

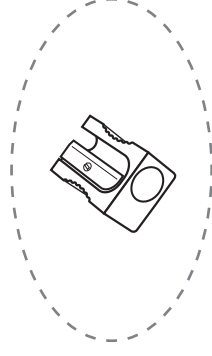
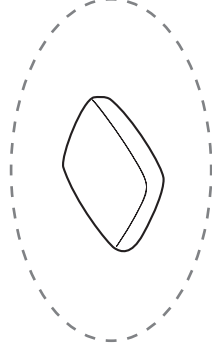
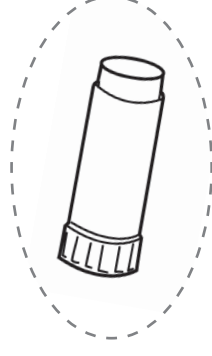
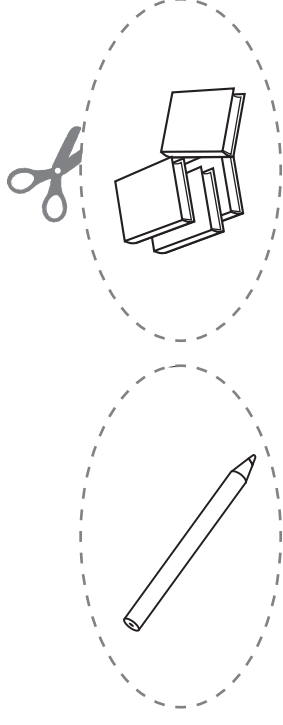
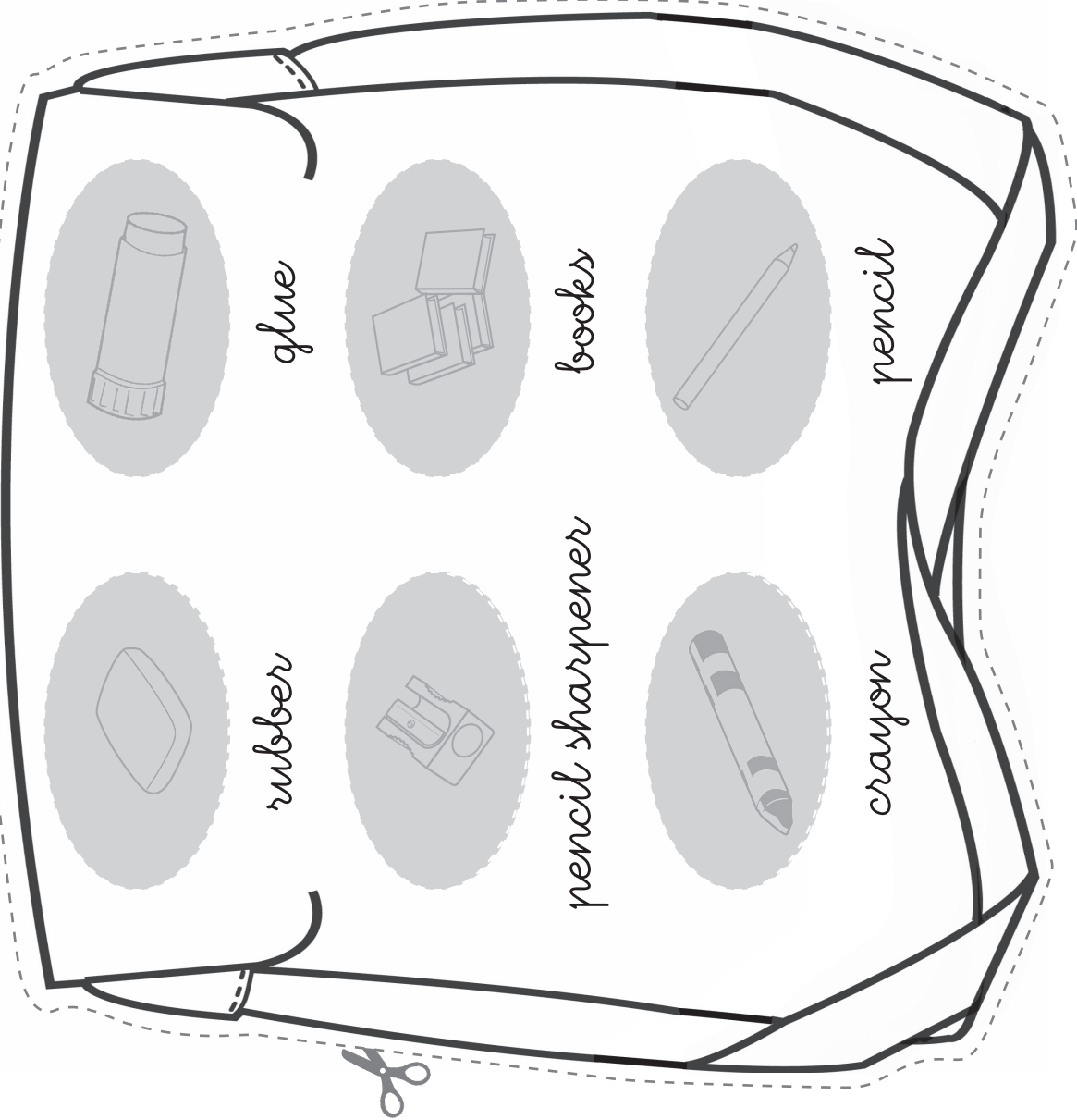
Class worksheet 1

School objects

unit 1



Cut out and stick the school objects in the bag.



- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to carefully cut out the school objects on the right . Name the objects and encourage the pupils to hold up each item.
- The pupils then stick the objects in the school bag and cut it out.

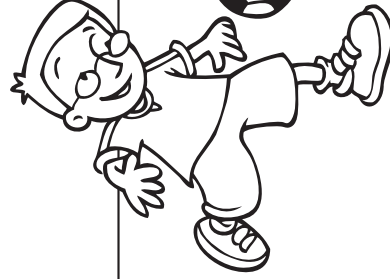
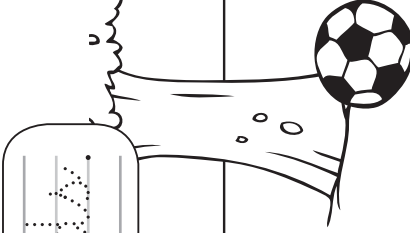
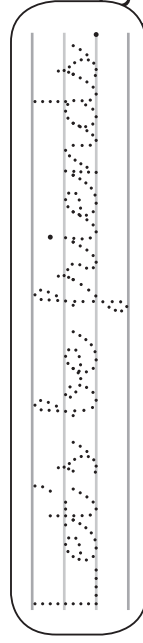
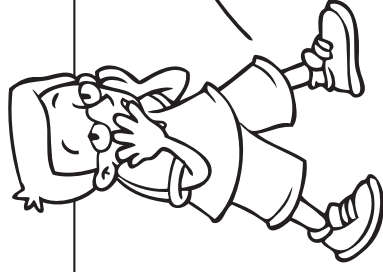
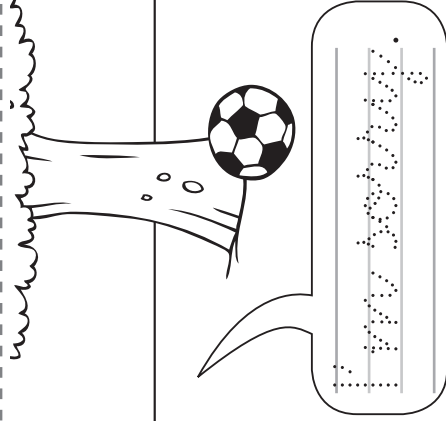
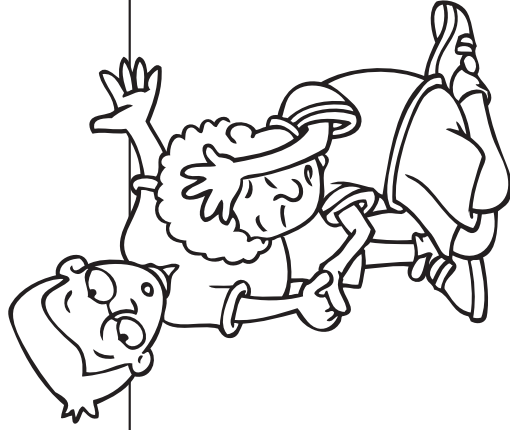
Class worksheet 2

In the playground minibook

unit 1



Trace the words and colour the pictures. Cut out and make a minibook.



