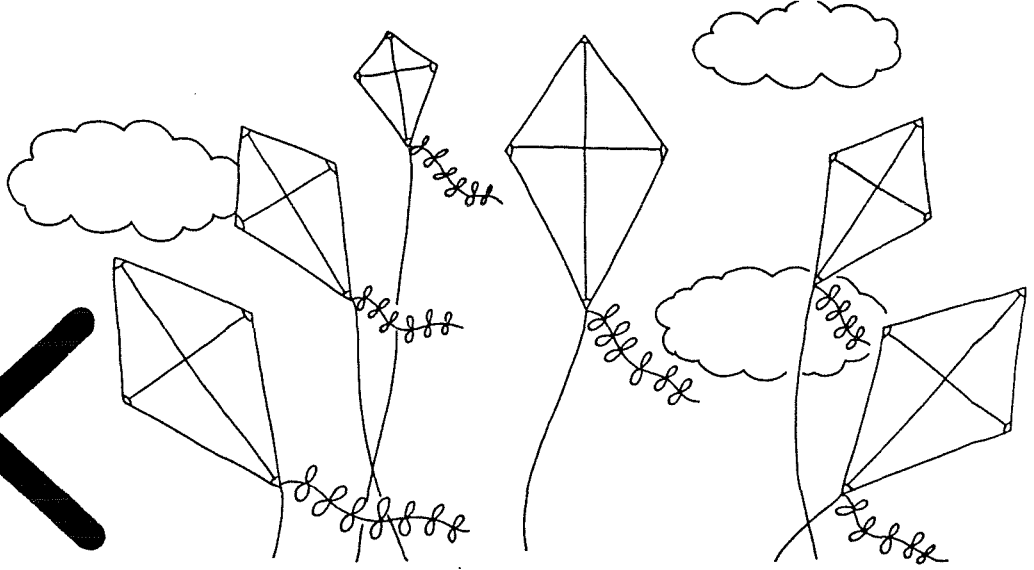
Jelly



Jack-in-the-box



k K



k

K

king

King

keys

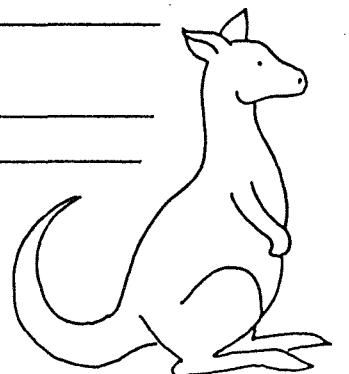
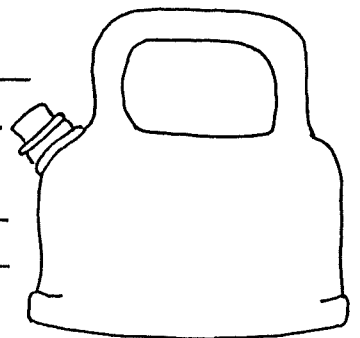
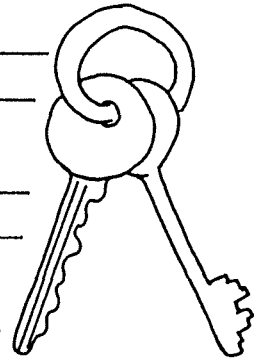
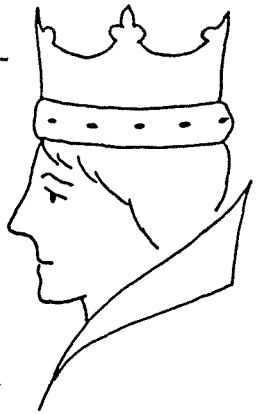
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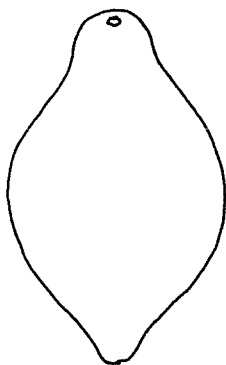
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Kettle