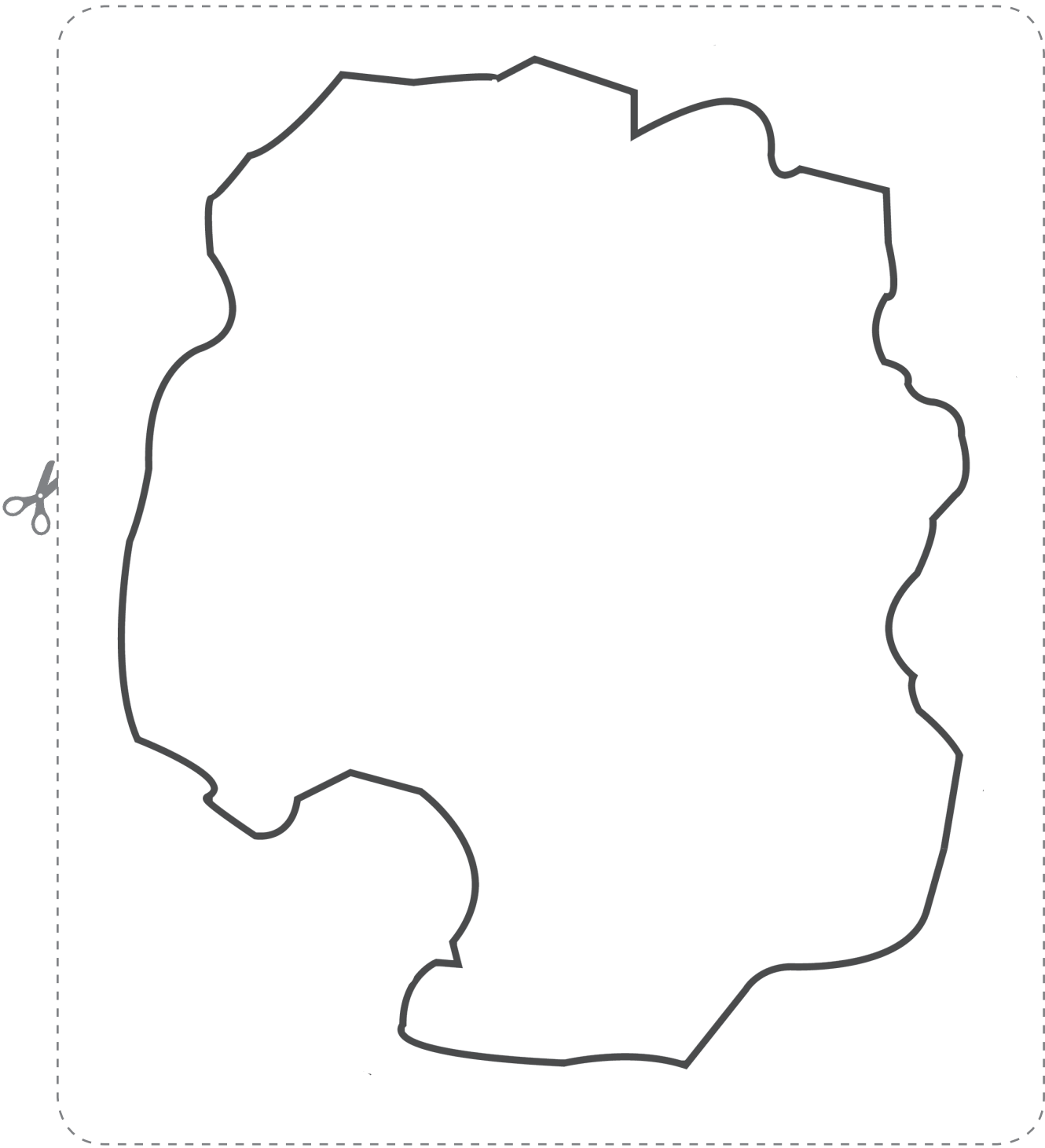
- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to trace the words and colour the pictures.
- They then carefully cut out the story frames and put them in the right order to make the story.
- The pupils can pin, stick or sellotape their pages to make a minibook.



Island holiday

Name _____ Class _____

   **Draw these things on your island. Colour and cut it out.**



- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to draw all the things in the key on the island.
- The pupils can colour and decorate their island and cut it out.



Animals that live in the sea



Find and count the animals that live in the sea. Colour.



- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to look at the animals at the top of the page and name them.
- They look at the main picture and write the number of each of the animals they can find in the boxes.



Colour the day and night pictures



Draw what you can see in the day and what you can see at night. Colour the pictures.



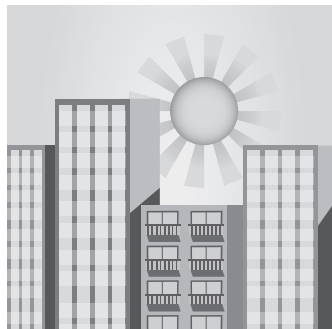
- Hand out a copy of the worksheet to every pupil.
- Ask the pupils what they can see in the street during the day and at night.
- The pupils draw people and things in the pictures to show one during the day and the other at night.
- They can then colour the pictures appropriately for day and night.



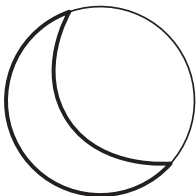
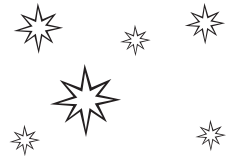
Day or night?

Name _____ Class _____

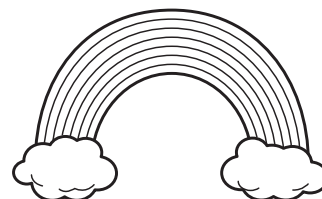
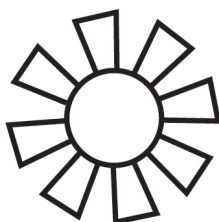
 **Day or night? Match the pictures to *day* yellow and the pictures to *night* blue.**



day



night



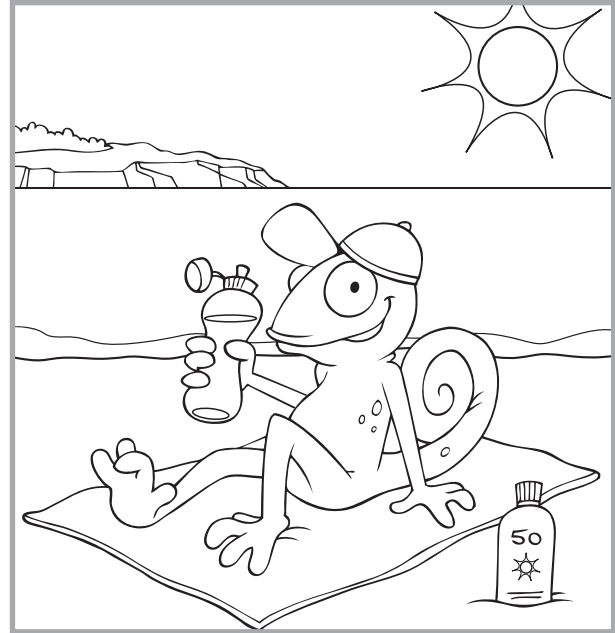
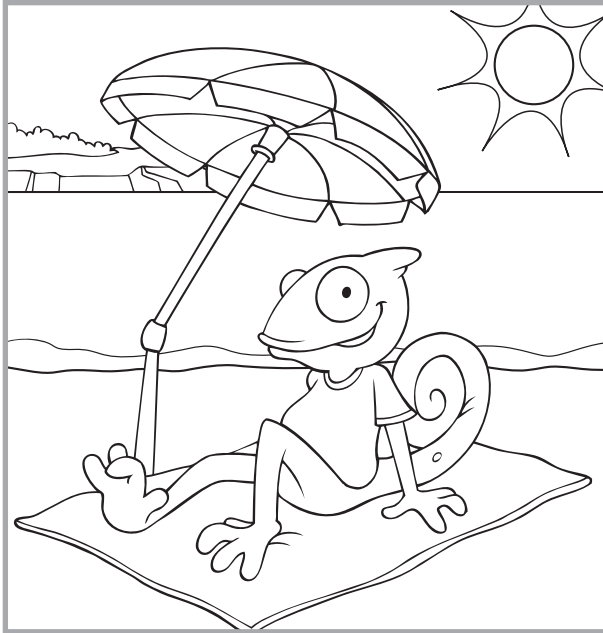
- Hand out a copy of the worksheet to every pupil.
- The pupils match the pictures to day or night.



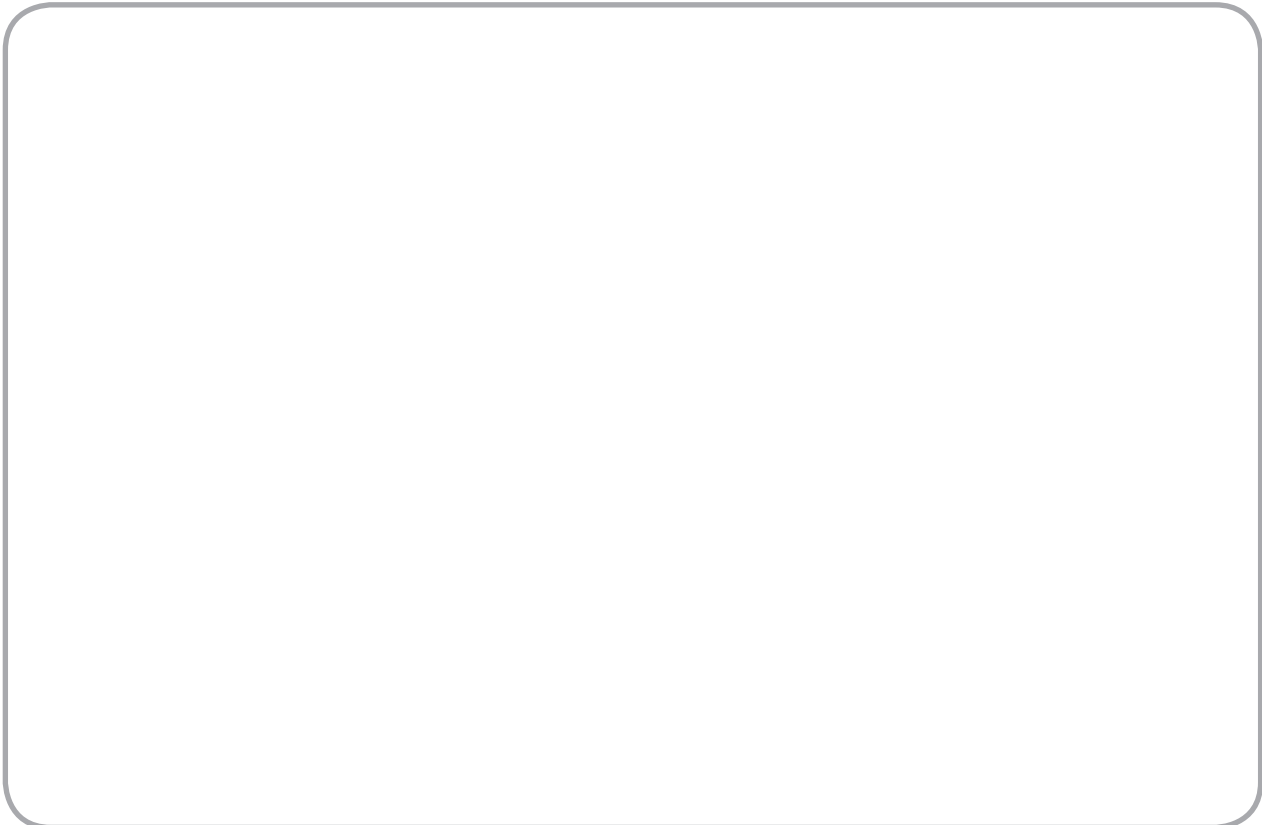
Spot the difference

Name _____ Class _____

 **How is Cosmo protecting himself in the Sun? Circle the differences.**



 **Draw yourself ready for the Sun.**



- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to look at the two pictures of Cosmo. They should circle the different ways Cosmo is protecting himself from the Sun.
- Ask pupils to identify the ways Cosmo isn't protecting himself in each picture.
- They then draw themselves ready for the Sun in the bottom box.



Draw objects

Name _____ Class _____



Draw objects you can see with these properties.

rigid



bendy

soft

hard

opaque

transparent

rough

smooth

- Hand out a copy of the worksheet to every pupil.
- Read and say the properties.
- The pupils draw pictures of things with each property.



Draw a robot

Name _____ Class _____



Draw a robot made of different materials. Label the materials.

glass wood metal fabric plastic paper

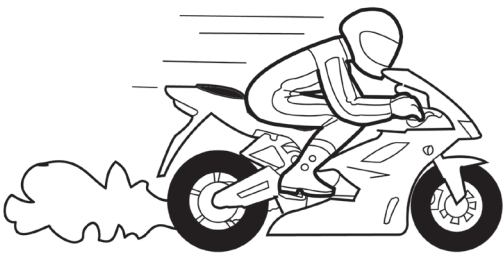
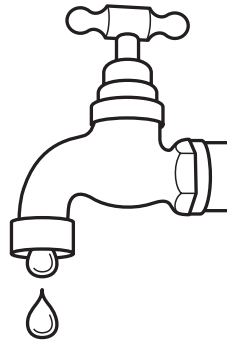
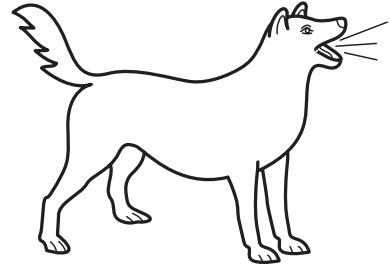
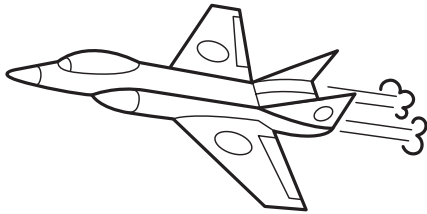
- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to draw a robot made of different materials.
- They label and colour the different materials on their robot.
- They can explain why they chose each material e.g, *Metal arms because metal is rigid.*



Loud and quiet

Name _____ Class _____

 Circle the quiet things blue and the loud things red.