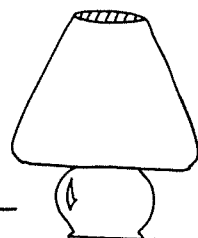
kangaroo

Kangaroo





I L

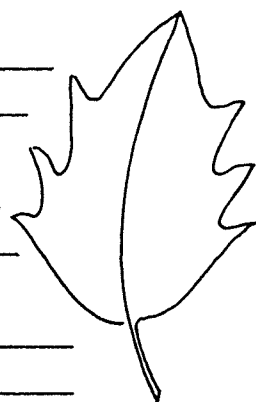


I

L

lamp Lamp

leaf Leaf



ladder

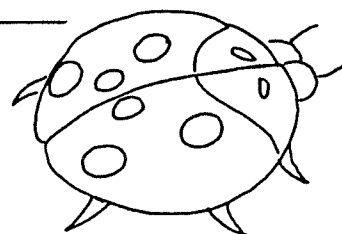
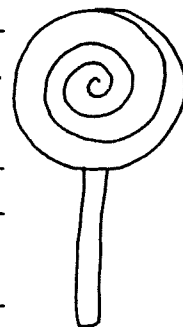
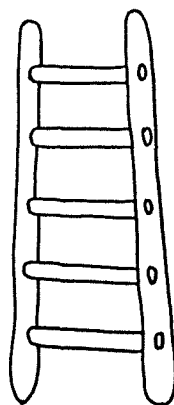
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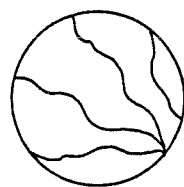
lollipop

Lollipop

ladybird

Ladybird





m M

m

M

mouse

Mouse

monkey

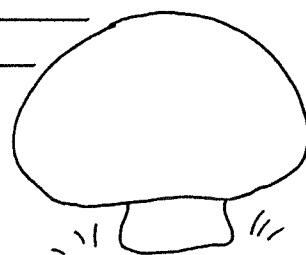
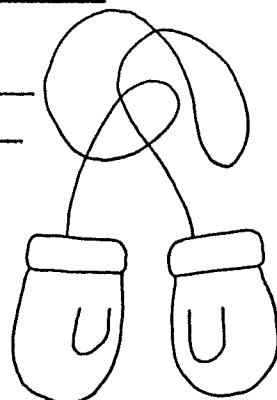
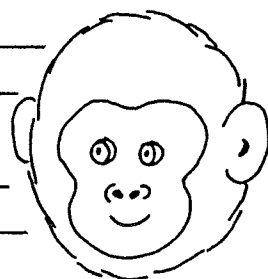
Monkey

mittens

Mittens

mushroom

Mushroom

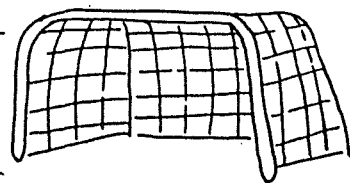


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net

Net

nine

Nine



night

Night



necklace

Necklace

n

N

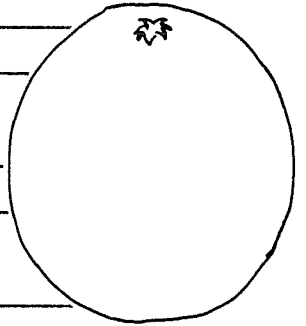


o O

a colour

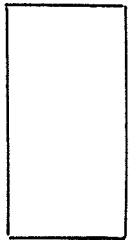
o

O



orange

Orange

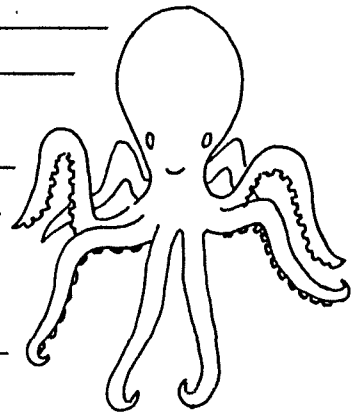


oblong

Oblong

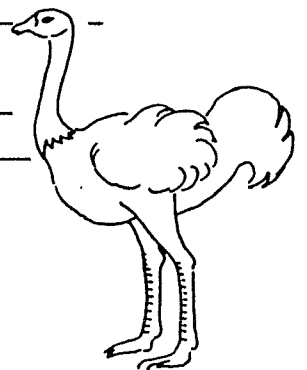
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Octopus



ostrich

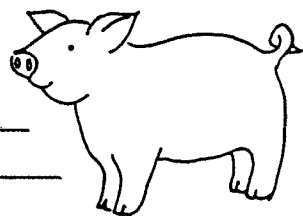
Ostrich



p P

pink

purple



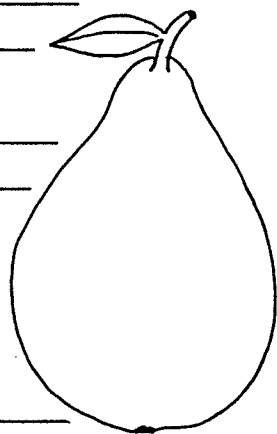
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p

pig

Pig

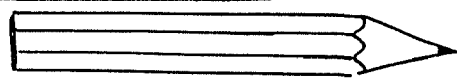
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Pear