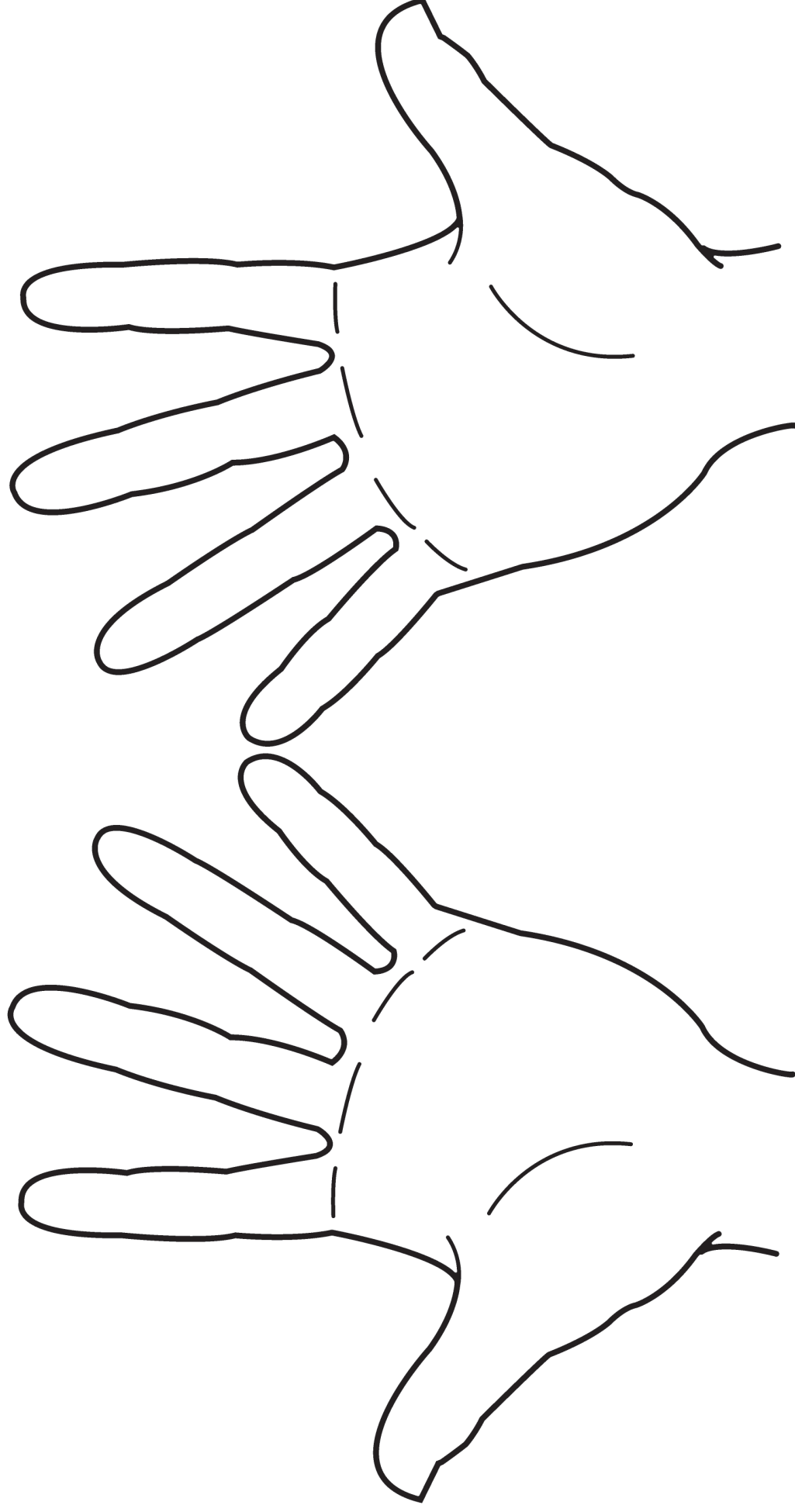
- Hand out a copy of the worksheet to every pupil.
- Point to each picture and ask the pupils to name them.
- Ask the pupils to take out a red and a blue crayon.
- They then circle the loud things in red and the quiet things in blue.



Touch



Choose a selection of things you can touch. Stick them on the hands.



- Hand out a copy of the worksheet to every pupil.
- Ask a pupil to close their eyes. Give the pupil different textured items to feel and ask them to guess what they are.
- The pupils then choose items with different textures and stick them on each finger tip.

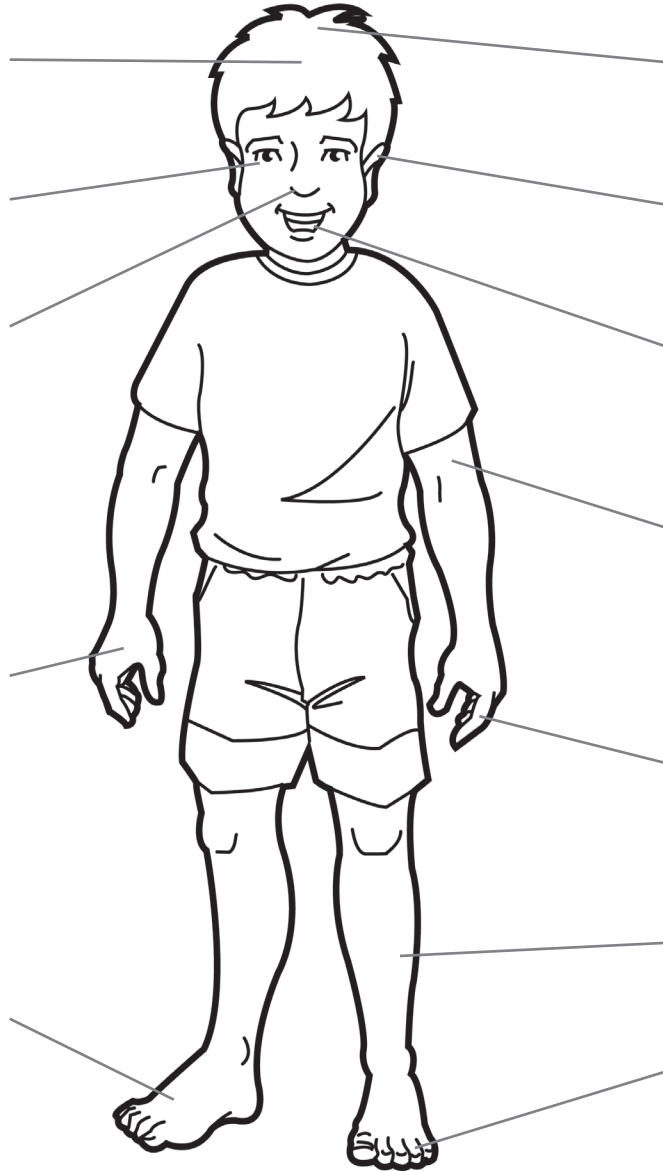


Parts of the body

Name _____ Class _____



Cut out the words. Label the parts of the body.



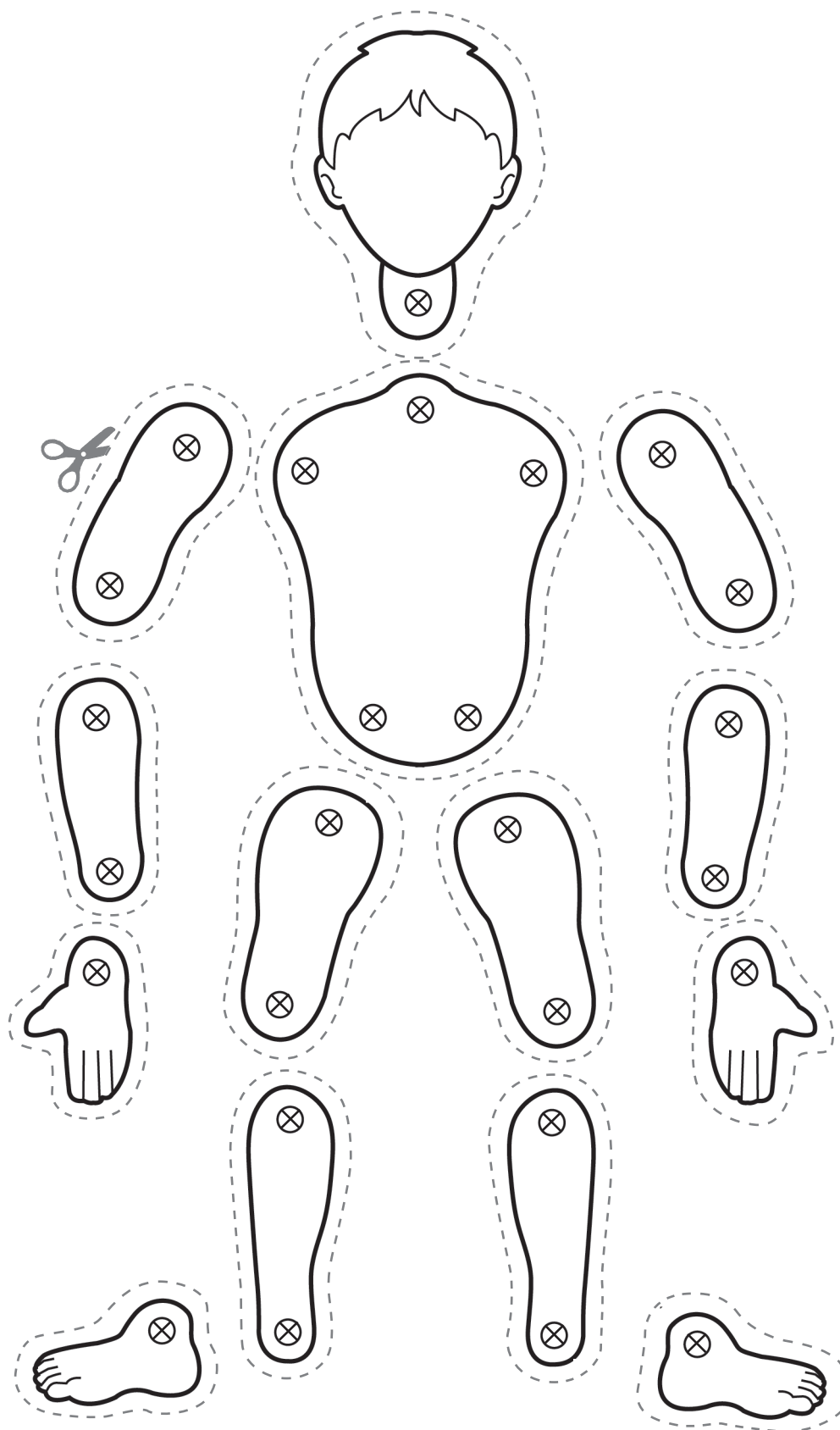
nose	leg	foot	hand
arm	finger	hair	toe
mouth	eye	ear	head

- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to carefully cut out the words at the bottom of the page.
- They find the parts of the body on the picture and stick the words on to label it.



Make a puppet

  **Colour. Cut out and make a puppet.**



- Hand out a copy of the worksheet (enlarged on card) to pairs of pupils.
- Ask the pupils to carefully cut out the body pieces and make a hole in each one.
- Help the pupils fasten each piece together with clips to make a puppet.
- The pupils can draw a face on their puppet and colour him/her.

Class worksheet 1

Make a paper chain

unit 4



Draw and cut out the members of your family.



A large rectangular area containing a repeating pattern of dashed lines for cutting. The pattern consists of a central circle, a pointed shape, and a wavy shape, all connected by dashed lines. The pattern is repeated across the entire area, with a vertical dashed line down the center and horizontal dashed lines separating the rows.

- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to draw members of their family on each person.
- Show them how to fold and cut the paper to make a family paper chain. Fold along the dotted lines and cut along the dashed lines.

Class worksheet 2

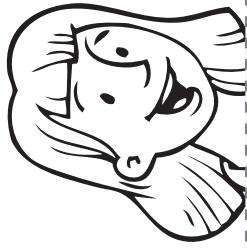
Match the family members

unit 4



Trace the words and colour the pictures. Cut out and match.



				
				
brother	grandfather	mother	grandmother	brother
grandmother	grandfather	mother	brother	brother

- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to trace the family words and colour the pictures. They then carefully cut out all the cards.
- Play with a partner: Place the cards face down; take turns to turn over two cards; if the word and picture match, you win the pair and have another go; if they don't match, put them back and now it is your partner's turn. The player with the most pairs at the end of the game is the winner!



From plants or from animals?

Name _____ Class _____

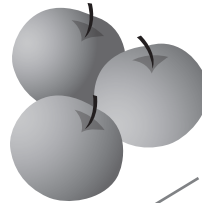
 **Classify the food. Does it come from plants or animals?**



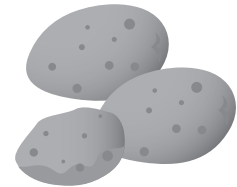
milk



eggs



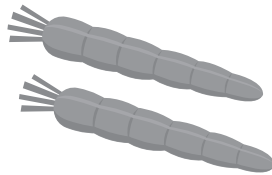
~~apples~~



potatoes



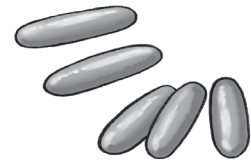
pears



carrots



chicken



sausages

From plants	From animals
<p>_____</p> <p>apples</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

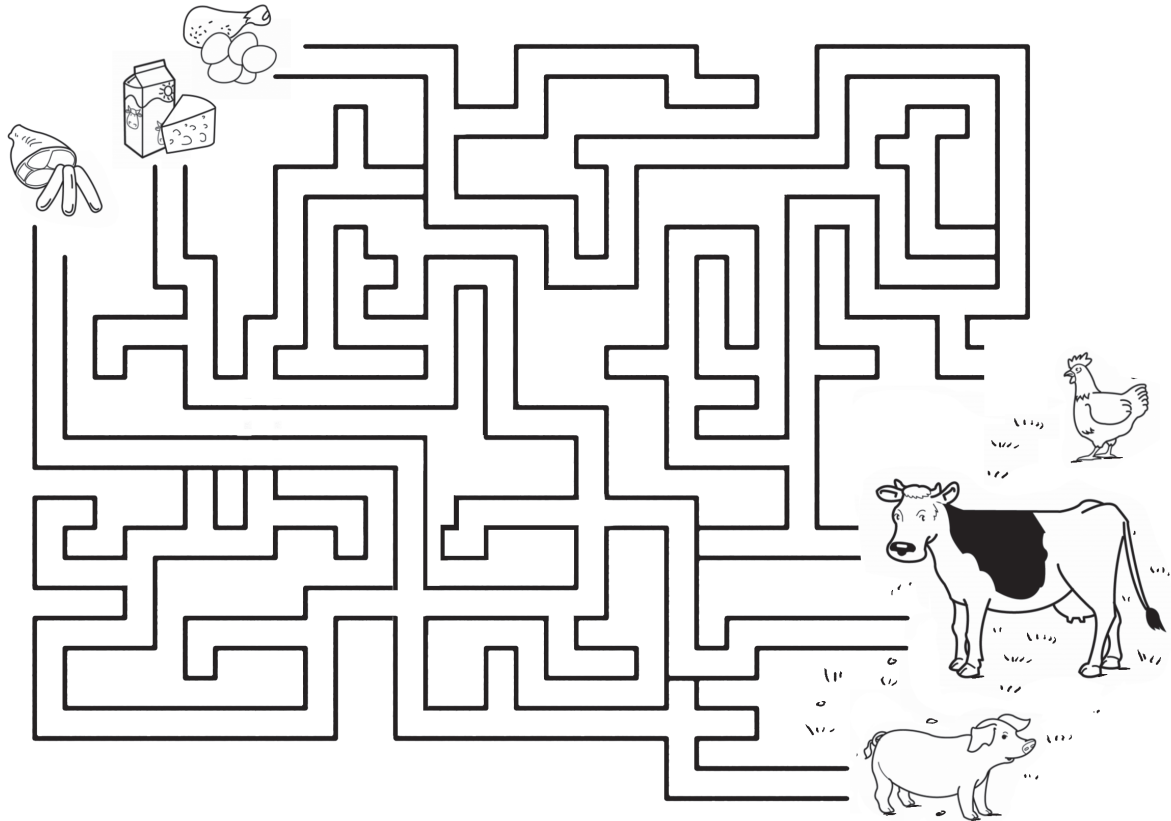
- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to look at the food at the top and write the food words in the correct place in the chart.
- Check their answers by asking *Where does (milk) come from?*



Where does food come from?