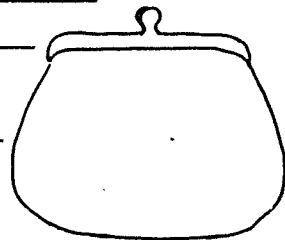
pencil

Pencil



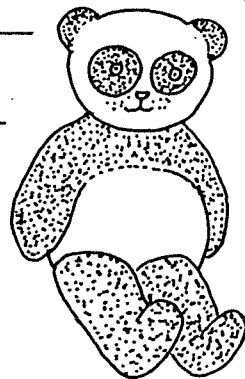
purse

Purse



panda

Panda

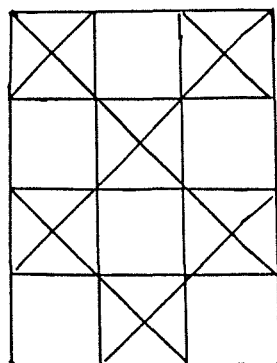


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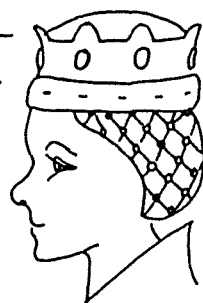
q Q

q  
Q

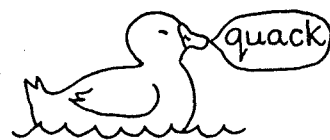
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Quilt



queen  
Queen



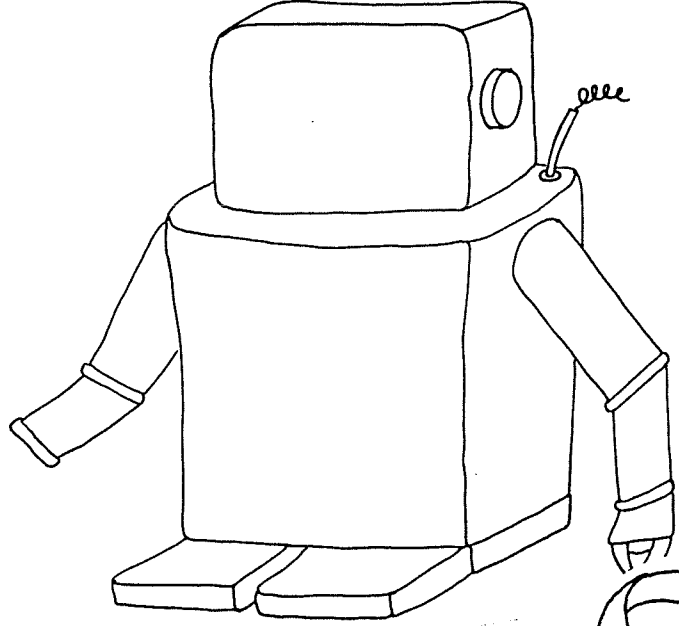
quack  
Quack



question mark  
Question mark



r R



r

R

ring

Ring

rabbit

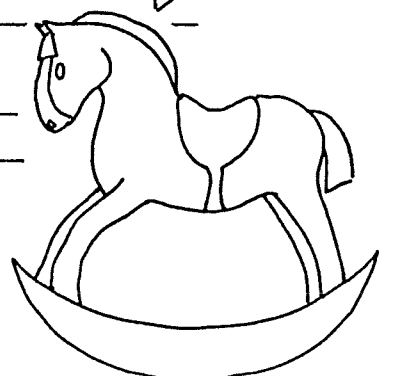
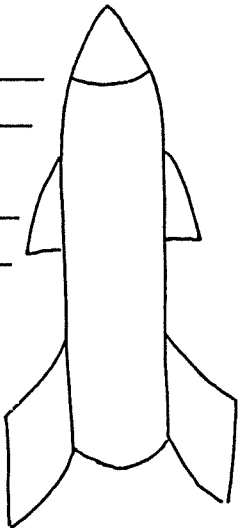
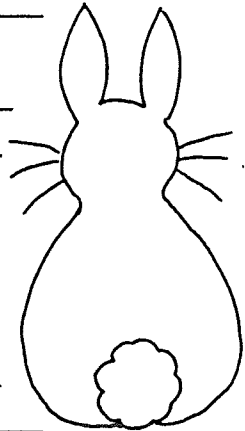
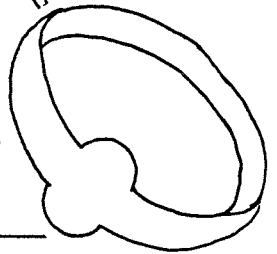
Rabbit