Name _____ Class _____

 **Colour the paths.**



 **Complete the sentences.**

Eggs and chicken Ham and sausages
 Cheese and milk

_____ come from hens.

_____ come from cows.

_____ come from pigs.

- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to colour the paths and match the animals and the food that comes from them.
- They then complete the sentences.
- Point to the eggs and chicken leg. Follow the path to the hen. Say *Eggs and chicken come from hens.*

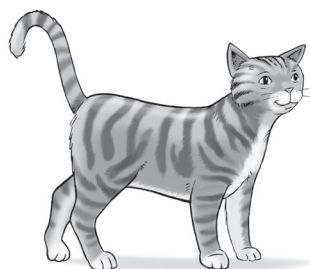


Animal babies

Name _____ Class _____

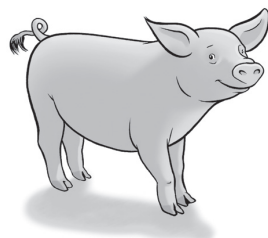
 Match the animals and their babies. Write the names.

pig	chick	cat	dog
kitten	puppy	hen	piglet

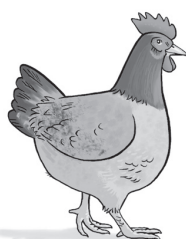


cat



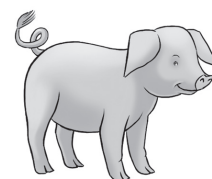












- Hand out a copy of the worksheet to every pupil.
- Point to the adult animals and the pupils point to the baby. Then read the words in the text box.
- Ask the pupils to draw lines to match the adult and baby animals and write names under the pictures.

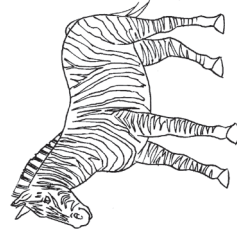
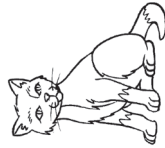
Class worksheet 2

Animal definitions

unit 6



 Write the names of the animals. Cut out the animals and play the Definitions game.



- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to name the animals and then write the names under the animal pictures. You can write the names of the animals on the board for pupils to copy for extra support.
- The pupils carefully cut out the pictures.
- In pairs pupils take turns to describe an animal on their cards using sentences modelled in class e.g. it's got four legs. It lives on land. It walks.



What do plants need?

Name _____ Class _____

 Write the sentences about what plants need.

Plants need sunlight
Plants need air
Plants need water



_____ .

_____ .



_____ .

_____ .



_____ .

_____ .

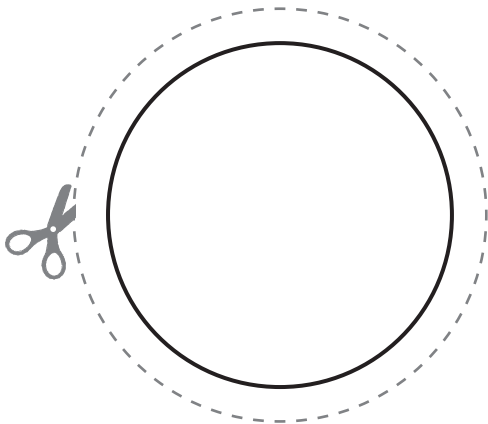
- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to read the three sentences.
- They then look at the pictures and write the sentences from the box next to the correct picture.



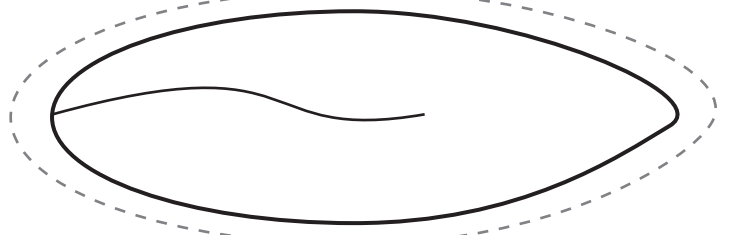
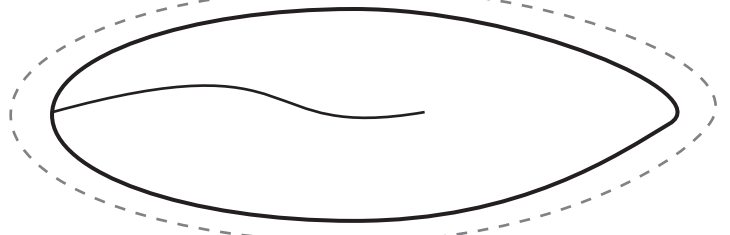
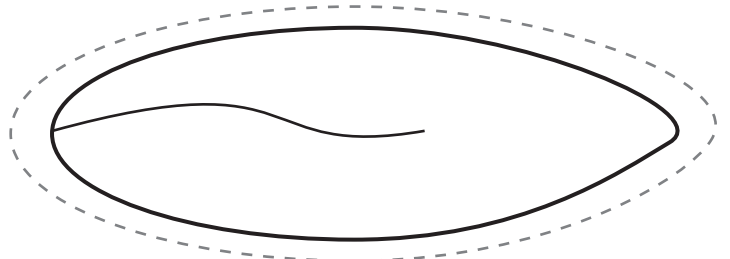
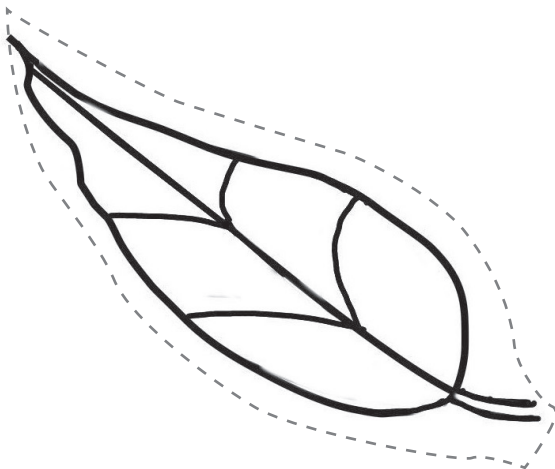
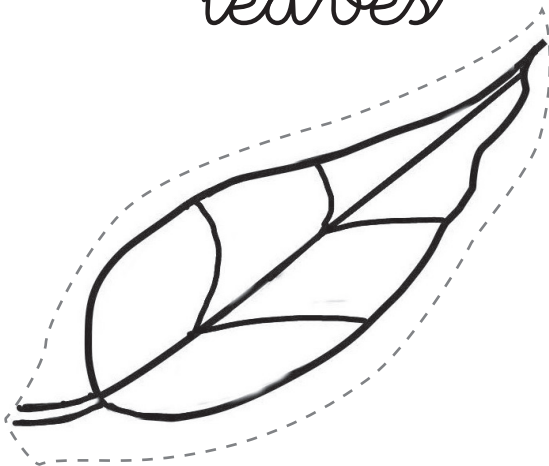
Make a flower



petals



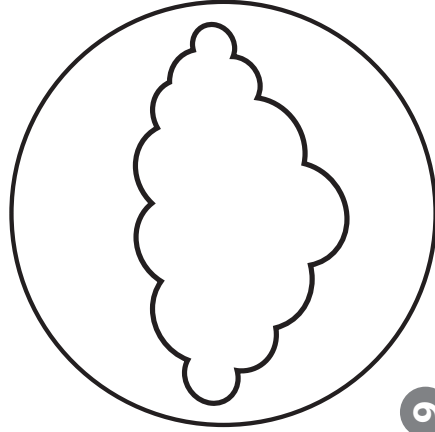
leaves



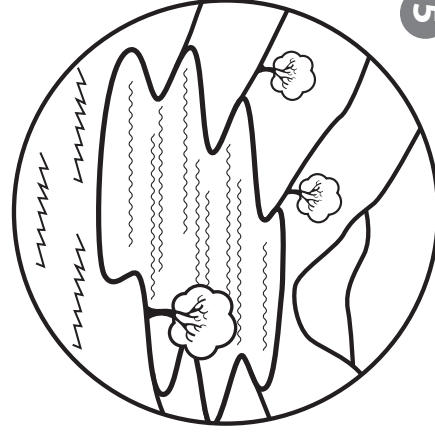
- Use the worksheet as a template. Make sufficient copies on card. Hand out a copy of the worksheet to every pupil.
- They carefully cut out the parts of the flower.
- Give each pupil a straw for the stem and ask the pupils to stick the petals on the flower and stick the flower on a straw.
- Stick the leaves on the straw and stick wool on as roots.



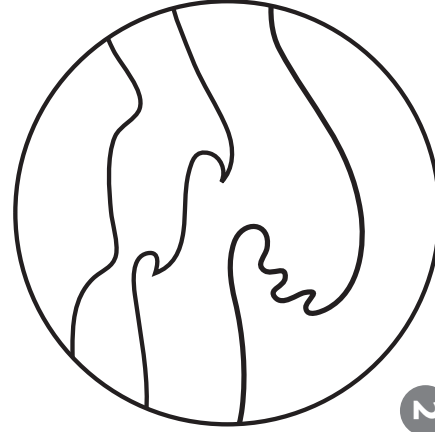
Write the words. Cut out and make a minibook.



6



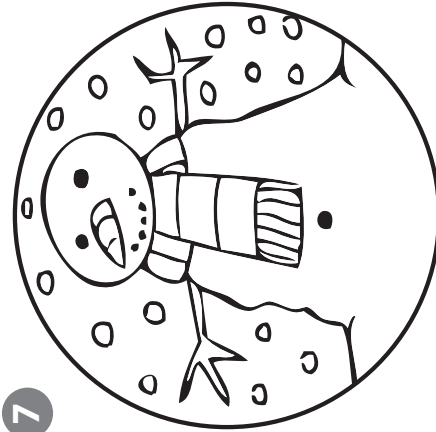
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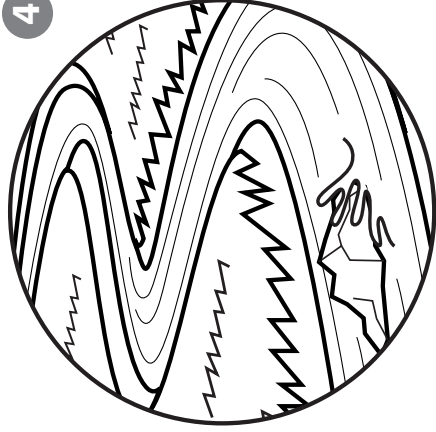
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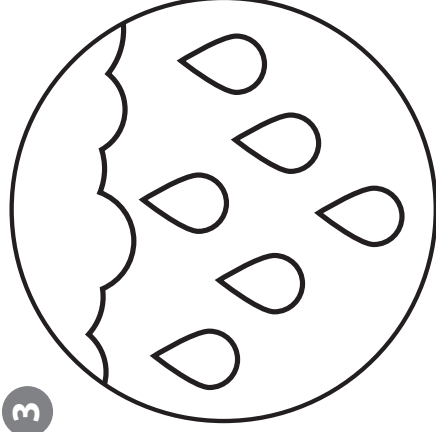
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7



4



3

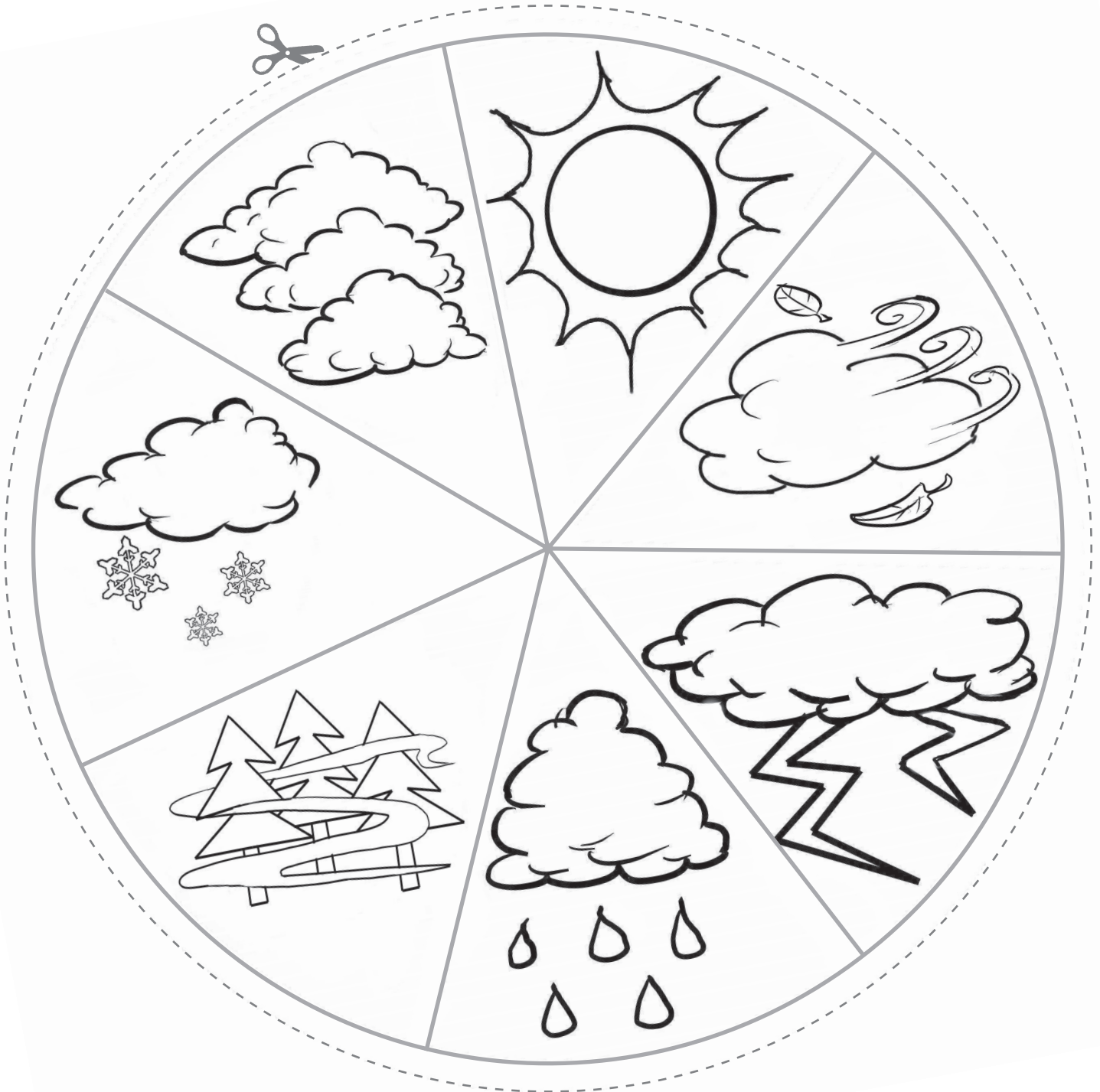
WATER

- Hand out a copy of the worksheet to every pupil.
- Write the water words (river, snow, cloud, waterfall, lake, rain, sea) on the board in order or at random. Ask the pupils to label the pictures and write their name under the title 'Water'.
- Prepare a minibook in advance and demonstrate how to fold it together.



The weather guessing game

 Colour and cut out the weather circle.