rocket

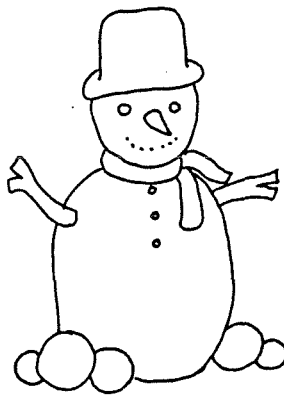
Rocket

rocking horse

Rocking horse



s S



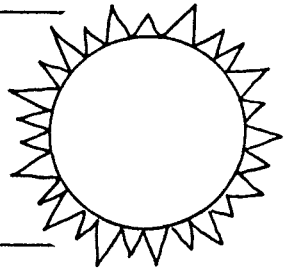
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7

s

S

six

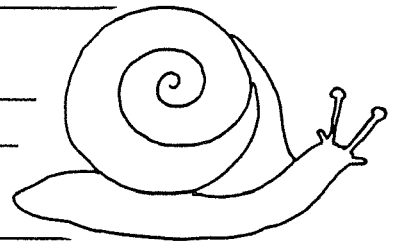
Seven



sun

Sun

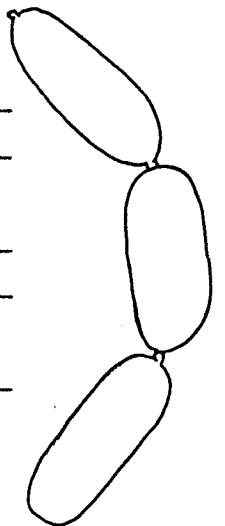
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Snail

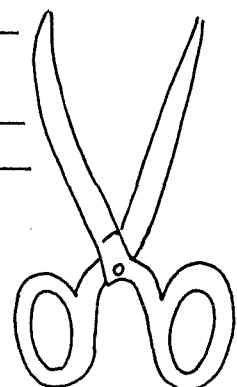
sausage

Sausage

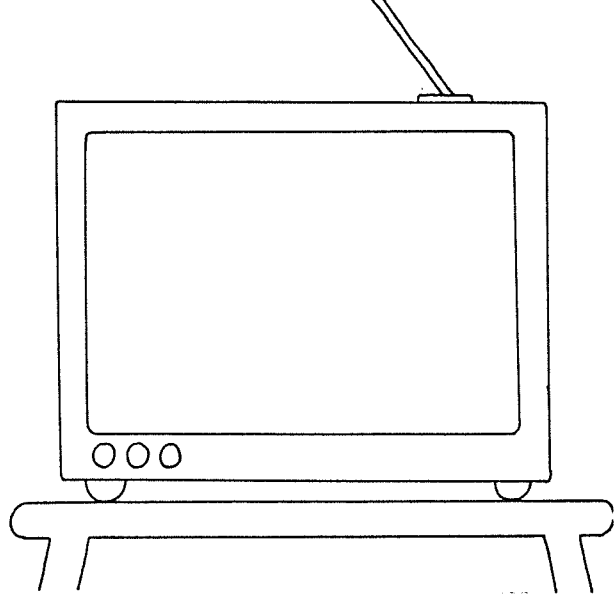


scissors

Scissors



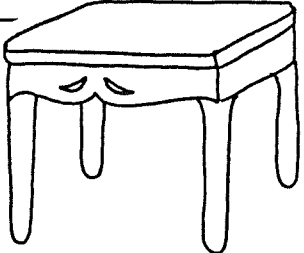
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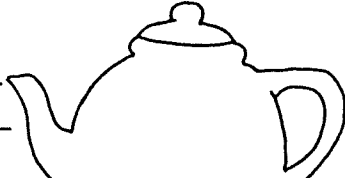


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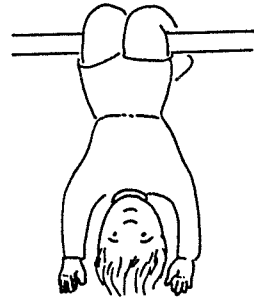
two Two 10

three Three 3

table Table 

teapot Teapot 

u U

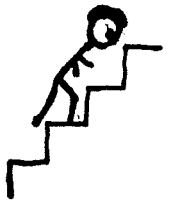


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up

Up



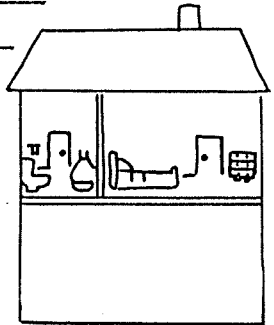
ugly

ugly



upstairs

Upstairs

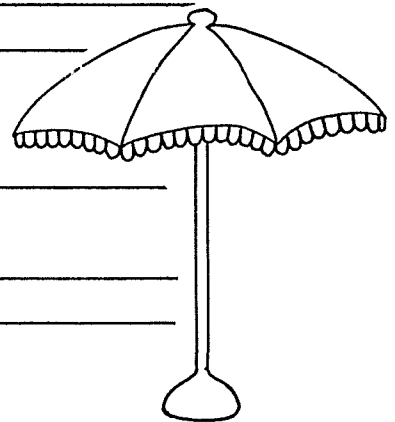


under

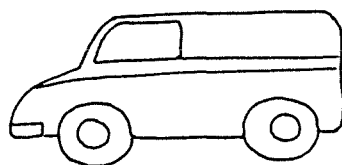
Under

umbrella

Umbrella

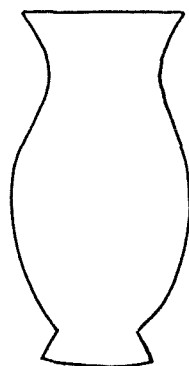


v V



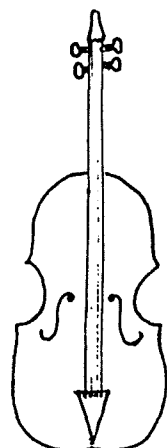
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V



vase

Vase

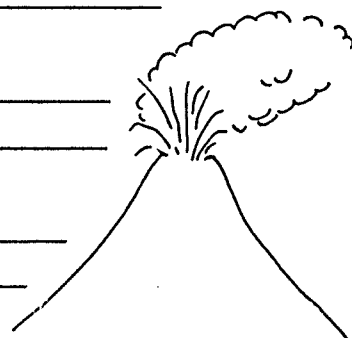


violin

Violin

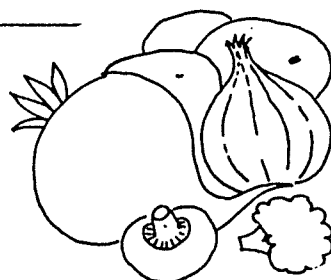
volcano

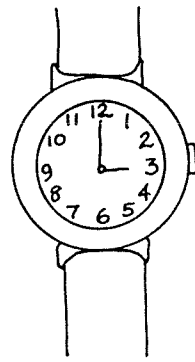
Volcano



vegetables

Vegetables

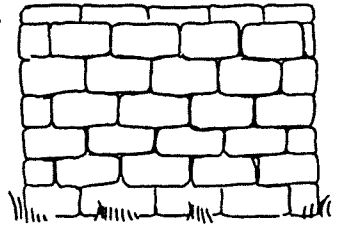




w W

w

W

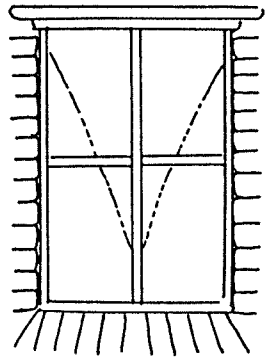


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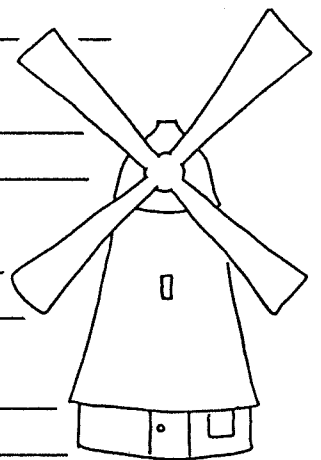
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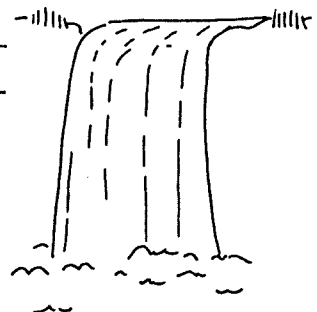
windmill