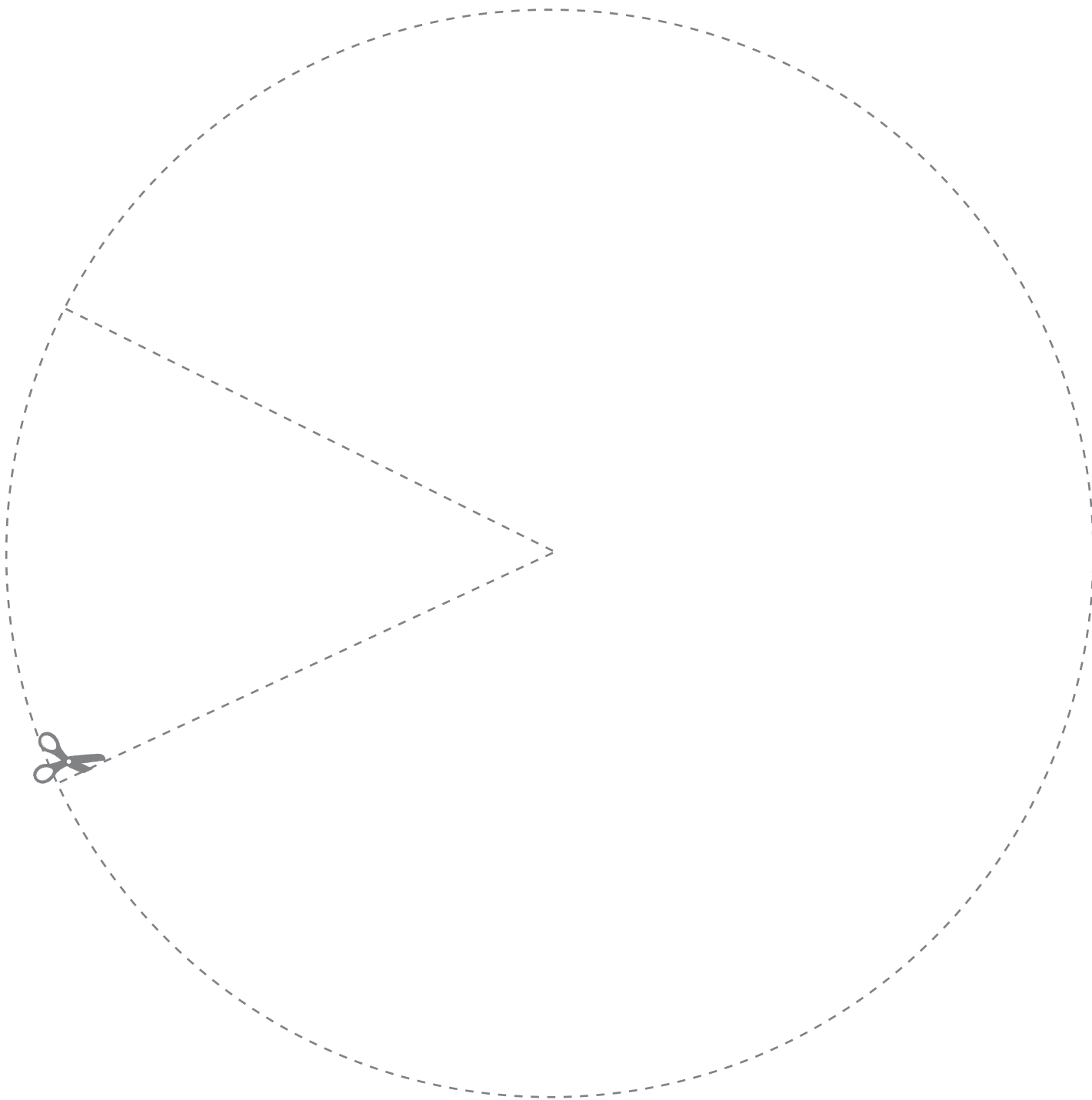


- Hand out a copy of the worksheet to every pupil.
- The pupils colour in the weather pictures and carefully cut out the weather circle.
- The pupils clip the circle from Class worksheet 2b on top.
- In pairs one pupil moves the top circle so the triangle shows the weather and asks *What's the weather like?* The second pupil guesses *Is it (sunny)?*



The weather guessing game

 **Cut out and make the weather wheel.**



- Hand out a copy of the worksheet to every pupil.
- The pupils carefully cut out the circle then cut out the triangle shape.
- They then pin the circle on the weather circle from Class worksheet 2a.

Class worksheet 1

Name _____

Class _____





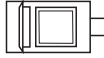
unit 9

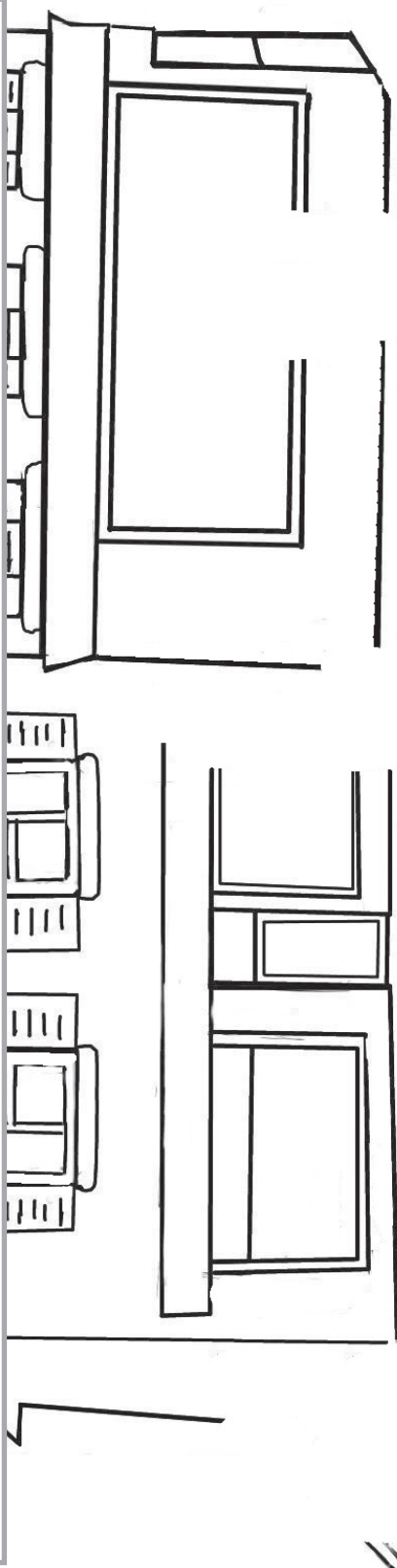


In the street



Draw and write these things by the road.

				
street lamp	bin	phone box	traffic lights	post box

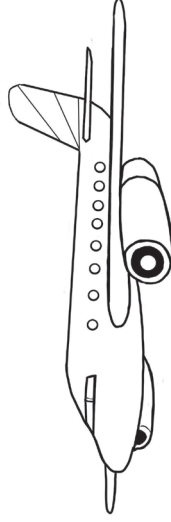
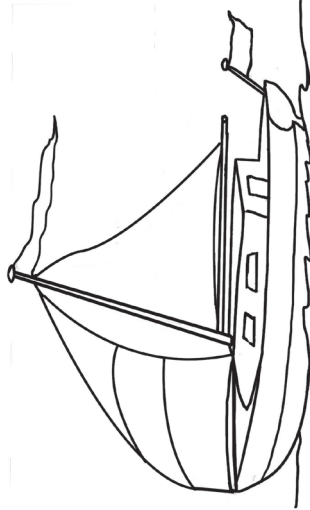
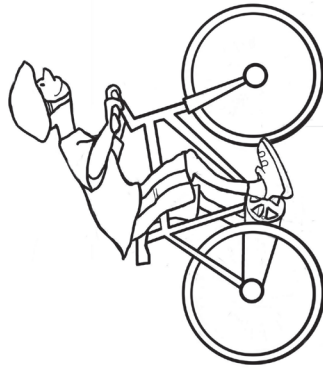
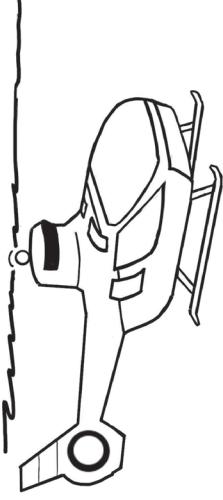
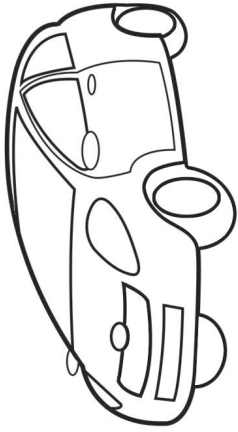
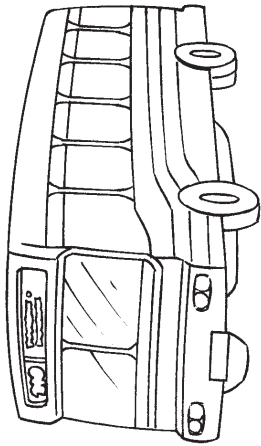


- Hand out a copy of the worksheet to every pupil.
- Ask the pupils to look at the things in the text box and draw them in the picture.
- The pupils can copy the labels next to each item in their pictures.



Write the names of the vehicles. Cut out the pictures and play the Transport definitions game.

car bus plane helicopter boat bike



- Hand out a copy of the worksheet to every pupil.
- The pupils colour and name the pictures.
- They then write the names under the pictures.
- Ask them to carefully cut out the pictures and use the pictures to play the Transport definitions game.