Windmill

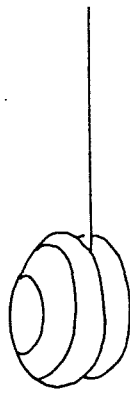


waterfall

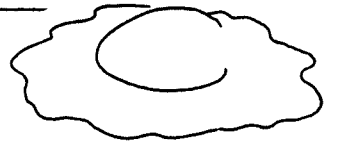
Waterfall



y Y



y  
y

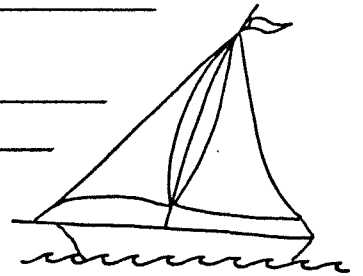


yolk  
Yolk

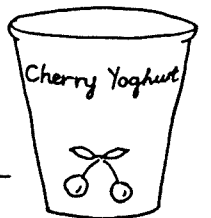


yellow  
Yellow

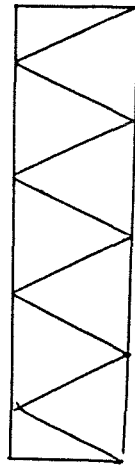
yacht  
Yacht



yoghurt  
Yoghurt



z Z



z

Z

zipp

Zipp

buzz

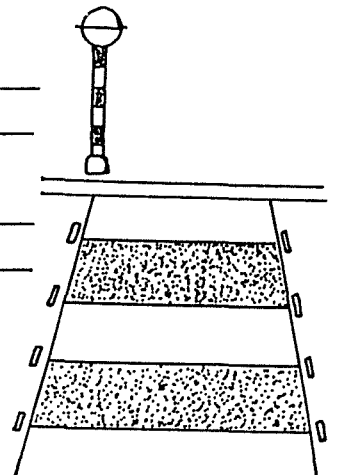
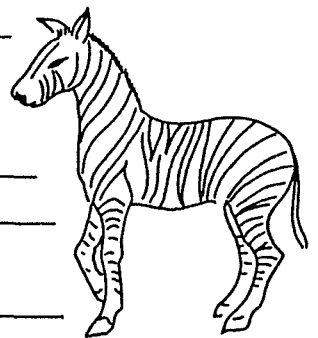
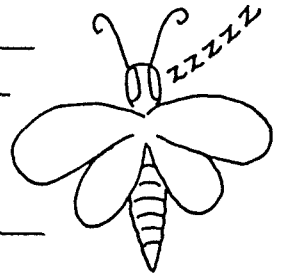
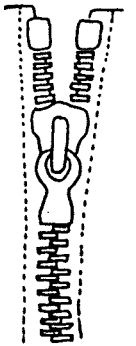
BUZZ

zebra

Zebra

zebra crossing

Zebra crossing



List of  
Picture Sources

## Sillabu tar-Reliġjon

Stampi meħuda minn:

Sr. Anne Joan Flanagan FSP & Sr. Mary Yvonne Moran OSU: Jesus Loves Us 1: Student Activity Book.

William Fuller & Jane Ray: Old and New Testament Bible Stories Colouring Book.

Judi Hibel Winkowski: Jesus With Us: Colouring Stories About Jesus for Children: Easter, Pentecost, and the early church.

Judi Hibel Winkowski: Jesus Shows us His Love: Colouring Stories about Jesus for children for Ordinary Time.

Judi Hibel Winkowski: New Life in Jesus Colouring Stories about Jesus for children for lent.

## English Syllabus

Pictures taken from:

Diana Bentley and Dee Reid: Essentials for English: Building Stories.

Diana Bentley and Dee Reid: Essentials for English: Responding to Literature.

Diana Bentley and Jane Whitwell: Essentials for English: Story Sequencing.

## Sillabu tal-Istudji Soċjali

Stampi meħuda minn:

Michael Pollard: Yourself

Michael Pollard: Your Community

Michael Pollard: Your Family

Michael Pollard: Your Friends

## Handwriting Syllabus

Pictures taken from:

Victor Fenech: Dizzjunarju ta' -żgħar: l-ewwel ktieb ta' kliem bl-istampi.

Katie Kitching: Sounds like this.